



Introduction

This book tells the story of change and opportunity.

The first edition of this handbook was a tale of job aids and training and development. While there were hints at what computer technology would mean, the first edition dwelled on offices and factories, laminated cards, checklists, documentation, manuals, and workplace posters.

Of course the job aid has changed, right along with everything and everyone else. Enter computers. Enter software. Consider advances in the science of learning. Ponder the possibilities created by mobile devices like cell phones, iPods, and personal digital assistants. Then place all that in the context of heightened expectations about performance and results.

Leaps in technology are matched, perhaps even exceeded, by enlarged roles and hopes for the people dubbed trainers. No longer satisfied to mount a great event, rule a classroom, or command curriculum enshrined in three-ring binders, trainers are growing into workforce learning professionals, performance consultants, and blended and e-learning specialists with responsibility for solution systems and strategic accomplishments. Their work extends beyond moments in time and place to influence, information, and even lessons that go where the challenges of work and life are. They must provide support when and where required, by people or by systems that deliver the smarts to those with needs. That's right—via job aids and performance support. Welcome to the era of convergence!

WHAT IS PERFORMANCE SUPPORT?

A helper in life and work, performance support is a repository for information, processes, and perspectives that inform and guide planning and action.

Let's look at each component in this definition.

“A helper in life and work.” That's the spirit of the concept. Performance support represents converged information and work, residing next to the individual, in close proximity to the challenge in order to offer help when help is needed.

Performance support gets its identity, in part, by being distinct from the individual, yet very, very close. On shelves above employees' desks, in pockets, on dashboard displays, on walls next to equipment and chemicals, in drawers beneath computer keyboards, on cell phones, underneath and inside phones, via headphones, and even on matchbook covers, performance support enriches life and work.

An engineer is better able to execute a product launch because the organization has captured approaches and examples from the past and made them readily available on a PC. A driver avoids an odd-shaped shrub because his new car signals that it is there. A new retiree ponders the costs associated with an around-the-world cruise. With that question in mind, she receives customized financial guidance from her mutual fund company's website reflecting her holdings, her life expectancy, her risk tolerance, and her other goals.

The engineer, driver, and retiree are receiving the help they crave in a new way. In the old days, they would have turned to driver's ed, or the product launch manual, or retirement planning class. What they are getting now is targeted, tailored, and immediate.

“Repository for information, processes, and perspectives.” Performance support must store and make accessible critical information, processes, wisdom, and perspectives.

Am I ready for retirement? How much money will I need, given my circumstances and preferences? What is in hand? What is likely growth in the future? What must be done to close a gap, if there is one?

How do we launch products in this company? What lessons about product launch have we learned in the past? Information, rules, approaches, and viewpoints must be assembled in order to begin to answer these questions.

Right now and in this place, are there threats near my car? What threats? Where are they?

“Informs and guides.” Sometimes a situation is so unforgiving that a specific response must be informed by performance support, either via technology or a print aid. When displays in a nuclear-power plant alert to a problem, for example, the operator’s response must be precise. No gray area here. No ambiguity. No opportunity for individual foibles. The same is true for the preflight precautions taken by the crew of a commercial airliner. Even though they have done it many times, a print job aid, the most basic form of performance support, tells the pilot and co-pilot what to do. The consequences of an error are too significant to allow pilots to do their thing or to have a bad day or moment.

As guides, performance support expands perspectives and approaches to a job, task, or opportunity. Motorola provides an elegant example. Eager to encourage more participation by students in classes, Motorola adorned tent cards with a space for names on one side and guidance on the other. Ask questions. Apply what you are learning to your work. Acknowledge others’ contributions. Ask another question. And so on and so forth. So simple, so useful.

Apple Computer was eager to help new people orient to work swiftly and comfortably. They used technology to collect opinions from more veteran employees on topics as diverse as managing priorities and locating a good Thai restaurant. They made it all available online.

Those resources were designed to guide decisions and to enhance confidence. Let’s move into the quick-food world. It is active and pressured back there, where the food is produced. The new burger chef at a quick-food restaurant feels better about those first hours on the job because food production and safety procedures are posted in plain view.

Performance support can also deliver attitude adjustment. In *The New Yorker*, a writer described encountering an “instructive note about how not to have a breakdown” when the copy machine breaks down. Item 4 on the list taped to the machine reads: “Please try not to take it personally when the machine has its problems . . . it’s just a machine. In other words, please don’t bang, beat, bruise, or otherwise abuse it. It won’t help.” No rules or instructions here; enjoy gentle and comforting advice on how to handle the inevitable aggravations associated with using this copy machine.

