

How to Plan for Program Implementation using The Six Boxes™ Model

Carl Binder International Precision Teaching Conference 2005 Pittsburgh, PA

How to Plan for Program Implementation Using the Six Boxes™ Model

Carl Binder, PhD, CPT

<http://www.SixBoxes.com>

<http://www.Binder-Riha.com>

<http://www.Fluency.org>

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The screenshot shows the homepage of the Six Boxes website. At the top left is the logo, which consists of six green squares arranged in a 2x3 grid, followed by the text "The Six Boxes™" and the tagline "the simple, powerful way to accelerate human performance". To the right of the logo is a photograph of three people (two women and one man) looking at a tablet. Below the logo and photo is a navigation menu with the following items: "The Model", "Workshops", "Licensing", "Speaker Bureau", "Resources", "Newsletter", "About Us", and "Contact".

The main content area is divided into two columns. The left column contains three sections:

- Why The Six Boxes?** "How behavior produces business results. [More>>](#)"
- How it works for you...** "Discover how people with different roles, positions and challenges can apply The Six Boxes. [More>>](#)"
- Our Free Newsletter** "With updates on new applications, success stories, and creative ideas for using the Six Boxes [More info>>](#)"

The right column features the heading "Six Boxes Performance Management" and a 2x3 grid of numbered boxes (1-6). Below the grid is a "Click for more detail" link. The text below the grid reads: "The simple yet powerful model for driving alignment, communication and effective performance problem solving...."

Below this is a paragraph: "The Six Boxes Model enables organizations to create a shared language for understanding, communicating about, and optimizing all the variables that influence individual and group performance. It provides a comprehensive framework for systematic performance management and continuous performance improvement."

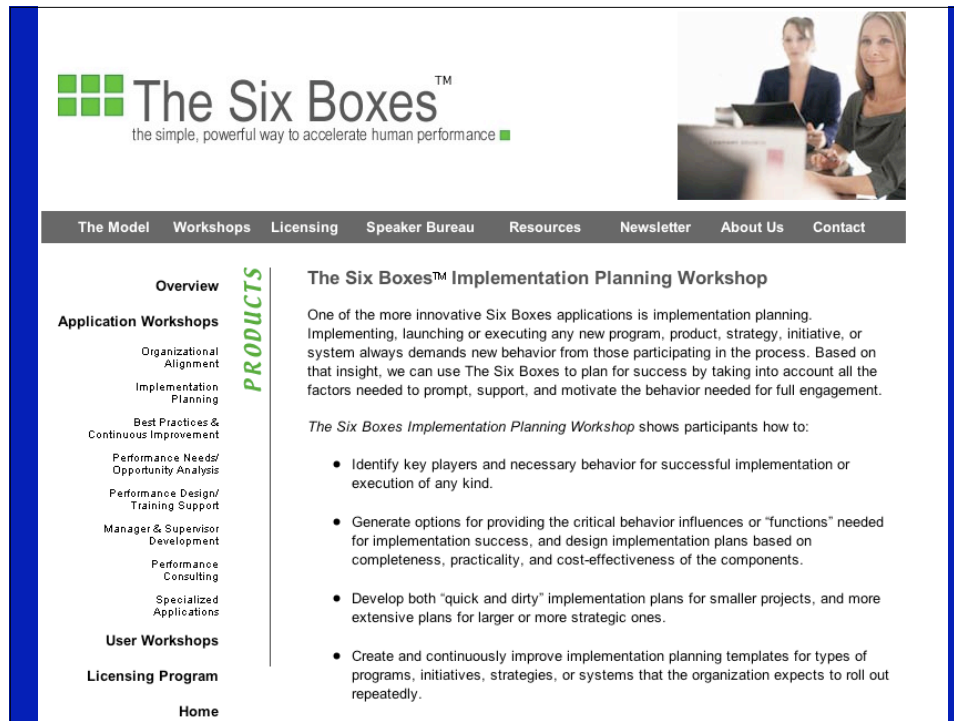
Another paragraph follows: "Our model is easy to apply for individuals, departments, or entire organizations. It cuts through the confusing variety of management techniques, human resources tools, and flavors of the month by framing a complete picture of how people and their environments interact to produce results. It puts everything in it's place. Using the Six Boxes to understand any performance system lets you see what changes will likely make a difference and how they all fit together."

The final paragraph in the right column says: "We'll show you how to quickly apply The Six Boxes to any situation or environment where the productivity and effectiveness of people are at stake. The results will be immediate and significant."

At the bottom right of the page is the URL <http://www.SixBoxes.com>.

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The screenshot shows the website for 'The Six Boxes™' with the tagline 'the simple, powerful way to accelerate human performance'. The navigation menu includes 'The Model', 'Workshops', 'Licensing', 'Speaker Bureau', 'Resources', 'Newsletter', 'About Us', and 'Contact'. The main content area is titled 'The Six Boxes™ Implementation Planning Workshop' and includes a description of the workshop, a list of topics, and a list of bullet points detailing the workshop's objectives.

