

Environmental	Sub-Cat	y/n	Questions to Ask or Information to Research
	Data	<input type="checkbox"/>	Is there sufficient data or signals to direct an experienced person to perform well?
		<input type="checkbox"/>	Are there good models of behavior available?
		<input type="checkbox"/>	Are there clear and measurable standards communicated?
	Feedback	<input type="checkbox"/>	Is work related feedback provided describing results with standards - and not behaviors?
		<input type="checkbox"/>	Is feedback immediate and frequent to help employees remember what they did?
		<input type="checkbox"/>	Is feedback selective and specific, and constructive to help employees learn?
Tools	<input type="checkbox"/>	Is there adequate resources (time, money materials, space) to support performance?	
	<input type="checkbox"/>	Are there adequate working conditions?	
	<input type="checkbox"/>	Are tools available or optimally arranged?	
	<input type="checkbox"/>	Is there enough time to complete the task?	
	<input type="checkbox"/>	Can they find what they need to get the work done?	
Resources	<input type="checkbox"/>	Is there adequate resources (materials, supplies, assistance) to support performance?	
	<input type="checkbox"/>	Are the resources tailored to the job?	
Incentives	<input type="checkbox"/>	Does good performance help lead to career advancement?	
	<input type="checkbox"/>	Are there meaningful nonmonetary incentives for good performance?	
	<input type="checkbox"/>	How well do performers see the results or consequences of that they do?	
	<input type="checkbox"/>	Does effort get noticed?	
	<input type="checkbox"/>	Are rewards based on performance?	

Behavior	Knowledge & Training	<input type="checkbox"/>	Do people understand the consequences of both good and bad performance?
		<input type="checkbox"/>	Do they understand the big picture?
		<input type="checkbox"/>	Do they have the technical concepts to perform well?
		<input type="checkbox"/>	Do they have sufficient basic skills (verbal & written communication)?
		<input type="checkbox"/>	Do they have sufficient technical skills?
		<input type="checkbox"/>	Are good job aids or KBs available?
		<input type="checkbox"/>	Have they forgotten what's expected?
		<input type="checkbox"/>	Does the performer know what to expect?
	Capacity	<input type="checkbox"/>	Do they have sufficient strength and dexterity to do the job well?
		<input type="checkbox"/>	Are they free of emotional limitations that would interfere with performance?
	Motivation	<input type="checkbox"/>	Do they have a desire to perform well when they enter the job?
		<input type="checkbox"/>	Does the performer's expectation of performance match the reality?
		<input type="checkbox"/>	Does the performer know the reasoning to perform an action?
<input type="checkbox"/>		Does the performer show confidence?	
	<input type="checkbox"/>	Does the performer care about their results?	
		# of "No" in orange	
		# of "No" in blue	
		# of "No" in green	

Learning	Knowledge Management Self Directed Learning Classroom learner Online learning Just in time learning
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Performance Support	Job Aids Documentation and Standards for expectation
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Personal Development	Feedback Coaching Mentoring
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Individual Growth	Motivation Systems for Incentives and Rewards Performance Management to monitor employee growth Competency Test Self-direct goal setting
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Org Comm	Suggestion box Grievance system Network communication
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