

A Pilot Evaluation of the Performance Diagnostic Checklist for Assessing Employee Satisfaction  
and Support in Call Centers

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## Abstract

Call center employees play a critical role in providing customer service, and directly influence customer satisfaction and retention (Slowiak, 2014). Determining what variables influence employee satisfaction and performance in call centers is crucial for organizations and businesses to support their employees. The Performance Diagnostic Checklist (PDC) was developed to identify variables that influence employee performance (Austin, 2000). The PDC has been found to be effective in a variety of settings, but a review of the literature indicates it has not been used to assess employee support in financial institutions. This study aims to adapt the PDC for use with employees in a financial institution call center to systematically assess factors related to employee support throughout the department. Results of the study indicate overall high levels of employee support, but indicate the potential for improvement in communication of department performance indicators as well as monitoring and providing clear performance feedback.

*Keywords:* call center, employee satisfaction, performance evaluation, Performance Diagnostic Checklist (PDC)

### Employee Satisfaction and Performance in Call Centers

Call centers are work environments where employees interact with customers through phone-and computer-based technologies (Zito, Molino, Cortese, Ghislieri, & Colombo, 2018). Call centers developed in the early 1990's as a way for organizations to increase customer convenience and decrease the cost for employee labor compared to traditional, face-to-face customer/employee interactions. Call centers employ millions of employees across the world and function as the public face for countless businesses and organizations (Askin, Armony & Mehrotra, 2007).

Call center employees play a vital role in customer acquisition and retention (Askin et al, 2007). The quality of interactions with call center employees significantly impact customers' satisfaction with the organization (Slowiak, 2014). Providing organizational support – the tangible resources, high quality interpersonal relationships, time and training – to promote call center employee performance may, by extension, ultimately improve customer service. Conversely, a lack of organizational support may lead to higher staff turnover, requiring more time and money invested in resources to find, hire, and integrate new staff (Zito et al., 2018).

Understanding how organizational factors contribute to and detract from employee satisfaction are important to understanding how workplace systems impact employee performance. For instance, Scandura and Graen (1984) examined the relationship between the quality of the supervisor/employee relationship (referred to as “leader-member exchange”, or LMX) and employee productivity. Scandura and Graen (1984) took managers who had an initially low LMX and provided leadership training in the form of six two-hour sessions. The sessions consisted of a mix of lecture style training, discussions and role modeling and covered topics on active skills listening, exchanging mutual expectations, exchanging resources and

practice one-on-one sessions. The study indicated that groups with initially low LMX saw an increase in satisfaction and productivity after a leadership intervention was applied. These results indicate that attending to the quality of supervisor support for employees contributes directly to employee satisfaction and productivity. Put simply, supervisors can provide organizational support specific to employees, such as increased job latitude, greater influence in decisions, and direct support to the employee's actions. These supports then predicate the employee provide greater availability and further commitment to the organization or unit (Scandua & Graen, 1984), possibly capitalizing on a phenomenon in the field of organizational behavior management known as *discretionary effort* (Daniels & Bailey, 2014). Discretionary effort is the voluntary effort of employees that go beyond the minimum that organizations require (Lloyd, 2008). As described by Daniels & Bailey (2014) "That which a person could do if they wanted to do, but if they didn't do it, nothing bad would happen to them."

Supervisor support is only one of many workplace environmental variables that contribute to employee performance. The Performance Diagnostic Checklist (PDC) is an informant-based indirect functional assessment tool utilizing survey- or interview-style questions to obtain information about antecedents and consequences of employee performance (Cooper, Heron & Heward, 2008). The PDC is used to identify variables that influence employee performance, such as insufficient task training, lack of timely or consistent consequences, and competing work contingencies (Carr, Wilder, Majdalany, Mathisen, & Strain, 2013). The PDC has been found to be an effective method to identify organizational barriers in a variety of settings, including restaurants (Austin, Weatherly & Gravina, 2005; Rodriguez et al., 2005), coffee shops (Pampino, Heering, Wilder, Barton & Burson, 2005), department stores (Eikenhout & Austin, 2005), as well as broadly with a variety of customer-service tasks.

The PDC is a flexible assessment protocol that can be adapted to meet the needs of an organization (Austin, 2000). For example, Carr and colleagues (2013) adapted the PDC for use in a university-based autism treatment center. This adaptation was called the *Performance Diagnostic Checklist Human Services* (PDC-HS), intended for use in settings where employees provide care for others.

When piloting the PDC-HS, Carr and colleagues used a combination of interviews with clinic managers and direct observation of the workspace to determine the extent to which workplace variables that support the implementation of treatment room cleanup duties were present or absent in the clinic. Quantifying whether environmental supports were present permitted researchers to objectively identify areas for improvement in workplace support. The results of the PDC-HS indicated that numerous elements of effective training and performance feedback were absent, suggesting that employee performance could be improved by improving training and providing more regular performance feedback. To evaluate whether the PDC accurately identified the support deficit, researchers systematically applied both the indicated intervention (training and feedback) as well as a non-indicated intervention (task clarification and additional materials) to determine their effect on the proportion of treatment room cleanup tasks completed. Results indicate that applying the non-indicated workplace intervention (task clarification and additional materials) resulted in minimal performance improvement, yielding an average increase of 11% more steps completed for one treatment room, but an average decrease for the number treatment steps completed by 12% in a second treatment room from baseline to treatment. Meanwhile, the indicated intervention (training and performance feedback) produced an average improvement of 60% more steps completed from baseline to treatment across six treatment rooms. These results indicate not only that the PDC-HS informed the most accurate

intervention to improve performance, but that performance improvements were not due to alternative interventions (i.e., placebo effect, increased attention from supervisors, etc.).