The Six Boxes™
the simple, powerful way to accelerate human performance ■

PRODUCTS

Overview

Application Workshops

- Organizational Alignment
- Implementation Planning
- Best Practices & Continuous Improvement
- Performance Needs/ Opportunity Analysis
- Performance Design/ Training Support
- Manager & Supervisor Development
- Performance Consulting
- Specialized Applications

User Workshops

Licensing Program

Home

The Six Boxes™ Implementation Planning Workshop

One of the more innovative Six Boxes applications is implementation planning. Implementing, launching or executing any new program, product, strategy, initiative, or system always demands new behavior from those participating in the process. Based on that insight, we can use The Six Boxes to plan for success by taking into account all the factors needed to prompt, support, and motivate the behavior needed for full engagement.

The Six Boxes Implementation Planning Workshop shows participants how to:

- Identify key players and necessary behavior for successful implementation or execution of any kind.
- Generate options for providing the critical behavior influences or "functions" needed for implementation success, and design implementation plans based on completeness, practicality, and cost-effectiveness of the components.
- Develop both "quick and dirty" implementation plans for smaller projects, and more extensive plans for larger or more strategic ones.
- Create and continuously improve implementation planning templates for types of programs, initiatives, strategies, or systems that the organization expects to roll out repeatedly.

Who are YOU?

What do you DO?

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My Background

- Graduate study with B.F. Skinner at Harvard
- Associate Director of Bea Barrett's Classroom & Lab (1973-1982)
- Consulting to Global 2000 and Fast Growth Companies (1978 - present)

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We Teach Our Methodologies

- Six Boxes™ Performance Management
- The FluencyBuilding™ Technology
- Sales Knowledge Management
- Measurement Counts!

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Who Uses the Six Boxes?

- **Executives:** alignment, communication, planning, and execution
- **Middle Managers:** performance planning & management, best practices, continuous improvement
- **Front Line Managers, Supervisors & Team Leaders:** performance management & problem-solving
- **Human Resources & Performance Improvement Professionals:** needs or opportunity analysis, performance design, training support, program planning, *and more...*
- **Individuals:** “performance thinking” for continuous improvement, career planning and personal/family development

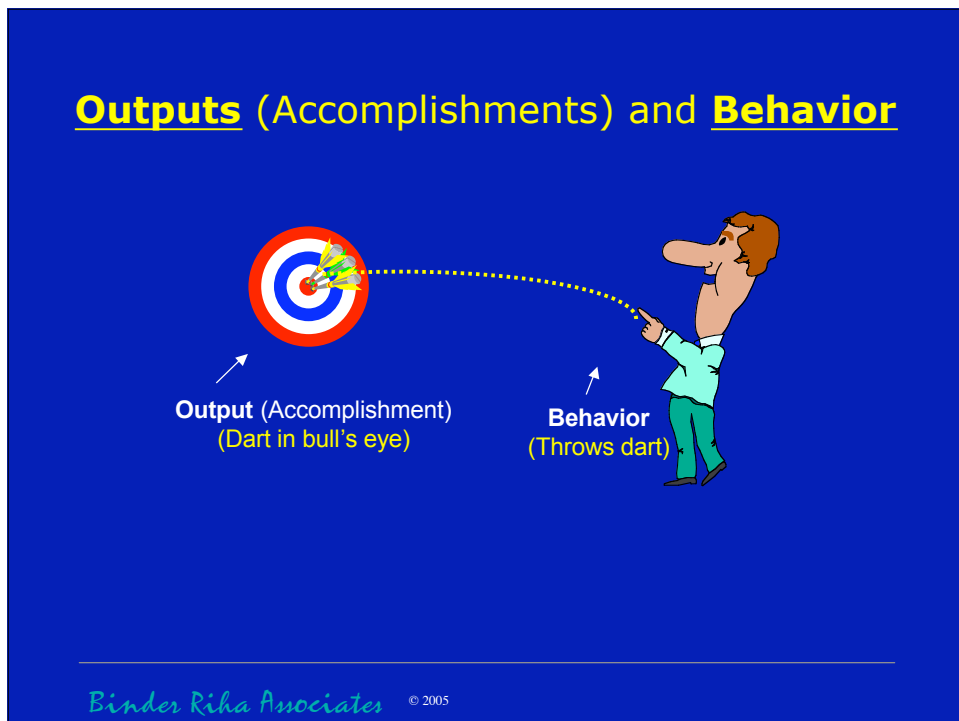
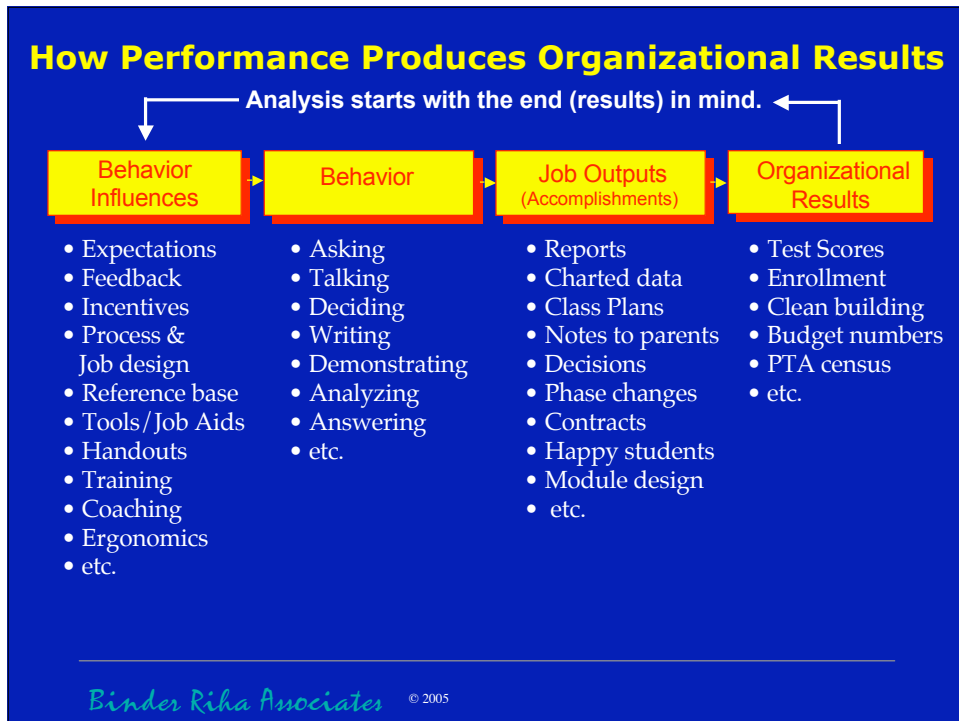
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***The success of any organization
depends on the behavior of it's people.***

