



**501
WRITING EFFECTIVE PERFORMANCE
STANDARDS**

Standard Curriculum

**Developed by:
Melanie Miller**

**For:
The Pennsylvania Child Welfare
Resource Center**

**University of Pittsburgh,
School of Social Work**

May 2013

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Acknowledgements

The Pennsylvania Child Welfare Resource Center would like to thank the following people for their assistance in the creation of *501: Writing Effective Performance Standards*.

Elaine Bobick	PA Department of Public Welfare
Terry Clark	PA Department of Public Welfare
John Cvejkus	PA Department of Public Welfare
Mark Davis	PA Department of Public Welfare
Alizabeh Dively	PA Department of Public Welfare
Dan Lutinski	PA Department of Public Welfare
Jason McCrea	PA Department of Public Welfare
Robin Snyder	PA Department of Public Welfare
Stephanie Weigle	PA Department of Public Welfare
Russell Zemanek	PA Department of Public Welfare

Agenda for the One-Day Workshop on 501: Writing Effective Performance Standards

Estimated Time	Content	Page
40 minutes	<p style="text-align: center;">Section I: Welcome and Introductions</p>	1
55 minutes	<p style="text-align: center;">Section II: The Importance of Defining Agency Expectations and Standards</p>	5
1 hour, 15 minutes	<p style="text-align: center;">Section III: What Are Performance Standards?</p>	8
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20 minutes	<p style="text-align: center;">Section V: Summary and Evaluations</p>	18

Writing Effective Performance Standards

Section I: Welcome and Introductions

Estimated Length of Time:

40 minutes

Learning/Performance Objectives:

- ✓ Identify the workshop rationale, learning objectives and agenda.

Quality Service Review Indicators:

- ✓ Practice Performance Indicator 1a Engagement Efforts
- ✓ Practice Performance Indicator 1b Role and Voice

Method of Presentation:

Lecture, small and large group discussion, large group activity

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ Name Tents
- ✓ Trainer-Prepared Flip Chart: What's In It For Me?
- ✓ Trainer-Prepared Flip Chart: Parking Lot
- ✓ **Handout #1: Writing Effective Performance Standards Power Point Presentation**
- ✓ **Handout #2: Agenda/Idea Catcher**
- ✓ **Handout #3: OCYF Performance Management Toolkit**
- ✓ **PowerPoint Presentation:**
 - **Slide #1: 501: Writing Effective Performance Standards**
 - **Slide #2: Learning Objectives**
 - **Slide #3: Competencies**
 - **Slide #4: Agenda**

Section I: Welcome and Introductions

Step 1:

(15 minutes)

Before participants arrive, display **PowerPoint Slide #1 (501: Writing Effective Performance Standards)**, which is the introductory slide for the training.

Whenever possible, start the training session promptly at 9:00 AM.

As participants arrive, welcome them and ask them to complete their name tents following the format below:

- Name (Center)
- DPW/OCYF Office or Region (Top-Right Corner)
- Position (Top-Left Corner)
- Number of Years with the Agency (Bottom-Left Corner)
- One thing they want to know about performance standards(Bottom-Right Corner)

When the name and four corners are complete, ask participants to place their name tent in front of them.

After all participants have arrived and completed their name tents, introduce yourself including your name, area of expertise, current position, years of experience and any other information related to the content.

Ask the participants to introduce themselves to the large group using the information they have written on their name tents.

As the participants share the one thing that they want to learn about performance standards, write these thoughts on the *What's In It For Me? (WIIFM)* flip chart. Tell participants that, at the end of the training, they will review the *WIIFM* flip chart to ensure that all of the concepts/questions have been addressed. Create a *Parking Lot* for those items that will not be addressed/are not addressed in the training. Explain to participants that the items posted on the *Parking Lot* are items that may not be addressed in this training; however, you will direct them to resources that can meet their needs.

Step 2:

(5 minutes)

Discuss the following training room guidelines:

- The 15-Minute Rule
- Training Schedule – 9:00 to 4:00 with Breaks/Lunch

- Document your presence via the sign-in sheet
- Provide Constructive and Motivational Feedback
- Show Respect
- Take Risks
- Practice Makes Permanent
- Focus on Learning – Cell phones on vibrate and only contact office for emergencies

Step 3:
(20 minutes)

Trainer Note: The *Agenda* and *Idea Catcher* have been combined on one handout to help participants immediately capture interesting concepts that arise when you train a given section.

