

When autonomy and empowerment becomes neglect: A case on guiding employees to complete undesirable tasks.

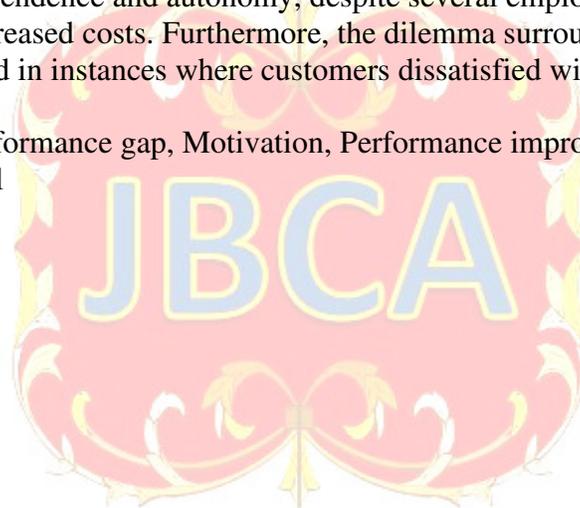
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ABSTRACT

This case study presents useful frameworks that organizations can use to learn how to identify performance issues, investigate the cause and resolve those issues to foster an environment that will lead to higher levels of intrinsic motivation. Set in a small pest control company in the intermountain west, Bugs B Gone wrestles with finding the balance between offering employees independence and autonomy, despite several employees exposing the company to risks and increased costs. Furthermore, the dilemma surrounding this hands-off approach has also resulted in instances where customers dissatisfied with the service.

Keywords: Analysis, Performance gap, Motivation, Performance improvement, Interventions, Bridges Transition Model



This case is based on an actual organization and the individuals within that organization. All facts stated are actual and based on the organization. The name of the organization and the names of the individuals involved have been changed to maintain anonymity.

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CASE RATIONALE

Trying to engage disobedient employees can be a difficult task for many business owners and managers. Often this can lead to dissenting views and inaccurate performance improvement solutions for Bugs B Gone problems. This case study offers perspectives on how managers and employers can support employees to complete the tasks assigned to them, especially, if the tasks are undesirable, difficult, or inconvenient. Isolating the core performance problems within a business, without proper training, can lead to a divide within the company. This can often be the result of one-sided views, rushed investigations, biased solutions, lack of communication, and an absence of accountability. Set in a small pest control company, this case study aims to address the specific issues relating to disobedient employees not completing assigned tasks, while offering processes and solutions to address such performance issues.

INTRODUCTION

This case study aims to offer possible solutions to performance deficiencies discovered in a small pest control company (Bugs B Gone). Bugs B Gone is located in an intermountain west state and has a service area that covers almost 32,000 square miles. The identified performance deficiency appears to be related to pest control technicians not filling out paperwork correctly, on time, and not following chemical label protocols for the application of the chemicals. Consequently, Bugs B Gone could face legal charges from the Department of Agriculture and the State of Idaho if audited. In a typical audit, the technician or owners of the company will receive a warning letter outlining the behaviors that need to be changed. Often the State or Department of Agriculture will require a response from the person or people in question acknowledging their desire to resolve the problem. If the response does not work fines can be given in the range of \$100-3000 per violation. If the fines are not paid or the problem persists criminal charges will be pressed against those in violation of the law and can be sentenced up to 1 year in jail. This creates issues for Bugs B Gone because management has been unsuccessful in resolving the issues. If the performance deficiencies are not properly addressed Bugs B Gone could lose customers, employees, and face legal action against staff or the business.