Guidance can extend to nagging. B.J. Fogg (2003) introduced the concept of “captology.” Captology is a made-up word which stands for *computer-as-persuasive-technology*. A favorite example is quitnet.org. On that website, people who want to quit smoking commit to the effort and receive support for the challenges to come. When the smoker signs up, she is asked how much she smokes and for how long. Guidance is tailored to individual responses; subsequent guidance targets key needs, such as selecting the right date to commence the effort to quit. You wouldn’t want to commence two weeks before your daughter’s giant wedding. Information is pushed to members based on what research indicates they need to give up cigarettes. Imagine that, after a beastly day at work, you find yourself dying for a smoke. Go to the website, and you are offered an opportunity to join a group. They encourage you to stay the course and stay away from cigarettes.

“Planning and action.” Early definitions of job aids (Harless, 1986) highlighted procedures, action, and information. Rossett and Gautier-Downes (1991) expanded the definition to incorporate more cognitive perspectives that include approaches to a problem and ways of reflecting and analyzing. While performance support is of obvious value in identifying and fixing a spelling error in a word processed document or purging the house of the smell of fish, benefits extend to topics like planning retirement and evaluating strategies to mitigate security concerns. Consider burger assembly. Burger assembly is an example of *sidekick* performance support. It is there as the tasty components are put together. Getting ready for retirement requires *planner* performance support. The program helps reflect on all that is involved in readying for a successful retirement.

WHAT IS NOT PERFORMANCE SUPPORT?

Not everything is performance support. For example, tools and instruction are not.

Tools, like flashlights and office chairs, are often confused with job aids because they too support people in their work. However, there is an important distinction between tools and performance support. The care tag on a new blouse, a preflight checklist, and a computerized telephone directory are different from that office chair and flashlight because they are repositories for information. The support of work is necessary but not sufficient to make something a job aid or performance support. To qualify, the object must house valued information, processes, or perspectives that target a need or task.

Pencils, tractors, hard hats, and file cabinets are tools. User documentation, safety signs, fidelity.com, and quitnet are performance support. Although all support the ability to perform effectively or safely, only the latter four store information in order to guide and elevate thought and action.

Instruction is not performance support. It is planned experience that enables an individual to acquire skills and knowledge to advance the capability to perform. Instruction builds human capacity. Surgeons, landscapers, managers, performance consultants, and instructional designers all invest in instruction to build their capacity, what they know by heart, what they will be able to do with fluency.

When successful, instruction, in a time-consuming process involving presentation, practice, and feedback over time, results in a change in the mental state of the individual. Later, organizations continuously draw on this enhanced mental state by asking employees to manage, to create, to solve problems, to engineer, to deal with the unforeseen, and to anticipate.

A system that combines instruction and support is compelling. Consider an airline pilot. They are well trained, of course, but also reliant on performance support for emergencies, certainty, compliance, and habits. Support is there at the moment of need in the form of print documentation and a cockpit that is chock full of information and guidance. A landscaper might turn to a reference manual to determine the watering needs of an unfamiliar plant. And a doctor might refer to a PDA to check for drug interactions when considering medication for a particular patient. The pilot, landscaper, and doctor invested years and effort in smartening up; their performance will be even niftier when bolstered by performance support for unfamiliar, critical, or non-recurrent challenges, details, or updates.

WHAT IS TO LOVE ABOUT JOB AIDS?

Why were job aids popular? Why do they remain so today? Three answers—convergence, simplicity, and relevance.

Identified with the work, job aids go where the action is, in straightforward fashion. If you want to know how to change the message on your answering machine, a job aid sits beside you to help with the task. Need a quick comparison of your product to the other guy's? Once again, a salesperson and potential customer appreciate the opportunity to look together at an authoritative table

that makes comparisons. Eager to remember all the things you are required to buy at the grocery store, not just those that pop into your mind while wandering the aisles? Yet again, job aids provide what is needed to get the task done at the moment and in the place of need. With little cost, fuss, and bother, they converge with the challenge of recording, buying, picking, fixing, deciding, or selling.

Rossett and Mohr (2004) described what one inventive U.S. Coast Guard officer did to help his crew monitor engineering equipment on the Coast Guard cutter Red Birch. Lieutenant Junior Grade Jonathan Heller wanted to reduce the number of personnel required when the ship was at the pier.