Refer participants to their workshop packets and review the competencies, learning objectives and agenda for the workshop using **PowerPoint Slide #2 (Learning Objectives)** and **PowerPoint Slide #3 (Competencies)** and **PowerPoint Slide #4 (Agenda)** and **Handout #2 (Agenda/Idea Catcher)**. Suggest that participants keep **Handout #2 (Agenda/Idea Catcher)** easily accessible so that at the end of each section they can write down important points.

Distribute **Handout #3 (OCYF Performance Management Toolkit)** and introduce it to participants. Explain that this will be used as a key resource throughout the training, as well as something they can take back to their office to use as a guide when developing Performance Standards for employees they supervise. Briefly walk through each piece of the toolkit, allowing time for participants to ask questions. Direct them to the first two Management Directives in the beginning of the Toolkit and let them know these are important to read these when they return to their office since these are the Commonwealth’s policies on Performance Management and Development and Validation of Job Standards. Tell participants that on the cover letter of the toolkit is a list of employees who are on the OCYF performance management workgroup that they can contact if they have questions.

Trainer Note 1: Be sure not to confuse the Management Directive entitled “Development and Validation of Performance Standards” with Performance Standards.

Trainer Note 2: Participants may be tempted to page through the Toolkit as you are presenting. It may be necessary to remind them that you will be pointing them to different sections throughout the training and remind them that this is a tool they will take with them. You may need to ask them not to page through it until directed to certain sections.

Trainer Note 3: You may want to put sticky notes at each table and suggest that participants use them to mark the different sections of the OCYF Performance Standards Toolkit as they are introduced throughout the training.

Having given participants an overview of the content, it is now time to move into the next section of the training.

Writing Effective Performance Standards

Section II: The Importance of Defining Agency Expectations and Standards

Estimated Length of Time:

55 minutes

Learning/Performance Objectives:

- ✓ Describe the importance of defining agency expectations and standards as they relate to writing performance standards.

Quality Service Review Indicators:

- ✓ Practice Performance Indicator 1a Engagement Efforts
- ✓ Practice Performance Indicator 1b Role and Voice
- ✓ Practice Performance Indicator 4 Assessment and Understanding

Method of Presentation:

Lecture, large group discussion

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **Handout #2: Agenda/Idea Catcher (revisited)**
- ✓ **Handout #4: Pennsylvania Child Welfare Practice Model**
- ✓ **Handout #5: OCYF Mission, Vision, Values**
- ✓ **PowerPoint Presentation:**
 - **Slide #5: Agency Expectations**

Section II: The Importance of Defining Agency Expectations and Standards

Step 1: (15 Minutes)

Display **PowerPoint Slide # 5 (Agency Expectations)** and explain that before developing performance standards for employees, one must understand what the organization wants to accomplish. One way in which this can be determined is by looking at the agency's mission, vision, and values.

- Mission statements tell why an agency exists. The mission statement should be short and concise. If your agency does not have a mission statement, one can be developed by asking the question, "What is the purpose of our agency?"
- Vision statements are used to inspire employees to strive for an ideal. A vision statement looks to the future and answers questions such as: "What do you want the agency to look like in five years?" "What do we want to achieve by then?"
- Values describe how an agency achieves its goals. There are two types of values, performance values and core values.
 - Performance Values describe how the job should be done. Examples are teamwork and accountability.
 - Core Values describe how we treat each other and those we serve. Examples are respect and honesty.

Understanding and commitment to the organization's mission statement is critical to successful goal setting and cohesion among co-workers. Lack of consensus in this area can create tensions that negatively impact the workplace.

It is important for a supervisor to clearly communicate to employees the agency's expectations and standards (Mission, Vision, and Values) along with performance standards that are specific to positions to help the employee make connections between their daily work and the larger outcomes desired by the agency. Some ways of communicating the Mission, Vision and Values are:

- Present new staff members with copies of the mission, vision and values early in their orientation and discuss how their roles support this and what it looks like in day-to-day performance.
- Have written copies of the mission, vision and values at staff meetings, department meetings, etc.

- Refer to the mission, vision and values when making decisions. (APHSA, 2011)

Step 2:

(40 minutes)

The Pennsylvania Child Welfare Practice Model was finalized in January 2013. This model was developed to provide a link connecting the practice improvement efforts and organizational outcomes. It builds upon Pennsylvania's Practice Standards, Pennsylvania's Quality Service Review indicators, Administrative Office of Pennsylvania Courts (AOPC) guiding principles, and the previous set of child welfare values and principles in Pennsylvania. Distribute **Handout #4 (Pennsylvania Child Welfare Practice Model)** and briefly review.