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Is it an **Output** (O) or a **Behavior** (B) ?

1. corrected student essay **O**
2. prompt appropriate conduct **B**
3. completed teacher feedback form **O**
4. speak with parent about grades **B**
5. give correction for student mistake **B**
6. student portfolio ready for open house **O**
7. summer reading list for students **O**
8. Newly hired teacher ready for school **O**

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Optimizing Investments in Performance

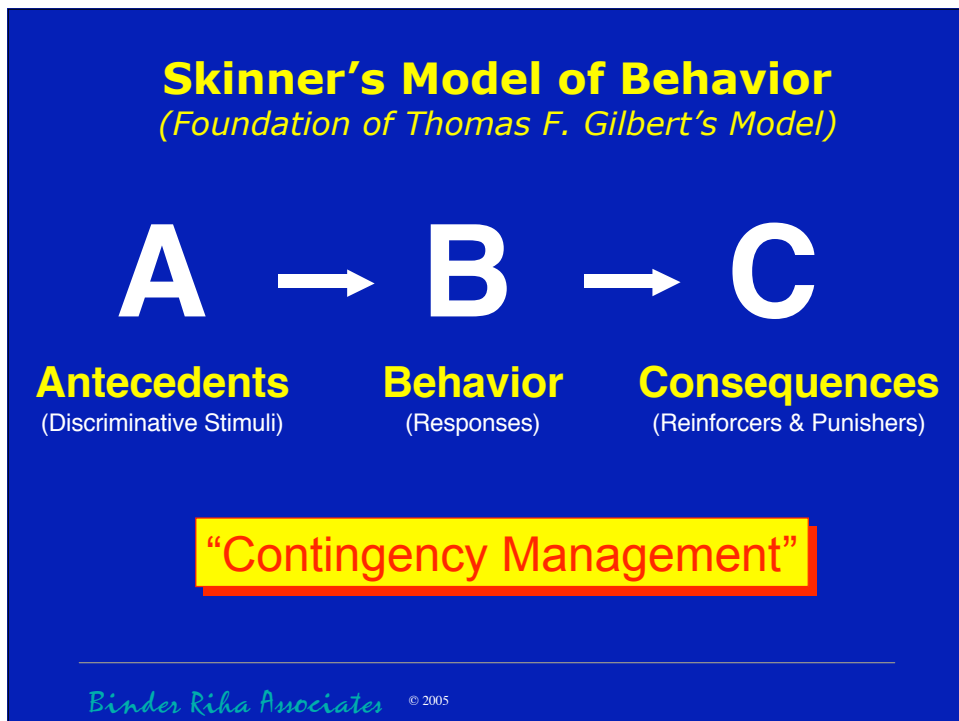
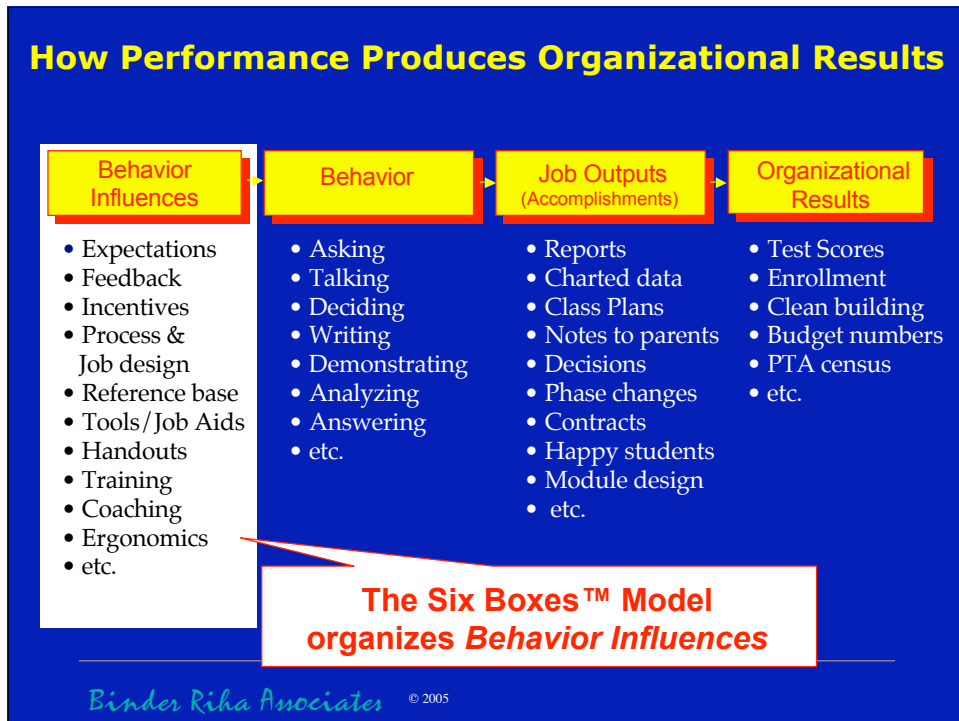
Worth = Value - Cost
of an intervention of job **OUTPUTS** (accomplishments) of **BEHAVIOR**

