

Balanced Performance Improvement Series:

Leading a Team to Develop Strategy Maps



Georgia Leadership Institute
for School Improvement

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

Related Modules

Module Series

This **Balanced Performance Improvement Series** includes:

- *Leading a Team to Develop Performance Foundations**
- *Leading a Team to Select Performance Measures**
- *Leading a Team to Develop Strategy Maps*
- *Leading a Team to Develop a Balanced Scorecard*
- *Leading the Cascading of the Balanced Scorecard*
- *Leading a Team through Process Improvement and Process Mapping*
- *Leading a Team to Allocate Resources Using the Balanced Scorecard*
- *Leading a School through SACS Accreditation Using the Balanced Scorecard*
- *Leading a District through SACS Accreditation Using the Balanced Scorecard*
- *Developing Increased Parent Engagement in Schools Using the Balanced Scorecard*
- *Developing Increased Parent Engagement in Districts Using the Balanced Scorecard*
- *Leading a Team to Implement Visual Reporting*
- *Developing a Performance Leadership Handbook*

*Prerequisite modules — Complete prior to beginning this module.

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Progress Tracker

		Completed	Date
Preparing	Review Performance Objective	<input type="checkbox"/>	_____
	↓		
	Review Final Assessment*	<input type="checkbox"/>	_____
	↓		
Learning	Topic 1: Developing Performance Objectives	<input type="checkbox"/>	_____
	↓		
	Topic 2: Developing a Strategy Map	<input type="checkbox"/>	_____
	↓		
Practice (Safe)	Final Practice	<input type="checkbox"/>	_____
	↓		
Performing	Final Assessment	<input type="checkbox"/>	_____

(See note below*)

* You may proceed to the Final Assessment if you are already proficient in the required knowledge, skills, and behaviors.

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

**Include this page in the evidence you enter into your portfolio.

Performance Objective(s)

Given This...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> • A team of key organizational leaders • A minimum of eight hours (in one session, or divided into several sessions) • Organizational mission, vision, values statements • Organizational Balanced Scorecard (if available) • Strategic organizational goal areas and performance objectives 	<p>Lead a team to develop a strategy map for the organization.</p>	<ul style="list-style-type: none"> • The detailed task performance criteria listed in the Performance Checklists in the Topic Practice(s), Final Practice, and Final Assessment • GLISI's criteria for how to work effectively as a team leader/facilitator, listed in the Performance Feedback Form(s) located in the Final Practice and Final Assessment

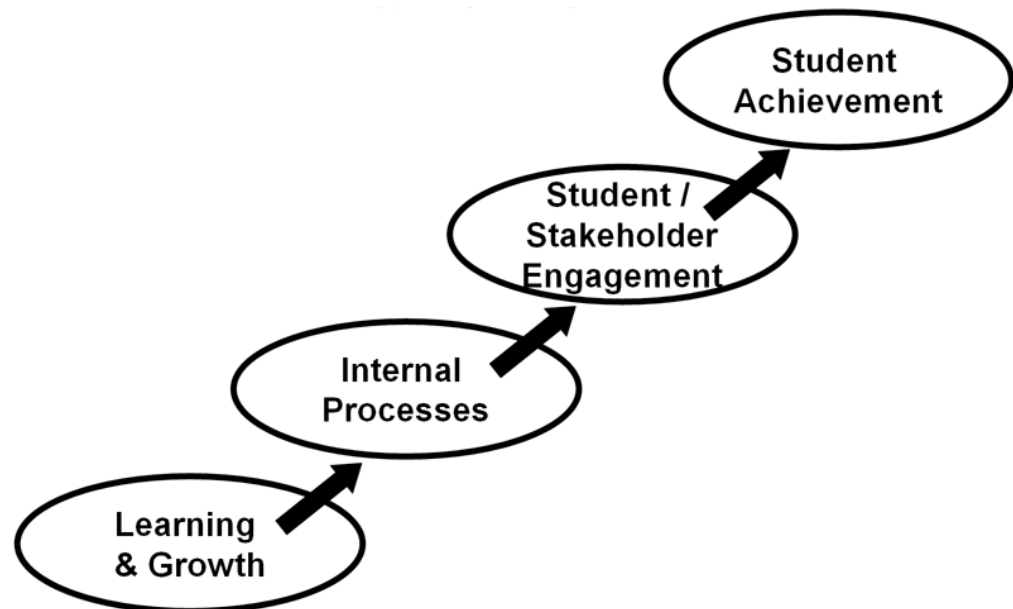
Module Introduction

Leading a Team to Develop Strategy Maps

Your organization recently underwent the development of foundation statements—mission, vision, and values—and may have subsequently developed an organizational Balanced Scorecard and performance measures. The next step is to establish the cause-and-effect linkages between the organization’s goal areas (also called perspectives) and performance objectives.

This module describes how to lead a team to create an organizational strategy map of goal areas and performance objectives. The strategy map will serve as a visual representation of the cause and effect relationships among the components of the organization’s strategy.

You will produce a strategy map that clearly communicates to all members of the organization how their work contributes to the organization’s mission and vision (See Appendix A for an example). The completed strategy map will align the organization to the strategy and make strategy everyone’s job. It will demonstrate how intangible assets contribute to the overall mission of the organization through the demonstration of cause and effect relationships.