Distribute **Handout #5 (OCYF Mission, Vision, Values)** making a connection of how the Practice Model guides the mission, vision and values. Lead the large group in a discussion about how their individual, daily job tasks connect with the mission, vision, and values of OCYF. Ask, "How do the tasks that you perform at work on a daily basis contribute to the mission, vision, and values of OCYF?" Write answers on a flip chart.

Tell the group that they also need to consider how the daily tasks of the employees whom they supervise contribute to that same mission. Ask the group to share several examples. Write them on a flip chart.

Tell participants that they may find these examples useful when making the connection for an employee between the agency's mission, vision and values and the performance standards for the employee. Suggest they could also use a similar exercise with the employees they supervise.

Refer participants to **Handout #2 (Agenda/Idea Catcher)** and give them a minute to write down any points they found to be helpful from this section.

Writing Effective Performance Standards

Section III: What Are Performance Standards?

Estimated Length of Time:

1 hour 15 minutes

Learning/Performance Objectives:

Participants will be able to:

- ✓ Define performance standards.
- ✓ Identify the six (6) performance factors/job factors.

Quality Service Review Indicators:

- ✓ Practice Performance Indicator 1a Engagement Efforts
- ✓ Practice Performance Indicator 1b Role and Voice
- ✓ Practice Performance Indicator 4 Assessment and Understanding
- ✓ Practice Performance Indicator 11 Tracking and Adjustment

Method of Presentation:

Lecture, large group discussion, small group activity, large group activity

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **Handout #2: Agenda/Idea Catcher (revisited)**
- ✓ **Handout #6: Performance Standards**
- ✓ **Handout #7: Seven Job Factors**
- ✓ **PowerPoint Presentation:**
 - **Slide #6: Defining Job Factors Activity**

Section III: What Are Performance Standards?

Step 1:

(5 Minutes)

Explain that after the agency's mission, vision, and values are established, it is then possible, and necessary, to develop performance standards. Distribute **Handout #6 (Performance Standards)**. Performance standards state the expectations for employee roles and responsibilities as they relate to the agency's mission, vision, and values. Performance standards are written, measurable criteria against which an employee's effort is evaluated to determine the level of functioning. They define how good is 'good enough.'

Tell participants that they can find additional key points about Performance Standards in **Handout #3 (OCYF Performance Standards Toolkit)**, the DPW Performance Management Handbook part, section 7, page 38, entitled "Performance Standards."

Step 2:

(10 Minutes)

Lead the large group in a discussion about connecting Performance Standards with agency mission, vision, and values.

Ask "What makes it important to know the agency's mission, vision, and values before developing performance standards?" (If needed, ask "what might be the result if performance standards are developed without a connection to the agency's mission, vision, and values?")

Step 3:

(10 Minutes)

State that there are seven (7) job factors (or performance factors) with which participants may already be familiar because these factors are part of the Employee Performance Review form.

Ask the large group to name the seven job factors and write them on a flip chart.

The seven job factors are:

- Job Knowledge/Skills
- Work Results
- Communications
- Initiative/Problem Solving
- Interpersonal Relations/Equal Employment Opportunity (EEO)
- Work Habits
- Supervision/Management

Step 4:
(45 Minutes)

Ask the large group to count off by number, one (1) through seven (7). Ask all the ones to gather at a table, all the twos at another table, etc.

Ask each group to identify a recorder (writer) and a reporter (person who will verbally report to the large group).

Give each group a sheet of flip chart paper and assign each group one of the job factors accordingly:

- Group 1: Job Knowledge/Skills
- Group 2: Work Results
- Group 3: Communications
- Group 4: Initiative/Problem Solving
- Group 5: Interpersonal Relations/EEO
- Group 6: Work Habits
- Group 7: Supervision/Management

Give the groups 15 minutes for small group discussion to define, and write on their flip chart paper, what their assigned factor measures. They should give general answers, not specific examples. For example, communication measures the employee's performance level related to writing skills (*NOT* examples such as "employee completes written documents in the approved format," etc). Tell the groups that when they finish to hang their flip chart on the wall. Display **PowerPoint Slide #6 (Defining Job Factors Activity)**.