While the PDC has been found to be effective in a variety of organizations, a review of the literature has found no studies using the PDC in financial institutions. The aim of this study is to (a) adapt the PDC for use in a financial institution call center and (b) to conduct a brief pilot evaluation of this PDC to determine what organizational supports are in place or lacking. Utilizing the adapted PDC will allow researchers to determine what systematic barriers exist – if any – for employees in a local financial institution call center environment and provide this institutional assessment data back to call center managers.

## **Method**

### **Participants and Settings**

This study was conducted at a small credit union located in the Pacific Northwest. Development of this project was informed by consultation with the chief operating officer (COO) of the institution. The COO had direct supervisory control over the activities of all call center locations and their staff. In addition, the COO coordinated participation of all call center managers to be a point of contact for recruitment with employees.

Participants were recruited from the pool of current call centers employees at the financial institution. Participating employees worked at a variety of locations, including the main call center under direct supervision of managerial staff, remotely from home with indirect supervision by managerial staff, and at remote locations under joint supervision of call center employees and branch management.

To facilitate research participation without impacting financial institution business, participants were recruited indirectly through assistance by institutional managers. To increase interest in the study, the researcher developed a script and recorded a video describing the study – including consent procedures and compensation – that was distributed to call center employees by call center managers. Individuals interested in participating in the study were asked to coordinate with their managers to schedule a 30-minute interview with the researcher using an online scheduling program, Calendly®. Given the small size of the organization and the indirect form of recruitment used, **all** call center employees were compensated by the institution regardless of participation in the study to minimize the potential for coercion and as one step to protect the privacy of participant responses.

Ten participants were recruited. Participants working at the main call center were interviewed in person; participants working remotely from home or at remote branches were interviewed via Zoom®. Participants were 18 years or older and verbal assent was obtained prior to the administration of the PDC. Due to subsequent technological error, the interview for one participant was lost, resulting in analysis of interviews for only 9 participants. The researcher did not request demographics from each participant and therefore are not reportable.

### **Performance Diagnostic Checklist**

To assess variables associated with employee support, the PDC-HS was adapted to assess work factors specific to a financial institution call centers. The first author revised the PDC-HS (Carr et al., 2013) based on her experience as a call center employee to align with the day-to-day tasks of a call center employee in a financial institution. The Performance Diagnostic Checklist-Financial Institution (PDC-FI; see Appendix A) addresses four main categories: (1) training (2) task clarification and prompting (3) performance consequences, and (4) an “other” category for



questions that do not fit into one of the other three categories. Questions related to training indicate the extent to which the employee received necessary training to prepare them for completing the task, whether they continue to have the time and resources to receive additional training, and whether supervisors support employees on receiving additional training as needed. Questions on task clarification and prompting evaluate whether job duties are clear, whether goals set for employees are appropriate, and whether performance feedback informs progress on those goals. Performance consequences evaluate the extent to which employees receive regular, generative feedback on performance and whether that feedback engenders performance improvement. Finally, questions not clearly related to these three categories fall into an “other” category and were informed by consultation with the agency COO and the first author’s experience as a call center representative. These “other” questions included themes of supervisor availability should calls need to be escalated, questions about the ability to end a call should a customer become abusive, and questions about scheduled lunches and breaks.

The researcher used the adapted PDC-FI in one-on-one semi-structured interviews with call center employees. These semi-structured interviews allowed the researcher to ask branching or clarifying questions to obtain additional clarifying information about work tasks and the context in which they occur. Interviews were recorded using an electronic recorder (Zoom® H1 Handheld Recorder) or video-based software (e.g., Zoom®).

### **Scoring Protocol**

Recorded interviews were transcribed for further analysis, and a separate copy of the PDC-FI form was completed for each participant. The number of “yes” and “no” responses were recorded and graphed for each participant and combined based on the corresponding PDC-FI section. Comparing the relative proportion of “yes” responses (i.e., areas where the participant

indicates that necessary support is present) to “no” responses (i.e., areas where the participant indicated necessary support was absent) provides a systematic, quantitative evaluation of whether employees perceive a systematic lack of support in any particular domain. To further identify areas for potential organizational improvement, employee responses to elaborative questions (e.g., Are there any other factors about the job or workplace that we haven’t asked about or discussed that you think are important that we know?) were “open coded” (Strauss & Corbin, 1990) to identify emerging themes related to institutional support and the employee experience.