Heller did not have the luxury of running a one-week training course on checking gauges and recording data for the entire crew. Instead, his crew recommended helping the non-engineering types by drawing red marks on the gauges to make it easier to discern when a reading was outside normal range. Theirs was the most simple of job aids, a red mark on the gauges signifying “trouble.”

As you can see, job aids come in all shapes and sizes. Imagine a fading Post-it™ Note marked “Water Me!!!” taped to an office fern; another is a laminated card in an emergency room so it withstands errant sprays of blood and guts; another is a checklist that helps prepare for a meeting; and another is a detailed manual that explains new software.

Job aids earn affection because they help people handle tasks that matter to them in a not-very-costly fashion, from mixing a Cosmopolitan, to installing Bluetooth on a personal digital assistant, to making sure that everything is packed for an international trip. A well-worn recipe book is a classic collection of job aids. It’s relevant because you or somebody you care about wants to feast on those casseroles, sauces, and desserts.

Technology presents even tastier possibilities today. We call them performance support. Job aids are a familiar form of performance support.

Technology, of course, adds much to a shopping list scrawled on a piece of paper. Through software, a shopping list can be compared with dietary, price, or caloric restrictions, leading to advice about the quality of your intended purchases, given your goals or needs. Advantages include the ability for users to quickly access large quantities of information, support for simultaneous multiple users, global update and distribution, and personalized guidance.

Consider the package you sent from Boise to Brussels. Online tracking tells you where your package is, while supporting the simultaneous searches of thousands of others who are equally concerned about the whereabouts of their parcels. From

print job aids to adaptive technology-based systems, performance support delivers the goods by going where they are needed, when they are needed, with tireless speed and adaptability.

WHAT IS TO LOVE ABOUT PERFORMANCE SUPPORT?

As you can see, there is a lot to love. Today, the growing popularity of performance support is derived from the same three factors that earned affection for job aids decades ago, convergence, simplicity, and relevance, plus a worthy addition, personalization.

Convergence

Imagine this situation. You are expected at a meeting at a building across town. You have no clue how to get there. Your colleague swiftly whispers directions while also participating in a conference call. You listen, nod, and head out of the building. Not surprisingly, half-way across town, you can't remember whether you turn right or left after the library. Convergence is what you need. Convergence, in the form of notes that captured your colleague's directions for referral while driving across town, or even better, and far more converged with the effort, a GPS (global positioning system). With the GPS, a sultry voice offers immediate prompts to get you to your destination, including, of course, which way to turn after the library.

Proximity is at the heart of convergence. The information and guidance is where you and the challenge are. At the desktop, in the car, in the cockpit, or on the run, when and where they are needed, performance supports remind about how many calories have been consumed today as you consider adding a bear claw sweet to your coffee order. When on a rainy, dark, and unknown road, they are a familiar voice offering directions about what to do next. At the automatic teller machine (ATM), they are words on the screen, in the language you selected, about how to extract cash.

Simple as Pie

No fuss, just focus. Effective performance support helps individuals decide what to purchase, when to sell, and how to fix. While effective instruction is comprehensive and prepares individuals to handle the unforeseen, performance support is targeted to the task at hand. IBM's Tony O'Driscoll, in a personal communication, said it eloquently: "Parsimony is the key. It is not about serving up everything that

might be relevant to what you are trying to do today. It is about content and resources that solve the immediate now and the immediate how for the task that you are trying to get accomplished.”

Want to fix a hole in jeans or a wall? Want to respond appropriately when someone calls you by the wrong name? Want to prevent your pet from getting carsick? Ehow.com provides guidance from soup to nuts. Take the topic of vinyl records. No history, no chemistry. Nothing deep, and nothing extra about vinyl records. Ehow provides procedures for storing and cleaning your vinyl treasures. While the ehow site is vast in scope, search technology allows you to seek and find just what you need.

Relevance

Dieters, burger chefs, doctors, and ship boarding officers want to accomplish their goals. That’s why they look to performance support.

