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THE IMPORTANCE OF PERFORMANCE MANAGEMENT FOR ABA ORGANIZATIONS

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OUTLINE

ORGANIZATIONAL CULTURE

Organizations with a positive, supportive culture focused on their people struggle less with turnover and are able to grow their workforce.

ORGANIZATIONAL BEHAVIOR MANAGEMENT

Organizational Behavior Management is a subdiscipline of behavior analysis that has empirical support for improving the performance of employees.

THE PERFORMANCE MANAGEMENT PROCESS

A sustainable performance management process consists of goal planning, conducting observations, success planning, and providing ongoing training and development.

IMPACT OF THE PERFORMANCE MANAGEMENT PROCESS

Establishing a performance management process helps organizations to collect objective data, make evidence-based decisions, decrease turnover, improve culture, and provide high-quality services.

Behavior Science Technology's platform, BSTperform™, is a clinical operations tool that has digitized the performance management process discussed in this white paper. If you are interested in learning more, visit our website to book a call with one of our team members.

Turnover is defined as the voluntary or involuntary separation of an employee from the organization (SHRM, 2015).

TURNOVER IN OUR FIELD

The Applied Behavior Analysis (ABA) service industry is in a staffing crisis as a number of organizations are struggling with workplace instability. **Turnover is costly and impacts the quality of services delivered (Kazemi et al., 2015)**.

Research suggests that support from supervisors and quality of training (Kazemi et al., 2015); low pay, work schedules, and ineffective hiring practices (Strouse & DiGennaro Reed, 2022); and parent satisfaction and supervisor turnover impact behavior technician (hereafter, technician) turnover (Cymbal et al., 2022).

Supervisor turnover is also an issue. The variables that contribute to their turnover include burnout, mentorship, and pay, among others. The overarching theme of survey research data is that supervisors lack support from upper management and advanced learning opportunities (Blackman, DiGennaro Reed, Ruby, et al., in prep).

There is research to suggest how organizations can categorize their turnover. **Wine (2020) suggests categorizing based on “good”, “neutral”, and “bad” turnover.** An example of "good" turnover is a technician leaving to go back to college to become a BCBA. An example of "neutral" turnover is the technician moving out of the state. An example of "bad" turnover is the technician leaving for a competitor.

ORGANIZATIONAL CULTURE

Not much can be done about "positive" and "neutral" turnover which are considered normal employee attrition; however, there are steps organizations can take to reduce "bad" turnover. One suggestion is to conduct an assessment of the organization’s culture. **We recommend that organizations define and operationalize their values so they are measurable and actionable behaviors** (Brown, 2018). These behaviors must then be modeled, taught, and reinforced.

It is critical for organizational leaders to shape their supervisors’ repertoires of thinking about culture and what it means for the organization and those who work there. **The work environment is so important!** Especially in this industry where a majority of the work employees do, although rewarding, can be stressful.

Leaders and supervisors must work together to create a positive work culture where their employees look forward to coming to work. One way to do this is to always have the employee’s best interest in mind. **Employees need to know that they matter to the organization and that the organization is invested in their success.**

Leaders and supervisors should check in on their employees regularly. These check ins are opportunities to build rapport and receive feedback. **When feedback is provided, supervisors should genuinely listen to the responses and determine how change can be made.** The pizza parties aren’t what is keeping employees around - it is supervisors that build a community of support by being a compassionate and supportive leader.

Culture is defined as behavior that is reinforced or punished within a work environment (Nolan, 2019). There are other variables included in culture, such as incorporating one's values (Mueller, 2022).

ORGANIZATIONAL BEHAVIOR MANAGEMENT

From the outset of the supervisory relationship, goals should be set for the employee to work toward and achieve. Goals help the supervisor get to know their employees so they can provide opportunities that align with those goals. This may include exposing the employee to new opportunities, providing training and development, and delivering performance feedback so that the employee can continue to develop their skills. In Organizational Behavior Management (OBM), this is one component of the Performance Management process.