### **Interobserver Agreement**

To assess interobserver agreement (IOA), a second observer independently reviewed three of nine interview transcripts. The second rater scored each of the 22 PDC-FI questions using the interview transcriptions. IOA was calculated as the number of instances of agreement between the two observers divided by agreements plus disagreements, multiplied by 100 to yield a percentage. Agreement was defined as each observer independently scoring a PDC-FI category response with exact correspondence (i.e., both scored that the participant indicated that the element as present or absent). Average IOA for the three interviews was 93.9% (range, 86.3% to 100%).

### **Results**

The adapted PDC-FI was utilized in guided one-on-one interviews to assess the variables associated with three main categories, training, task clarification and prompting, and performance consequences/effort/completion. In addition to these three categories, an “other” category was developed for questions that did not fit the criteria of the other three. Once interviews were complete, employee responses were coded according to whether variables

associated with good performance were present (coded “yes”) or absent (coded “no”), summarized, and graphed for analysis.

Figure 1 depicts the overall categorical results of the PDC-FI questionnaire. Bars in figure 1 indicate the combined average proportion of questions scored “yes” for each of the PDC sections (training, task clarification, consequences and other). with higher proportions indicating a larger overall level of agreement that these system supports were in place and/or available to the employee. Participants indicated “yes” to 89% of questions related to training, 81% of the questions related to task clarification, 56% of the questions related to consequences, and 89% of the miscellaneous questions categorized as “other.” Taken together, this suggests that participants received effective initial and ongoing training, could yield up to the minute information to clarify their ongoing work tasks, and a variety of other supports were systematically in place. However, the low level of endorsement for questions related to performance consequences indicate that this may be an area of greater exploration.

Figures 2 through 5 depict participant responses to questions within each category of the PDC-FI questionnaire (training, task clarification, consequences, and other, respectively). Bars in figure 2 indicate the combined average proportion of questions scored “yes” for PDC questions related to training. Higher proportions indicating a larger overall level of agreement that these system supports were in place and/or available to the employee. Results indicate that most participants endorsed the presence of high-quality training supports, including receiving the training needed to complete their job as described (89%, item 1.1), receiving adequate time for training (89%, item 1.3), having access to ongoing training resources if needed (78%, item 1.2), and being comfortable approaching their supervisor for additional training when needed (100%, item 1.4). Overall, these data suggest that financial institution’s workplace environment is

arranged to provide adequate training resources and employees feel comfortable seeking out and securing additional training as needed.

Figure 3 depicts indicate the combined average proportion of questions scored “yes” for PDC questions related to task clarification (e.g., understanding job roles, performance expectations, and perceived appropriateness of work goals to the work environment). All participants indicated they have a written description of their job (PDC-FI item 2.1), received feedback on their statistical performance requirements (item 2.3), and knew the department’s phone standards (item 2.6). Most indicated they knew what their statistical performance requirements were (78%, item 2.2), perceived the goals set for them as challenging (78%, 2.7), attainable (89%, item 2.8) and fair (89%, item 2.9). Most participants also reported that the reported that the work environment is well-suited to help them reach productivity goals (78%, item 2.4). However, only 22% of participants indicated they knew what the department’s Key Performance Indicators (KPI) were (item 2.5). These results suggest that employees may benefit from improved task clarification related to departmental KPIs.

Also, when participants were asked to elaborate on how often feedback was given, five respondents (55.5%) indicated they received feedback weekly, three respondents (33.3%) indicated receiving bi-weekly feedback, and one respondent (11.1%) indicated receiving feedback monthly. Moreover, these employees may benefit from more consistent and timely feedback on personal performance, particularly with respect to meeting department KPIs.

Figure 4 depicts the combined average proportion of questions scored “yes” for each of the PDC questions related to effective performance consequences. While most participants indicated they received feedback on their performance (78%, item 3.2) and that they perceived

feedback as being helpful to their performance (89%, item 3.3), no participants indicated that their performance (e.g., calls with consumers) were regularly monitored (0%, item 3.1).

Participants were asked to elaborate on the nature of the feedback they received (e.g., positive, negative, or a mix of both). One participant (11.1%) indicated receiving only positive feedback, three (33.3%) indicated receiving only corrective feedback, and 5 respondents (55.5%) indicated receiving a combination of both types of feedback. In addition, participants were also asked to indicate how feedback was delivered. Five respondents (55.5%) indicated verbally and 4 respondents (44.4%) indicated they received both verbal and written feedback. Taken together with the results that participants received inconsistently timed feedback (*task clarification*, above), the agency may benefit from being more consistent in the type of feedback provided to ensure that all employees are regularly receiving accurate, positive feedback. The results of this section of the PDC-FI suggest that employees lack an understanding of the performance consequences within their job, specifically related to call monitoring.

Figure 5 depicts the combined average proportion of questions scored “yes” for each of the PDC questions related to the other category (e.g., quality of relationship with supervisor and other hygienic workplace factors). All participants indicated that they felt comfortable approaching/speaking with a supervisor (item 4.1), felt supported by their supervisor (item 4.2), and had access to a supervisor if assistance was needed (item 4.3). All participants also indicated they were able to hang up on a rude or abusive customer. Finally, 100% of participants indicated having scheduled lunches, but only 33% of participants indicated having scheduled work breaks. Despite this low level of endorsement, follow up questioning showed that participants did receive breaks, they simply weren’t firmly structured. Further, no employees indicated dissatisfaction with the organization’s method of assigning break times, indicating that it was a

product of the ebb and flow of customer calls and a dynamic work environment. Overall, these data suggest that the financial institution's workplace environment promotes high-quality interactions between employees and supervisors, that employees are empowered to advocate for themselves and seek out additional support from supervisors as needed.