U.S. Coast Guard officer Dan Hardin, a commercial fishing vessel safety coordinator, decided to use performance support to improve inspections on fishing vessels. Prior to the use of the performance support tool, boarding officers were required to attend a one-week course on the intricacies of enforcing hundreds of pages of federal regulations for fishing vessel safety. The complex laws applied to many boats and situations, and sometimes resulted in inconsistent or inaccurate choices by boarding officers. Hardin’s PDA-based support tool eliminated much memorization. His solution presents a series of questions about the vessel: length, number of personnel on board, type of vessel, type of engine, and so forth. Based on answers to questions, the PDA generates a customized checklist of safety requirements for firefighting, lifesaving, and bridge equipment appropriate to each vessel. Instead of laboring to determine whether the law requires this particular ship to carry one of three different types of life rafts, an inflatable buoyant apparatus, life float, or nothing at all, boarding officers, with PDAs in hand, now spend their energy on, for example, inspecting life rafts to ensure that they’re properly set up to release should the ship sink.

Personalization

Some performance support acts as if it knows you. It adjusts information and guidance based on what you need and want. It brings help to your situation and context.

Technology makes it happen. For example, not only does a personal digital assistant (PDA) record what was eaten today, it also offers up suggestions for a dinner that addresses caloric allocation, allergies, and food preferences. The same is true for the doctor who approaches a bedside in the hospital. Through RFID (radio frequency identification) links to the patient's medical chart and history, the physician is much smarter about history, needs, and allergies and can receive alerts if a dangerous drug interaction is prescribed or relevant research has been published.

Another example is an online tool that asks questions and then provides advice, based on your answers. At San Diego State University (SDSU), and in many other places, an individual who is contemplating enrollment in our online graduate program is queried about issues from the capacity to send email attachments to the ability to follow through on commitments and work in teams. After responses are received, the system comments on this respondent's readiness to pursue a degree independently and online.

ARE WE FORGETTING TRAINING AND DEVELOPMENT?

Certainly not.

We're interested in making the most of resources, training, and other methods, in service to performance and accomplishments.

Donald Clark (2003) put it this way:

We must look beyond the boundaries of traditional training, and beyond the boundaries of the course. Certainly this will take us into performance support and knowledge management, but we must go further, bleeding e-learning into corporate communications, workplace learning, marketing, recruitment, customer learning, searches on the web and the real world. This expansive view of learning delivery offers lots of scope for exciting new approaches to blended learning.

. . . The learning organisation is built not on the premise of more training. In fact, in the case of formal training, less rather than more may be required. . . .

It makes sense to look at all this, as Douglas and Schaffer (2002), Rossett (2001, 2002), and Levy (2005) did, in light of the movement from an instruction-centric world to one that is more focused on results.

Of course, most workforce learning professionals are devoted to improving performance and work. If performance support contributes, as it can and does, that is great. If training is essential, because employees must know it by heart or require skills to take advantage of resources or not knowing threatens professional standing, so be it. The point is not to cast off training and development, or even to advocate for it, but to use it judiciously, appropriately, often in concert with performance support.

The goals are what matters. They are plentiful, from planning an effective meeting, writing a good brief, qualifying a client, spelling correctly, to making a good decision about what to eat or where to go for more information about salt, calories, or cholesterol. Which strategies and what guidance system will bring about these desired results? What instruction is necessary to enhance individuals' abilities to seek and find what they need? Let's look at two examples of the combination of performance support and instruction.

Consider potatoes. The following scenario illustrates the close connection between instruction and performance support, in this case, the familiar job aid:

Speedy Burger has invested in new equipment for cutting, stacking, and storing French fries in fast-food outlets across the country. At a regional meeting, store managers are introduced to a twenty-two-minute videotape and two laminated checklists designed to assist them in helping their employees to learn to use the new equipment. Each manager is asked to instruct his or her employees according to the following procedure:

1. Set up the new machine. Place a dozen potatoes beside the machine.
2. Show the videotape.
3. Reiterate the safety issues highlighted in the videotape.
4. Elicit employee questions or concerns regarding safety or the procedure for making French fries.
5. Demonstrate loading by following the procedure outlined on the first laminated card.
6. Ask employees to work with partners and to load potatoes into the machine, following the procedure on the first laminated card.
7. Make certain that each of the partners has the opportunity to load the potatoes, using the procedure on the first laminated card.