OBM is a subdiscipline of ABA that focuses on improving the work environment for employees. There are three branches of OBM: 1) performance management, 2) behavioral systems analysis, and 3) behavior-based safety. **Performance Management (PM) is the process by which the performance of individuals or groups of employees is improved through continuous observation and measurement, reinforcement, and feedback** (Daniels, 2000). It is an opportunity for organizations to help their employees continue to develop their skills and improve the quality of services provided. In addition to PM, organizations must have processes in place for initial and ongoing training.

In the ABA service industry, supervisors (often Board Certified Behavior Analysts [BCBA]) are obligated to ensure their employees receive training and ongoing supervision due to their commitment to the Ethics Code for Behavior Analysts. In addition, continuous observations and feedback are critical to understand employee performance strengths and weaknesses. The data collected during observations can be used to tailor the ongoing training and support provided.

EFFECTIVE TRAINING AND PERFORMANCE MANAGEMENT PRACTICES

First, employees should be adequately trained to perform their job tasks. This initial training should be competency based so supervisors are aware their employees have the skills to independently work with clients. Once an employee has acquired the initial skills to be successful, ongoing training and PM practices should be used. Ongoing PM should be continuous. Continuous does not mean that supervisors collect data on employee performance every time they are with them, rather it means that there is a system in place for observations and feedback.

Below are the percent of respondents that reported receiving:

Initial training	Ongoing training	Supervision at work (PM process)	Supervisory skills training
66%	80%	67%	43%

(Blackman et al., under review; Hajiaghamohseni et al., 2020)

These data suggest more supervisors and employees are receiving the support they need to be successful in their roles. However, the quality of support is unknown, as there is limited information about the behaviors that supervisors are engaging in (Hajiaghamohseni et al., 2020).

GETTING READY TO ESTABLISH A PERFORMANCE MANAGEMENT PROCESS

THE ROLE OF THE ORGANIZATION

It is the organization's responsibility to invest in the success of their employees. **Organizational leaders must ensure a PM system in place so supervisors can conduct observations, deliver feedback, and provide support to their employees on a consistent basis.** The organization is also responsible for ensuring that supervisors understand how to use the system and are trained on effective supervision practices. Research suggests that supervisors who have been credentialed for less than two years are less likely to engage in the recommended supervisory behaviors (Hajiaghamohseni et al., 2020).

Additionally, the organization should establish formal and informal feedback processes that all employees can use. Check-ins with supervisors should occur regularly to discuss each employees' performance, learn about the employees' goals, support the employee by removing barriers to their success, and allow opportunities for feedback to be provided. **Building a community where feedback can be openly received and provided will help build an organizational culture that people want to be a part of.**

THE ROLE OF SUPERVISORS

Lack of training and support from supervisors has been found to be a reason why technicians intend to quit their job (Kazemi et al., 2015).

It is the supervisor's responsibility to know how well each of their employees are performing and what they need to continue developing their skills.

Supervisors must be equipped with the skills to effectively supervise and guide their employees.

In recent years, there have been a number of publications that provide recommendations for supervisors. We recommend the following, listed below, adapted from Sellers et al. (2016).

RECOMMENDATIONS FOR SUPERVISORS

1. Establish an effective supervisory relationship

The supervisor must communicate expectations and continuously work toward a positive, working relationship. This can be accomplished by building rapport (learning what the employees' interests are) and ensuring accountability of both parties.

2. Communicate investment in employee success

Ethical or other difficult situations may arise. The supervisor must communicate that they are available to assist their employee through these situations. Without building rapport and establishing regular check ins, employees may not be comfortable coming to their supervisor in these situations.

3. Plan for assessment and evaluation

To assist supervisors in understanding performance strengths and deficits, frequent observations of employee performance should be conducted. This information provides supervisors with critical information on what skill sets to work on with each employee.

4. Establish a bidirectional feedback system

Supervisors should evaluate the effects of their supervision through informal or formal feedback. Supervisors should accept the feedback provided and respond accordingly. At times there may be immediate actions to take, while at other times conversations to realign the supervisory relationship may be necessary.

Employees should play an active role in the supervision process (Geller, 2015). Goals should not be set for them, but with them. This supports positive interpersonal engagement and individualized support, which Kazemi et al. (2015) identified as factors that may contribute to employee retention.