Finally, figure 6 depicts fine-grained analysis of each participants' responses to each individual question in the PDC-FI. The shaded items indicate "yes" responses; white areas indicate a "no" response. These results indicate that employees generally endorse similar working environments. Most employees indicated not knowing the department's KPIs, having calls monitored, nor receiving regularly scheduled breaks. However, lack of available support in other areas was inconsistently reported and seven of the nine participants endorsed support in 19 or more of the 22 areas probed with the PDC-FI. The two remaining participants (e.g., 33 and 62) indicated overall less support from the organization, endorsing only 13 and 14 sections of the PDC-FI, respectively. However, due to privacy restrictions, the researchers were unable to follow up and explore these employee concerns further without exposing them to institutional risk.

### **Discussion**

With a lack of literature indicating the use of the PDC in a financial setting, the aim of this study was to adapt the PDC to financial institution call center settings to determine whether it could effectively assess whether workplace variables were present to support call center employees. The findings of the study indicate that – according to the adapted PDC-FI – the employees of this call center appear well-supported. However, three main areas were identified as opportunities for potential improvement: clarifying departmental KPIs, clarifying whether and how calls are monitored by supervisors, and delivering feedback consistently to employees.

While the PDC-FI also identified that breaks were not scheduled, no employees indicated dissatisfaction with this measure. Given the customer-driven nature of call center work, it may not be feasible or productive to schedule firm break times.

Clarifying department KPIs, particularly the impact of employee performance on meeting those goals and including call monitoring with performance feedback helps clarify performance expectation and fosters a culture of data-driven performance evaluation (Daniels & Bailey, 2014). Further, regularly measuring and providing generative feedback on calls would permit managers to determine if employees are improving or maintaining high-quality performance and reduce employee reactivity and the aversiveness that comes from being monitored.

Finally, feedback is most effective when delivered quickly and when the feedback is accurate (Daniels & Bailey, 2014; Brand, Novak, DiGennaro Reed, & Tortolero, 2020). It is worth noting that the only two employees that indicated not receiving performance feedback (P33 and P62) also reported a variety of other limitations in workplace support. Increasing the regularity of feedback and being sure to include specific reference to tasks being done correctly could reduce the reactivity associated with receiving performance feedback and further improve the relationship between employees and supervisors.

The PDC has been used in a variety of settings, with informants ranging from employees to managers and in a variety of formats (i.e., from surveys to interviews). However, the PDC is an indirect assessment tool, and most published studies involve the direct empirical evaluation of the intervention indicated by the PDC results as a way of validating the indirect assessment. For instance, Carr and colleagues' (2013) PDC-HS assessment indicated that a lack of training and timely feedback was the most likely cause of poor performance. The researchers determined not only that the indicated intervention (training and feedback) improved performance, but also

demonstrated that a non-indicated intervention (task clarification and additional session materials) did not improve performance. While a post-study debriefing with the COO and call center manager indicated that some recommended changes were made or in progress (e.g., a dynamic KPI feedback system posted publicly in the call center environment and regularly monitored calls with performance feedback,), it is unclear to what extent these changes would influence employees' perception of the level of institutional support. It is also unclear whether employee perceived support accurately reflects the environmental variables that lead to improved performance. However, a direct environmental intervention with call center employees was beyond the scope of this project. Future studies could evaluate whether the PDC-FI accurately identifies and can inform the environmental variables leading to improved employee performance.

Another limitation of this study was the small sample size, the motivational factors associated with employee compensation, and the interplay between these variables that impacted the ability to separately evaluate participant data. Researchers had originally planned to evaluate PDC-FI responses of employees from different units (e.g., centrally located employees vs telephonic remote employees vs remote branch employees) to systematically evaluate whether differences existed between these employee classes. To incent participation, the financial institution agreed to permit researchers to compensate participation using a credit of professional development time and institutional employee reward points that could be exchanged for backup reinforcers (e.g., paid time off, longer lunches, etc.). However, the limited population of employees plus the need to schedule shifts through call center managers raised concerns about participant confidentiality. To mitigate these concerns related to privacy and coercion, the researchers analyzed all participants without separating into workplace type and asked the



agency to compensate all employees for participation, regardless of their actual participation in the study. This universal compensation may have decreased employee motivation, contributing to the small sample size. As a result, researchers were unable to assess if any systematic differences existed between call center groups (i.e., main call center, remote branches, remote from home) and provided only group-level data back to the agency. Future studies may wish to control for these errors by working with a larger recruitment pool and/or providing external compensation.

