## PERFORMANCE ANALYSIS CHECKLIST

Task:

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| **Knowledge and Skill** | **Yes** | **No** |
| 1. Did they ever perform the task properly? |  |  |
| 2. Is the task performed often enough to assure retention? |  |  |
| 3. Is training provided? |  |  |
| 4. Is the training effective? |  |  |
| 5. Is enough practice done during training? |  |  |
| 6. Could they perform properly immediately after training? |  |  |
| 7. Are job aids available? |  |  |
| 8. Are job aids effective? |  |  |
| 9. Are the procedures for this task stable (i.e. they don’t change frequently)? |  |  |
| 10. Could they do it if their lives depended on it (without further training)? |  |  |
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| **Capacity** | **Yes** | **No** |
| 1. Do they have the mental capacity? |  |  |
| 2. Do they have the physical capacity? |  |  |
| 3. Do they have the prerequisites for training? |  |  |
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| **Standards** | **Yes** | **No** |
| 1. Do they know what to do (i.e. expected performance)? |  |  |
| 2. Do they know when to do it? |  |  |
| 3. Do their supervisors agree on what and when? |  |  |
| 4. Do they know how they’ll be evaluated? |  |  |
| 5. Are there clearly defined standards? |  |  |
| 6. Are standards clearly communicated? |  |  |
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| **Measurement** | **Yes** | **No** |
| 1. Is performance measured? |  |  |
| 2. Are measurements based on the task standards? |  |  |
| 3. Are measurements based on results rather than activities? |  |  |
| 4. Are the results of the task measured? |  |  |
| 5. Are the measurements objective? |  |  |
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| **Feedback** | **Yes** | **No** |
| 1. Are they informed about how they’re performing? |  |  |
| 2. Is feedback given soon enough? |  |  |
| 3. Is feedback given often enough? |  |  |
| 4. Is feedback based on objective measurements? |  |  |
| 5. Is feedback tied to “controllable” performance? |  |  |
| 6. Is feedback specific? |  |  |
| 7. Is feedback accurate? |  |  |
| 8. Is feedback given by someone who matters? |  |  |
| 9. Is feedback given in a way they can accept? |  |  |
|  |  |  |
| **Conditions** | **Yes** | **No** |
| 1. Are task procedures clear and workable? |  |  |
| 2. Is the workplace physically organized? |  |  |
| 3. Is enough time available? |  |  |
| 4. Are tools and equipment available? |  |  |
| 5. Are tools and equipment operative? |  |  |
| 6. Is necessary information available? |  |  |
| 7. Is information accurate? |  |  |
| 8. Are distractions and interruptions minimized? |  |  |
| 9. Are policies and procedures flexible enough? |  |  |
|  10. Do they have enough authority? |  |  |
|  11. Can the job be done by one person? |  |  |
|  12. Is support available for peak periods? |  |  |
|  |  |  |
| **Incentives** | **Yes** | **No** |
| 1. Is the task seen to be worthwhile? |  |  |
| 2. Do they believe they can perform the task? |  |  |
| 3. Are there incentives for performing well? |  |  |
| 4. Are the incentives given by someone who matters? |  |  |
| 5. Do the incentives really matter to them? |  |  |
| 6. Are the incentives contingent upon good performance? |  |  |
| 7. Are incentives scheduled to prevent discouragement? |  |  |
| 8. Are all available incentives being used? |  |  |
| 9. If incentives are mixed, is the balance positive? |  |  |
|  10. Is “punishment for good performance” prevented? |  |  |
| 11. Is “reward for poor performance” prevented? |  |  |
| 12. Is there peer pressure for good performance? |  |  |
| 13. Is task unpleasantness or stress within acceptable levels? |  |  |
| 14. Does strong performance draw attention? |  |  |
| 15. Does poor performance draw attention? |  |  |