BUGS B GONE'S BUSINESS MODEL

The business has operated the same way for almost two decades. The owners rely on a very hands-off management approach believing it will foster independent thinking and help employees feel like they are trusted. Typically, they have two companywide meetings a year to go over OSHA training (occupational safety and health association) and business changes. They tend to not check in on employees more than once a week, and deliver supplies as needed. When information needs to be sent out to staff it typically starts with the owners sending out texts or phone calls to the desired employees. Although this approach has proven relatively successful in the past the performance deficiencies that have been identified involving employees not filling out paperwork and incorrectly applying chemical needs to be addressed due to lost revenues, client turnover, and company risk exposure. Looking at employee performance will offer insight as to how the deficiencies can be resolved.

Desired Performance

Every employee that works for Bugs B Gone is required to conduct themselves respectively and professionally, learn and understand Bugs B Gone protocol as it pertains to their position, when working/dealing with customers or the public in person to be in uniform, maintain equipment, complete required paperwork correctly and timely, manage their schedules, follow application laws when applicable, and follow Bugs B Gone protocol for etiquette relating to talking and texting on the phone.

Management

The managers are expected to oversee at least four to five employees depending on the season and how many technicians are in the field. The managers are in charge of overseeing the hiring, training, and firing of employees. Providing OSHA training, helping employees troubleshoot, ordering and distributing supplies, making sure services are completed, reviewing paperwork, ensuring employees who need to be licensed acquire a license or renew existing licenses as needed, assist in scheduling, responding to customer complaints, seeking out potential clients, ensuring payroll goes out/taxes are done, and providing correction to employees as needed.

Office Staff

The office staff consists of a part-time billing specialist and a clerical worker who could be considered $\frac{3}{4}$ time. The billing specialist is in charge of ensuring accounts are balanced, QuickBooks is accurate, checks are deposited, expenses are accounted for, and past due accounts are notified. The clerical worker ensures the office phone is answered and voicemails are returned, complaints are handled, schedule gaps are filled, and assisting the managers and technicians with reminder calls or schedule changes.

Technicians

Lastly, are the technicians. Their responsibilities include maintaining equipment, keeping and renewing their professional license, maintaining a driver's license, applying the pesticides to properties in accordance with label laws, selling new accounts, filling out all paperwork on time and correctly, scheduling customers and themselves, verifying appointments, collecting payments, and resolving complaints.

Actual Performance

Unlike desired performance where an optimal system is described, actual performance outlines the reality of the current system so performance gaps can be identified and closed. Appendix A illustrates the differences that exist regarding the desired employee performance and actual performance.

Starting with the managers it has been identified that improvements could be made to their employee training. Specifically concerning the proper use, storage, and maintenance of equipment and teaching employees how to sell new accounts. Moreover, services are not being

documented as missed or completed which is starting to cause a rift between some of the customers and the company. Finally, employees are not being held accountable for inappropriate behaviors or being held accountable for the choices they make. Next, the billing specialist and clerical workers were found to meet all company expectations pertaining to their positions. Lastly, the pest control technician's performance was lacking in maintaining equipment, selling accounts, filling out paperwork, and collecting payments.

Now that the actual performance of each position has been identified the consequences of each performance deficiency will be discussed.

Management

It has been recognized that the inconsistency in employee training has caused the overall quality of services to diminish, customers reporting less satisfaction, and errors in application techniques (leading to waste and possible significant health implications). Furthermore, not taking the time to ensure services have been completed has lost the company money and customers. At times people have been billed for services that did not occur or some customers who were expecting a service did not receive one. Finally, the lack of employee correction and accountability has at times had an anarchy effect on the company. This has led employees to be disrespectful, refusing to accomplish tasks, and abuse of company resources.

Technicians

It has been determined that the technician's lack of equipment maintenance has increased Bugs B Gone's costs. Most of the repairs could have been avoided or fixed at the job site if the technicians would maintain or learn how to troubleshoot problems in the field. Next, the technicians do not dedicate much time to selling new services. This creates a problem because there is never a new stream of work coming into the business. As customers cancel services for various reasons they are not being replaced. This leaves Bugs B Gone with a smaller customer pool versus one that is continually growing. Lastly, the technicians are not filling out paperwork correctly or on time which often leads to payments not being collected or logged.

