



# Performance-Focused Smile-Sheet Diagnostic

Use this form to evaluate your learner-feedback methods. Circle a choice for each item, either from the Bad or Good column.

Diagnostic Items		Bad	Good
1.	We use LIKERT-Like Scales (thus creating fuzzy choices).	YES	NO
2.	We use NUMERIC Scales (thus creating fuzzy choices).	YES	NO
3.	We ask BIASED Questions (thus producing bad data).	YES or NOT SURE	NO
4.	We ask TOO MANY Questions (thus lessening learner focus).	YES or NOT SURE	NO
5.	We Ask Questions for which Learners are UNLIKELY TO BE GOOD JUDGES (so they give us poor information).	YES or NOT SURE	NO
6.	As we develop each question, we CONSIDER WHAT MESSAGES we want to send (so we can educate ourselves and our stakeholders).	NO or NOT SURE	YES
7.	We ask about how much REALISTIC PRACTICE learners got (because we know that realistic practice supports remembering—and enables transfer).	NO or NOT SURE	YES
8.	We ask about the AFTER-LEARNING SUPPORTS available on the job (because we know such supports enable transfer).	NO or NOT SURE	YES
9.	We ask about the level of support provided by LEARNERS' MANAGERS (because we know that supervisor support enables transfer).	NO or NOT SURE	YES
10.	We BENCHMARK our questions against other courses/companies who use poor smile-sheet methods (creating meaningless data).	YES or NOT SURE	NO
11.	Right before learners complete our smile sheets, we REMIND them of what they learned (so they can provide us good data).	NO or NOT SURE	YES
12.	Right before smile sheets, we CHALLENGE learners with relevant tasks/decisions/questions (so they know how well they learned).	NO or NOT SURE	YES
13.	Before finalizing smile-sheet questions, we negotiate different levels of success with stakeholders (so we can be accountable).	NO or NOT SURE	YES
14.	For important learning events, we utilize both in-learning and after-learning (on-the-job) smile sheets (to gain a full understanding of the value of the learning).	NO or NOT SURE	YES
15.	We design our smile sheets to focus on the REPUTATION of our learning events (maybe missing data on learning effectiveness).	YES or NOT SURE	NO
16.	We design our smile sheets to PROVE THE WORTH of our learning events (maybe missing data on learning effectiveness).	YES or NOT SURE	NO
17.	We design our smile sheets to focus on HOW TO IMPROVE our learning events (fulfilling our responsibility as professionals).	NO or NOT SURE	YES

**YOUR RESULTS: You should have selected at least 12 items from the “Good” column.**

Use your results to transform your smile sheet into one that provides real value.

To support your efforts, read the book, *Performance-Focused Smile Sheets* (<http://SmileSheets.com>) and/or contact Dr. Will Thalheimer of Work-Learning Research to accelerate or reality-check your efforts.