8. Provide feedback to the employees and ask pairs who encountered problems to try the procedure again.
9. Demonstrate activating the machine, again reiterate safety concerns, and then ask an employee to try it.
10. Use the procedure outlined on the second laminated card to demonstrate how to take cut potatoes out of the machine, drawing attention once again to safety.
11. Ask half of the group to follow the procedure on the first card to load and activate the machine and the other half to remove cut potatoes by following the procedure on the second card.
12. Provide feedback and then ask the individuals to exchange cards and roles.
13. Elicit questions.
14. Remind employees about the popularity of French fries and their importance to the business, the benefits to be derived from use of the new machine, and the importance of safety features. Show them where the two laminated cards are posted.
15. After employees have returned to work, introduce the third laminated card to assistant store managers. This card lists daily and weekly maintenance tasks and illustrates necessary steps. Demonstrate maintenance tasks by following the procedures listed on the card and then ask each assistant manager to do the same. Provide feedback on each person's performance and reiterate the importance of maintenance to safety, productivity, and cleanliness. Remind the assistant store managers of the importance of coaching employees.
16. Provide managers with copies of the two laminated cards so that they will have them for their reference, for the training, and for employees to refer to later.

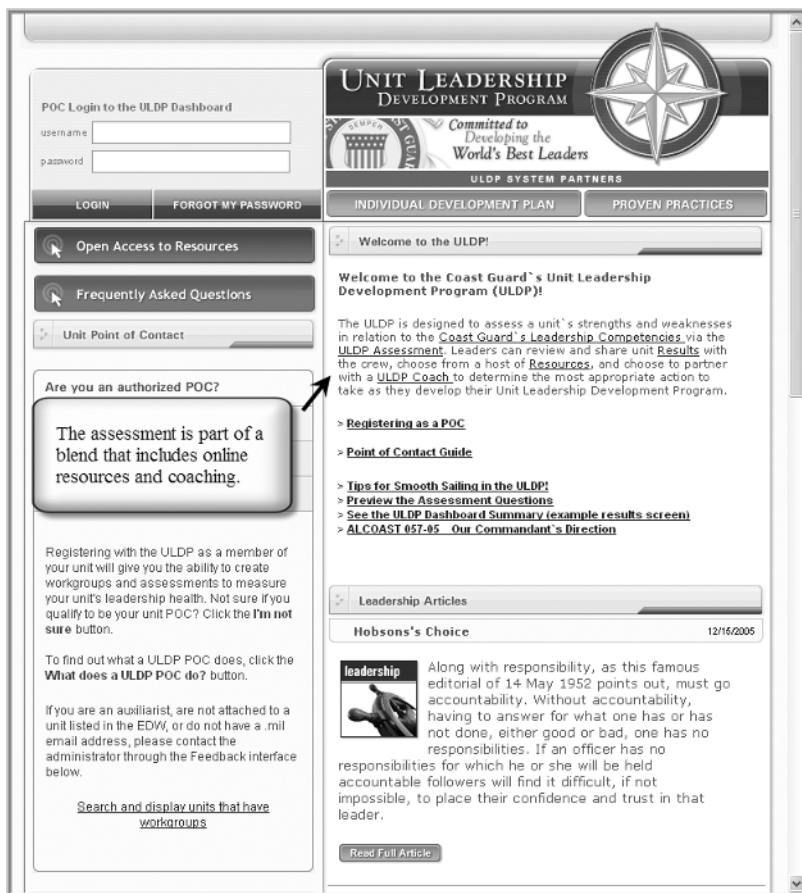
The following scenario is based on a program with electronic performance support, coaching, and many kinds of interventions, including education. It is a real U.S. Coast Guard leadership development initiative, circa 2005. Thanks to Erica Mohr for the example and to Commander Bill Kelly for leadership on the project:

The Coast Guard is eager to help its members get smarter about leadership and management. In the past, simple leadership lesson plans were provided

on a website to download and articulate to the crew. This new system delivers unit-specific feedback about local leadership strengths and weaknesses and provides a variety of interventions (much more than just training) to improve leadership performance.

1. Employees complete a thirty-six-question online assessment, answering questions about the leadership at their local unit. Figure 1.1 illustrates the system.

Figure 1.1 The Coast Guard's Online Leadership Assessment



Source: U.S. Coast Guard. Used by permission.

2. Results are provided to each unit commander in an easy-to-read stoplight format. Results are broken down into nineteen leadership competencies, and for each competency a red, yellow, or green score is calculated. Red, not surprisingly, signifies a critical gap. Figure 1.2 illustrates the advice that one leader received.
3. Results are then linked to a library of resources, ranging from standard lesson plans to videos with discussion questions, to suggestions for policy changes and implementation of best practices. Each resource is categorized into the nineteen leadership competencies. Units can choose an appropriate intervention specific to their leadership weaknesses, as revealed by the tool.
4. But the support doesn't end there. Units are provided a leadership coach who is certified and available to provide advice ranging from simple questions about how to navigate the website to conducting interviews and focus groups to help the executive select an appropriate intervention.