There are legal consequences when paperwork is not filled out on time or correctly. While Bugs B Gone has not had to deal with legal issues relating to documentation, however, a simple audit could prove devastating if legal action were to be taken. Regularly the lack of documentation affects service quality because no one but the technician knows what the customer wants. This costs the company money because there is no record of the service being recorded and allows customers to go months without paying for work.

Performance Deficiencies Summarized

A performance gap is a difference between the desired performance and the actual performance (Van Tiem, Moseley, & Dessinger, 2012). In other words, a performance issue has been identified that needs to be resolved. For example, a laborer is supposed to produce 100 widgets a day; however, upon reviewing the data it is observed that they are only producing 75 widgets a day. Therefore, the performance gap is a deficiency of 25 widgets.

Management

As stated in the 'actual performance' section it has been found that management is lacking in proper communication to staff and often skips yearly meetings. Consequently, this creates issues that concern proper employee training, quality control, correction, and ensuring work is completed. Each of these issues has affected customer relationships within Bugs B Gone. There have even been instances of customers canceling their services as a response to some of the issues listed above.

Technicians

The technicians often do not take the time to properly complete the required paperwork. Typically, this causes issues with the clerical staff since they cannot file the paperwork turned in due to errors. Next, techs spend more time at services than is needed. At an average appointment, a tech is given one hour from start to finish to complete the work. Of course, there are special circumstances that allow techs to schedule more time to finish work but this is done on a case-by-case basis. Moreover, the techs are also not collecting payments or past due amounts from customers. It is their responsibility to either receive payments from the customers or to provide an avenue for them to pay. This is not being done which ultimately goes against company standards and expectations. Finally, the techs are not achieving company goals, respecting company standards, striving to grow the available customer pool through sales, and put the company at risk by not filling out required documents/following label laws.

Identified Performance Gap

After identifying all of the deficiencies that are occurring within Bugs B Gone it can be deduced that the main and overwhelming performance gap is centered on accountability. A lack of accountability between management and employees allows negative consequences and behaviors to thrive. In turn, causing many if not all of the deficiencies listed above.

Impact of Performance Issue

It is believed that accountability is the primary issue relating to the negative deficiencies that are living within Bugs B Gone. A lack of accountability has allowed managers to become too lax with employee relations. Their credibility is often challenged because they will set goals and make plans with employees that are never completed or even followed up on. This type of relationship allows employees to have an almost anarchical reign over the company. Typically, deciding when they will be trained, the terms of their discipline, and the quality of work that is acceptable.

This particular performance gap affects almost all aspects of the company. The employees have expressed a lack of trust in management because they never know if the changes, expectations, or requests will be fulfilled. The employees that often do the best work are given the least amount of help but are expected to remediate mistakes made by others. This causes frustration and has led to a low retention rate among employees. The managers struggle to keep good employees staffed and often have to settle for less desirable employees. Capitalizing

on the fact that there is very little accountability; those employees challenge all aspects of their work environment until they end up dictating Bugs B Gone policy and expectations.

Consequently, this can become a sour spot for many customers. The customers of Bugs B Gone have been promised professional and courteous services that are effective and budget-friendly. Unfortunately, that promise is not often kept. Customers have complained of being billed for services that they did not receive, had techs come and provide a service they did not want, been disappointed with the quality of work, and have been manipulated or lied to by employees concerning what can be accomplished. Most often this leads to Bugs B Gone losing business and its credibility as an outstanding and honest company.



Answers/Teacher's Notes**Questions**

- 1) What tools and/or techniques can be used to investigate the factors contributing to the performance gap?
- 2) What possible solutions could help address the identified performance gap?
- 3) What is the relationship between motivation and accountability and what motivational techniques could be used to improve accountability?
- 4) How could the Bridges Transition Model be used by Bugs B Gone?