When each group has finished, beginning with Group 1, ask each group to share with the large group the definitions for their assigned job factor.

Allowing for flexibility and creativity as you process the small group responses ensure that answers to each category include:

- Job Knowledge/Skills: Demonstrated knowledge and skills such as work practices, policies, procedures, resources, relationship of work to the organization's mission; employee's self-improvement efforts to enhance skills and knowledge and stay current with changes that impact the job.
- Work Results: Meeting established objectives/expectations/standards of quality, quantity, customer service, and timeliness both individually and in a team.
- Communications: Exchanging information with others in an effective, timely, clear, concise, logical, and organized manner; includes listening, speaking, writing, presenting, and sharing information.
- Initiative/Problem Solving: Self-directed, resourceful, creative; identifying and resolving problems; following through on assignments; and initiating or modifying ideas, etc.

- Interpersonal Relations/EEO: Positive and constructive relationships (internal and external), willingness to function as a team player, give and receive constructive criticism, accept supervision, resolve conflicts, recognize needs of others, treat others in a fair and equitable manner.
- Work Habits: Efficient methods of operation, customer service, proper conduct, speech, ethical behavior, policies and procedures such as attendance, punctuality, safety, security, proper care and maintenance of equipment, economical use of office supplies.
- Supervision/Management: Leadership, judgment, initiative, achievement of expectations; effectively manages programs/projects, employees, budget, organizational change to produce positive results; engages in strategic planning, performance management, teamwork, staff development; promotes diversity, customer service, inclusiveness, collaboration, effective communication, positive relations; uses innovation and fulfills administrative requirements.

Distribute **Handout #7 (Seven Job Factors)** to each participant to have as a reference.

Step 5:
(5 Minutes)

Tell participants that knowledge of these job factors will be helpful when developing performance standards because the same categories are used. Performance standards are the specific ways that tasks in each area are measured. Inform participants that we will be moving on to the next section of Developing Performance Standards, which will provide greater detail as well as give them the opportunity to practice writing performance standards.

Before moving on, ask participants if they have any questions related to the material that has been covered this far.

Refer participants to **Handout #2 (Agenda/Idea Catcher)** and give them a minute to write down any points they found to be helpful from this section.

Writing Effective Performance Standards

Section IV: Developing Performance Standards

Estimated Length of Time:

2 hours, 50 minutes

Performance Objectives:

- ✓ Develop performance standards using the S.M.A.R.T. method for employees whom they supervise.
- ✓ Identify components of the S.M.A.R.T. method when reviewing written performance standards.

Quality Service Review Indicators:

- ✓ Practice Performance Indicator 1a Engagement Efforts
- ✓ Practice Performance Indicator 1b Role and Voice
- ✓ Practice Performance Indicator 4 Assessment and Understanding
- ✓ Practice Performance Indicator 11 Tracking and Adjustment

Method of Presentation:

Lecture, small group activity, large group activity, large group discussion

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ **Handout #2: Agenda/Idea Catcher (revisited)**
- ✓ **Handout #8: Key Points in Writing Performance Standards**
- ✓ **Handout #9: S.M.A.R.T. Method**
- ✓ **Handout #10: S.M.A.R.T. Activity**
- ✓ **Handout #11: S.M.A.R.T. Goal Worksheet**
- ✓ **Handout #12: S.M.A.R.T. Activity Key**
- ✓ **Handout #13: Writing Performance Standards Activity Checklist**
- ✓ **PowerPoint Presentation:**
 - **Slide #7 and #8: Key Points in Writing Performance Standards**
 - **Slide #9: S.M.A.R.T. Activity**
 - **Slide #10: Writing Performance Standards Activity Part 1**
 - **Slide #11: Writing Performance Standards Activity Part 2**
 - **Slide #12: Writing More Performance Standards Part 1**
 - **Slide #13: Writing More Performance Standards Part 2**

Writing Effective Performance Standards

Section IV: Developing Performance Standards

Step 1:

(5 Minutes)

Begin by asking a participant to volunteer to state the definition of performance standards as they remember from the beginning of the previous section.

The answer should reflect:

- Performance standards state the expectations for employee roles and responsibilities as they relate to the agency's mission, vision, and values.
- Performance standards are written, measurable criteria against which an employee's effort is evaluated to determine the level of functioning. They define how good is 'good enough.'

