

Leading a Team to Select Performance Interventions

(Note: complete this task AFTER observing a performance)



GEORGIA'S LEADERSHIP INSTITUTE
FOR SCHOOL IMPROVEMENT

**A Performance-based Learning Module
for Georgia's Educational Leaders**

Select Performance Interventions

Module at a Glance

Module at a Glance	2
Progress Tracker	3
Module Objective	4
Module Overview	5
Final Assessment	9
Topic #1: Identifying Causes of Inadequate Performance	18
Topic #2: Generating a List of Potential Performance Interventions.....	25
Practice #1: Generating a List of Potential Performance Interventions	31
Topic #3: Selecting the Best Performance Intervention(s)	35
Practice #2: Selecting the Best Performance Intervention(s).....	40
Final Practice: Leading a Team to Select Performance Interventions.....	48
Recommended Reading & Resources	61
Acknowledgements	62

Progress Tracker

Before Beginning this Module

Work with your Coach to determine the order in which you will complete the topics, and write in the appropriate numbers in the Order column. (If you decide together that order does not matter, leave the Order column blank.)

NOTE: The recommendation for this module is that you complete the topics in the order they appear – so, this information has already been filled in for you below.

When You Complete this Module

When you have “passed” your Final Assessment, you will have completed this module. Congratulations! Have your Coach sign off in the space provided below, then include this page in the evidence you submit to your Portfolio.

Order	Topic	Date Completed
1	Identifying Causes of Inadequate Performance	
2	Generating a List of Potential Performance Interventions	
3	Selecting the Best Performance Intervention(s)	

Module Completed – Congratulations on Your Performance!	
Date of Final Assessment Performance:	
Performer's Name	Performer's Signature
Coach's Name	Coach's Signature

Module Objective

Module Objective

After working through this module and practicing the skills / behaviors it contains, you will be able to perform the objective below.

Given this...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> • An identified, high-priority problem or opportunity • Completed analysis of the problem, which has identified the gaps in performance • Knowledge and information about the organization, and about possible solutions, with which to consider the feasibility of implementing possible solutions within the organization 	<ul style="list-style-type: none"> • Accurately identify possible causes of the performance problem • Generate a list of possible performance interventions to address the performance problem • Select the most appropriate performance intervention(s) based on considerations of cost, time, culture, risks, and benefits 	<ul style="list-style-type: none"> • The detailed task performance criteria as listed in the Performance Checklists located in the Practices, Final Practice, and Final Assessment • GLISI's criteria for effective team leadership / facilitation, as listed on the Feedback Forms located in the Practices, Final Practice, and Final Assessment

Module Overview

Leading a Team to Select Performance Interventions

As a leader, you will at some point encounter an individual or group with a performance problem, or an opportunity to improve performance. You will have a need to analyze the situation to determine the likely cause(s) of the problem. Once you have identified the gap(s) between desired performance and actual performance, you will be ready to lead your team to identify solutions that will address the problem and close the gaps. You and your colleagues may have some ideas about the particular intervention needed to solve the problem - but you and your team may not know how to select the best, most feasible intervention (or combination of interventions) to address the problem at hand. In this module, you will learn to do just that.

Why is Leading a Team to Select Performance Interventions Important?

Each step of this process is important. In the first step, it is important to accurately identify the causes of performance problems, in order to target possible solutions that will solve the problem the first time. Next, it is important to generate possible performance interventions that are appropriate, so that they offer a high possibility of solving the problem. Finally, it is important to carefully select from the list of possible interventions, in order to select the one (or a few) that have the highest probability of being successfully implemented in the current situation (considering such factors as cost, time, culture, risks and benefits).

It is important to identify solutions to performance problems, so that gaps in performance are closed and individuals and groups have what they need to perform effectively on the job. In some cases, you will do this on your own; and in others, you will lead a team through the process with you.

What's In It For Me (WIIFM)?

- When you take the time to identify and select solutions to improve performance, you will save resources by considering not only the appropriateness of the solution, but the feasibility of implementing the solution. This will prevent you from wasting valuable time, money, and people resources on solutions that have a minimal chance of success.
 - You will gain credibility among your peers and other leaders.
 - With the time and money you save, you will have resources available to pursue other goals needed to achieve the mission and vision you have established for your school.
 - When your efforts result in time and money saved for your school and/or district, you may find that your professional options expand. You may have the opportunity to take on additional responsibility with increased pay, or a job change to a more challenging position or more desirable location.
-

What are the Results of This Task? (Tangible and Intangible)

When this task is performed, you can expect the following results.

Tangible Results:

- A solution or combination of solutions identified that the team agrees will address the problem and close the performance gap
 - A solution or combination of solutions that the team agrees is feasible to implement based on the following factors: time, cost and culture
 - Risks and benefits of all potential solutions are identified and communicated
 - A solution or combination of solutions is selected
 - The final outcome is documented, specifying: 1) how the solution(s) will address the problem and close the performance gap, 2) the feasibility in terms of the culture, 3) details about the time and cost needed to implement the solution, 4) the risks and benefits of each solution selected, and 5) an initial implementation plan
 - Once solutions are implemented, results can be tracked and documented specifying whether solutions were successful or not; these records will help people make decisions about performance interventions to be selected and implemented in the future
-

Intangible Results:

- Greater chance of solving problems right, the first time
 - Greater confidence that solutions identified and selected will work to solve the problem and close the performance gap
 - Less chance that resources (time and money) will be wasted
 - Increased team ownership of the solution(s) selected
-

What is the Leader's Role?

Your role is to lead individuals to identify solutions that will, most importantly, address the problem and close the performance gap. After you have led your team to identify appropriate solutions, you will be responsible for collaborating with your team and communicating the risks and benefits of each solution. Finally, you will need to ensure that the solution(s) your team selects is feasible to implement based on time, money, and culture constraints.

Aside from leading teams to identify performance interventions, modeling the behavior yourself is one of the best ways to teach individuals how to work through the process and identify performance interventions. By modeling the behavior, you will show people that you are serious about solving problems *and* that you want others to take your lead in correctly identifying performance interventions.

Does Educational Context Matter?

All schools and districts – including the departments and individuals within them (grade-level and subject-area teams, classrooms, and individuals) – need to identify and select interventions to solve performance problems and address improvement opportunities – regardless of size, location, demographics, socio-economic factors, or other context variables.

Tip(s)

Don't fall for the common mistake of assuming that "training" is always the right solution to a performance problem. The only time that training will solve the problem is when the cause of a performance problem is due to a lack of skill or knowledge – that is, when the performer doesn't know how to do something. When knowledge or skill is not the problem, then solutions other than training should be explored. You'll need to gather more information about the problem and ask questions to determine the exact cause of the problem. This will, in turn, help you identify the gaps and lead you to the right types of solutions.

