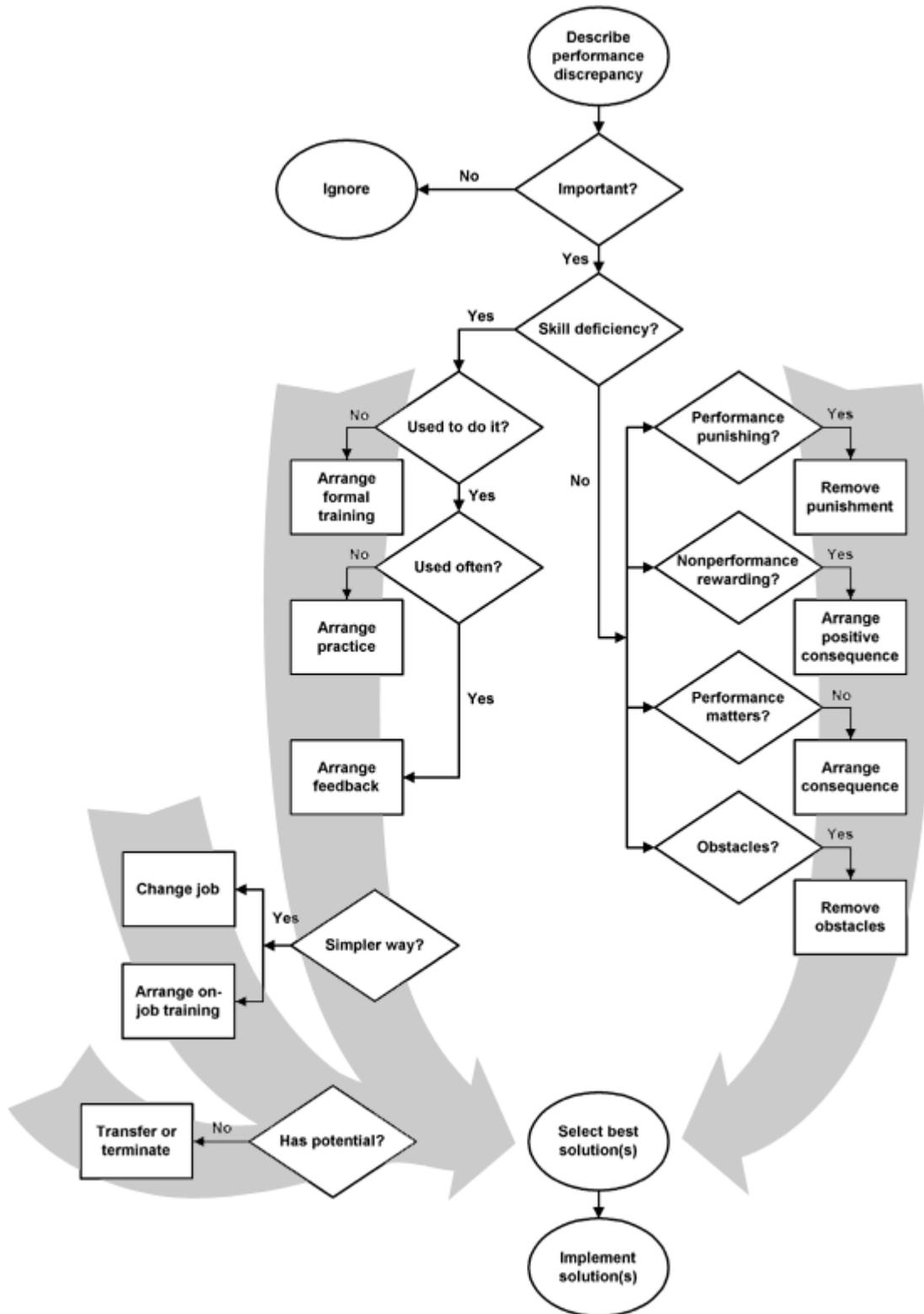


Quick-Reference Chart for Analyzing Performance Problems



Quick-Reference Checklist

Key Questions to Answer	Probe Questions
<p>I. They're not doing what they should be doing. <i>I think I've got a training problem.</i></p> <p>1. What is the performance discrepancy?</p>	<ul style="list-style-type: none"> • Why do I think there is a training problem? • What is the difference between what is being done and what is supposed to be done? • What is the event that causes me to say that things aren't right? • Why am I dissatisfied?
<p>2. Is it important?</p>	<ul style="list-style-type: none"> • Why is the discrepancy important? • What would happen if I left the discrepancy alone? • Could doing something to resolve the discrepancy have any worthwhile result?
<p>3. Is it a skill deficiency?</p>	<ul style="list-style-type: none"> • Could the person do it if really required to do it? • Could the person do it if his or her life depended on it? • Are the person's present skills adequate for the desired performance?
<p>II. Yes. It is a skill deficiency. <i>They couldn't do it if their lives depended on it.</i></p> <p>4. Could they do it in the past?</p>	<ul style="list-style-type: none"> • Did the person once know how to perform as desired? • Has the person forgotten how to do what I want done?
<p>5. Is the skill used often?</p>	<ul style="list-style-type: none"> • How often is the skill or performance used? • Is there regular feedback on performance? • Exactly how does the person find out how well he or she is doing?

<p>6. Is there a simpler solution?</p>	<ul style="list-style-type: none"> • Can I change the job by providing some kind of job aid? • Can I store the needed information some way (in written instructions, checklists) other than in someone's head? • Can I show rather than train? • Would informal (such as on-the-job) training be sufficient?
<p>7. Do they have what it takes?</p>	<ul style="list-style-type: none"> • Could the person learn the job (is the individual trainable)? • Does this person have the physical and mental potential to perform as desired? • Is this person overqualified for the job?
<p>III. It is not a skill deficiency. They could do it if they wanted to.</p> <p>8. Is desired performance punishing?</p>	<ul style="list-style-type: none"> • What is the consequence of performing as desired? • Is it punishing to perform as expected? • Does the person perceive desired performance as being geared toward penalties? • Would the person's world become a little dimmer if the desired performance were attained?