Possible Answers

- 1) What tools and/or techniques can be used to investigate the factors contributing to the performance gap?

As established in the case, the performance gap is the difference between the ideal performance levels and the actual performance levels. In this specific instance, the performance gap is accountability between management and staff. Because we are concerned with the factors leading to this gap, we would attempt to investigate this gap through some sort of analysis or investigation technique. A cause analysis is a diagnosis process used to determine why a gap exists. Typically, a cause analysis seeks to identify factors that are leading towards the performance issue. Such factors may include “consequences, incentives, and rewards for good performance; data, information, and feedback used to set and reinforce expectations; environmental support, resources, and/or tools needed to perform the job task; individual capacity; motives and expectations, and knowledge and skills” (Moses, Ali, Krauss, 2014, p. 85). Another way to look at this is through a Root Cause Analysis (RCA). RCA is a process used to identify what, how, and why, an event occurred. Often RCA has four main steps: data collection, causal factor charting, root cause identification, and recommendation generation and implementation (Rooney & Heuvel, 2004).

Data collection is the first step in RCA. Without complete information about the event, a true causal analysis can't be performed. Consequently, one who performs RCA will need to spend a large amount of time analyzing the situation so enough data can be obtained for a proper understanding of the events that took place. When all the data is compiled a causal factor chart will be utilized. This is a RCA structure that the person will use to map the events and conditions that occurred before the incident took place. Often this begins with a bare skeleton chart, such as a fishbone diagram, that is completed as new and relevant information is acquired. This is a structured reasoning process that helps investigators identify the cause behind the event. Finally, once the root cause is identified, achievable recommendations will be presented to help resolve the issue and keep it from happening again.

The focus is not just examining the symptoms of the performance deficiencies, but to dive in and uncover the true underlying issues that are contributing to the performance issues, but also the symptoms we observe. Too often merely responding to the symptoms leads to ineffective and inappropriate use of resources. An example in this situation is that if the observed symptom is deemed as un-motivated employees, and we merely respond to it with customer service training, we aren't accurately getting to the root of the issue.

There are a variety of techniques that can be used to investigate or analyze the causes of the performance deficiencies. Appendix B provides an overview of several of the most common investigation techniques. Table definitions retrieved from (Rothwell, Hohne, & King, 2007) and (Van Tiem et. al, 2012).

Further information for instructor:

There are numerous companies and resources available for learning more about Root Cause Analysis and its process. There is one company, in particular, that provides excellent and free resources to aid in the teaching of Root Cause Analysis process. They are called “Think Reliability” (<https://www.thinkreliability.com/>) and they have numerous free tutorials using real-life situations such as the Titanic, Fukushima Daiichi, TWA Flight 800, Valdez Oil Spill, and several more. They do such a great job of explaining how we often misdiagnose as we merely assess the symptoms of the performance issues. They go on to walk the viewer through how a correct Root Cause Analysis is completed.

2) What possible solutions/interventions could help address the identified performance gap?

When trying to address the identified performance gap within organizations there are aspects that can affect which solutions would be most successful. For example, some solutions might be perfect for addressing the performance gap but not align with budget or organizational culture resulting in a particular intervention being unusable. When trying to select solutions or interventions things such budget and culture as was organizational vision, mission, values, and goals should be considered before attempting to implement anything to correct the performance gap.

An organization’s vision is what it ultimately wants to become. This is what makes organizations unique because it affects its values and core principles. Missions can be thought of as drivers. What drives an organization? Is it market needs, natural resources, technology? All of these concepts affect a company’s mission because it in effects becomes the reason for its existence. Values in short are core beliefs. They can be thought of as intrinsically linked beliefs that a company holds. Finally, goals are clearly defined targets the company wants to accomplish (Van Tiem et. al, 2012, p. 133).

It was found that feedback, competency testing, decision-making assistance, performance management, and ergonomics are all viable solutions for Bugs B Gone to consider while trying to close their performance gap. Appendix C lists these solutions as well as others that could be considered to close the performance gap in Bugs B Gone.

