PERFORMANCE DEFICIT ANALYSIS PROCESS

1. Is this an essential function, required competency, and/or significant goal or assignment? Have you clearly stated the performance expectations? Verify with the employee. If you have not, do so. If you have, then proceed to # 2.

2. Has the person previously demonstrated that they could perform the task or exhibited the expected level of competency during the interview process? (If you did not include a work sample during the interview and screening process that would have revealed the deficit, consider doing so in the future, should the position once again need to be filled.)

   (If yes, and there was no way they could have “fudged” their demonstrated proficiency or competency, proceed to # 4. If no, proceed to # 3)

3. If the person has not previously demonstrated their ability to perform the task or exhibited the competency to a satisfactory level and no organizational obstacles or impediments exist, then determine the following.
   a. Could the person do it if he/she were really required to do it?
   b. Could the person do it if they made reasonable efforts?
   c. Are the person's present skills adequate to successfully perform/demonstrate it?

   If the answer(s) to the above is/are no, arrange for training. If yes, then proceed to #s 4 and 5.)

4. If the employee has previously demonstrated their ability to perform as expected, or demonstrated their competency, then determine the following:

   a. Is the skill used/competency drawn upon often? Has the employee just forgotten or become “rusty” in their skills/competency? If so, then consider one/some of the following:
      i. written procedure/guidance/checklist
      ii. informal (on-the-job) training
      iii. individual study

   b. Is the employee’s nonperformance being rewarded?
      i. Is the employee “allowed or enabled” to not perform as expected?
      ii. Does their nonperformance of the task or competency “allow” them to spend their time and/or efforts on other more enjoyable or rewarding (at least to them) endeavors?
iii. Does the employee enjoy some personal reward for not performing? Examples:
   1. Does the employee get more attention and/or reinforcement (from their peers) for not meeting expectations than for performing as required?
   2. Do they “enjoy” the angry/frustrated/helpless/excited reaction they receive from you and/or others? (Think about it, it does give them some power…)

c. Is the person inadvertently being punished for performing as expected?
   i. Is the required level of performance being raised after they have met expectations?
   ii. Are they given more of the assigned responsibilities simply because they do it well?  (Example: If the employee doesn’t like to give public presentations, but because they do it so well, they are assigned even more of the department’s presentations to deliver.)

d. Does performing the assigned expectation really matter to the employee?
   i. Do they really enjoy the nature of the work?
   ii. Do they consider the work meaningful?
   iii. Will they derive a sense of satisfaction and accomplishment as a result of performing the work well?
   iv. Do they receive positive reinforcement from you and others for their efforts?
   v. Are there (to them) meaningful consequences of non-performance?

5. Are there obstacles or impediments to the employee meeting the performance expectations? Ask them, then analyze:

   a. Are there conflicting demands on their time?

   b. Do they have the legitimate authority to carry out their assignments – i.e., have you assured that other employees recognize that their support and cooperation is mandatory?

   c. Have you supplied or arranged for the person to secure the necessary resources (supplies, tools, personnel)?

   d. Can you assist the employee in identifying and removing or mitigating other organizational blockages or resistance?
SUMMARY: Once you’ve made sure that the expectations are clear and no impediments or obstacles exist, and the employee still is not meeting expectations:

- If the employee is **willing, but not able**, **train**.
- If the employee has been **trained, but is not able**, remove them from the position or remove the assignment/responsibility if it is not critical to the position.
- If the employee is **able, but not willing**, begin progressive discipline.