Strategy Map: Simplified View

**What Is the
Leader's Role?**

- Be prepared with the necessary materials and supplies
 - Schedule and communicate meeting times and locations to participants
 - Thank the participants, acknowledging everyone's worthwhile contribution to the group and commitment to future actions
-

**Begin With The
End in Mind**

Research about effective assessment of performance tells us that the learner always performs better when they understand what they should know and be able to do. For this reason, you are encouraged to **review the Final Assessment in its entirety** in order to:

- Understand the knowledge, skills, and behaviors that are being taught and tested in this module
 - Understand the standards (performance criteria) by which your performance will be assessed
 - Gauge your current level of performance against what will be expected of you by the end of the module
 - Prioritize which areas to concentrate on as you work through the module
-

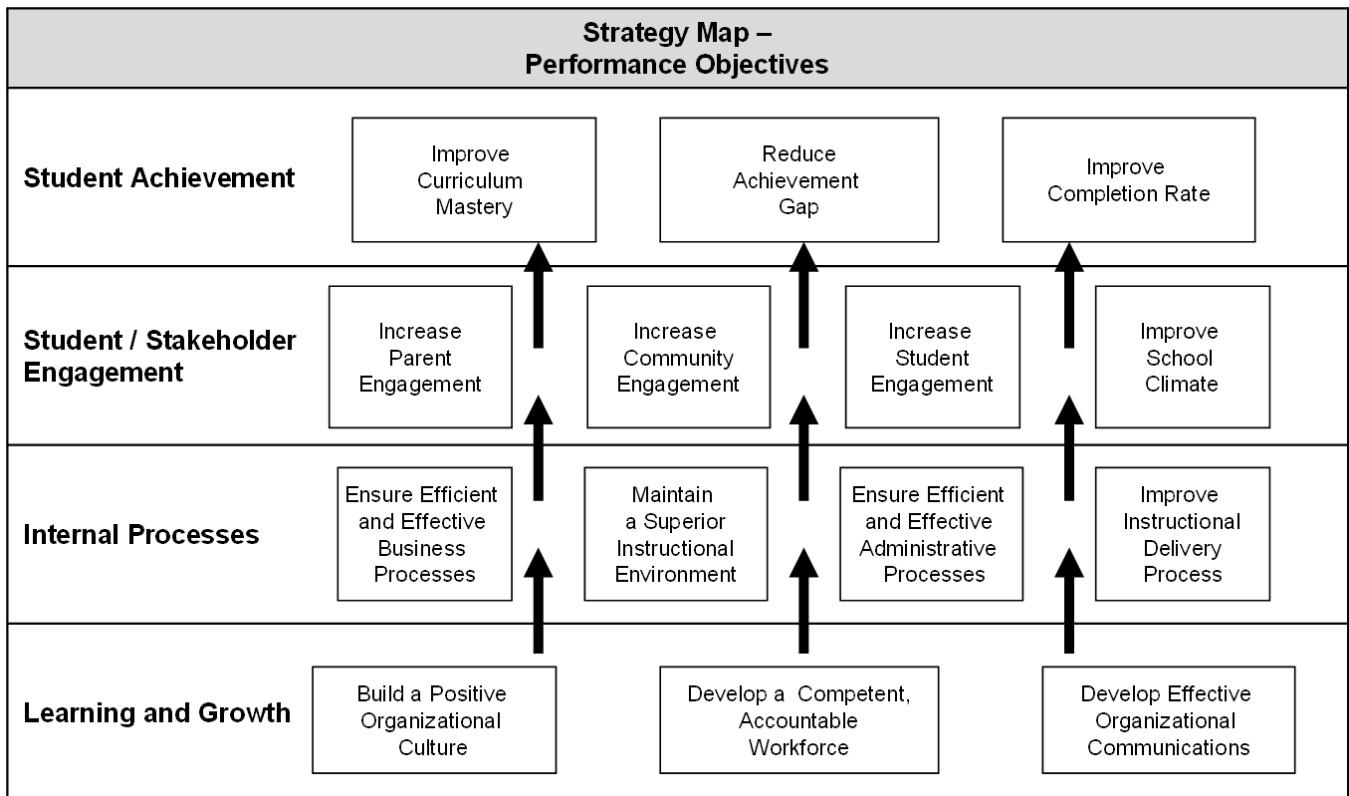
Topic 1: Developing Performance Objectives

Identifying Organizational Goal Areas

The construction of your organization’s strategy map begins with the development of performance objectives for each of your organizational goal areas. These performance objectives describe what must be accomplished in order to effectively execute your organization’s strategy.

In this topic you will:

- Determine whether the four recommended goal areas for academic organizations (shown below) are suitable for your organization and, if necessary, modify the recommended goal areas to better reflect your organization’s needs
- Identify issues and opportunities that may be likely candidates for Balanced Scorecard objectives, and translate those points into performance objectives



Tip(s)

During this topic, refer to background information on the organization, such as the following:

- Mission, values, and vision statements
 - Strategic plans
 - Organizational goal areas
 - Balanced Scorecard
 - Student/parent/staff surveys
 - Performance data, such as standardized test scores
-

How Do I Do It?

- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action	
1. Identify organizational goal areas	<p>Your organization's Balanced Scorecard translates its mission and strategy into performance objectives and measures. These objectives and measures are linked to certain goal areas.</p> <p>Determine whether the four recommended goal areas for academic organizations are appropriate for your organization:</p> <ul style="list-style-type: none"> • Student achievement • Student and stakeholder loyalty and engagement • Internal processes • Learning and growth of faculty and staff 	
	IF...	...THEN
	The recommended goal areas provide an adequate framework for your organization's Balanced Scorecard	Proceed to the practice activity.
	The goal areas need to be modified to better reflect your organization's needs	<p>Modify the recommended goal areas as needed.</p> <p>Include 3-4 goal areas in your modified list.</p>

Step	Action
<p>2. Conduct a SWOT Analysis</p>	<p>For each goal area, brainstorm a list of strengths, weaknesses, opportunities, and threats. (In general, strengths and weaknesses are internal to the organization, and opportunities and threats are external to it.) Starter questions for each of these categories are listed below.</p> <p>During these discussions, issues may be identified that do not easily fit into any of the categories. Capture these issues as wild cards.</p> <p>See Appendix B for a sample SWOT Analysis and Appendix C for a blank SWOT Analysis template.</p> <ul style="list-style-type: none"> • Strengths (internal) <ul style="list-style-type: none"> ○ What is it that we do exceptionally well? ○ What advantages do we have that others cannot easily duplicate? • Weaknesses (internal) <ul style="list-style-type: none"> ○ What improvements are needed if we are to achieve our mission? • Opportunities (external) <ul style="list-style-type: none"> ○ What opportunities, such as partnerships, are available to us, the pursuit of which supports the mission? • Threats (external) <ul style="list-style-type: none"> ○ Are there issues that may potentially hinder our ability to serve our stakeholders?
<p>3. Analyze the results</p>	<p>Analyze the strengths, weaknesses, opportunities, and threats associated with your organization by answering questions such as the following:</p> <ul style="list-style-type: none"> • What correlations, if any, exist between the strengths and opportunities? What can be done to exploit these unique situations? • What correlations, if any, exist between the weaknesses and threats? What can be done to safeguard against these adverse situations?

Step	Action								
<p>4. Identify potential objectives</p>	<p>Synthesize the results of the analysis by highlighting the issues and opportunities that may be potential objectives and aligning them with each goal area.</p> <ul style="list-style-type: none"> • Include a minimum of two objectives for each goal area. • Begin each objective with an action verb. (e.g. Build a positive work environment.) 								
<p>5. Develop objectives in each goal area</p>	<p>For each goal area, ask who, what, why, and how questions to further clarify potential performance objectives. Revise the performance objectives based on this analysis.</p> <p>Review the following example:</p> <table border="1" data-bbox="440 829 1513 1423"> <thead> <tr> <th data-bbox="440 829 634 961">Goal Area</th> <th data-bbox="638 829 980 961">Potential Performance Objectives</th> <th data-bbox="984 829 1513 961">Who? What? Why? How? Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 966 634 1423">Learning and Growth</td> <td data-bbox="638 966 980 1423">Develop on-site technology training services</td> <td data-bbox="984 966 1513 1423"> <p>Who? For faculty/staff</p> <p>What? Training in eLearning development and learning management software</p> <p>Why? Increase faculty's effectiveness with educational technology</p> <p>How? Sponsored by vendors and business partnerships</p> </td> </tr> </tbody> </table>			Goal Area	Potential Performance Objectives	Who? What? Why? How? Questions	Learning and Growth	Develop on-site technology training services	<p>Who? For faculty/staff</p> <p>What? Training in eLearning development and learning management software</p> <p>Why? Increase faculty's effectiveness with educational technology</p> <p>How? Sponsored by vendors and business partnerships</p>
Goal Area	Potential Performance Objectives	Who? What? Why? How? Questions							
Learning and Growth	Develop on-site technology training services	<p>Who? For faculty/staff</p> <p>What? Training in eLearning development and learning management software</p> <p>Why? Increase faculty's effectiveness with educational technology</p> <p>How? Sponsored by vendors and business partnerships</p>							
<p>6. Narrow performance objectives to 20 or less</p>	<p>If your team has generated more than 20 possible performance objectives, use your favorite prioritization exercise to eliminate extras. You should end up with no more than five items per goal area.</p> <p>For information on group processes for prioritization (Multi-Voting and Nominal Group Technique), refer to the GLISI module, <i>Leading Teams Through Group Decision Making Processes</i>.</p>								

Step	Action
7. Check for balance among goal areas	<p>“Balance” means that the number of performance objectives is distributed relatively evenly across goal areas.</p> <p>If you have significantly more/less items in any one category than in any other, make adjustments (add or remove) until your list is balanced.</p>

Practice Exercise

Instructions

- Complete the steps in the Step-Action Table for this topic
 - Fill out the Practice Worksheet, listing results that are realistic based on the information in the practice scenario below
 - Check your work
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

The leadership team of Sojourn Senior High School is developing performance objectives that reflect its strategy. These objectives and corresponding goal areas will be incorporated into its strategy map. Fill out the Practice Worksheet as though you were completing this process, listing results that are realistic based on the information provided below.