Figure 1.2 Leadership Assessment Results Presented in a Stoplight Format

▶ Accountability & Responsibility	4.3
▶ Align Values	4.5
▶ Followership	3.5
▶ Self Awareness & Learning	4.7
▶ Personal Conduct	4.5
▶ Health & Well Being	3.5
▶ Technical Proficiency	4.5
▶ Effective Communications	4
▶ Team Building	4.7
▶ Taking Care of People	3.9
▶ Mentoring	4.5
▶ Respect for Others	4
<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; display: inline-block;"> Color-coded stoplights call attention to highs and lows. </div>	
▶ Customer Focus	2.5
▶ Decision Making	3.5
▶ Conflict Management	4.5
▶ Mgt & Process Improvement	3.5
▶ Creativity & Innovation	2.5

Source: U.S. Coast Guard. Used by permission.

ABOUT THE HANDBOOK

Goals for the Handbook

This handbook has six goals:

1. To serve as a “job aid on job aids and performance support”;
2. To define performance support so that it advances the convergence of learning, information, and work;
3. To encourage the use of performance support by individuals and organizations;
4. To encourage the development and implementation of *great* performance support;
5. To advance the shift from training to performance, to boost transfer, to reduce the need for transfer, and to enhance the practice of professionals in learning, training and performance; and
6. To enhance performance, accomplishment, and results, for individuals and organizations, in work and in life.

Audience

This book was written for people who are responsible for improving the way that people do their work. Many are called trainers; others are known as technical writers, instructional designers, performance consultants, e-learning specialists, human resources managers, personnel managers, course developers, education specialists, workforce learning professionals, and documentation managers. What they have in common is that they are charged with helping people in their organizations to be competent in responding to requests, changes, innovations, products, customers, and problems.

Initially, we wrote for full-time human performance professionals. However, friends and colleagues from other arenas (city government, psychological services, and small businesses) looked at the chapters and pointed to applications to their own situations. For example, a psychologist saw ways to use job aids in simplifying and standardizing the training she does for psychology assistants. An attorney thought of ways to use performance support in preparing witnesses to testify in court. The coordinator of several dozen part-time sales people described ways to

use job aids in keeping her workers up-to-date on new products and services—without taking them away from selling in order to attend training.

Thus the vision of the audience for the handbook was broadened to include both full-time professionals and those who count education, training, and information as only portions of their jobs. The writing, organization, and examples are suited to the serious student of the topic, the experienced workforce learning professional, and the person who sees possibilities to do one thing better.

The handbook is meant to make the reader's life easier and to stimulate thought, reading, and new directions for action. We are unabashedly committed to more performance support in life and work because we believe in the concept. Parents, divers, pilots, teens, engineers, supervisors, retirees, and mechanics can advance progress on their goals through performance support.

This book is about performance support and serves as performance support itself. Later, when the need arises, we invite you back to read, examine examples, and visit recommended online resources. Not everybody will create job aids and performance support. In some cases, the book will reveal ideas about what you might seek out elsewhere, from vendors, perhaps. Go get it, for yourself and for your clients.

Format

There are ten chapters in the book.

- | | |
|-----------|--|
| Chapter 1 | Here we set the table for the book. We define job aids and performance support, link them to each other and to instruction, and define what they are and what they are not. In brief, we put these forms in the context of new ways of thinking about workforce learning and support. We also define the purpose for the handbook, its audience, and its chapters. |
| Chapter 2 | When would you use performance support? When might you look in a different direction? |
| Chapter 3 | Where does performance support come from? What about job aids? What are the roots of these embedded approaches? Why are we interested in performance support now? How does it fit the new ways that organizations and individuals are attempting to achieve goals? |