<p>9. Is nonperformance rewarding?</p>	<ul style="list-style-type: none"> • What is the result of doing it the present way instead of my way? • What does the person get out of the present performance in the way of reward, prestige, status, jollies? • Does the person get more attention for misbehaving than behaving? • What event in the world supports (rewards) the present way of doing things? (Am I inadvertently rewarding irrelevant behavior while overlooking the crucial behaviors?) • Is this person "mentally inadequate," doing less so that there is less to worry about?

	<ul style="list-style-type: none"> • Is this person physically inadequate, doing less because it is less tiring?
<p>10. Does performing really matter to them?</p>	<ul style="list-style-type: none"> • Does performing as desired matter to the performer? • Is there a favorable outcome for performing? • Is there an undesirable outcome for not performing? • Is there a source of satisfaction for performing? • Can this person take pride in this performance as an individual or as a member of a group? • Is there satisfaction of personal needs from the job?
<p>11. Are there obstacles to performing?</p>	<ul style="list-style-type: none"> • What prevents this person from performing? • Does the person know what is expected? • Does the person know how to do what is expected? • Does the person know when to do what is expected? • Are there conflicting demands on this person's time? • Does the person lack <ul style="list-style-type: none"> ... the authority? ... the time? ... the tools? • Are there restrictive policies, or a "right way of doing it," or a "way we've always done it" that ought to be changed? • Can I reduce interference by <ul style="list-style-type: none"> ... improving lighting? ... changing colors? ... increasing comfort? ... modifying the work position? ... reducing visual or auditory distractions? • Can I reduce "competition from the job" – phone calls, "brush fires," demands of less important but more immediate problems?

<p>IV. What should I do now?</p> <p>12. Which solution is best?</p>	<ul style="list-style-type: none"> • Have all the potential solutions been identified? • Does each solution address itself to one or more problems identified during the analysis (such as skill deficiency, absence of potential, incorrect rewards, punishing consequences, distracting obstacles)? • What is the cost of each potential solution? • Have the intangible (unmeasurable) costs been assessed? • Which solution is most practical, feasible, and economical? • Which solution will add most value (solve the largest part of the problem for the least effort)? • Which remedy is likely to give us the most result for the least effort • Which solution are we best equipped to try? • Which remedy interests us most? (Or, on the other side of the coin, which remedy is most visible to those who must be pleased?)
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Adapted from:

Mager, R. F., & Pipe, P. (1997). *Analyzing performance problems or you really oughta wanna* (3rd ed.). Belmont, CA: Lake Publishers.