We need a **comprehensive** framework for how to invest in (influence) behavior to optimize Return on Investment (ROI).

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Thomas F. Gilbert's Behavior Engineering Model

(A) - (B) - (C)

	(S ^D) Information	(R) Response	(S ^R) Motivation
ENVIRONMENT PERSON	Data	Instruments	Incentives
	Knowledge	Capacity	Motives

Gilbert, T. F. (1978, 1996). *Human Competence: Engineering Worthy Performance*. Washington, DC: ISPI.

Our Six Boxes™ Model

Easier to Understand and Communicate

	Expectations & Feedback (1)	Tools & Resources (2)	Consequences & Incentives (3)
ENVIRONMENT			
INDIVIDUAL	Skills & Knowledge (4)	Selection & Assignment (5) (Capacity)	Motives & Preferences (6) (Attitude)

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1 Expectations and Feedback

- **Definition:** *Information* about what to do and produce, how to do it, and how one is performing compared with *objective* standards of quality and productivity.
- **Guidelines:**
 - Check for consistency among expectations.
 - Align expectations with consequences.
 - ASK if people know what to do!
- **Examples:**
 - job descriptions, performance objectives
 - performance feedback reports, graphs, & sessions
 - feedback and measures built into the environment
 - informal coaching and “culture”

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2 Tools and Resources

- **Definition:** The environmental and human resources needed to do a job.
- **Guideline:** Easy-to-use tools and accessible resources are among the most cost-efficient performance interventions. (Find out what the *best* performers use to do their jobs.)
- **Examples:**
 - well-maintained tools selected carefully for the job
 - job design and workflow
 - accessible experts and reference resources
 - user-friendly hardware and software
 - supportive physical space and ergonomics
 - sufficient time to do the job

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Consequences and Incentives

- **Definition:** Formal and informal, tangible or intangible results of behavior that increase or decrease its likelihood of occurrence.
- **Guidelines:**
 - Objective, Positive, Certain, Timely, Frequent are best.
 - Arrange consequences for *specific* behaviors.
 - Negative consequences produce escape, avoidance, and mere compliance.
 - Reliable positive consequences produce *discretionary effort*.
 - Social consequences are *free*.
 - Align consequences with expectations.
 - Strive for at least a 4:1 ratio of positive to negative.
 - Look for negative consequences unintentionally part of processes.

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Consequences and Incentives, *cont'd*

- **Examples:**
 - praise for specific behaviors
 - performance-based pay
 - informal “cultural” discouragement
 - monetary and tangible incentives
 - cooperative games and competitions (reward preparation)
 - failures or delays in downstream process stages (punishes behavior)
- **Non-examples:**
 - bonuses not tied to specific behavior
 - non-contingent prizes and awards
 - non-specific celebrations

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4 Skills and Knowledge

- **Definition:** Specific capabilities or expertise that the individual must use to perform a job.
- **Guidelines:**
 - *Never assume* that training is the solution.
 - Training without a foundation in the “first three boxes” will probably not work or be cost-effective.
 - Effective reference tools and job aids are often faster and cheaper than training.
- **Examples** (of how to produce S/K):
 - coaching programs for continuous learning
 - job aids, information sheets
 - classroom and self-study programs, e-learning
 - case study application exercises

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Box 4

Skills and Knowledge must be FLUENT!