- Chapter 4 This chapter presents the two kinds of performance support, Planners and Sidekicks. We update the types that were presented in the *Handbook of Job Aids* and expand to take advantage of the options created by technology.
- Chapter 5 Here we look at performance support in action for one of the two kinds of performance support, *Planners*. We present five Planners, seeking lessons from use in real organizations to solve important problems.
- Chapter 6 Here we look at performance support in action for one of the two kinds of performance support, *Sidekicks*. We present four Sidekicks, focusing on integration of the support with the work.
- Chapter 7 This is for the person who is now eager to go forward. How do you move forward to create useful performance support in your organization?
- Chapter 8 What is the essence of effective performance support? We'll focus on eight attributes and turn to one company, IBM, to see how it supports sellers and leaders through on-demand resources.
- Chapter 9 In Chapter 9, we present implementation strategies. We highlight blending, and discuss strategies ranging from sponsorship to multidisciplinary teams, measurement, communications, and change management.
- Chapter 10 This chapter closes the book by looking into the future. How will newer technologies create new means to support performance and accomplishment? If there is less training, then what approaches and strategies will increase? Are there any costs to this shift to performance support?

REVIEW OF CHAPTER 1

Definition of Performance Support

A helper in life and work, performance support is a repository for information, processes, and perspectives that informs and guides thought and action.

Benefits of Job Aids and Performance Support

- *Converged.* Job aids and performance support are one with the work. They converge with the task, such as notes that captured directions to the meeting, or even more insinuated into the effort, a GPS system, whose sultry voice offers immediate prompts to get you where you want to go.
- *They go where the work is, rather than taking you away from the work to go to training.* Job aids and performance support are there, at the desktop, in the car, or on the run, when and where they are needed. In the midst of the question, concern, or problem, they remind about how many calories were consumed today. When on a dark and unknown road, they are a familiar voice with directions about what to do next.
- *Simplicity.* No frills, no fuss, just focus. Effective performance support helps individuals decide what to purchase, when to sell, and how to fix. While effective education is comprehensive and prepares individuals to handle what might come their way, performance support is targeted to keeping your cat from getting car sick or getting the smell of fish out of the house.
- *Personalized.* Some performance support understands you and adjusts information and guidance accordingly. What can you afford to buy? Is this an appropriate candidate for this job? How can you avoid avian flu, given your travel schedule? Performance support tailors information and guidance to your circumstances.

Instruction, Tools, and Performance Support—What’s the Difference?

- Although *performance support* and *tools* support performance, only performance support stores information to be used by people to decide what to do. Documentation, checklists, and computer software are examples of performance support. A stapler and a portable vacuum cleaner are examples of tools; no information there.
- *Instruction, training, or education* provide preparation to perform, just in case somebody needs to know or do something. Performance support is more targeted, immediate, and specific. People turn to performance support to deal with something in particular.

- *Instruction changes the insides of people, what they know by heart.* Performance support is outside, an asset to which people refer when in need. Management development is an example of instruction because it is devoted to building the internal capacity of the individual. Performance support might be used by a manager to remind him how to approach a performance appraisal.

PREVIEW OF CHAPTER 2

Chapter 2 asks hard questions about when and when not to use performance support.

RESOURCES

- Clark, D. (2003). *Blended learning* (white paper). Retrieved August 20, 2005, from www.epic.co.uk/content/resources/white_papers/blended.htm
- Clark, R.C. (1986). Part I: Task-general instructional methods. *Performance and Instruction*, 25(3), 17–21.
- Douglas, I., & Schaffer, S. (2002). Object-oriented performance improvement. *Performance Improvement Quarterly*, 15(3), 81–93.
- Fogg, B.J. (2003). *Persuasive technology: Using computers to change what we think and do*. New York: Morgan Kaufmann.
- Harless, J. H. (1986). Guiding performance with job aids. In *Introduction to Performance Technology*, pp. 106–124. Silver Springs, MD: International Society for Performance Improvement.
- Levy, J. (2005, March). A parallel universe. *Chief Learning Officer*, www.clomedia.com, p. 13.
- Rossett, A. (2001, June). E-trainer evolution. *Learning Circuits*. www.learningcircuits.org/2001/jun2001/rossett.html
- Rossett, A. (2002, March). Overcoming insomnia in the big tent of e-learning. *Performance Express*, www.performancexpress.org/0203/
- Rossett, A., & Gautier-Downes, J.D. (1991). *A handbook of job aids*. San Francisco: Pfeiffer.
- Rossett, A., & Mohr, E. (2004, February). Performance support tools: Where learning work and results converge. *Training and Development*, 58(2), 35–39.
- Sugrue, B., & Kim, K.H. (2004). *State of the industry*. Alexandria, VA: ASTD.