**How Will My
Performance Be
Assessed?**

You will complete a Final Assessment to demonstrate your mastery of this module.

Prior to completing the Assessment, you will be given multiple opportunities to practice, get feedback, and gain confidence in your ability to meet the objective.

**What Do I Do
Next?**

Turn the page to review the Final Assessment for this module.

Final Assessment

Beginning With the End in Mind

Research about effective assessment of performance, in schools and elsewhere, tells us that the learner always performs better when they are given the chance to “begin with the end in mind” – that is, when they know what they are expected to do, and what standards they are to meet. For that reason, GLISI performance-based modules always list the Final Assessment in the front of the module for your reference.

Please review the Final Assessment in its entirety in order to become familiar with what you will be expected to accomplish in order to complete this module.

Why Review the Final Assessment?

Reviewing the Final Assessment will ensure that you understand the knowledge, skills and behaviors that are being taught and tested in this module. It will help you gauge your current level of performance against what will be expected of you by the end of the module. This will help you know which areas to concentrate on as you work through the module.

If you feel that you are already proficient in the knowledge, skills and behaviors needed to pass the Final Assessment, you may perform the Final Assessment now. If your performance on the Final Assessment meets all the criteria, you can “test out” of this module.

Or, if you feel you need more learning and practice before trying the Final Assessment, continue working your way through the module.

About the Final Assessment

There are 3 differences between this module's Practices and its Final Assessment:

1. In Practices, you will perform independently to learn the process. In the Final Practice and the Final Assessment, you will be leading a team through the process you have learned. The **Feedback Form** is used to evaluate your performance in the Final Practice and Final Assessment only; you will not find one in the Practice sections.
2. In Practices, we have provided sample **Scenarios** (similar to word problems) for you to work through. For the Final Assessment, no scenarios are provided; based on your knowledge of the process, you should select an issue or problem on which to focus with your team during the Final Assessment. Work with your Coach to make sure you have identified a good scenario to use during your Final Assessment.
3. In Practices, we have provided **Worksheets** that guide you in drawing or working through the process you are learning. However, no Worksheets are provided for the Final Assessment. Based on your knowledge of the process, you should create your own agendas, lists, notes, etc. using whatever media you wish; or you may copy or adapt the Worksheets you used in the Practices.

Why Review the Final Assessment?

Reviewing the Final Assessment will ensure that you understand the knowledge, skills and behaviors that are being taught and tested in this module. It will help you gauge your current level of performance against what will be expected of you by the end of the module. This will help you know which areas to concentrate on as you work through the module.

If you feel that you are already proficient in the knowledge, skills and behaviors needed to pass the Final Assessment, you may perform the Final Assessment now. If your performance on the Final Assessment meets all the criteria, you can "test out" of this module.

Or, if you feel you need more learning and practice before trying the Final Assessment, continue working your way through the module.

**How to
Complete
this Final
Assessment**

1. Gain permission from your supervisor or Coach to complete the Final Assessment in a school setting.
 2. Schedule the date, time and location of your session – one that works for you, your Coach, and the teachers / staff / leaders who will participate.
 3. Invite the participants (or, your Coach may prefer to invite them).
 4. Provide your Coach with a copy of the Final Assessment Performance Checklist and Final Assessment Feedback Form for this activity, as well as the Coach's Guide (if available).
 5. Work with your Coach to identify or create a plausible scenario on which to work through the process with your participants. Ideally, you should use a real-life performance improvement scenario (either with an individual or group of individuals) that your organization is currently facing.
 6. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
 7. Prepare to perform by reviewing the content, Step-Action Tables, Practice Worksheets, Performance Criteria and Feedback Forms for all of the topics in this module.
 8. When you are ready, perform the Final Assessment in the school setting and with your Coach observing.
 9. Obtain feedback from your Coach about your performance and your next steps.
-

Requirements

This assessment must be:

- Performed in an actual school environment
- Performed with a team of teachers and staff (or other leaders)
- Observed by a Leadership Coach

In order to be entered into your Portfolio, your performance / evidence must:

- Meet the criteria listed on the Final Assessment Performance Checklist
 - Earn a rating of 3 or 4 on the Final Assessment Feedback Form
-

When Can I Add to My Portfolio?

If your Coach feels you need more practice, repeat the appropriate Topics and/or Practices in this module until you both are satisfied that you are ready to take the Final Assessment again.

When (1) your performance meets all the listed criteria, and (2) your Coach rates your performance as “3/Proficient” or higher, you may enter the following items into your Portfolio:

- Evidence of performance
- Final Assessment Performance Checklist
- Final Assessment Feedback Form
- Any additional artifacts you wish to include (video or audio tape, participant feedback, etc.)

You may continue practicing and performing this task until you achieve a rating of “Distinguished” and then update your Portfolio with those evidentiary items.

Once you have satisfied the requirements for this module, work with your Coach to update your portfolio and discuss the next steps in your learning path.

What Do I Do Next?

Turn the page to learn how you will be measured in the Final Assessment.

Or, skip to the first Topic in this module.

Final Assessment Scenario

Work with your Coach to identify a performance problem or opportunity in a real school or district (preferably, the one you currently work in). Recruit school leaders to act as your “team” as you work through the three processes you learned in this module. You will serve as the facilitator of the process, and will lead the team through the steps and discussions required to meet the end result. You and your volunteers should use what you know about the organization and the performance issue to answer questions and make decisions as you work through the process. Record the teams working papers and final results in order to share the evidence with your Coach.

Final Assessment Performance Checklist

Performer's Name: _____

Coach's Name: _____

Date of Performance: _____

Performance Evidence	Present?	Meets Criteria?
1. Performance problem is defined	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The definition provided states what the individual is currently doing compared to what the individual is expected to do
2. Causes of inadequate performance are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	Causes indicated specify whether the gap is due to: <ul style="list-style-type: none"> <input type="checkbox"/> Lack of skill or knowledge <input type="checkbox"/> Lack of clear expectations <input type="checkbox"/> Lack of motivation or consequences <input type="checkbox"/> Environment obstacles
3. Appropriate and feasible Interventions are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The solutions are able to address the identified cause of the performance problem or opportunity <input type="checkbox"/> The solutions are able to bridge the gap between what someone is not doing (or doing incorrectly) and what someone is expected to do <input type="checkbox"/> Training is recommended only if the cause of the performance problem is due to a lack of skill or knowledge
4. Solutions are analyzed with consideration to culture, time and cost issues	<input type="checkbox"/> Yes <input type="checkbox"/> No	The following items are considered for each potential solution: <ul style="list-style-type: none"> <input type="checkbox"/> Fit with culture <input type="checkbox"/> Time to implement <input type="checkbox"/> Cost to implement
5. Risks and benefits of each solution are presented	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Risks and benefits of each intervention are documented and explained <input type="checkbox"/> Solutions are ranked according to the risks and benefits of each option