It is also important to remind participants that performance standards reflect the seven job factors which are on the Employee Performance Review form. Supervisors use the performance standards to rate employees in each of the seven areas on this form.

Step 2:

(20 Minutes)

Emphasize that performance standards may be in the form of objectives, numeric, or behavioral. They should be given to an employee at the beginning of a rating period or as expectations change, and communicated clearly so that the employee understands the expectations.

Display **PowerPoint Slide #7** and **PowerPoint Slide #8 (Key Points in Writing Performance Standards)** and distribute **Handout #8 (Key Points in Writing Performance Standards)**. When writing performance standards there are several key points that a supervisor/manager should keep in mind:

- Employee feedback should be solicited when performance standards are developed or revised.
- The more specific the performance standards are, the more valid and measurable they will be.
- It is essential to determine **how** the performance standard will be measured, how much time is required to measure it, and whether it reflects a priority of the job.
- Performance standards should be written to define the expectations of a **satisfactory** employee. Several key words are used throughout the Employee Performance Review Form that help define a satisfactory employee – usually, adequate, and acceptable.

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- The number and type of performance standards should be as inclusive as necessary to adequately measure the expectations of each job factor.
- Performance standards should be consistent with agency mission, vision, values, policies, and priorities.
- Employees in the same classification doing the same or similar work must have the same performance standards. Classification is determined by OCYF.

Tell participants that additional tips for developing Performance Standards can be found in **Handout #3 (OCYF Performance Standards Toolkit)** in the section titled “Office of Children, Youth and Families Guidelines for Developing Performance Standards.”

Trainer Note: It may be beneficial to have a brief discussion about measuring performance standards and when it is a good idea to use numbers or percentages and when it may not be good to use numbers or percentages.

Step 3: (35 Minutes)

Tell participants that one method that can be used when writing performance standards is the S.M.A.R.T. method.

On a flip chart write S.M.A.R.T. vertically, then ask the group if they have ever heard of this method. If they have, ask them to tell you what each letter stands for. If they have not heard of it, tell them what each letter stands for and write it on the flip chart.

Specific
Measurable
Action-oriented
Realistic
Time-bound

Distribute **Handout #9 (S.M.A.R.T. Method)**.

Display **PowerPoint Slide #9 (S.M.A.R.T. Activity)** and distribute **Handout #10 (S.M.A.R.T. Activity)** and **Handout #10 (S.M.A.R.T. Goal Worksheet)**. Tell participants this activity is to practice writing S.M.A.R.T. objectives. Working as small groups, assign each table one of the example objectives, which is not S.M.A.R.T. Give them approximately 5 minutes to make the objective a S.M.A.R.T. one. Ask each group to share their answers with the larger group. Allow time for the large group to comment on anything they would add or subtract for each example. Following the large group discussion, distribute **Handout #12 (S.M.A.R.T. Activity Key)** which has examples of how the statements in the activity could be made S.M.A.R.T.

Trainer Note 1: This activity also could be done as a large group activity.

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Trainer Note 2: Instead of this activity as described, you may choose to distribute objectives which meet the S.M.A.R.T. criteria and ask the small groups to identify each S.M.A.R.T. component. You would be responsible to create these statements and ensure they meet the S.M.A.R.T. criteria.

Step 4: (50 minutes)

Tell participants that now they are going to have the opportunity to combine all of the information learned this far into practice exercises of writing effective performance standards.

Ask participants to take out their pre-work (a copy of a position description for an employee they supervise).

Trainer Note 1: If a participant forgot to bring a position description with them they can work with **Sample Position Description** or share with a colleague.

Trainer Note 2: You may want to have participants move to different tables to work with colleagues who have a similar classification of job description from which they are working.

Assign each table one of the job factors.

Display **PowerPoint Slide #10 (Writing Performance Standards Activity Part 1)** and give the following instructions:

- With the participants at your table, choose a position description (pre-work) to use along with previous handouts, including power point slides, write **at least one** performance standard, as it would be stated for a satisfactory employee, for the job factor you were assigned.
- You may refer to the Employee Performance Review Form which is at the end of the OCYF Toolkit (**Handout #3**). This will assist you in identifying the criteria of a satisfactory employee for the job factor you were assigned.
- You will have 15 minutes to develop the standards.