- Sojourn Senior High School is a magnet school for fine arts.
 - It is located in an urban area of a large city and serves approximately 1700 students in grades 10 through 12.
 - Since its founding six years ago, Sojourn's fine arts program has gained international recognition. However, student performance on the SAT is well below the national average. It has been suggested that students' participation in the fine arts programs, which require extensive practice and performance hours outside of the school day, leaves them little time to study for their academic classes.
 - The school site was once a large factory and was converted into educational facilities. Consequently, space is severely limited, performance venues are small, and the physical education department has to manage with very little real estate.
 - Less than 37% of the students qualify for free or reduced lunch.
 - Roughly 22% of the students speak English as a second Language.
 - Several fine arts teachers have been recognized for their accomplishments with the school's performing groups, as well as individual artists. However, the school administration has had difficulty retaining high quality academic teachers.
 - Student absenteeism averages 13.5 days per year.
-

Practice Worksheet

Decide whether the four recommended goal areas are adequate for this organization's performance management purposes. If not, modify as necessary and list below.

- Student achievement
- Student and stakeholder loyalty and engagement
- Internal processes
- Learning and growth of faculty and staff

Modified list of goal areas (3 to 4) from which your organization's objectives and measures will be derived (If applicable):

Practice Worksheet

Conduct a SWOT analysis for the organization (see Appendix C for a blank template). List at least one item in each SWOT cell. Use of the Wild Card column is optional.

Describe any correlations between the strengths and opportunities, and what can be done to exploit these unique situations:

Describe any correlations between the weaknesses and threats, and what can be done to safeguard against these adverse situations:

List your team's potential performance objectives for each goal area in the table below, then draft questions to help you further clarify the potential Objectives.

Goal Area	Potential Performance Objectives	Who – What – Why – How Questions

Topic 1: Developing Performance Objectives
Leading a Team to Develop Strategy Maps

List your organization's goal areas in the left column. List the final performance objectives in the right column (2 to 3 per goal area).

Goal Areas	Final Performance Objectives

Topic Practice Performance Checklist

Select one: Performer's self-assessment Performance Coach's observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. The organization's goal areas are present	<input type="checkbox"/> Three or more goal areas are present	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. A SWOT analysis is present	<input type="checkbox"/> At least one is listed for each goal area <input type="checkbox"/> Additional items, if identified, are listed in the Wild Card column	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Potential performance objectives are present	<input type="checkbox"/> At least two potential performance objectives are listed for each goal area <input type="checkbox"/> Performance objectives begin with an action verb <input type="checkbox"/> Who, what, why, and how questions (at least one of each) are present for each goal area	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
4. Final performance objectives are present	<input type="checkbox"/> No more than 20 total performance objectives are present <input type="checkbox"/> Performance objectives begin with an action verb <input type="checkbox"/> Performance objectives are balanced among the goal areas (for example, 3 or 4 objectives for each goal area)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic 2: Developing a Strategy Map

Developing a strategy map

You should now have a collection of performance objectives aligned with each of your organization's goal areas.

In this topic, you will link the performance objectives through a series of cause-and-effect relationships. These relationships tell the story of your organization's strategy.

What Resources are Required

- Performance objectives from Topic 1
-

How Do I Do It?

- Read through the steps in the step-action table (see next page)
 - Study any accompanying examples
 - Complete the practice exercise
 - Share the results with your Performance Coach
-

Step-Action Table

Step	Action
1. Construct draft strategy map	Arrange the organization's goal areas in a column vertically on the left side of a chart. <ul style="list-style-type: none"> • Arrange the performance objectives horizontally, aligned with the goal area they represent • Draw arrows to indicate the cause-and-effect relationships among the performance objectives
2. Review cause and effect relationships	The architecture of cause and effect, linking the goal areas, is the structure around which a strategy map is developed. Use the following questions to evaluate the cause-and-effect relationships among the performance objectives: <ul style="list-style-type: none"> • Do the Organizational goal areas adequately address the breath of the organization? • Starting at the lowest goal area, are the performance objectives listed sufficient to accomplish the organizational mission and vision? • Is the cause and effect logic from each goal area sound? • Is the map balanced in terms of goal areas and performance objectives?
3. Clarify Objectives	Use the following questions to clarify the strategy map's performance objectives: <ul style="list-style-type: none"> • Is each performance objective understandable by the typical stakeholder? • Is each performance objective actionable?
4. Circulate draft strategy map to key stakeholders	The next step in the process is to share the first draft of the strategy map with all key stakeholders for review and feedback. Collect comments from the reviewers and incorporate their input as appropriate.

