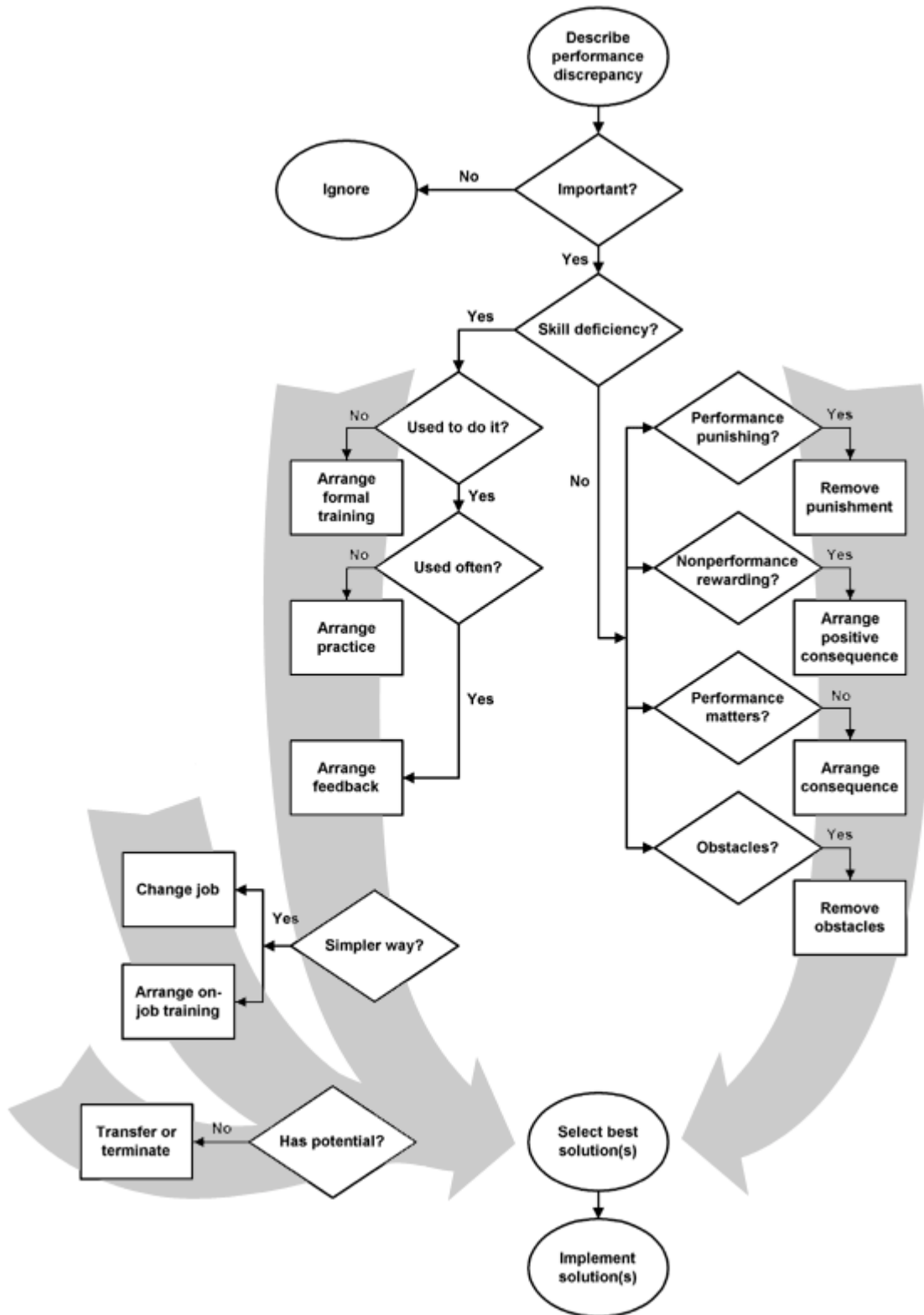


# Quick-Reference Chart for Analyzing Performance Problems



## Quick-Reference Checklist

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

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

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

<p><b>IV. What should I do now?</b></p> <p>12. Which solution is best?</p>	<ul style="list-style-type: none"> <li>• Have all the potential solutions been identified?</li> <li>• 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)?</li> <li>• What is the cost of each potential solution?</li> <li>• Have the intangible (unmeasurable) costs been assessed?</li> <li>• Which solution is most practical, feasible, and economical?</li> <li>• Which solution will add most value (solve the largest part of the problem for the least effort)?</li> <li>• Which remedy is likely to give us the most result for the least effort</li> <li>• Which solution are we best equipped to try?</li> <li>• Which remedy interests us most? (Or, on the other side of the coin, which remedy is most visible to those who must be pleased?)</li> </ul>
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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.