When the 15 minutes are over and participants have written their performance standards, Display **PowerPoint Slide #11 (Writing Performance Standards Activity Part 2)** and give the following instructions:

- Pass your performance standards to the table next to you (each table should have another group's performance standards).
- For each performance standard complete the following S.M.A.R.T. assessment:
 - Circle the part of the standard that is **Specific**.
 - Underline the part of the standard that is **Measurable**.
 - Draw a box around the part of the standard that is **Action-oriented**.

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- Make a brief note as to why or why not the standard is **Realistic**.
- Underline two times the part of the standard that is **Time-bound**.

You will have 15 minutes for this part of the activity.

When 15 minutes are up, go around table by table and have each group share one performance standard and identify each of the S.M.A.R.T. components.

Before moving on, ask the participants if they have any questions.

Step 5:

(50 minutes)

Tell participants that this is another activity in developing performance standards but they will use the position descriptions they brought with them and the feedback part will be different.

Display **PowerPoint Slide #12 (Writing More Performance Standards Part 1)** and give the following instructions:

- The first part of this activity is to be done independently.
- Using the position description you brought with you, along with previous handouts, including power point slides, choose one of the seven job factors and write at least one performance standard for a satisfactory employee.
- You will have 15 minutes to develop the standard(s).

After 15 minutes give the following instructions and display **PowerPoint #13 (Writing More Performance Standards Part 2)**:

- Find a partner.
- Review the performance standards that your partner wrote and provide feedback using the checklist provided. (**Handout #13 Writing Performance Standards Activity Checklist**)
- You will have 20 minutes for the peer review.

When the peer review is completed, ask each pair to share with the larger group either:

1. One performance standard they created/reviewed that they think meets all of the criteria; or
2. One performance standard that they struggled with.

Ask the larger group to provide feedback.

Writing Effective Performance Standards

Step 5:

(10 minutes)

Tell participants that anytime a person implements a new practice or procedure, it is disruptive to routine and performance. Performance will typically drop in relation to this new practice. This is known as the learning dip. Participants should be aware of this effect and allow for it. It is not a sign of failure or incompetence. They should ask for support if it is needed. Before too long, writing performance standards using this method will become second nature and part of the participant's skill set.

Refer participants to **Handout #2 (Agenda/Idea Catcher)** and give them a minute to write down any points they found to be helpful from this section.

Writing Effective Performance Standards

Section V: Summary and Evaluations

Estimated Length of Time:

20 minutes

Learning Objective:

- ✓ Summarize course and learning objectives, answer questions

Quality Service Review Indicators:

- ✓ Practice Performance Indicator 4 Assessment and Understanding

Method of Presentation:

Lecture, small and large group discussion, large group activity

Materials Needed:

- ✓ Flip Chart Pads
- ✓ Flip Chart Stands
- ✓ Idea Catchers
- ✓ Laptop
- ✓ LCD Projector/Screen
- ✓ Markers
- ✓ Masking Tape/Poster Putty
- ✓ Trainer-Prepared Flip Chart: What's In It For Me?
- ✓ Trainer-Prepared Flip Chart: Parking Lot
- ✓ **Handout #2: Agenda/Idea Catcher (revisited)**
- ✓ **Handout #14: Action Plan**
- ✓ **Handout #15: References**
- ✓ **PowerPoint Presentation:**
 - **Slide #14: Questions**

Section V: Summary and Evaluations

Step 1:

(5 minutes)

Engage participants in a discussion pertaining to their experience throughout the training, validate, and thank participants for sharing. Ask participants to think about what they learned during the training and share what they gained from it.

Review the *What's In It For Me?* flip chart making sure that all points were addressed. Review the *Parking Lot* flip chart and assist participants in identifying any possible resources that may meet their needs.

Trainer Note: It may be beneficial to compile some questions for the group to help with the discussion of the overall experience throughout the training.

Step 2:

(5 minutes)

Summarize key learning points from the day and get participants' feedback on the content of the presentation. Show **PowerPoint Slide #14 (Questions)**. Give participants the opportunity to ask questions. Answer questions, address and validate comments.

Step 3:

(5 minutes)

Distribute **Handout #14 (Action Plan)** and ask participants to identify ways in which they plan to use the content in their work.

Distribute **Handout #15 (References)**. Tell participants that these are the references used to write this curriculum. Participants should feel free to review them whenever time allows.

Step 4:

(5 minutes)

Distribute the course evaluations and ask participants to complete them.

Thank participants for participating in the training.

References

American Public Human Services Association. (2011). *Organizational Effectiveness Handbook*. Washington, D.C.

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