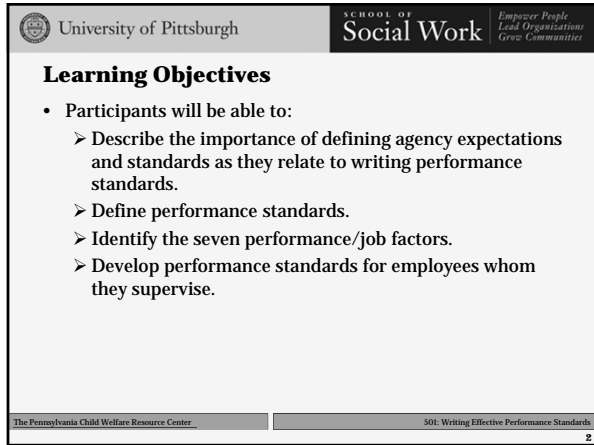




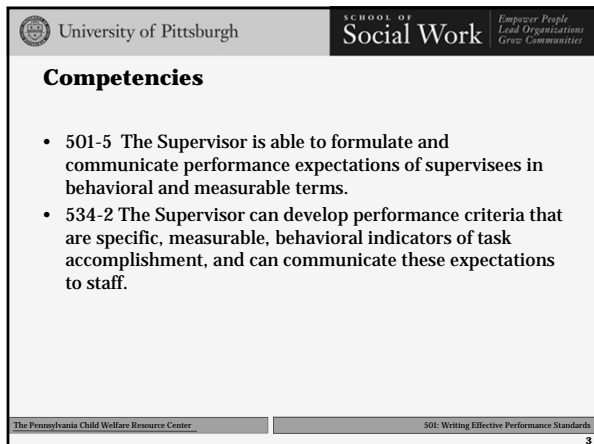
The Pennsylvania Child Welfare Resource Center



Blank lined writing area for notes.



Blank lined writing area for notes.



Blank lined writing area for notes.



The Pennsylvania Child Welfare Resource Center

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

Agenda

- Welcome and Introductions
- The Importance of Defining Agency Expectations and Standards
- What Are Performance Standards?
- Developing Performance Standards
- Summary and Evaluation

The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 4

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

Agency Expectations

- Mission
- Vision
- Values
 - Performance
 - Core

The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 5

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

Defining Job Factors Activity

In small groups, write the following on flip chart paper.

1. Define what your assigned factor measures.
2. Give general answers, not specific examples.
3. 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).

The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 6



The Pennsylvania Child Welfare Resource Center

University of Pittsburgh SCHOOL OF Social Work Empower People Lead Organizations Grow Communities Key Points in Writing Performance Standards

- 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.

Horizontal lines for writing notes on page 7.

University of Pittsburgh SCHOOL OF Social Work Empower People Lead Organizations Grow Communities Key Points continued...

- Performance standards should be written to define the expectations of a satisfactory employee. 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.

Horizontal lines for writing notes on page 8.

University of Pittsburgh SCHOOL OF Social Work Empower People Lead Organizations Grow Communities S.M.A.R.T. Activity

In small groups, edit the statements below to make them S.M.A.R.T.

- 1. Carlos attends required training. 2. Ramona responds to voicemail messages and emails in a timely manner. 3. Jason facilitates active workgroup sessions. 4. Kevin is supportive of his co-workers. 5. Irene works a regular schedule.

Horizontal lines for writing notes on page 9.



The Pennsylvania Child Welfare Resource Center

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

Writing Performance Standards Activity Part 1

- 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.
- You will have 15 minutes to develop the standards.

The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 10

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

Writing Performance Standards Activity Part 2

- 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**.
 - 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.

The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 11

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

Writing More Performance Standards Part 1

- 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, write **at least one** performance standard for one of the seven job factors as it relates to the position description you brought with you.
- You will have 15 minutes to develop the standards.

The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 12



The Pennsylvania Child Welfare Resource
Center

University of Pittsburgh

SCHOOL OF Social Work *Empower People
Lead Organizations
Grow Communities*

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.

The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 13

University of Pittsburgh

SCHOOL OF Social Work *Empower People
Lead Organizations
Grow Communities*

Questions?



The Pennsylvania Child Welfare Resource Center | 501: Writing Effective Performance Standards | 14