Additionally, when employees play a role in their own professional development, they become empowered to take ownership of that process. When someone is actively involved in their own PM, they are more likely to: a) understand the purpose of their goals,
b) believe the actions needed to achieve the goal are worth engaging in, and c) believe that they will be successful with the steps required to achieve their goals (Geller, 2015; Geller & Veazie, 2010).

When organizations invest in the development of their employees, they create an environment for high-quality performance and a culture that shows their employees that they matter enough to invest time and resources into their professional development.

THE PERFORMANCE MANAGEMENT PROCESS

GOAL PLAN

Goals should be set from the onset of the supervisory relationship. Goals help supervisors get to know their employees and understand what is important to them, and communicate that the supervisor is invested in their success. They allow employees to explore their areas of interest and take an active role in their own development (Gravina & Siers, 2011).

Often, supervisors ask how many goals should be set at once. **It is recommended that supervisors set 3-4 goals at a time and assess progress toward these goals at least every 90 days** (Wickman, 2011). Some goals may be aligned with specific organizational goals or performance metrics. Other goals may be solely dedicated to the employee's professional development. Therefore, goals can be divided into three main categories: personal growth, and clinical and professional skills.

Personal growth goals are goals that explore an area of employee interest. Maybe the employee wants to become a BCBA, wants to help train new employees, or is interested in learning more about a specific intervention. These goals may, or may not, be aligned with organizational goals, but are important to include, because they are often what keeps the employee motivated to show up to work.

Clinical skills refer to the technical skills that employee is expected to perform, such as implementing a protocol. These are often the skills that are taught during initial and ongoing training. Employees are expected to have the knowledge and ability to implement a wide variety of procedures. This may include behavior reduction plans, skill acquisition programs, and preference assessments, among others. All of these areas should be targeted by supervisors when observations are conducted.

Professional skills refer to the people skills that employees need, such as interacting with clients, caregivers, colleagues, and supervisors. Professional skills span from building rapport with clients and caregivers to receiving and providing feedback to colleagues and supervisors. Other professional skills include following safety protocols, behaving in accordance with the ethical code, and dressing appropriately. Unfortunately, these skills are not often targeted for improvement; however, much of the work employees do involves engaging in professional behavior. It is critical that supervisors work on this area of development.

Progress toward those goals should be checked regularly! Do not wait for annual or semi-annual reviews. Successes should be celebrated and new goals established whenever the current ones are mastered, or if they become irrelevant.

Conduct Observations

Collect data
Analyze data
Provide feedback

There are three parts to supervisory observations: 1) collecting data, 2) analyzing data, and 3) providing feedback.

Supervisors must first identify what information to collect. Data can be collected on:

- **Content**: what steps were delivered accurately? These data inform supervisors about what specific behaviors employees need additional support with.
- **Quantity**: how much of the intervention was provided? These data inform supervisors about the dosage of the intervention.
- **Process**: how was the intervention delivered? These data inform supervisors about intervention delivery.

Most often checklists are created to collect the information of interest. The checklists are task analyses of what is necessary for the employee to implement the program or procedure correctly. To create the checklists, supervisors should task analyze the behavior they would like to measure. The number of checklists created should be based on what the supervisor wants to observe. All of the items do not need to be included in one, long assessment; rather, smaller assessments across implementation categories (e.g., behavior reduction, skill acquisition) could be created to guide supervisory observations.

Creating standardized checklists for all employees allows the same data to be collected and compared.

Observations may be completed in the moment with clients, through a review of permanent product data, or while engaging in role plays, to name a few. Regardless of the manner of gathering the data, checklists are necessary to document how well the employees did during the observation.

COLLECT DATA

Procedural integrity (hereafter, integrity) data is critical to capture during observations, as research shows that it is correlated with clinical outcomes (DiGennaro et al., 2007). **Integrity is the degree to which an intervention is implemented as designed** (Sanetti & Kratchowill, 2009). Certified behavior analysts are required to collect integrity data (BACB, 2020). If data show that a client is not making progress, integrity data can help to identify why progress has stalled. Is it that the employee is not performing the plan as designed? Is it that modifications need to be made to the client's protocol?