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Check assumptions about Skills & Knowledge

- Do we sometimes **assume** that skills and knowledge are the problem?
- How **other than with training** can we provide skills and knowledge?
- How often does training fail to produce **fluency**? What is the result?

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Questions for identifying needed skills, knowledge, and reference resources

- What must performers **DO** to produce outputs?
- What must they **KNOW** *fluently*?
- What must they be able to **LOOK UP** *fluently*?

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5 Selection and Assignment

- **Definition:** having the “right people” for specific jobs, based on the prerequisite characteristics and capabilities that they bring to the job, rather than on those we can cost-effectively develop.
- **Guidelines:**
 - Initial selection and assignment is generally done fairly well because it is an “event” for which organizations plan.
 - Matching people to jobs after a job re-design or strategy change is often poorly executed.
- **Examples:**
 - personality, social skills, intelligence, enthusiasm
 - background, entering skills, experience

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6 Motives and Preferences

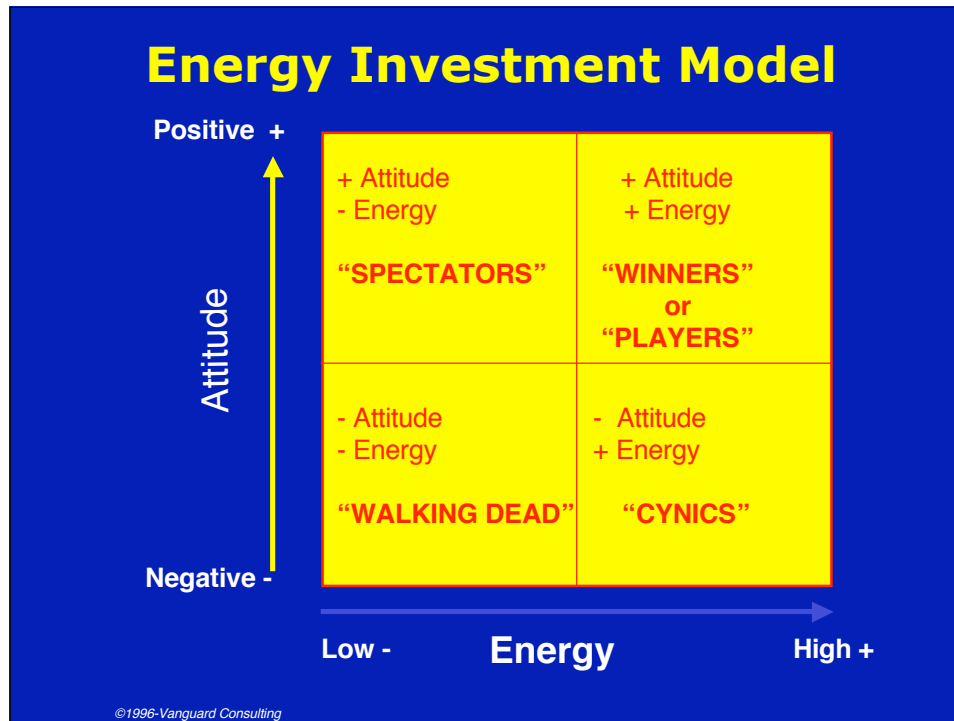
- **Definition:** What types of incentives, work, and other job factors people prefer, and their general “attitude” about work.
- **Guidelines:**
 - Check to see if the person is inherently interested in the work.
 - Identify rewards and incentives that motivate the individual and that are available.
 - Poor or good design in the other “boxes” can often affect this category more than trying to address it directly.
- **Examples:**
 - Overall career and personal goals/options
 - What “turns on” the person professionally

**IF you handle boxes 1-5 THEN box 6 takes care of itself.
IF NOT, there's little you can do directly to fix “bad attitude.”**

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Exercise: Can you describe the Six Boxes?

1. Use a blank piece of paper or the back of a handout.
2. Turn to your neighbor and introduce yourself if you have not already done so.
3. One person is speaker, the other person listens.
4. **Speaker:** please draw the Six Boxes frame and fill in the numbers and names of each box as you say them to the listener, 1-6. **Listener:** ask questions as needed.
5. Talk a little about what's in each box.
6. Look at the handouts only if you cannot recall.
7. After 3 minutes, exchange roles.

This is a good way to practice so you can easily communicate with others about The Six Boxes on the spur of the moment.

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Implementation Planning

Question

- What factors in each Box are needed to ensure behavior for successful implementation of new:

- Policies
- Programs
- Systems, or
- Strategies?

Expectations & Feedback (1)	Tools & Resources (2)	Consequences & Incentives (3)
Skills & Knowledge (4)	Selection & Assignment ("Capacity") (5)	Motives & Preferences ("Attitude") (6)

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Implementation / Execution

What can go wrong?

