

INTRODUCTION TO PERFORMANCE STANDARDS

Welcome Back—Last week, there was an emphasis on Behavioral Theory/Behaviorism Theory. This theory supports the need for clear written communication about expected work requirements. Unfortunately, some job requirements are loosely and verbally stated or not stated at all. There is a wonderment by the employee as to job requirements.

Why do administrative leaders expect job compliance when there is no written communication of expected job requirements? When the employee is no longer employed due to work noncompliance possibly, the employee is left wondering—“What did I do wrong?” Such irresponsibility on the part of an administrative leader is probably not intended; however, it is an outcome of not knowing how to perform successfully in the administrative leadership role. Therefore, writing (not just stating) job requirements accurately, clearly, and in writing improves employee job success. The employee must understand that a “job” is what an employee is expected to do or accomplish as stated by the Performance Standards.

There is a difference between a Job Description and a Performance Standard. Performance Standards include specifics as to how well (quality and quantity) each specific job expectation is to be performed. It means *following the beginning verb of each job requirement with a quality or quantity word(s)*—for example: esthetically, carefully, thoroughly, frequently, every Monday, 2 X day. In contrast, a job description merely states what should be done and includes *no apparent concern* for quality or quantity of work requirements. Therefore, a Performance Standard requires serious consideration by the administrative leader to determine a word(s) representing quality or quantity related to each job requirement, workload, efficiency, effectiveness or expected productivity. This requirement becomes important due to the probability that the administrative leader is paying money to have the “job” accomplished—not just treated as a *laisse-fair* activity for the workday!

Administrative leaders are determined, perfectionists, problem-solvers, and finite thinkers. There is sophistication by administrative leaders in clarifying employees’ job requirements. Developing and practicing the following Performance Standard concepts shows leadership, intelligence and a desire for job clarity. It is one of those *Learn It Once—Use It Forever* Skills! So—here we go!

Performance Standards are written to clarify job requirements in **three (3) categories**—

1. What an employee intellectually knows—called *cognitive* requirements
2. What an employee physically does—called *psychomotor* requirements
3. What attitude an employee exhibits—called *affective* requirements

Start each job requirement statement with a verb--(regardless of category). Be computer savvy--locate a list of the verbs related to each category and each level by entering into the computer search line the words “Cognitive Verbs List,” “Psychomotor Verbs List,” or “Affective Verbs List” (according to what category you desire). Then, select an appropriate **level** of expertise within the category of verbs that you entered into the computer. **Note that:** There are simple to more complex ability levels within each of the three categories. Select the most appropriate level in your selected category and then the chosen

verb within the level. Use the chosen verb to be the first word of a job requirement statement. Remember, it is important to have job requirements in all three categories.

FYI: Verb level examples:

Cognitive: Recall, Assess, Analyze.

Psychomotor: Displays, Constructs, Calibrates.

Affective/Attitude: Initiate, justify, help.

Perhaps, use simple verbs per category and lower level for inexperienced employees and more complex verbs per category and higher level for more experienced and managerial employees.

Need help or have questions? Contact: carolynrtaylor21@yahoo.com.