ANALYZE DATA

Integrity data should be used to guide a supervisor's behavior. **Without analyzing the data collected, it may be difficult for supervisors to determine who to support and when to adjust the amount of support provided**.*

*The Behavior Analyst Certification Board requires that supervisors provide a minimum of 5% supervision for the hours that registered behavior technicians work (BACB, 2022). Beyond this requirement, there is not much research outlining best practices for creating and implementing an observation system. For some employees, 5% may be enough for high-quality services to be delivered. Others may require more observations to successfully complete their job responsibilities.

ANALYZE DATA

One way to analyze the data is using graphing software (e.g., Excel and GraphPad Prism). Data tables and graphs can be created to track employee performance, similar to how clinical data are graphed for clients. Although this is a great starting point for organizations, it takes time to create and upkeep this system.

Another way to track performance is using performance scorecards. Similar to graphs, they allow one to easily see performance over time. **A benefit to scorecards is that they are a way for organizations to link performance data to organizational benchmarks or standards** (Abernathy, 1996; Daniels & Bailey, 2014). This means that the behaviors measured can be linked to standards set forth to demonstrate high-quality service delivery. Scorecards also are a mechanism to provide feedback. The data are commonly shared with relevant parties so performance is known and all can work together toward organizational standards.

While analyzing integrity data, supervisors should ask themselves:

1 **What is the integrity level for an employee?**
This information helps supervisors to determine the skill level of each individual. Currently, there is no specific level of integrity that is the gold standard. Higher levels of integrity more reliably reveal clinical progress than lower levels of integrity.

2 **How are they performing in relation to the team goal or others on the team?**
Comparing team data can reveal trends which may indicate that a specific person or group of people need more support, or there may be an issue with the way a program is designed or being implemented.

3 **How is the employee/team performing in a specific area?**
How are they doing in behavior reduction? How about skills acquisition or professional behaviors? Are there any specific programs that stand out?

4 **Are there any environmental barriers that could be impacting performance?**
Environmental barriers refers to anything in the environment that may be interfering with the ability to perform to expectation. Are materials prepared? Are reinforcers readily available? Are the gloves within reach? Are there events in the employee's life impacting work? Taking a functional approach and using data helps you pinpoint the barriers impacting the quality of services provided.

5 **Do any of the employee's goals need to be changed?**
Have personal, clinical, or professional goals been met, or do any need to be revised, discontinued or created?

6 **Do additional trainings or interventions need to be implemented?**
The data may show that a specific skill or intervention has lower integrity and may warrant additional training or support be provided to the employees.

7 **Is a success plan (e.g., performance improvement plan) necessary?**
If support will require multiple steps or a more comprehensive analysis, a success plan may be necessary.

8 **What feedback should be provided?**
The question is not whether feedback should or should not be provided, but what should be said or done, which is covered in the next section.

A Final Note on Analyzing Data: Let the data guide your behavior!

Regardless of the way performance is tracked at the organization, a regular review of the data will ensure that the observation system is tailored to the needs of each individual employee. The data may suggest that additional observations or support may be necessary for those with lower levels of integrity. It is important to note that all employees still require observation and feedback on a regular basis - even if they are high performers!

PERFORMANCE FEEDBACK

Feedback is one of the most frequently studied interventions in the OBM literature. When providing feedback, both positive and corrective, there are a number of characteristics to consider. Note that the information highlighted in purple may not be the most effective characteristics of feedback; however, they are reported to occur most frequently in the literature.

1. **Content**: Should feedback be provided about the individual's performance in relation to their previous performance? Should the feedback be in relation to some standard or group performance? Research suggests that feedback is most often provided in relation to an individual's previous performance or in relation to some standard.
2. **Frequency**: Should feedback be provided daily, weekly, monthly, quarterly, or annually? Research suggests that weekly feedback is provided most frequently.
3. **Location**: Should feedback be provided in public or private? Surprisingly, most often, research suggests feedback is delivered publicly.
4. **Medium**: Should feedback be provided verbally, written, or graphically? Research suggest that most often feedback is provided in writing.
5. **Deliverer**: Should feedback be delivered by a supervisor, expert, or peer? Research suggests that most often feedback is provided by a supervisor.