Step	Action
5. Finalize strategy map and distribute	<p>Verify that the strategy map meets the following criteria:</p> <ul style="list-style-type: none">• Articulates the organizational strategy in 3-4 goal areas• Includes 2-3 performance objectives for each goal area• Is balanced in terms of goal areas and performance objectives• Links the cause and effect relationships between organizational goal areas and performance objectives• Performance objectives are sufficient to accomplish the organization's mission and vision <p>Continue the steps until the final strategy map meets all criteria.</p> <p>Once the strategy map is finalized, distribute copies to all members of the organization, with information on how they should incorporate it into their daily routines.</p>

Practice Exercise

Instructions

- Complete the steps in the Step-Action Table for this topic
 - Fill out the Practice Worksheet, listing results that are realistic based on the information in the practice scenario below
 - Check your work
 - Meet with your Performance Coach to review the results and decide what to do next
-

Practice Scenario

Develop a strategy map for Sojourn Senior High School based on the scenario information presented in Topic 1 and the performance objectives you developed for that topic.

Practice Worksheet

Construct the strategy map, with goal areas, objectives, and arrows that indicate cause-and-effect relationships. It is not necessary to use all rows.

Goal Area	Performance Objectives

Practice Worksheet

Review your work, checking to see if the following criteria was met:

<input type="checkbox"/> Yes <input type="checkbox"/> No	Do the goal areas adequately address the breadth of the organization?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Starting at the lowest goal area, are the performance objectives listed sufficient to accomplish the organizational mission and vision?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the cause and effect logic from each goal area sound?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the map balanced in terms of goal areas and performance objectives?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are performance objectives sufficient to accomplish the organization's mission and vision?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is each performance objective understandable by the typical stakeholder?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is each performance objective actionable?

Ask stakeholders to review the map and provide feedback. Based on their feedback, indicate whether the following criteria was met:

<input type="checkbox"/> Yes <input type="checkbox"/> No	Articulates the organizational strategy in 3-4 goal areas
<input type="checkbox"/> Yes <input type="checkbox"/> No	Includes 2-3 performance objectives for each goal area
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is balanced in terms of goal areas and objectives
<input type="checkbox"/> Yes <input type="checkbox"/> No	Uses arrows to show the cause and effect relationships between organizational goal areas and performance objectives
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are performance objectives sufficient to accomplish the organization's mission and vision?

Practice Worksheet

- Yes
- No

Any other feedback provided? Explain:

<input type="checkbox"/> Yes <input type="checkbox"/> No	
---	--

Topic Practice Performance Checklist

Select one: Performer's self-assessment Performance Coach's observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. Final strategy map is present	<input type="checkbox"/> Strategy map articulates the organizational strategy in 3-4 goal areas	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<input type="checkbox"/> Goal areas adequately address the breadth of the organization	
	<input type="checkbox"/> Strategy map includes 2-3 performance objectives for each goal area	
	<input type="checkbox"/> Performance objectives are:	
	<input type="checkbox"/> Understandable by the typical stakeholder	
	<input type="checkbox"/> Actionable	
	<input type="checkbox"/> Sufficient to accomplish the organizational mission and vision	
	<input type="checkbox"/> Strategy map is balanced in terms of goal areas and performance objectives	
	<input type="checkbox"/> Arrows show the cause and effect relationships between organizational goal areas and performance objectives	
	<input type="checkbox"/> Cause and effect logic from each goal area is sound	

Final Practice

Instructions

- Perform this practice, referring to the topic step-action tables as needed.
 - Complete the Final Practice Worksheet, listing results that are realistic based on the information in the practice scenario.
 - Check your work.
 - Meet with your Performance Coach to review the results and decide what to do next.
 - Completing this Final Practice requires meetings with a team of 2 - 4 peers. Prepare for these meetings by:
 - Communicating the time and location of the meeting to the participants in advance
 - Preparing and providing copies of a meeting agenda
 - Being prepared with all the necessary materials and resources
-

Practice Scenario

The leadership team at Harbor Lights Middle School is developing a strategy map that will be incorporated into its Balanced Score Card.

Fill out the Practice Worksheet as though you were leading the team through the process, listing results that are realistic based on the information provided below.

- Harbor Lights Middle School has a reputation for being a rough, drug-ridden school. However, economic improvement and rising property values are revitalizing the community, making money available for facility improvements, educational technology, and other initiatives.
 - Standardized test scores are low across the board, and dismal in mathematics and reading.
 - The administration has not been able to recruit and retain talented teachers.
 - Absenteeism among students and staff is high.
 - The school is located in a crowded section of a large city, along the waterfront.
 - Most students walk to school.
 - The school has a diverse population, with 20% ESOL students.
 - Three-quarters of the students qualify for free or reduced lunch.
 - The Student/Teacher ratio is 25:1.
-

Final Practice Worksheet

Decide whether the four recommended goal areas are adequate for this organization's performance management purposes. If not, modify as necessary and list below.

- Student achievement
- Student and stakeholder loyalty and engagement
- Internal processes
- Learning and growth of faculty and staff

Modified list of goal areas (3 to 4) from which your organization's objectives and measures will be derived (If applicable):

Final Practice Worksheet

Conduct a SWOT analysis for the organization (see Appendix C for a blank template). List at least one item in each SWOT cell. Use of the Wild Card column is optional.

Describe any correlations between the strengths and opportunities, and what can be done to exploit these unique situations:

Describe any correlations between the weaknesses and threats, and what can be done to safeguard against these adverse situations:

List your team's potential performance objectives for each goal area in the table below, then draft questions to help you further clarify the potential objectives.