3) What is the relationship between motivation and accountability and feedback?

Motivation in the workplace is an especially important concept that owners and managers should be aware, given its significant and pervasive presence in both practice and scholarship (Lion & Burch, 2018). Accurately responding to the motivational needs of the employees will help ensure continued and appropriate motivational levels, only if the issue is in fact related to motivation.

The above teaching notes attempt to communicate the importance of accurately diagnosing the root causes to lead to sustainable performance improvement solutions. The risk of misdiagnosis at the symptom level is significant and very typical in industry. Often managers are tempted to attribute poor staff performance to deficiencies in staff motivation. Rarely is staff motivation the primary or root contributing factor. New employees typically enter the workplace

or job being motivated (they have accepted the pay level and benefits as reasonable or acceptable for the work they will be doing); however, over time that motivation can wane, due to any number of factors. Factors may include issues within the work environment, the home environment, or both.

The most significant body of study concerning human motivation is Self-Determination Theory (SDT, Deci & Ryan, 1985). SDT has emerged to be a significant influencer on how we understand and put to practice motivational techniques. SDT is based upon the consideration of humans' basic psychological needs, which contribute to high levels of intrinsic motivation. Those needs are autonomy, relatedness, and competency (Deci & Ryan, 2000). Autonomy is having the independence, free-will, and/or agency to have discretion over a task (Gagné & Deci, 2005); relatedness refers to the connectedness or belonging with others (Baumeister & Leary, 1995); and competence is consistent and efficacious mastery of a task (Ryan & Deci, 2017).

The relationship between accountability and intrinsic motivation is complicated. However, like a child needing structure and feedback, employees often have similar needs. In fact, failing to provide feedback to employees (good or bad) risks leaving them uncertain of if they are doing their work correctly or accurately. When feedback and accountability is not deployed, it leaves the employee to make assumptions about their work, such as "*is no news good news?*"

High quality, consistent accountability provides employees with valuable feedback related to expectations and standards. Failure to provide accountability to blatant policy or performance standards may result in diminished intrinsic motivation from both the person violating the standards and those observing the violation. The lack of attention to these missteps may inadvertently *train* employees that company standards and policies are not important. This is an example of how organizations and managers re-program their employees to willingly disregard policies and expectations.

If we believe that autonomy, relatedness, and competency fuel intrinsic motivation (Deci & Ryan, 2000), failure to provide accountability and feedback can contribute to erosion of levels or competence (if competent in the past) or prevent the employee from becoming competent. Other Bugs B Gone deficiencies, such as a lack of appropriate training, can also erode an employee's competence. Accountability and motivation often fall hand in hand. This is because many of the processes used to improve accountability can be used to motivate people and vice versa. For example, leaders should focus on being fair and dignified. Leaders who create conditions where people can succeed will be able to foster cultures where people are treated equally and want to do a good job because they are treated well. When trying to be accountable leaders should also focus on fixing the problem and not causing blame. No one will be motivated or want to be held accountable by a leader who places blame over resolving issues (Carucci, 2020). Moreover, leaders can set attainable goals with the help of their employees this way everyone is accountable and held to similar standards. Finally, leaders who want to motivate and show the positive side of accountability will be willing to celebrate success and progress within the organizations. (Robertson & Dvorak, 2019).

4) How could the Bridges Transition Model be used by Bugs B Gone?

According to the Bridges Transition Model, change is considered an external event that takes place at the organization. An example of an event requiring organizational change (to varying degrees) is the addition of a new manager or a new and/or formalized policy. In the Bridges model, transition is viewed as a process that employees within an organization experience when they psychologically internalize the situation/change at hand. This is when they

will be trying to understand the consequences associated with the change. Furthermore, this model suggests that “change will only be successful if leaders and organizations address the transition that people experience during change” (Bridges Transition Model, 2020). There are three stages that people will experience when implementing change within organizations which are called endings, neutral zone, and new beginnings (Brisson-Banks, 2010; Miller, 2017).