Everyone at an organization should receive feedback! Newly hired employees, stellar tenured employees, executives and supervisory employees, and everyone in between. Supervisors must ensure that all employees receive feedback regularly. It is the supervisors job to catch employees performing well and provide positive feedback, as well as provide corrective feedback to address performance issues.

Feedback should be a part of every organization. Without feedback it is difficult for teams to consistently deliver high quality services. It is important to create an organizational culture where feedback is normalized and embedded into processes.

Recent research suggests that only 34% of supervisors provide feedback during or following observations (Blackman et al., under review). Supervisors must be equipped with the skills to effectively provide and receive feedback.

Feedback is information about performance

STEPS TO PROVIDE EFFECTIVE FEEDBACK:
(Shuler & Carroll, 2019)

1. **Collect integrity data**
2. **Provide positive feedback for correct performance**
3. **Describe incorrect performance**
4. **Provide rationale for changing incorrect performance**
5. **Provide instruction for correct performance**
6. **Demonstrate correct performance**
7. **Provide an opportunity for the employee to practice**
8. **Provide an opportunity for the employee to ask questions**

PROVIDE FEEDBACK

Providing feedback is not easy, or always preferred. It is critical for supervisors to become comfortable with providing feedback. **If feedback is avoided when necessary, it is likely that the procedure will continue to be implemented incorrectly and the lack of action will continue to impact the client's progress**. To assist supervisors in becoming comfortable and confident in providing feedback they can write out the feedback (positive and corrective) they plan to deliver and practice it. Practice can occur with a mentor, colleague, or in front of a mirror. Practicing the feedback is very helpful as the supervisor will be able to revise what they planned to say to make sure that emotions are not impacting the information provided and that they are clear in their delivery.

RECEIVE FEEDBACK

Not only is it difficult to provide feedback, it can also be difficult to receive feedback. However, **providing your employees an opportunity to provide you with feedback is important.** When receiving feedback, supervisors should genuinely listen and identify what changes or adjustments need to be made

Recent research has explored how to appropriately receive feedback. Ehrlich et al. (2020) and Walker and Sellers (2021) outlined the steps for this complex skill. All steps, listed on the right, were in Ehrlich et al. Those with * were in Walker and Sellers. Note that steps may need to be adjusted based on the cultural background of the supervisor or employee. Maintaining eye contact, for example, may not be appropriate in all cultures.

Feedback reception should be taught to all employees at the onset of training at an organization. **Teaching this skill early could help new employees understand the importance of feedback and how it is part of the organizational culture**. Feedback reception could also be taught reactively - when a pattern of behavior is observed.

STEPS TO RECEIVE FEEDBACK:

1 Arrive to the meeting prepared

2* Maintain eye contact

3* Ask follow up questions

4* Acknowledge corrective feedback

5* Engage in active listening

6* Commit to behavior change

7 Indicate appreciation for feedback

8* Have an appropriate demeanor

SUCCESS PLAN

Conduct Assessment
Analyze Data
Determine Intervention
Write + Implement Plan

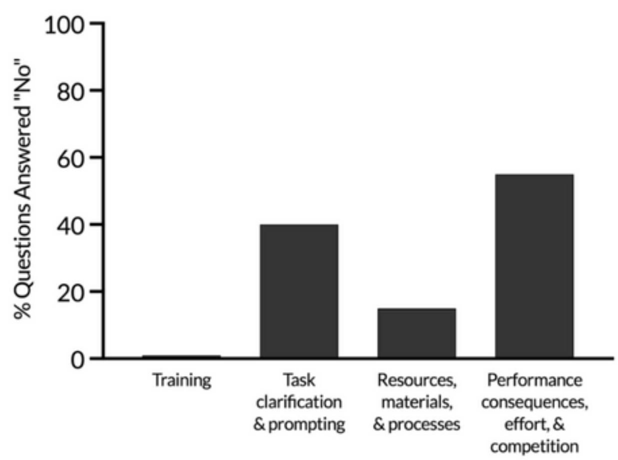
CONDUCT ASSESSMENT

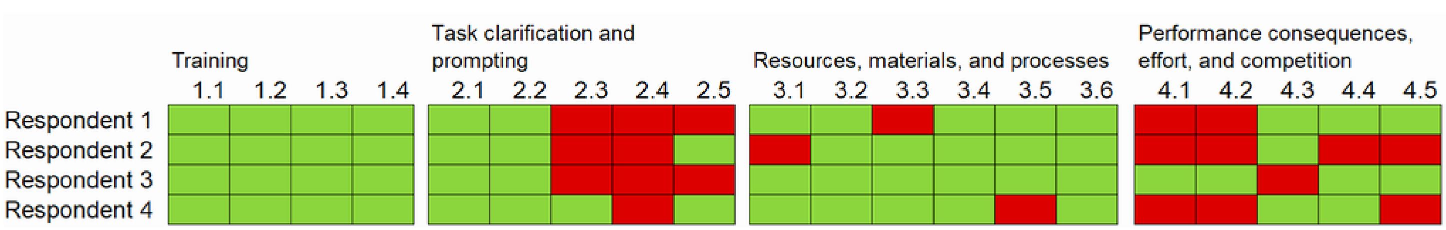
There may be times where reviewing performance data suggests an intervention should be put in place for an employee. Thankfully, there is literature on assessments to conduct for employees to determine the function of their behavior. In 2000, Austin published the Performance Diagnostic Checklist (PDC) which is an informant-based assessment. To date, this is the only assessment (as well as it’s variations) in the literature for employees that has empirical support. **A variation of the PDC, the Performance Diagnostic Checklist - Human Services (PDC-HS), is used most often in human service settings and works well for our field.**

The PDC-HS is a 20 question assessment where interviewees answer questions with a "yes" or "no" response or observation of the behavior of interest occurs (Carr et al., 2013). In most published studies the supervisor is interviewed to learn more about the employee performance issue. However, in practice it may be helpful to interview those with the performance issue directly to gain access to more relevant information. The four areas that questions span are training; task clarification and prompting; resources, materials, and processes; and performance consequences, effort, and competition. To access the assessment, look at Carr and Wilder (2016) in the reference section.

ANALYZE DATA

After the assessment has been completed, the data must be analyzed to determine the function of the behavior. **The data are often graphed as a percentage of questions answered "no"** (see figure on the right). To assist with further analysis of the data, some graph the data across each question and respondents (see figure on the left). This data analysis provides more detailed information that may be relevant should the intervention be individualized to an employee (not a systems-level change at an organization).





Time is often a barrier to conducting assessments and implementing interventions at the employee level. The PDC-HS only takes about 15 minutes to complete. The time spent learning about the performance issue is well worth it. A behavior analysts, would never put an intervention in place for a client without first assessing the function or identifying an area of need. Why not do the same for your staff?

DETERMINE INTERVENTION

Once the results have been analyzed, an intervention should be determined.

Thankfully, **the original publication of the PDC-HS included an intervention planning guide that coincides with the potential results one would gather**. This is a fantastic resource for supervisors to determine what may be the next course of action to address the performance issue. The PDC-HS and intervention planning guide are available as supplemental materials in Carr and Wilder (2016).

Although the intervention planning guide provides recommendations based on various areas, one may wonder how to determine what area (or multiple areas) to select an intervention for. Most of the published literature has implemented an intervention for the area with the highest percentage of "no" responses or a packaged intervention that encompasses all of the areas where a "no" was indicated as a response. Rather than looking for the highest percentage of "no" scores or combining a number of interventions at once, it is best to analyze what may be the most appropriate and efficient intervention. A recent article suggested that a cut-off threshold and the use of a decision-making model may be helpful to incorporate into an analysis of the assessment results (Vance et al., 2022).

WRITE & IMPLEMENT PLAN

Once an intervention is selected, a plan should be put in place. **Often these plans are referred to as performance improvement plans**. At Behavior Science Technology they are called success plans! Success plans often require supervisors to pinpoint the performance issue; and determine the parameters for the plan by writing out the goals, measurement, antecedent(s), feedback, mastery, impact, and task(s) associated.