Goal Area	Potential Performance Objectives	Who – What – Why – How Questions

List your organization's goal areas in the left column. List the final performance objectives in the right column (2 to 3 per goal area).

Goal Areas	Final Performance Objectives

Final Practice Worksheet

Construct the strategy map, with goal areas, objectives, and arrows that indicate cause-and-effect relationships. It is not necessary to use all rows.

Goal Area	Performance Objectives

Final Practice Worksheet

Review your work, checking to see if the following criteria was met:

<input type="checkbox"/> Yes <input type="checkbox"/> No	Do the goal areas adequately address the breadth of the organization?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Starting at the lowest goal area, are the performance objectives listed sufficient to accomplish the organizational mission and vision?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the cause and effect logic from each goal area sound?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the map balanced in terms of goal areas and performance objectives?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are performance objectives sufficient to accomplish the organization's mission and vision?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is each performance objective understandable by the typical stakeholder?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is each performance objective actionable?

Ask stakeholders to review the map and provide feedback. Based on their feedback, indicate whether the following criteria was met:

<input type="checkbox"/> Yes <input type="checkbox"/> No	Articulates the organizational strategy in 3-4 goal areas
<input type="checkbox"/> Yes <input type="checkbox"/> No	Includes 2-3 performance objectives for each goal area
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is balanced in terms of goal areas and objectives
<input type="checkbox"/> Yes <input type="checkbox"/> No	Uses arrows to show the cause and effect relationships between organizational goal areas and performance objectives
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are performance objectives sufficient to accomplish the organization's mission and vision?

Final Practice Worksheet

- Yes
- No

Any other feedback provided? Explain:

Final Practice Performance Checklist

Select one: Performer's self-assessment Performance Coach's observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. The organization's goal areas are present	<input type="checkbox"/> Three or more goal areas are present	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. A SWOT analysis is present	<input type="checkbox"/> At least one is listed for each goal area <input type="checkbox"/> Additional items, if identified, are listed in the Wild Card column	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Potential performance objectives are present	<input type="checkbox"/> At least two potential performance objectives are listed for each goal area <input type="checkbox"/> Performance objectives begin with an action verb <input type="checkbox"/> Who, what, why, and how questions (at least one of each) are present for each goal area	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
4. Final performance objectives are present	<input type="checkbox"/> No more than 20 total performance objectives are present <input type="checkbox"/> Performance objectives begin with an action verb <input type="checkbox"/> Performance objectives are balanced among the goal areas (for example, 3 or 4 objectives for each goal area)	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Final strategy map is present	<input type="checkbox"/> Strategy map articulates the organizational strategy in 3-4 goal areas <input type="checkbox"/> Goal areas adequately address the breadth of the organization <input type="checkbox"/> Strategy map includes 2-3 performance objectives for each goal areas <input type="checkbox"/> Performance objectives are: <ul style="list-style-type: none"> <input type="checkbox"/> Understandable by the typical stakeholder <input type="checkbox"/> Actionable <input type="checkbox"/> Sufficient to accomplish the organizational mission and vision <input type="checkbox"/> Strategy map is balanced in terms of goal areas and performance objectives <input type="checkbox"/> Arrows show the cause and effect relationships between organizational goal areas and performance objectives <input type="checkbox"/> Cause and effect logic from each goal area is sound	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Use the rubric below to rate **only** the cross-cutting leadership skills on this page (including write-ins). Enter this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items are marked 3 or 4 (or Not Applicable).*

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few/none of 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 these Cross-Cutting Skills?		Rating				
1.	Facilitating group interaction and managing participation	1	2	3	4	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness	1	2	3	4	n/a
7.	Motivating others to achieve success	1	2	3	4	n/a
8.	Using group processes to achieve desired results	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

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

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Performance 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 leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

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

Final Assessment

When Can I Take the Final Assessment?

Complete the Final Assessment when you are able to sufficiently execute the module’s performance objective(s) according to the:

- Task-related criteria on the Final Assessment Performance Checklist
- Cross-cutting leadership skills on the Performance Feedback Form

When you take the Final Assessment — either as someone who takes it to “test out” of the module or as someone who has worked through the topics and Final Practice — the underlying assumption is that you are a competent, experienced, performer. This means that the Final Assessment does not include any “helps,” such as step-action tables or worksheets.

When Can I Add the Final Assessment to My Portfolio?

Has your Final Assessment performance met all the criteria on the Final Assessment Performance Checklist and earned at least a 3 on all of the cross-cutting skills on the Final Assessment Feedback Form?