Leading a Team to Select Performance Interventions

6. One or more solutions are selected and recommended Yes No
- A meeting agenda is drafted
 - Recommendations include an explanation about the feasibility of solutions based on culture, timing, and cost constraints
 - Recommendations include a discussion on the risks and benefits of each solution
 - Clients/colleagues have the opportunity to ask questions and express concerns about solutions identified
 - Clients/colleagues have the opportunity to select or reject a recommended solution or request more time to research the problem and identify solutions on his or her own
7. An initial implementation plan is drafted Yes No
- Plan includes:
- Tasks needed to implement the solution
 - Parties responsible for performing the tasks
 - Estimated due dates for completion of tasks

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Coach's Name: _____

Date of Performance: _____

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few or none of the desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
		Eligible for Portfolio	

How effective was the performer in:	Rating				
1. Facilitating group interaction and managing participation?	1	2	3	4	NA
2. Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3. Modeling appropriate leadership behaviors?	1	2	3	4	NA
4. Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5. Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6. Leveraging / integrating technology to increase effectiveness?	1	2	3	4	NA
7. Motivating / encouraging others to achieve success?	1	2	3	4	NA
8. Using group processes to achieve desired session results?	1	2	3	4	NA

Turn the page to provide additional written feedback (required).

Final Assessment Feedback Form (page 2 of 2)

Performer's Name:

Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this aspiring leader's performance? (Including any criteria on the Performance Checklist that were missed.) Be specific.

Were there any significant leadership issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

Topic #1: Identifying Causes of Inadequate Performance

Identifying Causes of Inadequate Performance

As a leader in the educational environment, clients or colleagues may, from time to time, confront you with issues about the performance of an individual or group of individuals. The client or colleague who raises the issue may believe and even suggest that training is the intervention needed to solve the problem. In fact, has anyone ever said to you, “I have a training problem...”?

It is your role as the leader to find out the true cause(s) of the problem before you identify solutions. By focusing on the cause first, you can determine the right solution to address the identified cause(s) of inadequate performance, in order to that ensure people perform according to expectations.

Why is Identifying Causes of Inadequate Performance Important?

It may seem to “go without saying,” but it needs to be said – the nature of the cause of a problem is what determines the nature of the solution to that problem.

When dealing with performance problems on the job, the first instinct of many people is to assume that “we need training.” But, the reality is that training is not always the right solution. The only performance problem that training can solve is a lack of knowledge or skill. If the nature of the problem is something other than lack of knowledge or skill, then a different solution is called for.

Therefore, it is important for leaders to accurately identify the various types of performance problems that exist, in order to take the correct first steps towards intervening to solve the problem.

Causes of Inadequate Performance

The cause of a performance problem falls into one or more of the following categories. People may not perform as expected because they:

1. Lack the **skill and knowledge** needed to perform; they are not able to perform.
2. Lack **clear expectations** about their job tasks and duties; no one has explained what they should do or how well they should do it.
3. Lack the **motivation**; there are no **consequences** whether they perform correctly or not, or the consequences are backwards – they are rewarded for performing incorrectly, or punished for performing correctly.
4. Encounter **obstacles** that prevent them from performing as expected; they may not have the time, resources, equipment, tools, or information needed to perform as expected.

In categories 2, 3, and 4, training is not the best solution to address the problem and close the gaps. Taking a closer look at each of the categories will help you see why.

Cause #1:

Lack of Skill and Knowledge

When people don't know how to do something, they need additional skills and knowledge. For example, if your school is going to implement a new accounting system, e-mail program, or other type of new computer system, chances are that some individuals or groups will lack the knowledge and skill to use it correctly. The same would be true if your school was tasked with implementing a new school initiative (such as Georgia Performance Standards) or regulation (such as No Child Left Behind) – something that was new to all employees across the board. In this case leaders, teachers, and staff may need to know the goals of the program and how to communicate those goals to others, and perhaps other skills to help them carry out the day-to-day tasks related to the initiative.

In cases like these, training is the appropriate solution, because it delivers the new skills and knowledge needed to perform a job.

Cause #2:

Lack of Clear Expectations

When the cause of a performance problem is due to a lack of clear expectations, training may, through unconscious design, solve part of the problem, but it may be overkill in terms of what's needed to simply clarify performance expectations for people. As a leader, you may simply need to provide clear expectations to performers. This may take the form of a simple list of job duties, including criteria by which performers will be measured. This will help focus the performers' efforts and ensure that they know what they need to do and when, and how well they need to do it. If the problem is caused by a lack of clear expectations as well as a lack of skill and knowledge, then a combination of interventions, clarified expectations *and* training, may be needed.

Cause #3:

Lack of Motivation / Consequences

When performers are ignored when they complete a task (whether they do it correctly or not), or people are punished for performing correctly (such as getting an increased workload for completing a task earlier than necessary), or rewarded for performing incorrectly (such as being removed from a difficult assignment or given an easier or more desirable assignment because they weren't doing the job well), then people may lose the motivation to perform as expected.

No Consequences – It Doesn't Matter

If there are no consequences as a result of completing a task (an individual is ignored), the performer may say, "Why should I work hard to turn this report on time when no one acknowledges or responds to the work that I've done in a reasonable timeframe?" The performer may decide that his/her work doesn't matter and he or she may stop completing the report on time or may not complete the report at all.

When They Do It Right, Are They Punished?

If an exemplary performer is constantly given additional workload because s/he does an exceptional job, the performer may perceive the excessive workload as punishment. The leader who gives the performer additional work or responsibilities may never intend to *punish* the performer, but it is the perception of the performer that counts. The performer may wonder why others aren't sharing the workload and may start looking for ways to avoid additional workload.

Cause #3: When They Do It Wrong, Are They Rewarded?

**Lack of
Motivation /
Consequences**

(continued)

In contrast to the previous situation, when a performer complains about a difficult assignment or doesn't complete an assignment correctly or on time, the performer may have assignments taken away. Again, it depends on the performer's perception, but the leader in charge of delegating the tasks may actually be rewarding the performer, when that wasn't the leader's intent at all.

In each of the cases above, the solution needed to fill the gaps in this area falls into the area of consequences. The consequences need to be appropriate and fit the performance. It needs to matter to performers that the work they do is important. Solutions may range between simple recognition for completing a task to regular, ongoing feedback about how to improve performance. If a leader decides to assign additional tasks to an exemplary performer, the leader must ensure that the performer receives adequate recognition for the additional workload, as well as make sure that the performer has the time to complete other, essential job duties as well.