The first stage of Bridges’ Transition Model is called endings. Bridges argues that “in the beginning, there is an end” (Robertson, 1997). This alludes to the idea that for change to take place something/s needs to end. This is when Bugs B Gone will decide what will end, what will stay, and start to discover what will be new. Within this stage, there will often be resistance to differing degrees (Robertson, 1997). Leaders within Bugs B Gone must be sensitive to their employees and be supportive. “Leader behaviors such as support, empowerment, and a high-quality relationship between leaders and their employees might prevent both stress, and improve employees’ stress coping and affective well-being” (Skakon et al, 2010, p. 108). Moreover, it is important for leaders to “help people to deal with their losses” (Miller, 2017, p. 360).

Next, the second stage is labeled the neutral zone. Often this can be described as one or a combination of “new environment, new responsibilities, the rules have changed, there are different people to work with and report to” (Brisson-Banks, 2010, p. 247). Typically, this is when employees have accepted the old ways of doing things won’t work anymore. However, they still don’t understand the new solution/s and will be more open to experimenting with new ideas to help make the new changes easier to implement and make successful (Robertson, 1997). This can often be attributed to the fact employees are more aware of their environment and situation in this stage giving them insight into ideas that might be successful when implementing the proposed change (Robertson, 1997). During this stage, leaders in Bugs B Gone need to be aware of employee perceptions as stated by (Eby et al, 2000) “an employee’s perception of readiness for change may be indicative of the organization’s ability to successfully make changes (for example, that systems are in place and resources available) as well as the employee’s attitude toward the organization and his or her job” (p. 424). Consequently, leaders in Bugs B Gone will need to address/be aware of employee perceptions to move from this stage to the final stage.

Lastly, the final stage is called new beginnings. This is when a “new sense of purpose that makes the change begin to work” (Miller, 2017) within Bugs B Gone. During this stage, employees will see the new way of doing things clearly and will be willing to incorporate the new way of doing things into their routines. (Robertson, 1997). Effectively, this stage can be compared to a new baby foal. It is able to walk shortly after birth, although it is unstable, it becomes stronger with every step and gains experience as it grows and experiences new things (Robertson, 1997). Similarly, those arriving at this stage will be able to “walk” and conduct their new responsibilities effectively. They will feel like they can be successful, optimistically moving towards the future feeling like contributors in Bugs B Gone. See appendix D for Bridges Transition Model applied to Bugs B Gone.

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APPENDIX A: DESIRED AND ACTUAL PERFORMANCE

Position	Desired Performance	Actual Performance
Manager/Owner	Hire employees	Hire employees
	Train employees	
	Correct/Fire employees	
	OSHA Trainings	OSHA Trainings
	Troubleshooting problems with employees	Troubleshooting problems with employees
	Ordering/Distributing Supplies	Ordering/Distributing Supplies
	Ensure work is completed	
	Reviewing paperwork	Reviewing paperwork
	Ensuring licenses are kept and renewed	Ensuring licenses are kept and renewed
	Helping with scheduling	Helping with scheduling
	Responding to complaints	Responding to complaints
	Seek out new clients	
	Payroll/Taxes	Payroll/Taxes
	Billing Specialist	Balance accounts
Keep QuickBooks accurate		Keep QuickBooks accurate
Collect and deposit checks		Collect and deposit checks
Account for company expenses		Account for company expenses
Notify customers of past due balances		Notify customers of past due balances
Clerical Worker	Answer phones	Answer phones
	Return voicemails	Return voicemails
	Help resolve complaints	Help resolve complaints
	Fill gaps in employee schedules	Fill gaps in employee schedules
	Help with reminder calls	Help with reminder calls
	Help with schedule changes	Help with schedule changes
Pest Control Technicians	Maintain equipment	
	Keep/renew professional applicator license	Keep/renew professional applicator license
	Keep an active driver's license	Keep an active driver's license
	Apply chemical in accordance with label laws	
	Sell new customer accounts	
	Fill out paperwork correctly and timely	