Yes	No
<p>Add these items to your Portfolio and talk to your Performance Coach about next steps:</p> <ul style="list-style-type: none"> • Final Assessment Performance Checklist • Final Assessment Feedback Form • Module Progress Tracker page • Additional artifacts such as documents, slides, video tapes, participant feedback forms, etc. 	<p>Do the following as needed before attempting the Final Assessment again when you are ready:</p> <ul style="list-style-type: none"> • Obtain performance feedback from your Performance Coach • Review relevant topics in the module • Repeat Topic Practices and/or the Final Practice • Pursue additional learning, training and experience

**Final Assessment
Instructions**

1. Gain permission from your supervisor, sponsor, or Performance 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 Performance Coach, and other participants.
 3. Invite a group of 2 - 4 volunteers to assist you. Ideally, you should invite your real work team. (If you are an aspiring leader, this may be a team that you would lead once you enter the leadership role. For an incumbent leader, it should reflect the team or type of team that you are currently leading.)
 4. Review the following with your Performance Coach:
 - Task-related criteria on the Final Assessment Performance Checklist
 - Cross-cutting leadership skills on the Performance Feedback Form
 - Final Assessment Scenario (on the next page)
 5. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
 6. Perform the Final Assessment as follows:
 - In a real school or district setting
 - With a team of teachers, staff, or other leaders as appropriate
 - Observed by your Performance Coach
 7. Retain artifacts from your performance (documents, slides, etc.)
 8. Obtain feedback from your Performance Coach about your performance, and discuss next steps.
-

**Final Assessment
Scenario**

For the Final Assessment, lead a team to develop a strategy map for your organization. Refer to background information applicable to your organization, such as the following:

- Mission, values, and vision statements
 - Strategic plans
 - Student/parent/staff surveys
 - Performance data, such as standardized test scores
-

Final Assessment Performance Checklist

Select one: Performer’s self-assessment Performance Coach’s observations

Performer’s Name: _____

Performance Coach’s Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. The organization’s goal areas are present	<input type="checkbox"/> Three or more goal areas are present	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. A SWOT analysis is present	<input type="checkbox"/> At least one is listed for each goal area <input type="checkbox"/> Additional items, if identified, are listed in the Wild Card column	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Potential performance objectives are present	<input type="checkbox"/> At least two potential performance objectives are listed for each goal area <input type="checkbox"/> Performance objectives begin with an action verb <input type="checkbox"/> Who, what, why, and how questions (at least one of each) are present for each goal area	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
4. Final performance objectives are present	<input type="checkbox"/> No more than 20 total performance objectives are present <input type="checkbox"/> performance objectives begin with an action verb <input type="checkbox"/> performance objectives are balanced among the goal areas (for example, 3 or 4 objectives for each goal area)	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Final strategy map is present	<input type="checkbox"/> Strategy map articulates the organizational strategy in 3-4 goal areas <input type="checkbox"/> Goal areas adequately address the breadth of the organization <input type="checkbox"/> Strategy map includes 2-3 performance objectives for each goal areas <input type="checkbox"/> Performance objectives are: <ul style="list-style-type: none"> <input type="checkbox"/> Understandable by the typical stakeholder <input type="checkbox"/> Actionable <input type="checkbox"/> Sufficient to accomplish the organizational mission and vision <input type="checkbox"/> Strategy map is balanced in terms of goal areas and performance objectives <input type="checkbox"/> Arrows show the cause and effect relationships between organizational goal areas and performance objectives <input type="checkbox"/> Cause and effect logic from each goal area is sound	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Use the rubric below to rate **only** the cross-cutting leadership skills on this page (including write-ins). Enter this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items are marked 3 or 4 (or Not Applicable).*

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few/none of 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 these Cross-Cutting Skills?		Rating				
1.	Facilitating group interaction and managing participation	1	2	3	4	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness	1	2	3	4	n/a
7.	Motivating others to achieve success	1	2	3	4	n/a
8.	Using group processes to achieve desired results	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

