

The “D” before ADDIE

“Determination,” is an often overlooked pre-cursor to ADDIE (Assessment, Design, Develop, Implement, Evaluate). Is training the right answer? You may provide the best training there ever was but if it is a topic that is used in-frequently, your students will still forget most of what they learned in 3 months. Maybe what they really need is simply a job aid for those steps they keep forgetting. Or maybe they really do need more training because the job aid is not enough on its own? The only way you will know if training is the answer is to perform a “Determination” phase of your training assessment.

A tool I like to use to determine if training is the right answer is the Behavior Engineering Model (BEM). This model assesses the conditions of behavior that may influence performance and motivation to learn. The model consists of 6 blocks, 3 in the environment row and 3 in the individual row. The ONLY box you can fix with training is the Knowledge box.

To use the BEM chart, simply interview participants and fill out each box. The feedback will tell you first, if the environment is properly in place, for example, does the participant know what is expected of them, do they have the right tools, and are there proper incentives from the company to motivate them to learn? Second, the model will tell you if as an individual the participant has self-motivation to learn, can they do the job, and do they need more knowledge? Remembering training ONLY addresses the Knowledge box, if the other boxes are not satisfied, training is likely not the answer. For example, if the right tools are not in place (Resources), or if the participant is not motivated (Incentives and Motives), training is not going to fix it. Below is the BEM Model. To get a worksheet of this model, go to the WECC.biz website, then to Program Areas, Training and Education, and Operations Training.

Putting the “D” before ADDIE makes it “DADDIE!”

| | Information | Instrumentation | Motivation |
|-------------|--|--|--|
| Environment | <p>Data</p> <ol style="list-style-type: none"> 1. Relevant and frequent feedback about the adequacy of performance 2. Does the individual know what is expected? 3. Do people know how well they are performing? 4. Are people given clear and relevant guidance about their performance? | <p>Resources</p> <ol style="list-style-type: none"> 1. Do people have the right tools, resources, time and materials to match performance needs? 2. Are tools and materials designed to match the human factors of performance? | <p>Incentives</p> <ol style="list-style-type: none"> 1. Are adequate financial incentives that are contingent upon performance available? 2. Are non-monetary incentives made available? 3. Are career-development opportunities available? 4. Are there clear consequences for poor performance? |

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| Individual | <p>Knowledge</p> <ol style="list-style-type: none"> 1. Is well designed, systematic training that matches the requirements of exemplary performance available? 2. Do people have the skills and knowledge needed to perform as expected? <p>Note: This is the area that training can fix</p> | <p>Capacity</p> <ol style="list-style-type: none"> 1. Is performance scheduled for times when people are at their best? 2. Is there flexible scheduling of performance to match peak capacity? 3. Are prosthesis or visual aids needed and available? 4. Are people adapting? 5. Do people have the aptitude and physical ability to perform the job? | <p>Motives</p> <ol style="list-style-type: none"> 1. Has an assessment of people’s motives to work been done? 2. Are people willing to work for the incentives? 3. Are people recruited to match the realities of the situation / job? |
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Reference: Dr. Thomas F. Gilbert, “Human Competence: Engineering Worthy Performance,” 1978, 1996

For the template of the BEM, please [click here](#).