Cause #4:

**Obstacles in the
Environment**

Sometimes, after careful analysis of a problem, you may determine that the cause of a performance problem is due to environmental obstacles, such as a lack of time, tools, equipment, workspace, or authority. Or, performers may have these things, but they are insufficient or faulty. In this case, whatever the problem, the solution is to provide the performer with the resources needed to perform his or her job duties.

**Once Analysis
is Complete**

Once you have analyzed the problem and determined whether the cause of the problem is due to a lack of skill, clear expectations, motivational drivers, or environmental obstacles or barriers, you will be in a good position to identify the type of intervention or combination of interventions needed to solve the problem and close the gap.

Tip(s)

- If you're not sure if the cause of a performance problem is due to a lack of skill or knowledge, ask, "could the performer do it if s/he had to do it?" Or, "could s/he do it if his/her life depended on it?" If the answer is yes, the cause of the problem is probably not due to a lack of skill or knowledge.

 - For more information about how to analyze root causes of performance problems, refer to the following:
 - GLISI Modules: Analyzing Root Causes to Improve Student Achievement and Organizational Effectiveness and Leading Analysis of Performance Factors

 - Book: *Analyzing Performance Problems* by Robert F. Mager and Peter Pipe.
-

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table – Identifying Causes of Inadequate Performance	
Step	Action
Clarify the performance problem	<p>When a client or colleague comes to you with a problem and says that training is needed to solve the problem, refrain from agreeing or disagreeing that training will solve the problem. Instead, explain that you need to gather more information before you can prescribe an effective solution. Begin your analysis by asking questions about the problem. For example, ask:</p> <ul style="list-style-type: none"> • “Who is not performing as expected? Is it an individual or group of individuals whose performance is in question?” • Describe what the individual is currently doing versus what they should be doing. Or, ask, “What is the current state compared to the desired state?”
Determine the cause of the problem	<p>Determine the cause of the problem by asking:</p> <ul style="list-style-type: none"> • “Why do you think the individual is not performing as expected? Do you think they can do it? Do they have the skills and the knowledge to perform as expected? Could they do it if their life depended on it?” • “Do they know what they are expected to do? How do they know? Are expectations documented?” • “Are they motivated to perform as expected? What happens to them when they perform correctly? What happens to them when they perform incorrectly?” • “What obstacles in their work environment prevent them from performing as expected? What resources (tools, equipment, information, time, authority) do they lack that would help them perform better?”

Topic #1: Identifying Causes of Inadequate Performance
Leading a Team to Select Performance Interventions

Determine if additional information is needed	<p>Determine if you need to gather additional information about the problem. Ask yourself or the client or colleague who addressed the problem:</p> <ul style="list-style-type: none">• “What other individuals could provide insights into this problem? Who works with this performer or who is familiar with the performer’s work?”• “What other documentation or data should I consult before I determine the cause of the problem?”
Test your assumptions with your client/colleague	<p>Based on new information from additional sources, reassess the cause of the problem.</p> <p>Determine if the cause falls into one or more of the categories.</p> <p>Note the causes of the problem and test your assumptions with your client/colleague.</p>

Topic #2: Generating a List of Potential Performance Interventions

Generating A List of Potential Performance Interventions

As you've learned, identifying solutions that address causes of inadequate performance are key to closing the gap and ensuring that individuals and groups of individuals perform according to expectations. Before you can select solutions that address the cause of inadequate performance, you should first generate a list of alternative solutions that will be feasible to implement as well as effective in correcting a problem or improving performance.

Why Generate a List of Potential Performance Interventions?

It is important to generate as many alternative solutions as possible so that all viable solutions can be considered and weighed against certain factors. In the final stage, when you are ready to select a solution or combination of solutions, it will be helpful to have several options in case you or your team finds that some solutions aren't appropriate or feasible to implement due to risks associated with cost, timing, and culture factors.

Solution Groups & Interventions

Although you are not required to group your interventions by category, you may find it helpful to see the different types of solutions that other businesses and organizations use to help solve performance problems. Review the "solution groups" below, then turn the page to review the chart on the following page for a list of interventions within each group:

- Appraisal/Feedback
- Career Development
- Communication Systems
- Documentation & Standards
- Environment
- Human Development
- Job/Work Design
- Management
- Organizational Design & Development
- Reward/Recognition
- Selection Systems
- Training & Education

Potential Performance Interventions (by solution group)

If this is an appropriate solution...

...consider these possible interventions:

Appraisal/Feedback

- Feedback Systems from Leader/Client/Colleague/Staff Member
- Performance Appraisal Systems
- Job & Task Profiling (includes performance criteria/expectations)

Career Development

- Coaching & Mentoring Programs
- Cross-Training or Job Exchange Programs
- Work Assignment Rotation Systems
- Tuition Reimbursement Programs

Communication Systems

- Organizational Newsletters and Bulletins
- Electronic and Voice Mail
- Meeting Planning & Scheduling
- Communication Design, Format, and Distribution Systems
- Negotiation Systems

Documentation & Standards

- Guidelines
- Policies & Procedures
- By-Laws
- Contracts, Letters of Intent, etc.
- Partnership Agreements
- Quality Assurance and Standards Procedures
- White Papers
- Reference Manuals & Resource Library

Environment/ Ergonomics

- EEO Compliance
- Facilities Design
- Safety Planning
- Technological Advances
- Tools & Equipment Acquisition

Topic #2: Generating a List of Potential Performance Interventions
 Leading a Team to Select Performance Interventions

Potential Performance Interventions (cont'd)	
If this is an appropriate solution...	...consider these possible interventions:
Human Development	<ul style="list-style-type: none"> • Employee Assistance Programs • Health & Wellness Programs • Literacy Programs • Volunteer Programs • Networking Systems • Scholarship Programs • Support for Professional/Civic Activities
Job/Work Design	<ul style="list-style-type: none"> • Job Classification & Evaluation • Work Schedule/Shift Programs • Job/Task Analysis • Job Aids
Management	<ul style="list-style-type: none"> • Financial & Accounting Systems • Identification of Mission/Vision Statements • Goal Setting • Marketing Systems • Performance Management Systems • Problem Solving & Decision Making • Public Relations • Strategic Planning • Supervision & Management • Computer Systems
Organizational Design & Development	<ul style="list-style-type: none"> • Change Management • Conflict Management • Culture Awareness Programs • Group Dynamics • Team Building • Values Clarification • Employee Opinion Surveys

Potential Performance Interventions (cont'd)	
If this is an appropriate solution...	...consider these possible interventions:
Reward/Recognition	<ul style="list-style-type: none"> • Benefits Programs • Bonus Systems • Commission Systems • Compensation Systems • Incentive and Recognition Programs • Merit Award Systems • Consequence Analysis and Motivational Programs
Selection Systems	<ul style="list-style-type: none"> • Internal Job Posting Systems • Candidate Selection Tools • Succession Planning
Training & Education	<ul style="list-style-type: none"> • Leadership Development Programs • Instructional Design Process (including Analysis, Design, Development, Implementation & Evaluation of performance improvement opportunities) • Instructional Delivery Methods (instructor-led, self-paced, CBT, WBT, distance learning) • Informational Sessions such as Seminars, Webinars, Lectures, etc.