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

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

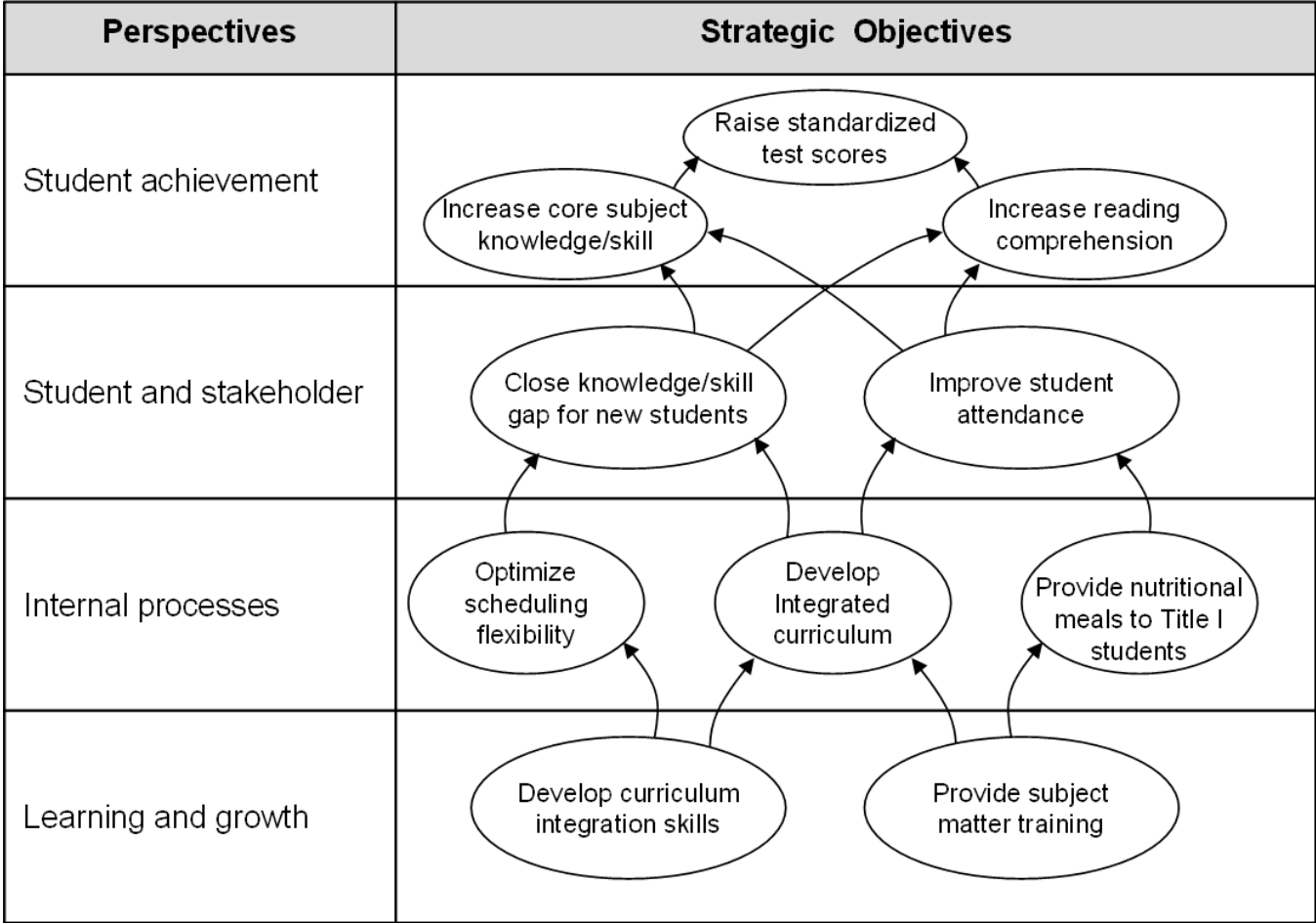
If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

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

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

Appendix A: Sample Strategy Map



Appendix B: Sample SWOT Analysis

Learning and Growth	Internal Processes	Student and Stakeholder	Student Achievement	Strengths	Weaknesses	Opportunities	Threats	Wild Card		
<ul style="list-style-type: none"> 60% of faculty with advanced degree Knowledge/strategy sharing among faculty 	<ul style="list-style-type: none"> Effective repertoire of teaching strategies Streamlined site-based management process 	<ul style="list-style-type: none"> Strong Fine Arts program Strong parental support of extracurricular programs 	<ul style="list-style-type: none"> SAT scores slightly above national average Above average number of Fine Arts scholarships 	<ul style="list-style-type: none"> SAT scores slightly above national average Above average number of Fine Arts scholarships 	<ul style="list-style-type: none"> Limited ed technology experience Minimal participation in continuing ed 	<ul style="list-style-type: none"> Dropout rate above national average Minimal parent participation in PTA 	<ul style="list-style-type: none"> PSAT scores below national average Limited success in ESOL program 	<ul style="list-style-type: none"> Summer scholastic programs Supplemental eLearning for ESOL students 	<ul style="list-style-type: none"> Increased drop-out rate Scheduling conflicts 	<ul style="list-style-type: none"> High participation in student exchange program
<ul style="list-style-type: none"> Increase bi-lingual staff On-site technology training 	<ul style="list-style-type: none"> Extended school day (additional class period) Consult with local businesses on process improvement 	<ul style="list-style-type: none"> Student work programs Strengthen relationship between PTA and extracurricular programs 	<ul style="list-style-type: none"> Summer scholastic programs Supplemental eLearning for ESOL students 	<ul style="list-style-type: none"> PSAT scores below national average Limited success in ESOL program 	<ul style="list-style-type: none"> Budget cuts may impact professional learning May lose technology specialists due to budget cuts 	<ul style="list-style-type: none"> Redistricting will impact student and staff population Incidents of underage drug/alcohol use rising 	<ul style="list-style-type: none"> Increasing drop-out rate Scheduling conflicts 	<ul style="list-style-type: none"> Year-round school proposal in review 	<ul style="list-style-type: none"> University branch campus opening mid-year 	

Appendix C: SWOT Analysis Template

				Strengths
				Weaknesses
				Opportunities
				Threats
				Wild Card

Recommended Reading and Resources

Kaplan, R. & Norton, D. *The Balanced Scorecard: Translating Strategy into Action*. Boston, MA: Harvard Business School Press, 1996.

Kaplan, R. & Norton, D. *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*. Boston, MA: Harvard Business School Press, 2004.

Niven, P. *Balanced Scorecard Step By Step: For Government and Nonprofit Agencies*. New York, NY: John Wiley & Sons, 2003.

Niven, P. *Balanced Scorecard Step By Step: Maximizing Performance and Maintaining Results*. New York, NY: John Wiley & Sons, 2002.

Poister, T. *Measuring Performance in Public and Nonprofit Organizations*. San Francisco, CA: Jossey-Bass, 2003.

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