### **Conclusion**

This study demonstrates a novel adaptation of the PDC to a financial institution, continuing a line of research demonstrating the utility of the PDC as a robust employee performance assessment tool capable of use in a variety of organizations (Austin, 2000, Carr et al., 2013). While the researchers did not directly examine employee performance or conduct any environmental alterations, preliminary analysis suggests that employees reported a high overall level support is in place at the participating financial institution. Two of the three areas identified as areas for improvement were targeted for improvement by the organization, namely call monitoring and regular generative feedback plus clear communication of department KPIs.

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**Appendix A: Performance Diagnostic Checklist- Financial Institution**



*Performance Diagnostic Checklist – Financial Institution*

Employee's Name: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Member Service Location: \_\_\_\_\_

**Instructions:** Please answer the questions below.

**TRAINING**

1	<input type="radio"/> Yes <input type="radio"/> No	Have you received proper training to complete your job as described in your job description?
2	<input type="radio"/> Yes <input type="radio"/> No	If no, do you have enough resources (e.g., training materials) to obtain or access the information you are looking for or needing?
3	<input type="radio"/> Yes <input type="radio"/> No	Do you have ample time to complete required training courses? (e.g., online training courses may be required)
4	<input type="radio"/> Yes <input type="radio"/> No	Do you feel comfortable requesting additional training from your supervisor if needed?  Why or why not?

**TASK CLARIFICATION & PROMPTING**

1	<input type="radio"/> Yes <input type="radio"/> No	Do you have a written description of your job requirements and duties?
2	<input type="radio"/> Yes <input type="radio"/> No	Do you know your daily statistical requirements (e.g., how many calls you are required to answer daily, time available on the phone, etc.)?
3	<input type="radio"/> Yes <input type="radio"/> No	Are you ever reminded of those requirements or receive feedback on those requirements?
4		If yes, how often do you receive feedback on those requirements? (e.g., weekly, bi-weekly, monthly)
5	<input type="radio"/> Yes <input type="radio"/> No	Are your daily tasks performed in an environment well-suited to reach these daily statistical requirements? (e.g., not crowded or noisy)?  Why or why not?

6	<input type="radio"/> Yes <input type="radio"/> No	Do you know what the department's Key Performance Indicators are (e.g., average hold time goal, call handling times, first call resolution rate etc.)?
7	<input type="radio"/> Yes <input type="radio"/> No	Do you know what the department's telephone standards are (e.g., greeting requirements, tone of voice, and proper closing)?
8	<input type="radio"/> Yes <input type="radio"/> No	Are the goals set for you challenging?
9	<input type="radio"/> Yes <input type="radio"/> No	Are the goals set for you attainable?
10	<input type="radio"/> Yes <input type="radio"/> No	Are you comfortable with/ feel the goals set for you are fair?  Why or why not?

**PERFORMANCE CONSEQUENCES, EFFORT, & COMPETITION**

1	<input type="radio"/> Yes <input type="radio"/> No	Are your calls monitored by a supervisor?  <input type="radio"/> hourly <input type="radio"/> daily <input type="radio"/> weekly <input type="radio"/> monthly <input type="radio"/> Other: _____
2	<input type="radio"/> Yes <input type="radio"/> No	Do you receive feedback about your performance? If yes, indicate below.  By whom? _____ How often? _____ Delay from task? _____  Check all that apply: Feedback Focus: <input type="radio"/> Positive <input type="radio"/> Corrective Feedback Type: <input type="radio"/> Written <input type="radio"/> Verbal <input type="radio"/> Graphed <input type="radio"/> Other: _____
3	<input type="radio"/> Yes <input type="radio"/> No	Does feedback help improve your performance?  Why or why not?

**OTHER**

1	<input type="radio"/> Yes <input type="radio"/> No	Are you comfortable approaching/speaking with your supervisor?  Why or why not?
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2	<input type="radio"/> Yes <input type="radio"/> No	Are you supported by your supervisor? (Do you feel like your supervisor has your back)  Why or why not?
3	<input type="radio"/> Yes <input type="radio"/> No	Can you hang up on a rude or abusive customer?  Why or why not?
4	<input type="radio"/> Yes <input type="radio"/> No	Do you have access to a supervisor is assistance is needed?
5	<input type="radio"/> Yes <input type="radio"/> No	Do you have schedules breaks or lunches?

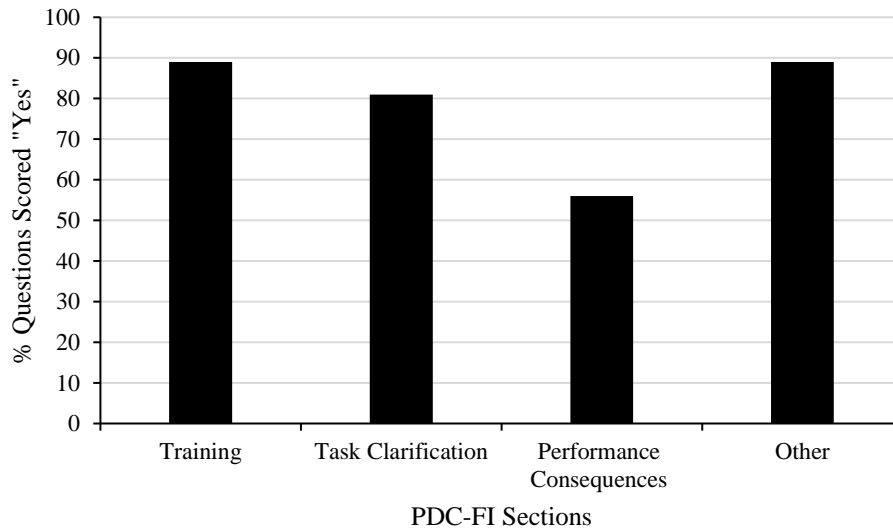
Are there any other factors about the job or workplace that we haven't asked about or discussed that you think are important that we know?