- Teams are not in alignment -- people don't share goals and specific performance expectations.
- Tools are poorly matched to performance, or difficult to use.
- Rewards and recognition conflict with goals, reinforce the wrong effort.
- People lack needed skills or knowledge, or easy access to needed information.
- Poor match between those selected for the team and the characteristics required.
- All of the above resulting in "bad attitude" and low energy.

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Treat program, system, or strategy implementation in the same way as you would treat any other performance.

Six Boxes Performance Planning

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Accomplishment – Behavior Worksheet

Accomplishments (Job Outputs / Milestones)	Behavior (Tasks / Tactics)	Behavior Influences (+ and –) (Use Six Boxes™ Model)
Start here		

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Six Boxes™ - Positive Behavior Influences		
<p>Expectations and Feedback</p> <ul style="list-style-type: none"> • Descriptions and measures of expected work outputs • Clear and relevant information/expectations on how to do the job • Relevant, timely, frequent, positive concrete feedback about how one is performing against expectations • Constructive suggestions for improvement and corrective feedback 	<p>Tools and Resources</p> <ul style="list-style-type: none"> • Tools, resources, time, materials, and physical environment designed to support optimal work output and comfort • Access to managers, leaders, coaches, experts • Sufficient personnel to support efficient workgroup performance • Optimal work processes and job designs • Reference tools and resources that are easy to use and built for the job 	<p>Consequences and Incentives</p> <ul style="list-style-type: none"> • Sufficient financial incentives contingent upon performance: a comp. plan that works • Non-monetary incentives for success • Informal positive social consequences for doing the right thing - from mgrs and peers • Career development opportunities • Clear consequences for poor performance • Consequences match expectations and feedback
<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Opportunity to learn in the most efficient and effective means, in classrooms, self-study, with peers, with managers/coaches • Training designed to support performance of exemplary performers • Ways to achieve fluency in using job tools • Ways to achieve fluency in critical knowledge elements • Effective skills training and skill support/modeling from managers 	<p>Selection and Assignment (Capacity)</p> <ul style="list-style-type: none"> • A good match between the capacity and characteristics of people and jobs • Effective selection processes and tools • Scheduling and deployment of people to support their peak capacity • Social and problem-solving abilities appropriate for the job • Other personal characteristics needed for job 	<p>Motives and Preferences (Attitude)</p> <ul style="list-style-type: none"> • Incentives and compensation that people are motivated to work for - they want what is available • Assignments and job functions that sufficiently fit individuals' preferences • Positive, enthusiastic attitude about job and Company • Good relations with co-workers and environment that supports positive social feelings

Six Boxes™ - Obstructions / Negative Behavior Influences		
<p>Expectations and Feedback</p> <ul style="list-style-type: none"> • Poor contradictory or absent descriptions and measures of expected work outputs • Fuzzy, absent, or conflicting information/expectations on how to do the job • Poor job descriptions • Vague, infrequent, negative, unconstructive, delayed feedback about how one is performing against expectations • Too many different expectations, lack of clear priorities 	<p>Tools and Resources</p> <ul style="list-style-type: none"> • Not enough people, money, time, supplies, equipment, or other resources • Managers are bean-counters, not coaches • Inefficient poorly designed jobs & work flow • Lack of needed support functions/staff • Bad ergonomics or other physical environmental factors • Reference tools and resources that are hard to use, irrelevant, information-overloaded, absent, not helpful, etc. 	<p>Consequences and Incentives</p> <ul style="list-style-type: none"> • Too little compensation • No recognition for exemplary performance • Informal negative social consequences for doing the right thing - from mgrs or peers • Informal positive social consequences or easy excuses for doing the wrong thing • Unclear or absent career development opportunities or career planning process • Poor performance rewarded same as good • Consequences inconsistent with expectations and feedback
<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Training and other learning methods that are cumbersome, ineffective, not worth the time, don't produce improvement • Training as the automatic performance solution - without true needs analysis • Training not based on characteristics of exemplary performance • Training on wrong objectives/topics • Learning left to chance • Absence of fluency in using job tools • Lack of fluency in critical knowledge elements • Lack of fluent skill training, support or modeling from managers 	<p>Selection and Assignment (Capacity)</p> <ul style="list-style-type: none"> • People with intrinsically different abilities than the job requires • Performance scheduling demands that prevent people from being at their peak • Inappropriate social behavior • No background that is relevant. 	<p>Motives and Preferences (Attitude)</p> <ul style="list-style-type: none"> • Incentives and compensation that just isn't worth the work, if there were any other job available • Assignments and job functions that conflict with individuals' preferences • Negative, cynical or defeated attitude about job and Company • Chronically problematic relations with co-workers • Unpleasant working conditions

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Accomplishment – Behavior Worksheet Classroom PT Implementation		
Accomplishments (Job Outputs / Milestones)	Behavior (Tasks / Tactics)	Behavior Influences (+ and –) (Use Six Boxes™ Model)
Practice sheets selected/designed	<ul style="list-style-type: none"> • Conduct assessments for each child • Select pinpoints for child's program • Decide whether you need to create sheets • Etc. 	<ul style="list-style-type: none"> • Assessment materials and manual • Expectations set for quality/quantity • Written procedure and checklist for selecting or designing practice sheets • Practice sheet database/archive • Examples to emulate • PT Advisor/coach • Recognition by PT Advisor for completion • Training sessions • In the beginning, selection of the first three to express interest in pilot
Student folders ready in the morning		
Teacher ready to coach children		
Charts and materials easy to access		
Etc.		