Manage their own schedules (including scheduling customers)	Manage their own schedules (including scheduling customers)
Verifying appointments	Verifying appointments
Collecting payments	
Resolving conflicts	Resolving conflicts

Gray = deficiency/performance gap



APPENDIX B: ANALYSIS AND INVESTIGATION TECHNIQUES

Technique	Definition	
Brainstorming	Brainstorming is effective in group settings when a large number of ideas need to be solved. It is important to note that if working in a group each member needs to be aware of the problems before starting (Rothwell et. al, 2007, p. 69).	
The Five Why's Technique	This is a simple yet powerful tool that investigators can use to exhaust the list of potential causes to problems. For example: (Rothwell et. al, 2007, pp. 71-73).	
	I have a headache	Why does your head hurt?
	I only got 3 hours of sleep	Why did you get so little sleep?
	I was working until 3 am	Why did you work so long?
	I procrastinated on a project	Why did you procrastinate?
	I was bored	Why are you bored?
	More statements	More why questions.
Extant Data Analysis	Focuses on analyzing accomplishments or performance inputs, processes, outputs, and outcomes that are documented in various company records such as sales reports, customer surveys, safety reports, quality control documentation, and so forth (Van Tiem et. al, 2012, p. 127).	
Needs Analysis	Needs analysis seeks opinions and ideas about what should be happening, what is happening, how the sources feel about what is or is not happening, and what is causing the problem (Van Tiem et. al, 2012, p. 127).	
Knowledge Task Analysis	This searches for detailed information about what the performer needs to know—the invisible part of performance—in order to successfully complete a specific job or task. In essence doing enough research on the topic to be able to contribute in fixing it (Van Tiem et. al, 2012, p. 127).	
Procedural Task Analysis	This focuses on the visible details of optimal performance by “documenting people-thing workplace expertise in terms of precisely what people are required to know and be able to do to perform the task.” The term “people-thing” refers to the interaction between the performer and the object of the performance (Van Tiem et. al, 2012, p. 128).	
Systems Task Analysis	This picks up where procedural task analysis ends by focusing on the “expertise workers must have to respond effectively to abnormal conditions.” It provides a series or snapshots, which, if viewed collectively, provide a composite of the total performance system (Van Tiem et. al, 2012, p. 128).	
Interviews	One-on-one or group interviews can be administered to discover fact and perception about what is going on in the organization (Van Tiem et. al, 2012, p. 136).	

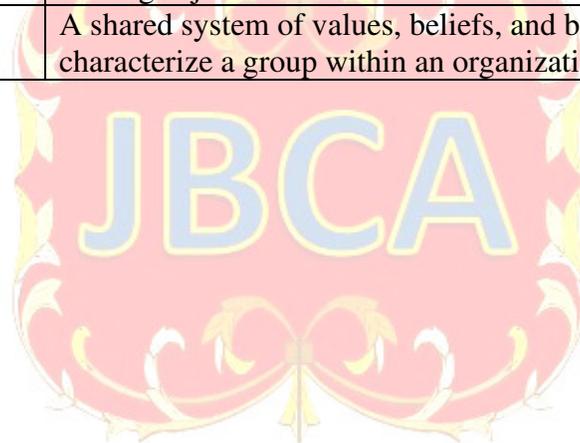
Focus Groups	Members are asked about their opinions, perceptions, and attitudes relative to an issue (Van Tiem et. al, 2012, p. 136). A further consideration of focus groups is the purposeful structure of assembling an all <i>high</i> performer group to learn specifically how they work and what has led to their high performance. Same can apply with a <i>low</i> performer group. Also, a specific mix of high and low performers to collectively examine obstacles and opportunities.
Consensus Activities	These activities ask for agreement from participants so a common decision can be generated (Van Tiem et. al, 2012, p. 136).
Surveys	These can be more anonymous than interviews. Surveys can generate both facts and perceptions about the directions established by the organization (Van Tiem et. al, 2012, p. 136).
Recording Critical Behavior	The critical incident technique, case studies, and even storytelling are techniques for observing and reporting on behavior that may have a critical positive or negative impact on an organization (Van Tiem et. al, 2012, p. 136).