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table – Generating Potential Solutions	
Step	Action
OPTIONAL: Prioritize performance issues	<p>Note: This step is optional and depends on the performance problems you are currently facing. If you have more than one performance problem to address, prioritize the problems according to most urgent, somewhat urgent, least urgent.</p> <p>Address the performance issues identified as “most urgent” first.</p>
Define the high priority problem	<p>Write down the problem. State the difference between what the performer is currently doing and what the performer should be doing instead. To help you with the problem definition, finish the following sentences:</p> <p>The performer is currently: _____</p> <p>The performer should be: _____</p>
Review previous analysis	<p>Gather the information you documented and collected about the high priority problem and review your analysis.</p> <p>If necessary, refer to Topic #1 and the Step-Action Table – Identifying Causes of Inadequate Performance.</p>
Note the gaps in performance	<p>Based on your analysis, make a list of the performance gaps. Ask yourself if the cause of inadequate performance is due to:</p> <ul style="list-style-type: none"> • A lack of skill or knowledge • A lack of clear expectations • Environmental obstacles or barriers • A lack of motivational drivers or consequences <p>Note that you may find that performance problems exist in more than one area; “check as many as apply.”</p>

Topic #2: Generating a List of Potential Performance Interventions
Leading a Team to Select Performance Interventions

List solutions to address each gap	Next to each gap, write down a viable solution / intervention that addresses the gap. If necessary, refer to the <i>Potential Interventions</i> chart for ideas.
Review and test solutions with colleagues	Review your list to ensure you've listed solutions to address each performance gap. Make any necessary changes. Ask colleagues to review your recommended solutions. Ask what changes they would make to the list regarding additional solutions to be considered or solutions they don't think will work.
Revise your list	Make the appropriate changes to your list based on client/colleague feedback.

Practice #1: Generating a List of Potential Performance Interventions

About this Practice

- Use the Practice Scenario to practice generating potential solutions to address performance gaps.
 - Practice generating potential solutions (by completing this exercise) at least once.
 - Then, you may ask a colleague or a group of peers to practice it with you as many additional times as desired before moving on to the Selecting Performance Interventions topic.
-

How To Complete the Practice

1. Feel free to refer back to the Step-Action Table as needed during this practice.
 2. Before you begin, review these items on the next few pages:
 - **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
 - **Practice Scenario** – this is a sample “case study” or word problem that provides the information you need to work through the practice
 - **Practice Worksheet** – this is where you will record your work
 - **Performance Checklist** – this lists the criteria used to evaluate your work
 3. When you are ready, perform the Practice and record your work on the Worksheet.
 4. When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.
-

**How to
Check
Your
Work**

- Review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.
 - If your results did not meet all the criteria, you need more practice. Do one or more of the following:
 - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.
 - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.
 - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.
 - Once your results meet all of the Performance Criteria, work with your Coach to move on to the Selecting Performance Interventions topic.
-

**Practice
Scenario**

Members of a high school department are frustrated because the students of the “star” teacher in their department are performing well above their own students (who are also highly motivated and highly capable). While the “star” teacher no doubt has strategies he could share, he says he is too busy teaching his own class to take time to share his teaching strategies with his colleagues.

Based on what you know about such situations, use the Worksheet to brainstorm what you think could be the causes of this inadequate performance, and a list of potential performance interventions you could use to solve the problem.

Practice Worksheet – Generating Potential Solutions

Define the problem or opportunity, comparing the difference between what the performer is currently doing and what the performer should be doing:

The performer is currently:

The performer should be:

Think through and list the cause(s) of inadequate performance. Why did you select these causes?

- Lack of skill and knowledge needed to perform
- Lack of clear expectations about job tasks and duties
- Lack of motivation and/or improper consequences
- Obstacles in the environment

Generate a list of solutions / interventions that will address the performance gaps:

Test your ideas with colleagues and make notes about their feedback; make changes to your list of solutions if necessary:

Performance Checklist – Generating Potential Solutions

Performance Evidence	Present?	Meets Criteria?
1. Performance problem is defined	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The definition provided states what the individual is currently doing compared to what the individual is expected to do
2. Causes of inadequate performance are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	Causes indicated specify whether the gap is due to: <ul style="list-style-type: none"> <input type="checkbox"/> Lack of skill or knowledge <input type="checkbox"/> Lack of clear expectations <input type="checkbox"/> Lack of motivation or consequences <input type="checkbox"/> Environment obstacles
3. Appropriate and feasible interventions are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The solutions are able to address the identified cause of the performance problem or opportunity <ul style="list-style-type: none"> <input type="checkbox"/> The solutions are able to bridge the gap between what someone is not doing (or doing incorrectly) and what someone is expected to do <input type="checkbox"/> Training is recommended only if the cause of the performance problem is due to a lack of skill or knowledge

If the evidence of your performance meets all of the listed criteria, you are ready to move on to the Selecting Performance Interventions topic. If not, continue studying, practicing and/or working with your Coach then try it again.

Topic #3: Selecting the Best Performance Intervention(s)

Selecting the Best Performance Interventions

Now that you've learned how to identify causes of inadequate performance and generate a list of viable solutions, you are ready to move to the next step. Before you can move into the implementation phase, you need to select performance interventions that are not only viable in terms of addressing performance gaps, but that are feasible to implement in terms of culture, timing, and cost constraints.

Why Select the Best Performance Intervention(s)?

Although all of the performance interventions you listed may seem like the perfect solution to a problem, it is important to analyze each of the interventions to determine if they are (a) the right fit for the culture and (b) are feasible to implement from a cost and time standpoint. **The goal is to select a solution that costs less than the actual problem and it should be the easiest and quickest to implement to produce the results needed.**

Considering culture, timing, and cost factors is particularly important in the educational setting because most performers (leaders, teachers, staff members) already have full-time jobs, so additional time-consuming tasks that take time away from the job or has a significant impact on the performer's free-time need to be carefully weighed.

Analyzing culture, timing, and cost factors may result in increased confidence that the interventions you've identified are the best option for addressing the problem. You may find you have a mix of interventions that are feasible and some that will not be easily implemented. Or, analysis may reveal that other, more practical solutions are needed to address the problem.