Six Boxes™ Summary Form		
Behavior to produce: Practice sheets selected or designed		
<p style="text-align: center;">(1) Expectations and Feedback</p> <ul style="list-style-type: none"> • Principal announces program and sets expectations (specify); requests volunteers for pilot • 1:1 meeting with volunteers • Training session defines specifics • Include quantity and quality expectations • Set clear parameters in program manual (to be revised after pilot) • Etc. 	<p style="text-align: center;">(2) Tools and Resources</p> <ul style="list-style-type: none"> • Program manual • PT coach/advisor • Checklist/guidelines for creating materials • Materials directory/database • Samples to emulate as templates on computer • etc. 	<p style="text-align: center;">(3) Consequences and Incentives</p> <ul style="list-style-type: none"> • Positive recognition in faculty meetings and posted on board of everyone who completes each step in the implementation • Special recognition for achieving milestones first (specify) • Communication to parents about new program with prompt to encourage faculty members taking first steps • Help teachers select pinpoints most likely to see valuable improvements in students.
<p style="text-align: center;">(4) Skills and Knowledge</p> <ul style="list-style-type: none"> • Specific selection and design steps and skills (specify) • Computer skills 	<p style="text-align: center;">(5) Selection and Assignment (Capacity)</p> <ul style="list-style-type: none"> • Let people volunteer and vie for first 5 "slots" in pilot program (self-selection based on motivation, etc.) 	<p style="text-align: center;">(6) Motives and Preferences (Attitude)</p> <ul style="list-style-type: none"> • Select initial participants based on their enthusiasm and insights about value of time-based measurement and practice • other?

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Sample Implementation Planning Brainstorm for Corporate Training Classroom Fluency Development Program		
<p>1. Expectations and Feedback</p> <ul style="list-style-type: none"> Explain how program links to business objectives Set clear expectations for behavior, level of effort, and performance outcomes during the classroom program and afterward on job Include as many levels of line management and direct supervision in the expectation-setting process, in person if possible. Be sure they can be articulate about the fluency-based approach and why they have chosen to implement/support it. Set expectations for how management and trainers will monitor performance during and after training, e.g., monitor exercise data, field-based coaching and feedback tools, etc. Be specific. Present specifics of how people are measured on the job, the behavior required to produce outcomes, etc. Be as clear as possible drawing the direct line between what trainees are learning to do, say, and produce and the business. Trainees should be able to explain this <i>themselves</i>. Provide timely, positive, specific, objective, frequent feedback about behavior and results both during training and on the job following training. 	<p>2. Tools and Resources</p> <ul style="list-style-type: none"> Job descriptions Executives, managers, supervisors willing to speak to trainees and to articulate with some understanding the value and benefits of fluency-based training Coaching tools and guidelines for managers or supervisors to assess performance and provide additional practice on the job. Training team who use Fluency Coaching Best Practices Trainer/facilitator who can credibly demonstrate use of the practice materials and who <i>can demonstrate fluent performance that meets stated fluency aims</i> Buddies, coaches/mentors to support practice and help with feedback and encouragement Coaches, mentors and content experts available on the job for support and ongoing learning Sufficient time for practice and well-designed fluency practice materials Tools and materials that set clear practice goals with instructions that allow trainees to practice on their own in their own time if they so wish Forms and charts for trainees to self-measure/record. Flip chart templates and/or computer templates with LCD to project group practice performance on wall immediately after and daily, to set expectations and see how group is doing (don't put individual names on public display, but do put all measures so each individual can see how they're doing). Training and reference materials and job aids designed for easy use during training and on the job On the job tools, systems, environments that support fluent performance 	<p>3. Consequences and Incentives</p> <ul style="list-style-type: none"> Recognition for achieving "personal best" performance every day in classroom Recognition for achieving each fluency aim, signing off on a Master Task List for each exercise. Tangible or monetary or recognition reward for people who do best in group on each exercise or game that requires fluency. Correction and intervention for trainees who do not actively practice, who fall behind; a balance of problem-solving and motivational intervention. Elimination by management of responsibilities or requirements during training that actually punish or make it difficult to do sufficient practice. Ensuring informal social/cultural recognition and approval of completion and excellence in performance on exercises and simulations, etc. Disapproval of failure to invest energy or time Consequences for not achieving course performance aims Games and competitions during and at the end of training in which success depends on achieving fluency on specific content and skills during training Ways to increase the likelihood of customers or peers on the job noticing and rewarding expert or fluent performance.
<p>4. Skills and Knowledge</p> <ul style="list-style-type: none"> Instruction at beginning and as needed during training so that trainees know how to use exercises, practice materials, and measurement tools. Facilitator skills and knowledge using the exercises, tools, and best practices for Fluency Coaching. Managers/supervisors who can do fluency coaching. 	<p>5. Selection and Assignment (Capacity)</p> <ul style="list-style-type: none"> Trainees well-matched to job requirements If trainees cannot keep up in training, suggest other job options if possible. 	<p>6. Motives and Preferences (Attitude)</p> <ul style="list-style-type: none"> Trainees interested in achieving very high levels of performance on the job and see the advantages of self-motivated practice (this might only come after the start of the class). Clear career path that is exciting to trainees.

