

Audubon Area Head Start: Outcomes–based Job Description and Performance Appraisal System

Slide No.	Script from the Outcomes-based Job Description and Performance Appraisal System	Notes (glossary words, URLs, references, etc.)
1	<p>Session Title: Outcome-Based Job Description & Performance Appraisal System Developer: Audubon Area Community Services, Inc., Head Start Program, Center of Excellence Grant Recipient (2010-2015)</p>	Outcomes-based job , Performance appraisal
2	<p>Begin the training by giving participants background information about yourself. Provide an chance for participants to introduce themselves.</p> <p>Let them describe their understanding of what “outcomes related to job performance” means and how it relates to their program. This is a good opportunity for participants to become familiar with one another.</p>	
3	<p>Introduce the topic and agenda for the training by defining it as follows: “Outcomes-based job descriptions and performance appraisals are based on results versus the repetition of tasks completed by staff.”</p>	
4	<p>Training Objective: To understand the differences between task-oriented and outcomes-based job descriptions. Participants should gain an understanding of why outcomes are more measurable than task-related results and are, therefore, easier to evaluate for effectiveness.</p>	
5	<p>What are the benefits of using outcomes-based job descriptions?</p> <ul style="list-style-type: none"> • Always written with meaning (e.g., outcomes reflect the vision, core values, and mission of the program) • Tracking outcomes demonstrates the successes and results of activities performed by the staff member • Ensures that outcomes are measurable in order to gauge success of the outcome • Supervisors have concrete expectations of staff and staff members understand these expectations <p>Staff are aware of performance expectations using the Performance Guide rubric.</p>	Rubric; identify reference URLs
6	<p>Outcomes-based job descriptions and performance appraisals take time to develop and time to administer. When in development, staff members must have the opportunity to prove or produce documentation showing that they have met the expectations.</p> <p>If the outcome is not met, then you must ensure that there is enough time allotted to determine what the next steps will be. This should be determined in conjunction with your Human Relations (HR) department.</p>	
7	<p>This type of job description or performance appraisal system must include stakeholder “buy-in,” or commitment, from the top down and the bottom up in order to be successful.</p>	“buy-in,” stakeholders

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8	<p>Be clear on the definitions used in the job description. The definitions are outlined on Slide 8. Understanding these definitions helps to build a framework. Give concrete examples of each to identify the differences between outcomes, competencies, and indicators.</p>	Outcomes, competencies, indicators
9	<p>Activity: Ask participants to form small groups and think of an example of a measurable outcome using the example on Slide 9 as a guide. After a suitable time, ask each small group to identify what job description it relates to and how the outcome would be measured.</p> <p>Discussion: Share ideas from small groups with large group. Make sure that the ideas provided are relevant to the job description and are measurable.</p>	
10	<p>Competencies are broad statements of what must be completed to meet the outcome. Point out that all competencies start with a verb, and the verb becomes the action that results in the outcome.</p> <p>Activity: Ask participants reform small groups and develop another example of a competency using those listed on Slide 10 as a guide. It should be relevant to the same job description and outcome they used in the previous small group activity.</p> <p>Discussion: Share ideas from small group with large group. Ensure that the ideas provided are relevant to the job description and the examples are action statements that can be measured.</p>	
11	<p>Indicators are specific measurable objectives to achieve the competency. These statements are more specific than the competencies. Slide No. 11 provides an example of a measurable objective. They are delineated by the ratings that you will define for your program such as Exemplary, Acceptable, Marginal and Unacceptable.</p> <p>Activity: Again in small groups, ask participants to devise an example of an indicator using the example above as a guide. It should be relevant to the same job description, outcome, and competency they used in the previous small group activities.</p>	Measurable objectives

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	<p>Discussion: Share ideas from small group with large group. Ensure that the ideas provided are relevant and have a connection to the outcomes and competencies they previously developed. Ensure that they are specific action statements that can be measured</p>	
12	<p>Focus groups should be made up of diverse Head Start veterans who are aware of the Head Start Program Performance Standards and program policies and procedures. Participants should discuss who they might select for their focus group. The focus group members should gain an understanding of what is to be accomplished and have a commitment to this process. They also should be trained to ensure their commitment and understanding of the process. For example, it can take two to three days to write one job description.</p>	Focus Group
13	<p>Focus group members must have a clear understanding of the differences between an outcome statement, competency statement, and an indicator.</p> <p>Discuss how you will set up the ratings. Will you use three, four, or five ratings? Are there ratings you are already using that can be used or should they be completely different ratings?</p>	Describe the “rating” process, i.e., the presenter used 4 ratings: Exemplary, Acceptable, Marginal and Unacceptable.
14	<p>Guidance for the use of the ratings needs to be determined by the focus group. The focus group will need to discuss the sequence of how the ratings will be used. For example:</p> <ul style="list-style-type: none"> • Exemplary: Performance exceeds the normal expectation of the position • Acceptable: What you would expect someone to complete in their position • Marginal: Staff has the potential to meet the acceptable indicators but falls short • Unacceptable: A significant need for performance improvement is indicated <p>The focus group should determine the consequence of each of the ratings used. For example, on what are merit increases based? If the staff person is underperforming, what happens next?</p>	
15	<p>Before working on a specific job description, survey staff already performing that position to see what they are actually doing. Detail the tasks and use this information to guide you in writing the outcomes. This information will create much discussion in the focus group of tasks versus outcomes. It gives the focus group an insight as to how and why tasks are performed. This discussion should point the group in the right direction to write appropriate outcomes.</p> <p>Is everything they are currently doing related to the job? Are they getting to the desired outcome? Is there a better way to achieve the outcome? Is each task instrumental in meeting the outcome you want? For example,</p>	