Consider First: Culture

**Culture, Time,
Cost**

In terms of culture, you need to think about the people who work in your school and district. What is the typical work environment like? Do people enjoy challenges outside of their direct job duties? Or, do people value a balance of life and try to avoid extra responsibilities that will make them stay at work late or work on weekends? Will people on your team be open to these solutions? What attitudes will they have about the solution? What have they heard about the solution? Do they think others will support the solution? Have they tried implementing a similar solution before?

You'll need to be prepared to defend your solution if you feel strongly about it or you'll need to be prepared to go back to the drawing board and identify alternative solutions that everyone believes has a better chance of succeeding in your culture.

Time and Cost

Even the best solutions are no good if the financial and people resources needed to implement them haven't been included in the budget. Likewise, if an individual or team that is assigned to implement a solution has limited time, then other, more realistic solutions need to be considered.

Consider Next: Once you've carefully analyzed the culture, timing, and cost factors of each performance intervention, you will need to document your assumptions and findings. You should then begin talking to your client or colleague about the risks and benefits of each intervention. Of course, you should have selected interventions with the least amount of risk, so the information you document about culture, timing, and cost factors will help you explain why you believe the interventions you've selected will solve the problem and be feasible to implement.

Risks and Benefits

Tips

- Use a scale of 1 (low) to 5 (high) to rate how well each solution fits your culture, time and cost constraints. The solution with the highest score is likely to be the best choice.
 - It is not your role to dictate to your client or colleague about what the solution should be. Your role is to collaborate with your client or colleague to recommend solutions that are appropriate and feasible to implement in terms of culture, timing, and cost. Success in solving the problem depends on your ability to listen to your client/colleague and respond to his or her needs in selecting the best solution.
 - Remember, one *or more* solutions may be needed to solve a problem.
-

How Do I Do It? Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table – Selecting Interventions	
Step	Action
Review the Performance Gap	For the high-priority problem you selected, review your statement about the performance gap – the difference between what a performer is doing compared to what s/he should be doing.
Consider First: Culture, Time, Cost	<p>List each potential solution down the left side of the paper.</p> <p>For each solution, ask yourself if the solution is a fit in terms of culture, timing, and cost? In each category, ask yourself such questions as:</p> <p>Culture: Can the solution be implemented given the culture of my school?</p> <p>Timing: What is the estimated time commitment? Does my team have the time to implement the solution? Do I have the time to oversee the implementation of it? What other initiatives will impede progress made on this effort?</p> <p>Cost: What is the estimated cost of the problem? What is the estimated financial investment needed to implement the solution? How much of people’s time is required and how much will that cost? Is the cost of the solution less than the cost of the problem?</p> <p>Document your answers to the questions above. Based on your answers, indicate “yes” or “no” as to whether you think the solution is a fit in terms of each of the three factors.</p>
Evaluate the Risks & Benefits of the Solutions	Based on the analysis of your solutions with regards to culture, timing, and cost, explain in writing the risks and benefits of each solution.

Topic #3: Selecting the Best Performance Intervention(s)
 Leading a Team to Select Performance Interventions

<p>Select the best intervention or combination of interventions</p>	<p>Reassess your assumptions about culture, timing, and cost considerations as well as the risks and benefits of each solution.</p> <p>Select the intervention or combination of interventions according to the following criteria:</p> <ul style="list-style-type: none"> • Intervention(s) selected should cost less than the problem itself. • Intervention(s) selected should have the least amount of risk in terms of culture, timing, and cost.
<p>Collaborate with clients/colleagues to select the best intervention</p>	<p>Schedule a time to meet with your client/colleague to share your findings about the problem, list of solutions, and the risks and benefits of each solution.</p> <p>Prepare an agenda for the meeting.</p> <p>Meet with your client/colleague to discuss the following:</p> <ul style="list-style-type: none"> • The performance problem or opportunity, comparing what a performer is currently doing to what the performer should be doing • The causes of inadequate performance or gaps in performance • Identification of viable solutions that address the performance gaps • Analysis of solutions against culture, timing, and cost factors • Explanation of the risks and benefits of each solution • Recommended intervention or combination of interventions
<p>Prepare an Initial Implementation Plan</p>	<p>Once you and your colleague or client agree on the performance intervention(s), work with him or her to draft an initial implementation plan. Include the tasks that need to be performed, the people who will perform them, and estimated due dates.</p>

Practice #2: Selecting the Best Performance Intervention(s)

About this Practice

- This is a “partial practice” that helps you build just one (or a few) of the skills that you will ultimately put together when you perform the Module Objective in the Final Assessment.
 - Use the sample situation to practice selecting and analyzing performance interventions.
 - Practice selecting and analyzing performance interventions (by completing this exercise) at least once.
 - Then, you may ask a colleague or a group of peers to practice it with you as many additional times as desired before moving on to the Final Assessment.
-

How To Complete the Practice

1. Feel free to refer back to the Step-Action Table as needed during this practice.
 2. Before you begin, review these items on the next few pages:
 - **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
 - **Practice Scenario** – this is a sample “case study” or word problem that provides the information you need to work through the practice
 - **Practice Worksheet** – this is where you will record your work
 - **Performance Checklist** – this lists the criteria used to evaluate your work
 3. When you are ready, perform the Practice and record your work on the Worksheet.
 4. When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.
-

How to Check Your Work

- Review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.

 - If your results did not meet all the criteria, you need more practice. Do one or more of the following:
 - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.

 - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.

 - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.

 - Once your results meet all of the Performance Criteria, work with your Coach to move on to the Final Practice, or schedule a time to take the Final Assessment.
-

Practice Scenario

Use the Practice Scenario and your outputs from Practice #1. Work through the process of selecting the best performance intervention(s) from the list of potential solutions you have generated. Use what you know about similar situations in your own school / district to make your decisions about which solutions are best for this situation.

Practice Worksheet – Selecting Interventions

Describe the performance gap being addressed:
What the performer is currently doing is:
What the performer should be doing instead is:

List each solution. Document/describe your assumptions about each factor. For each solution, ask if the solution is a fit in terms of culture, timing, and cost.

1. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

2. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

Practice #2: Selecting the Best Performance Intervention(s)
 Leading a Team to Select Performance Interventions

3. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

4. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

5. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

6. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

Practice #2: Selecting the Best Performance Intervention(s)
 Leading a Team to Select Performance Interventions

7. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

8. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

Describe the risks and benefits of each solution:		
Solutions *	Risks	Benefits
<input type="checkbox"/> Solution 1:	• • •	• • •
<input type="checkbox"/> Solution 2:	• • •	• • •
<input type="checkbox"/> Solution 3:	• • •	• • •
<input type="checkbox"/> Solution 4:	• • •	• • •

Practice #2: Selecting the Best Performance Intervention(s)
 Leading a Team to Select Performance Interventions

<input type="checkbox"/> Solution 5:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<input type="checkbox"/> Solution 6:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<input type="checkbox"/> Solution 7:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<input type="checkbox"/> Solution 8:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

* Indicate solutions that are high risk by placing a checkmark next to the solution.