If so, what?

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Figure 1



*Figure 1.* Average proportion of questions scored “yes” in each section of the PDC-FI in categories Training, Task Clarification & Prompting, Performance Consequences, Effort, & Competition, and Other. Higher values indicate system supports are in place and employees are well supported.



Figure 2

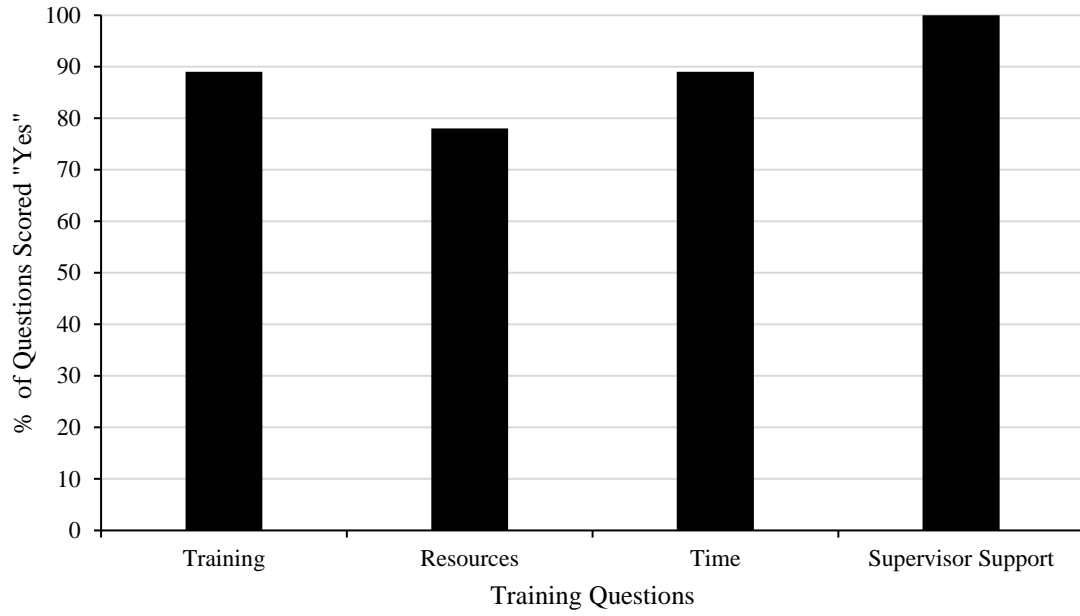


Figure 2. Average proportion of each questions scored “yes” in the Training section of the PDC-FI. Higher values indicate system supports are in place and employees are well supported.