APPENDIX C: INTERVENTION/SOLUTIONS TO ADDRESS PERFORMANCE GAPS

Solution (deficiency)	Explanation
Feedback (accountability, and communication)	Information provided by others designed to help people adjust their behavior, continue successful performance, or establish goals. (Van Tiem et. al, 2012, p. 628)
Competency testing (education)	Examines current job knowledge and skills that will be needed or present and future performance. (p. 625)
Decision making (lack of freedom and confidence)	Making choices, ideally, based on structured problem-solving. (p. 626)
Performance management (goal achievement and development)	The process by which upper management links and aligns organizational goals to employee performance. (p. 347)
Ergonomics (poor employee work environment)	The study of how physical laws of nature affect the worker and the work environment. Primary focus is the design or redesign of machines and tools to match the physical ability of the employee to use and react to the tools or machinery required for a job or task. Assessing and improving user-friendliness and environmental factors, such as noise and lighting. (p. 627)
Knowledge management (lack of readily available information for employees to use to complete their jobs)	The process of acquiring, storing, and managing access to bodies of data, information, knowledge, and organizational experience that assists people in performing their jobs with efficiency and precision. (p.631)
Self-directed learning (lack of education)	Learning designed to mater material independently and at the person's own pace. (p. 635)
Performance support tools/job aids (lack of information to complete task)	Provide just-in-time, on-the-job, and just-enough, information to enable a worker to perform a task efficiently and successfully without special training or reliance on memory. May inform, support procedures, or support decisions. (p. 630)
Job descriptions (lack of formal agreement on job/task requirements between employer and employee)	A written statement documenting the tasks and functions of a job. Includes what is done on the job, how it is done, and under what conditions. (p. 630)
Job specifications (unqualified applicants)	A list of the minimum qualifications a person must possess in order to perform a specific job successfully. (p. 630)
Job Design (no consistency in day-to-day tasks/expectations)	The process of putting tasks together to form complete jobs. Job designers must consider how tasks are performed, the relationship of the job to organizational work, and employee-related issues such as challenge and empowerment. (p. 630)
Job Enrichment (burnout)	A job design option that makes a job rewarding and satisfying by adding tasks (horizontal job enrichment) or responsibilities (vertical job enrichment). (p. 630)

Retention (lack of employee/employer loyalty)	Encourages employees to remain with an employer due to systematic efforts to create and foster positive policies and practices meeting the diverse needs of the workforce. (p 634)
Motivation (discouraged staff)	Encourages behavior; the desire to accomplish tasks; can be intrinsic or extrinsic. (p. 631)
Career pathing (stagnant future opportunities for advancement)	A planned sequence of job assignments, usually involving growth-oriented tasks and experiences, which people assume in preparation for future job opportunities. (p. 624)
Suggestion systems (aware-don't-care environments)	Allow employees to increase workplace responsibility and accountability by offering ideas for improving products or services. Rewards often provided for suggestions that bring positive results to the organization. (p. 636)
Problem-solving (inability to take action towards solutions)	A structured process of defining the problem gathering data about the situation and causes, considering alternatives, making choices, implementing choices, evaluating the new situation, and making adjustments based on evaluation. (p. 634)
Culture (ignorance)	A shared system of values, beliefs, and behaviors that characterize a group within an organization. (p. 626)



APPENDIX E: BRIDGES TRANSITION MODEL APPLIED TO BUGS B GONE