ONGOING TRAINING AND DEVELOPMENT

While observations occur and performance data are analyzed, organizations should be working on the continual development of their employees.

A plan should be in place, at each level of the organization, for ongoing training and development of employees. Below we've outlined research-supported training techniques.

1. **Behavioral skills training** — Parsons et al. (2012)
2. **Video modeling with voiceover** — Catania et al. (2009)
3. **Computer-based instruction** — Pollard et al. (2014)
4. **Group-based workshops** — Luiselli et al. (2008)
5. **Peer training** — Erath et al. (2020)

BEHAVIORAL SKILLS TRAINING

Behavioral skills training is an evidenced-based procedure that consists of a trainer providing instructions and modeling the skill prior to asking the employee to practice the skill themselves. Following the practice opportunity, the trainer provides feedback on the employees performance (Parsons et al., 2012). This procedure should be repeated until the employee demonstrates the skill perfectly at least once, so the trainer is confident the employee can perform the skill with high levels of integrity prior to working independently with clients.

Note that this is not an exhaustive list of effective training procedures.

VIDEO MODELING

Video modeling with voiceover instruction is where an employee watches a video demonstration of a skill where the audio describes what is occurring in the video (Catania et al., 2009). Using video models allows the training to be standardized and ensures the procedure is implemented with integrity.

COMPUTER-BASED INSTRUCTION

Computer-based instruction is typically delivered during onboarding and consists of a employee completing a self-guided, online instruction that includes active learner responding (Pollard et al., 2014). Computer-based instruction is a way to equip employees with the knowledge surrounding the skills they will be expected to perform in practice. Providing the foundational knowledge prior to in-person training allows for the in-person training time to be devoted to practice opportunities and more in-depth discussion.

GROUP-BASED WORKSHOPS

Group-based workshops are often delivered when many employees need to learn a particular skill. The content is typically delivered as a lecture to multiple employees (Luiselli et al., 2008). A recent study found that group training supplemented with a self-monitoring checklist of the skill taught demonstrated higher levels of integrity than the group training alone (Blackman, DiGennaro Reed, Gunter, et al., in prep).

PEER TRAINING

Peer training, also referred to as pyramidal training, is where an expert trains a few employees who then train others (Parsons et al., 2013). This training technique decreases the amount of time an expert trainer needs to be present to provide training. It also allows others at the organization to learn a new skill - training others - that can be used for professional development or providing individuals with additional responsibilities.

Just because an employee implements a procedure with high levels of integrity does not mean they can teach someone else to implement that procedure.

This is why behavioral skills training is often used to train others using the pyramidal training technique (e.g., Erath et al., 2020/2021). Erath and colleagues (2020, 2021) trained direct support professionals to train others, using BST, how to provide choice and reinforce desirable behavior. Mery et al. (2022) used pyramidal training to teach medical students safe sleeping arrangements, which demonstrates the generality of this technique.

It takes time to set up a pyramidal training program. However, **organizations can quickly recuperate the costs initially invested as more individuals will be able to provide training**. Using this training technique decreases expert trainer time, allows others to assist in providing training, provides opportunities for professional development for employees, and allows for more individualized training to be provided. A process - observation and feedback - needs to be in place for new trainers to be supported in this new role and to ensure high-quality training is provided.

STEPS TO USING PRYAMIDAL TRAINING

1. **Provide rationale for skill**
2. **Describe the skill**
3. **Provide written summary of skill**
4. **Demonstrate skill**
5. **Practice skill**
6. **Observe employee perform skill**
7. **Provide employee with feedback**
8. **Repeat steps 5-7 until correct implementation**

IMPACT OF THE PM PROCESS

Establishing a performance management process helps organizations to collect objective data, make evidence-based decisions, decrease turnover, improve culture, and provide high-quality services. We hope that organizations will use this paper as a guide to create a sustainable process at their organization!

OBJECTIVE Performance Management Data
EVIDENCE for Organizational Decisions
LOW Turnover
POSITIVE Culture
HIGH-QUALITY Service Delivery

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