

## Job Performance Aids (Job Aids)

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<b>What is it?</b>	<p>“A printed or visual summary of key points or steps essential in the performance of a job” (Broad &amp; Newstrom, p. 91)</p> <ul style="list-style-type: none"><li>• Often used as part of instruction</li><li>• Sometimes used instead of training</li></ul>
<b>What are some examples?</b>	<ul style="list-style-type: none"><li>• Checklists</li><li>• Worksheets</li><li>• Flow charts</li><li>• Procedure manuals</li><li>• Work samples (such as memo or resume templates in MS Word)</li><li>• There are many examples of checklists, worksheets, and flow charts in Rothwell &amp; Kazanas; see pages 166-167, 196-201 for examples</li></ul>
<b>Strengths and Weaknesses</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"><li>• Helps ensure transfer of training to job</li><li>• Supports effective job performance (speed and accuracy)</li><li>• Reduces time to learn complex procedures</li><li>• Reduces time to recall and/or perform unfamiliar procedures</li><li>• Cheaper than training</li><li>• Can be readily revised</li></ul> <p><b>Weaknesses</b></p> <p>Inappropriate when:</p> <ul style="list-style-type: none"><li>• There is no time during work tasks to refer to job aid</li><li>• Reference to job aid would undermine employee’s credibility with customer</li><li>• Consequences of error are trivial</li><li>• Procedures are simple</li><li>• Task is frequently performed</li></ul>
<b>Steps to Success</b>	<ul style="list-style-type: none"><li>• Most effective when explained and tried out in class first, before application on the job</li><li>• Use when:<ul style="list-style-type: none"><li>○ Consequences of error are great</li><li>○ Procedures are complicated</li><li>○ Task is infrequently performed</li><li>○ Time for training is limited</li><li>○ Budget for training is limited</li></ul></li><li>• See additional guidelines for checklists, algorithms, procedure manuals, and work samples in Rothwell &amp; Kazanas, pp. 20-21</li></ul>

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**References**

- *Mastering the Instructional Design Process* by Rothwell & Kazanas (1998)
  - *Active Training* by Mel Silberman (1998)
  - *Transfer of Training* by Broad & Newstrom (1992)
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