Best Practices Studies and Continuous Improvement Questions

- What behavior (tasks and tactics) do best performing individuals or groups use to produce outstanding levels of outputs / accomplishments?
- What factors in each of the Boxes are needed to establish and support exemplary performance?
- How can we routinely capture this information for *continuous* performance improvement?

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Major Job Output #2: A Network of Doctors Willing to Refer Patients

(An example from a Best Practices Study, conducted for the Sales department of a medical devices company)

Sub-outputs (Accomplishments or Milestones)	Key Tasks/Tactics (Best Practices Behavior)	Six Boxes Enablers
List of prospective referring doctors	<ul style="list-style-type: none"> Develop a list of prospective referring doctors – top prospects by therapy - based on high prescriber lists and other information. Build alliances with drug company representatives to identify prospective neurologists (and to develop patient awareness – see below) 	<ul style="list-style-type: none"> Expectation from manager for list (1) Pre-qualification criteria (2) Lists of top doctors from organizations and societies (2) Lists of key product companies and their local representatives (2) Tools and guidelines for working with reps from other companies (2) Tools and guidelines for gathering names, qualifying prospective docs (2)
Doctor demonstrates an interest in incorporating the therapy into his or her practice.	<ul style="list-style-type: none"> Decide which doctors to continue calling on Ask very specific questions about “clinical pictures” of prospects’ patients to generate an initial list of potential patients. Communicate to doctors and staff <i>exactly</i> how to make a referral (using the <i>Referral Information Card</i>); and verify often that they can tell you and have the cards immediately available by asking them, calling their receptionists, etc. Provide video and other materials, show patient successes. Arrange peer-to-peer meetings Arrange for site visit or educational events. Persuade the doctor to teach you and your colleagues about the indication and drug. 	<ul style="list-style-type: none"> Written process/procedures for making referrals (2, 4) Patient Management Team member(s) willing and able to speak with Neurologist. (2, 4) Journal Club, research articles, opportunities to meet with peers (2) Convenient, appropriate educational or other professional events (2) Pre-defined “clinical pictures” to probe for, with language appropriate to each type of doctor/specialty and diagnosis. (2, 4) <p>..... and so on.....</p>

Performance Problem-solving

- How can we adjust Six Boxes factors to address individual or group performance gaps?

Teach managers and supervisors to use “Six Boxes thinking” to address performance problems.

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Needs / Opportunity Analysis

- What are the key behaviors (tasks, tactics) needed to produce desired Job Outputs?
- Are there obstructions to successful performance in any of the Boxes?
- Are there opportunities for improvement in any of the Boxes, or in alignment among them?

Construct tools for **observing** and **interviewing** exemplary and average performers structured with the Six Boxes

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Needs / Opportunity Analysis

Sample Fact-finding Questions

BOX

1. What are you expected to do and produce, and how do you know how well you're doing?
2. What tools, information, physical and social resources, help you perform? What prevents you from performing?
3. What's the payoff for doing the right thing? Are there any discouragements for doing the right thing?
4. What are the key skills and knowledge you need to perform? What do you wish you'd had when you started?
5. What are the personal characteristics that enable people to do well at this part of the job?
6. What do you like least and best about the job?

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How to Plan for Program Implementation using The Six Boxes™ Model

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Think Through the Six Boxes
Taking all Behavior Influences into Account

E N V I R O N M E N T	Expectations & Feedback (1)	Tools & Resources (2)	Consequences & Incentives (3)
E M P L O Y E E	Skills & Knowledge (4)	Selection & Assignment (5) (Capacity)	Motives & Preferences (6) (Attitude)

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Management Development

- Teach Six Boxes thinking to managers and supervisors.
- Provide opportunities to analyze, and solve performance challenges using The Six Boxes
- Encourage managers and supervisors to make Six Boxes language part of everyday discussion.

Make this simple but powerful Six Boxes model part of a performance-centered culture.

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The Power of Collective Consciousness

Six Boxes Performance Thinking

- We know that shared beliefs, goals, language, and practices strengthen cultures, armies, and families.
- The Six Boxes give everyone an easy-to-understand and easy-to-apply way of understanding performance.
- Teaching Six Boxes Thinking to everyone – from Executive Management to Individual Contributors – offers enormous POWER to improve performance.

*Our goal is to empower entire organizations
with Six Boxes Performance Thinking*

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