Figure 3

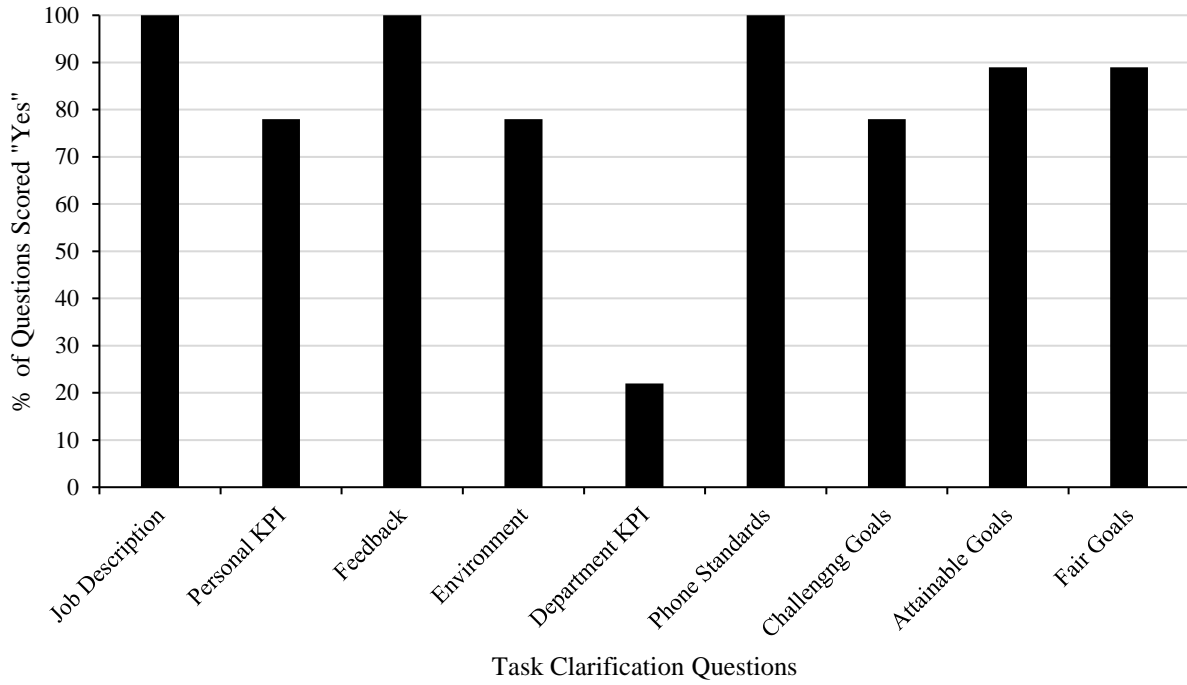


Figure 3. Average proportion of each questions scored “yes” in the Task Clarification section of the PDC-FI. Higher values indicate system supports are in place and employees are well supported.

Figure 4

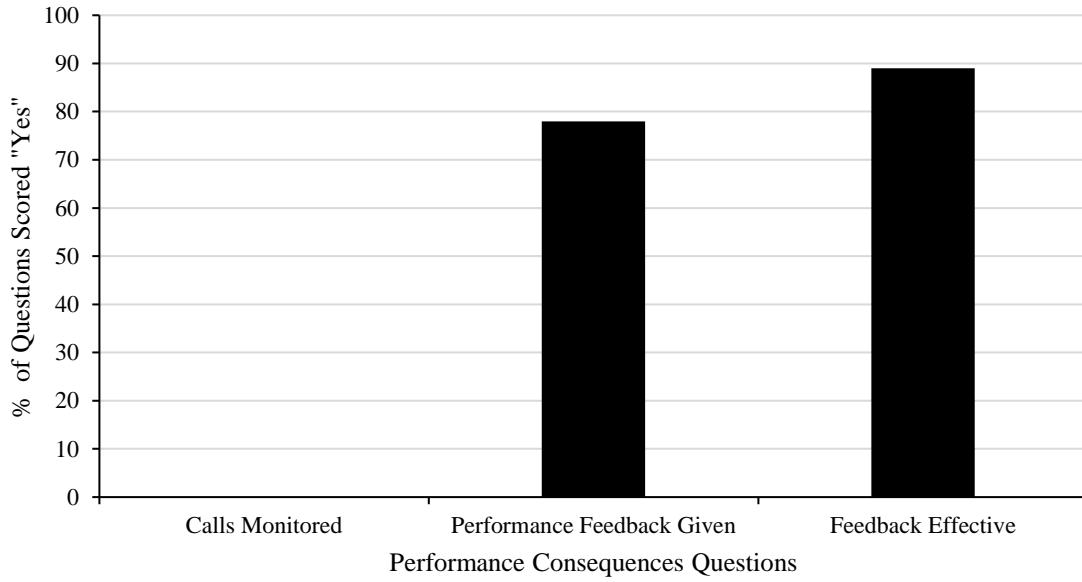


Figure 4. Average proportion of each questions scored “yes” in the Performance Consequences section of the PDC-FI. Higher values indicate system supports are in place and employees are well supported.