Based on your analysis of the solutions, select the best intervention or combination of interventions. Justify why the solution(s) you have selected is the right choice to solve your performance problem. Explain why other solutions were not the right fit.

What solution(s) did you select?

Why is this / are these solution(s) the best choice?

Why weren't other solutions selected?

Practice #2: Selecting the Best Performance Intervention(s)
 Leading a Team to Select Performance Interventions

Prepare an agenda and plan the meeting with your colleague or client to communicate the intervention(s) you selected and the analysis that led you there.

Agenda items:

-
-
-
-

Speaking points to cover:

-
-
-
-

Draft an initial implementation plan. Include the tasks required to implement the solution, the people who will be responsible for performing the tasks, and the timeline for completing the work.

Tasks and Steps	Responsible Parties	Due Dates
1.	•	•
2.	•	•
3.	•	•
4.	•	•
5.	•	•
6.	•	•

Performance Checklist – Selecting Interventions

Performance Evidence	Present?	Meets Criteria?
1. Performance problem is defined	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The definition provided states what the individual is currently doing compared to what the individual is expected to do
2. Solutions are analyzed with consideration to culture, timing and cost issues	<input type="checkbox"/> Yes <input type="checkbox"/> No	The following items are considered for each potential solution: <ul style="list-style-type: none"> <input type="checkbox"/> Fit with culture <input type="checkbox"/> Time to implement <input type="checkbox"/> Cost to implement
3. Risks and benefits of each solution are presented	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Risks and benefits of each intervention are documented and explained <input type="checkbox"/> Solutions are ranked according to the risks and benefits of each option
4. One or more solutions are selected and recommended	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> A meeting agenda is drafted <input type="checkbox"/> Recommendations include an explanation about the feasibility of solutions based on culture, timing, and cost constraints <input type="checkbox"/> Recommendations include a discussion on the risks and benefits of each solution <input type="checkbox"/> Clients/colleagues have the opportunity to ask questions and express concerns about solutions identified <input type="checkbox"/> Clients/colleagues have the opportunity to select or reject a recommended solution or request more time to research the problem and identify solutions on his or her own
5. An initial implementation plan is drafted	<input type="checkbox"/> Yes <input type="checkbox"/> No	Plan includes: <ul style="list-style-type: none"> <input type="checkbox"/> Tasks needed to implement the solution <input type="checkbox"/> Parties responsible for performing the tasks <input type="checkbox"/> Estimated due dates for completion of tasks

If the evidence of your performance meets all of the listed criteria, you are ready to move on to Final Practice or the Final Assessment. If not, continue studying, practicing and/or working with your Coach then try it again.

Final Practice: Leading a Team to Select Performance Interventions

What is Final Practice?

In the previous topics, you practiced “foundational skills” – sub-sets of skills related to this objective. In Final Practice, you will “put it all together” by practicing all the skills, just as you will use them when you complete your Final Assessment.

About this Practice

- Use the scenario provided to practice engaging a team in identifying and selecting performance interventions.
 - As with the previous Practices, several worksheets are provided to guide you through the process.
 - Practice leading a team through this process as many times as you wish, until you feel ready to perform it again for Final Assessment.
-

How To Complete the Practice

1. Feel free to refer back to the Step-Action Table as needed during this practice.
 2. Before you begin, review these items on the next few pages:
 - **How to Check Your Work** – this describes how you will know when you’ve completed the practice successfully and are ready to move on to the Assessment
 - **Practice Scenario** – this is a sample “case study” or word problem that provides the information you need to work through the practice
 - **Practice Worksheet** – this is where you will record your work
 - **Performance Checklist** – this lists the criteria used to evaluate your work
 - **Feedback Form** – this lists the leadership- and people-skills you will be expected to demonstrate while leading a team through the Final Practice
 3. When you are ready, perform the Final Practice and record your work on the Worksheet.
 4. When you have finished, return to **How to Check Your Work** to evaluate your performance and decide what to do next.
-

How to Check Your Work

- Review your results against the Performance Checklist to make sure you have produced all of the required evidence of performance, and that all evidence meets the criteria.

- If your results did not meet all the criteria, you need more practice. Do one or more of the following:
 - Choose another type of school problem you have experienced in the past (or ask your Coach to suggest one), work through it again on your own, and check your work.

 - Assemble a group of peers to work through a scenario with you, and to help check your work and give you feedback on your performance.

 - Consult with your Coach for additional information, resources, feedback and suggestions, and practice ideas.

- Once your results meet all of the Performance Criteria, work with your Coach to schedule your Final Assessment.

Final Practice Scenario

Review the final practice scenarios described on the next page.

**Final Practice
Scenario**

One of your 4th grade teachers approaches you to say that he notices (by analyzing data) that his students' reading scores are lower than his grade-level colleagues, and he wants to discover why and correct the problem. He asks you to think about the issue and meet with him later to discuss it. You review this teacher's file and conduct a few classroom visits, and discover the following:

- He was originally a high school teacher, who transferred into your elementary school two years ago
- He is highly-qualified in the content area of social studies and is currently working on (but not yet completed his studies/certification) being highly qualified to teach elementary students.
- Your school implemented a guided reading program three years ago; thus this teacher did not attend the initial professional learning on how to conduct the program
- He approaches the teaching of reading by delivering instruction to the entire class as a group. He appears to be having trouble managing the discussion and imposing discipline during reading quiet times.
- Other teachers in his grade level, and across the school, are using small groups and differentiated instruction (by diagnosing the reading levels on which the children are reading, as well as any specific reading issues) and designing specific interventions for each child.

Before meeting with this teacher to share your suggestions, you decide to convene a meeting with your own peers and colleagues to discuss the situation. Using the information provided here, as well as your own knowledge of similar situations, work through the Final Practice Worksheet in order to diagnose the potential cause(s) of the problem, and to select the most appropriate performance intervention(s) to suggest to the teacher.

Final Practice Worksheet – Engaging a Team in Identifying Performance Interventions

Define the problem or opportunity, comparing the difference between what the performer is currently doing and what the performer should be doing:

The performer is currently:

The performer should be:

Think through and list the cause(s) of inadequate performance:

Generate a list of alternative solutions that will address the performance gaps:

Test your ideas with colleagues and make notes about their feedback; make changes to your list of solutions if necessary:

Final Practice: Leading a Team to Select Performance Interventions
 Leading a Team to Select Performance Interventions

List each possible solution. Document/describe your assumptions about each factor. For each solution, ask if the solution is a fit in terms of culture, timing, and cost.

1. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

2. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

3. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

4. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

Final Practice: Leading a Team to Select Performance Interventions
 Leading a Team to Select Performance Interventions

5. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

6. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

7. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

8. Solution:	
<i>State implications of the factors below, and decide whether the solution is a fit.</i>	Fit (Y/N):
Culture:	
Timing:	
Cost:	

Final Practice: Leading a Team to Select Performance Interventions
 Leading a Team to Select Performance Interventions

Describe the risks and benefits of each solution:		
Solutions *	Risks	Benefits
<input type="checkbox"/> Solution 1:	• • •	• • •
<input type="checkbox"/> Solution 2:	• • •	• • •
<input type="checkbox"/> Solution 3:	• • •	• • •
<input type="checkbox"/> Solution 4:	• • •	• • •
<input type="checkbox"/> Solution 5:	• • •	• • •
<input type="checkbox"/> Solution 6:	• • •	• • •
<input type="checkbox"/> Solution 7:	• • •	• • •
<input type="checkbox"/> Solution 8:	• • •	• • •

* Indicate solutions that are high risk by placing a checkmark next to the solution.

Based on your analysis of the solutions, select the best intervention or combination of interventions. Justify why the solution(s) you have selected is the right choice to solve your performance problem. Explain why other solutions were not the right fit.

What solution(s) did you select?

Why is this / are these solution(s) the best choice?

Why weren't other solutions selected?

Final Practice: Leading a Team to Select Performance Interventions
 Leading a Team to Select Performance Interventions

Prepare an agenda and plan the meeting with your colleague or client to communicate the intervention(s) you selected and the analysis that led you there.

Agenda items:

-
-
-
-

Speaking points to cover:

-
-
-
-

Draft an initial implementation plan. Include the tasks required to implement the solution, the people who will be responsible for performing the tasks, and the timeline for completing the work.

Tasks and Steps	Responsible Parties	Due Dates
1.	•	•
2.	•	•
3.	•	•
4.	•	•
5.	•	•
6.	•	•

Final Performance Checklist – Leading a Team to Select Performance Interventions

Performance Evidence	Present?	Meets Criteria?
1. Performance problem is defined	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The definition provided states what the individual is currently doing compared to what the individual is expected to do
2. Causes of inadequate performance are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	Causes indicated specify whether the gap is due to: <ul style="list-style-type: none"> <input type="checkbox"/> Lack of skill or knowledge <input type="checkbox"/> Lack of clear expectations <input type="checkbox"/> Lack of motivation or consequences <input type="checkbox"/> Environment obstacles
3. Appropriate and feasible interventions are identified	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The solutions are able to address the identified cause of the performance problem or opportunity <input type="checkbox"/> The solutions are able to bridge the gap between what someone is not doing (or doing incorrectly) and what someone is expected to do <input type="checkbox"/> Training is recommended only if the cause of the performance problem is due to a lack of skill or knowledge
4. Solutions are analyzed considering culture, timing and cost issues	<input type="checkbox"/> Yes <input type="checkbox"/> No	The following items are considered for each potential solution: <ul style="list-style-type: none"> <input type="checkbox"/> Fit with culture <input type="checkbox"/> Time to implement <input type="checkbox"/> Cost to implement
5. Risks and benefits of each solution are presented	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Risks and benefits of each intervention are documented and explained <input type="checkbox"/> Solutions are ranked according to the risks and benefits of each option

Final Practice: Leading a Team to Select Performance Interventions
Leading a Team to Select Performance Interventions

6. One or more solutions are selected and recommended
- Yes
 - No
- A meeting agenda is drafted
 - Recommendations include an explanation about the feasibility of solutions based on culture, timing, and cost constraints
 - Recommendations include a discussion on the risks and benefits of each solution
 - Clients/colleagues have the opportunity to ask questions and express concerns about solutions identified
 - Clients/colleagues have the opportunity to select or reject a recommended solution or request more time to research the problem and identify solutions on his or her own
7. An initial implementation plan is drafted
- Yes
 - No
- Plan includes:
- Tasks needed to implement the solution
 - Parties responsible for performing the tasks
 - Estimated due dates for completion of tasks

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Coach's Name: _____

Date of Performance: _____

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few or none of the desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
		Eligible for Portfolio	

How effective was the performer in:	Rating				
1. Facilitating group interaction and managing participation?	1	2	3	4	NA
2. Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3. Modeling appropriate leadership behaviors?	1	2	3	4	NA
4. Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5. Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6. Leveraging / integrating technology to increase effectiveness?	1	2	3	4	NA
7. Motivating / encouraging others to achieve success?	1	2	3	4	NA
8. Using group processes to achieve desired session results?	1	2	3	4	NA

Turn the page to provide additional written feedback (required).

Final Practice Feedback Form (page 2 of 2)

Performer's Name:

Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this aspiring leader's performance? (Including any criteria on the Performance Checklist that were missed.) Be specific.

Were there any significant leadership issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

If the evidence of your performance meets all of the listed criteria, you are ready to move on to the Final Assessment. If not, continue studying, practicing and/or working with your Coach then try it again.

Recommended Reading & Resources

Mager, F. Robert & Pipe, Pipe. (1997). Analyzing Performance Problems. Atlanta, GA: The Center for Effective Performance.

Clark, E. Richard & Estes, Fred. (2002). Turning Research Into Results. Atlanta, GA: CEP Press.

(2005). Participant Workbook, Section Six: Performance Improvement Principles & Practices. An HPT Institute.

Georgia's Leadership Institute for School Improvement. (2005). Leading Teams Through Decision-Making Processes (A Performance-Based Learning Module). Atlanta, GA: GLISI.

Georgia's Leadership Institute for School Improvement. (2005). Analyzing Root Causes to Improve Student Achievement and Organizational Effectiveness (A Performance-Based Learning Module). Atlanta, GA: GLISI

Georgia's Leadership Institute for School Improvement. (2005). Analyzing Organizational Performance Factors (A Performance-Based Learning Module). Atlanta, GA: GLISI

Acknowledgements

The following people provided expert input into the content development of this module:

Kelli Buchanan, Author	Performance Consultant, Center for Effective Performance
Kathy Collins	Leadership Preparation Curriculum Coordinator, GLISI
Gale Hulme	Program Director, GLISI
Jinnie Lee	Instructional Designer, GLISI
Deb Page	Executive Director, GLISI
Ann Parkman	President, Center for Effective Performance