

WORKSHOP DIRECTORY PAGE

TITLE: Writing Effective Performance Standards

COMP. #: 501

NO. HRS: 6

DATE: March 2013

QUALITY SERVICES 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

COMPETENCIES:

501-5 The Supervisor is able to formulate and communicate performance expectations of supervisees in behavioral and measurable terms.

534-2 The Supervisor can develop performance criteria that are specific, measurable, behavioral indicators of task accomplishment, and can communicate these expectations to staff.

LEARNING OBJECTIVES: Participants will be able to:

- Describe the importance of defining agency expectations and standards as they relate to writing performance standards.
- Define performance standards.
- Identify the seven performance/job factors.
- Develop performance standards for employees whom they supervise.

CALENDAR SUMMARY:

Supervisors are tasked with ensuring that employees complete quality work in a manner consistent with agency policy and regulatory guidelines and requirements. To achieve this goal, supervisors must communicate performance expectations in a clear manner that is understood by the employee. Supervisors also must make connections between performance standards and the agency's mission, vision and values in order to develop, motivate, and maintain highly-skilled staff that see value in the mission, vision and goals of the agency. This workshop will help supervisors make these connections and introduce performance standards along with the S.M.A.R.T. method of goal-setting. Participants will have the opportunity to practice writing performance standards and receive feedback from peers.

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This workshop is eligible for six (6) continuing education credit hours.

TARGET AUDIENCE:

This training is intended for supervisors at the Pennsylvania Office of Children, Youth and Families (OCYF).

EXPECTATIONS OF THE TRAINER:

The trainer must have:

- Knowledge of and ability to incorporate the interactional helping skills model;
- At least two years of experience as a supervisor/manager;
- In-depth familiarity with and experience developing performance standards and conducting the Employee Performance Review process, preferably in the child welfare context;
- A strong understanding of and ability to explain mission, vision, and values of an agency, how to connect them to performance standards and relate them to individual employees; and
- A familiarity with the S.M.A.R.T. (Specific, Measurable, Action-oriented, Realistic, and Time-bound) System of goal-setting.

RELEVANT LAWS, REGULATIONS, BULLETINS, *etc.*

➤ None

MATERIALS NEEDED:

- ✓ 2 Flip chart stands
- ✓ Blank flip chart pads
- ✓ Prepared flip charts
- ✓ Colored markers
- ✓ Masking tape
- ✓ Name tents
- ✓ Idea catchers
- ✓ Laptop, LCD projector and screen
- ✓ Curriculum
- ✓ Handouts
- ✓ PowerPoint Presentation
- ✓ Training evaluations

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LIST OF APPENDICES:

1. Sample Position Description (3 pages)

LIST OF HANDOUTS:

- 1: Writing Effective Performance Standards PowerPoint Presentation Handout (5 pages, 3 slides/page)
- 2: Agenda/Idea Catcher (1 page)
- 3: OCYF Performance Management Toolkit (132 pages)
- 4: Pennsylvania's Child Welfare Practice Model (2 pages)
- 5: OCYF Mission, Vision, Values (1 page)
- 6: Performance Standards (2 pages)
- 7: Seven Job Factors (1 page)
- 8: Key Points in Writing Performance Standards (1 page)
- 9: S.M.A.R.T. Method (1 page)
- 10: S.M.A.R.T. Activity (1 page)
- 11: S.M.A.R.T. Goal Worksheet (1 page)
- 12: S.M.A.R.T. Activity Key (1 page)
- 13: Writing Performance Standards Activity Checklist (1 page)
- 14: Action Plan (1 page)
- 15: References (1 page)

LIST OF POWERPOINT SLIDES:

- 1: PowerPoint Presentation: Writing Effective Performance Standards (14 slides)

LIST OF POSTERS:

None

LIST OF PRE-WORK:

- 1: Pre-work Letter (Mail to participants prior to training)

LIST OF TRAINER RESOURCES:

None

CREDIT ASSIGNED:

Continuing Education credits: six (6) hours