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	<p>is taking the trash out a good use of time for the Head Start director?</p> <p>Create the job description with no more than 10 outcomes. More than 10 outcomes become overwhelming for staff.</p>	
16	<p>The next step is to begin writing outcome statements using the definitions of outcomes and competencies. Make sure that all outcomes and competencies are measurable. Remember that competencies are action objectives and start with a verb.</p> <p>Hand out the Family Advocate Job Description and Performance Guide to participants and use them as a guide for the rest of the presentation.</p> <p>Notes: The outcome statements and competencies found in the sample job description are copied to the Performance Guide word for word. The competencies are broken down into indicators under each of the rating areas. We used the ratings of Exemplary, Acceptable, Marginal, and Unacceptable.</p> <p>For some outcomes, staff must achieve a rating of Acceptable in order to carry out the basic functions of the position. In that case, we did not write indicators for marginal or exemplary.</p> <p>In our case, we determined that if you have marginal indicators, you must have an exemplary indicator.</p>	<p>Web connection for the form and the guide to be used as examples.</p> <p>Are these on your webpage?</p>
17	<p>The Performance Guide becomes a rubric that is used to provide clear expectations to staff. It is now time to write the indicators. Think of them as the tasks that must be completed in order to meet the competencies of the outcome. These also start with verbs because they are specific action steps that are measurable.</p> <p>Check and double check that you have included all necessary tasks. Refer to the information you obtained from staff who are performing in the position.</p>	
18	<p>The focus group will use the questions on Slide No. 18 to work through each step.</p> <p>Ensure that your statements are always measurable. It is necessary to determine staff whether met the outcome.</p>	
19	<p>Words like “increasing” and “improves” can indicate very small incremental gains. Unless the measurement is numerical or defined, it is open to interpretation. Measurements need to be clear for both the supervisor and the employee.</p>	

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	<p>Words like “attempt” or “try” do not denote that the action should be successful. Make sure that the verb denotes doing, not just trying.</p> <p>When writing job descriptions, think of the “perfect job.” Strengths and weaknesses vary with each employee. Make sure that it is written to evaluate what you want that position to accomplish. The job description should never be written around a particular person.</p>	
20	<p>This is a long process and takes thought and discussion. Once you have implemented the process, you may find you will have to go back and adjust the outcomes, competencies, or indicators. Remember that this is about desired results from the work done. It is not about the process or how it is done. Need for change may not reveal itself until you actually implement the performance appraisal system.</p>	
21	<p>The performance evaluation should outline the outcomes, competencies, and indicators in a format that allows the supervisor to rate staff performance in each area.</p> <p>Hand out the Family Advocate Performance Evaluation to participants. Note that all information from the Family Advocate Performance Guide has been transferred to the Performance Evaluation. Staff will then be fully aware of how they are being evaluated.</p> <p>Now the work is done. Evaluate the employee’s performance and determine how well they met the outcomes of their position.</p>	How do they obtain copies?
22	<ul style="list-style-type: none"> ▶ 1: Give draft copies of the job description and performance guide to staff for feedback. Listen and adjust as needed. ▶ 2: Give updated copies of the job description, performance guide, and performance evaluation to staff one year before they are to be evaluated. <p>The next four slides provide steps for implementation, including several suggestions. It is important that the employee be given the instrument one year in advance so that they have a clear understanding of the outcomes to be met. Additionally, we require our employees to create a folder of documentation showing they have met at least the Acceptable indicators, as well as any Exemplary indicators.</p>	
23	<ul style="list-style-type: none"> ▶ 3: Train the staff on how the instruments will be used. Include timelines and guidance for documenting how the outcome was completed. ▶ 4: Use the first year as a learning year. In our pilot, not all supervisors were required to use it the first year. 	

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24	<ul style="list-style-type: none"> ▶ 5: Provide ample training and technical assistance to staff. This can be an intimidating process. ▶ 6: Have staff keep a portfolio of evidence that shows how they met or exceeded the Acceptable outcomes. ▶ We required supervisors to attach documentation when an outcome was not met so a performance improvement plan could be written. 	
25	<ul style="list-style-type: none"> ▶ 7: Evaluate and adjust standards and performance guides as suggested by supervisors and field staff, and as conditions change. They are not set in stone. 	
26	Provide participants with your contact information.	