Figure 5

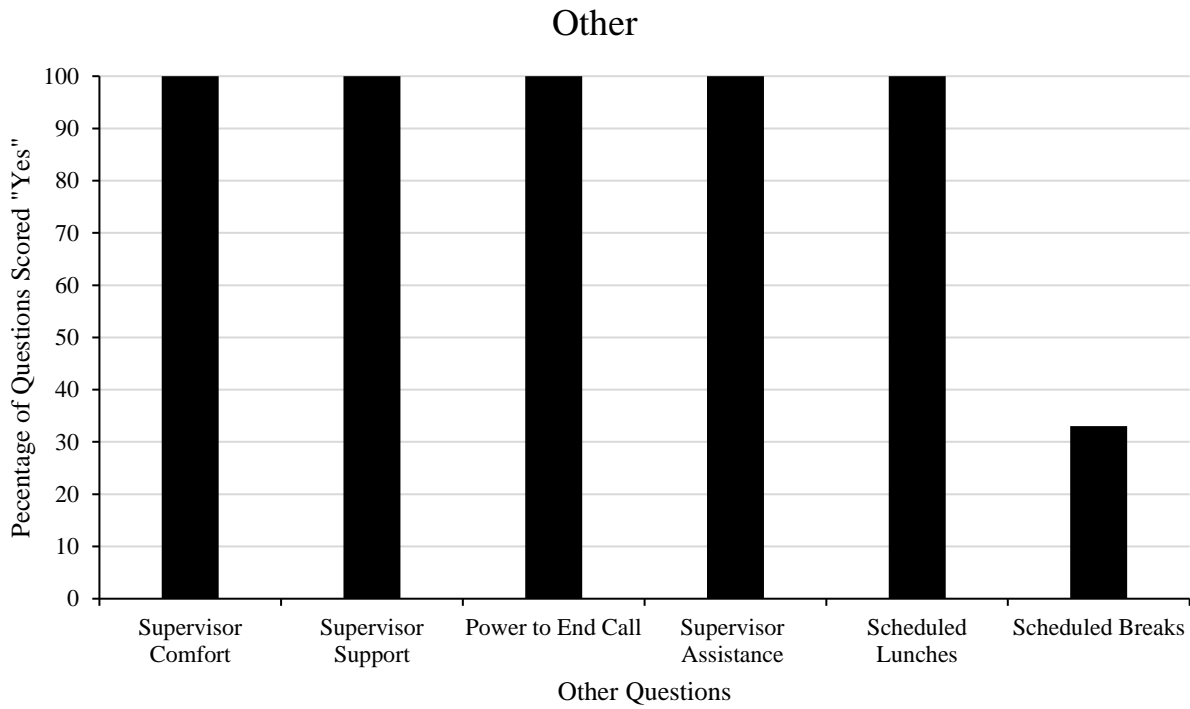


Figure 5. Average proportion of each questions scored “yes” in the “Other” section of the PDC-FI. Higher values indicate system supports are in place and employees are well supported.

Figure 6

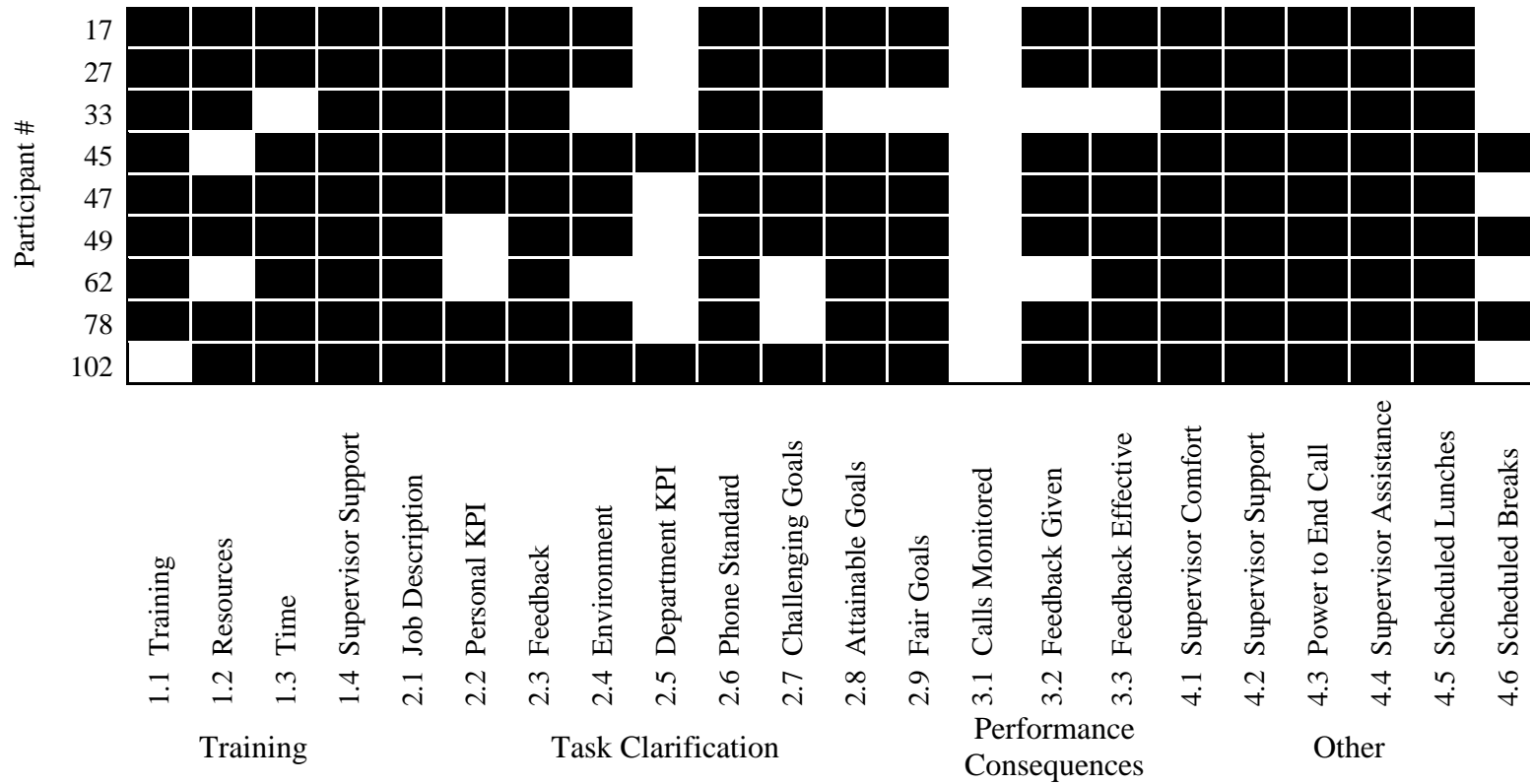


Figure 6. Individual participants responses to each “yes” and “no” question in the PDC. Shaded areas indicated “yes” responses and white areas indicate “no” areas. Please see PDC-FI (Appendix A) for list of full-length questions.