

TELSA

Training and Educational Leader Self Assessment: a tool for systematically determining the development needs of training and educational leaders

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Training and Educational Leader Self Assessment (TELSA)

Purpose

The purpose of TELSAs is to provide you, our training and educational leaders, with a tool for assessing your development needs. We believe that you will find TELSAs to be a useful tool if you hold or are a candidate for any of the following leadership positions:

- Academic Dean
- Academic Department Chair
- Human Resources Development Manager
- Organizational Development Manager
- Organizational Learning Manager
- School Principal
- School Superintendent
- Training Manager/Director
- Training or Educational Team Leader

Why assess the needs of training and educational leaders? The answer is simple: in our rush to address the development needs of our learners, trainers, teachers, and professors, we frequently forget to address our own development needs.

Instructions

Instructions for TELSAs are capitalized, in bold, numbered sequentially, and enclosed in brackets:

[1 – TURN TO THE NEXT PAGE.]

[2 – CAREFULLY TEAR THIS PAGE OUT OF YOUR BOOKLET AND TURN TO THE NEXT PAGE.]

DIF Table

Difficulty * In performing task properly	Importance of performing task properly	Frequency in performing task
1 = EASY for me to perform	1 = of MINIMAL IMPORTANCE	D = I perform this task DAILY or more
2 = SOMEWHAT EASY for me to perform	2= of SOME IMPORTANCE	W= I perform this task WEEKLY
3 = AVERAGE DIFFICULTY for me to perform	3= of AVERAGE IMPORTANCE	M= I perform this task MONTHLY
4 = DIFFICULT for me to perform	4= of ABOVE AVERAGE IMPORTANCE	Y = I perform this task YEARLY or less
5 = VERY DIFFICULT for me to perform	5= of EXTREME IMPORTANCE	N = I have NEVER performed this task

* If you have not performed a task, *estimate* how difficult the task would be for you to perform.

TELSA Survey Form

[3 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

I. LEAD ANALYSIS, DESIGN, AND DEVELOPMENT OF INSTRUCTION				
Task	Difficulty	Importance	Frequency	Task Score
Lead the determination of learner needs (perform needs analysis)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of instructional vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of an instructional strategic plan	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of instructional policies and procedures	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of a classroom-based curriculum	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of a lab-based curriculum	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of an OJT-based curriculum	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of a distance learning-based curriculum	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the development of core course components: objectives, lesson plan, and tools for measuring learning and instructional effectiveness	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Lead the selection of instructional methodologies based on learning styles	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available reading materials	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available audiovisual materials	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available instructional software	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available facility classroom, lab, and OJT materials, supplies, and equipment	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available self-paced written materials	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available case studies	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available simulations and games	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the selection of commercially-available distance learning systems	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the in-house development of self-paced materials	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the in-house development of case studies	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Lead the in-house development of simulations and games	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead the in-house development of distance learning systems	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[4 – GO BACK TO THE BEGINNING OF THE SECTION I TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored : D = 1 W =2 M= 3 Y = 4 N = 5

[5 – ADD ALL OF THE SECTION I TASKS SCORES. ENTER SECTION I RAW SCORE HERE: _____]

[6 – DIVIDE THE SECTION I RAW SCORE BY 22 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION I MEAN SCORE HERE: _____]

[7 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Leadership of Instructional Analysis, Design, and Development Reading List

Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips
By Mel Silberman, et al (May 1997) Jossey-Bass Publishers; ISBN: 0787909084

Approaches to Training and Development

by Dugan Laird 2nd edition (November 1985) Perseus Pr; ISBN: 0201044986

Assessing Needs in Continuing Education: An Essential Tool for Quality Improvement (The Jossey-Bass Higher and Adult Education)

by Donna S. Queeney (March 1995) Jossey-Bass Publishers; ISBN: 0787900591

Building the Learning Organization: A Systems Approach to Quantum Improvement and Global Success

by Michael J. Marquardt (October 1995) McGraw-Hill; ISBN: 0070405344

Computers in the Classroom: How Teachers and Students Are Using Technology to Transform Learning

by Andrea R. Gooden, et al (October 1996) Jossey-Bass Publishers; ISBN: 0787902624

Creating the Virtual Classroom: Distance Learning With the Internet

by Lynnette R. Porter (April 1997) John Wiley & Sons; ISBN: 0471178306

Designing and Evaluating Games and Simulations: A Process Approach

by Margaret Gredler (April 1994) Gulf Pub Co; ISBN: 0884151573

Designing Powerful Training: The Sequential-Iterative Model (Pfeiffer)

by Michael Milano, et al (May 1998) Jossey-Bass Publishers; ISBN: 0787909661

Educative Assessment: Designing Assessments to Inform and Improve Student Performance (Jossey-Bass Education Series)

by Grant P. Wiggins, et al (February 1998) Jossey-Bass Publishers; ISBN: 0787908487

Figuring Things Out: A Trainer's Guide to Task, Needs, and Organizational Analysis

by Ron. Zemke, et al (May 1982) Perseus Pr; ISBN: 0201090988

Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning

by J. Blasé (January 1998) Corwin Pr; ISBN: 0803965540

How to Manage Training: A Guide to Design and Delivery for High Performance

by Carolyn Nilson (October 1997) AMACOM; ISBN: 0814411002

Improving On-The-Job Training: How to Establish and Operate a Comprehensive OJT Program (The Jossey-Bass Management Series)

by William J. Rothwell, et al (July 1994) Jossey-Bass Publishers; ISBN: 1555426654

Joint Curriculum Design: Facilitating Learner Ownership and Active Participation in Secondary Classrooms

by Patricia A. Gross (September 1997) Lawrence Erlbaum Assoc; ISBN: 0805822712

Leadership in Instructional Technology

by M. Maurer, et al (July 1997) Prentice Hall; ISBN: 0132398494

The Mager Six-Pack

by Robert F. Mager 3rd edition (May 1997) Center for Effective Performance; ISBN: 187961815X

Making Instructional Design Decisions

by Barbara Seels, et al 2nd edition (August 1997) Prentice Hall; ISBN: 0135206022

Mastering the Instructional Design Process: A Systematic Approach (Jossey-Bass Business and Management Series)

by William J. Rothwell, et al 2nd edition (November 1997) Jossey-Bass Publishers; ISBN: 0787909483

Seven Steps to Effective Instructional Leadership

by Elaine K. McEwan (February 1998) Corwin Pr; ISBN: 0803966652

The Trainer's Tool Kit

by Cyril Charney (September 1997) AMACOM; ISBN: 0814479448

Training Needs Assessment (Techniques in Training and Performance Development Series)

by Allison Rossett (August 1987) Educational Technology Publications; ISBN: 0877781958

[8 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[9 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

II. LEAD IMPLEMENTATION OF INSTRUCTION				
Task	Difficulty	Importance	Frequency	Task Score
Market new instructional program to bosses	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Market new instructional program to staff	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Market new instructional programs to learners	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Market new instructional program to other stakeholders (parents, line managers, customers, etc.)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Develop instructional calendar/schedule	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Promote learner attendance through publicity of programs	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Ensure the availability of instructors	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Ensure the availability of instructional facilities	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Ensure the availability of instructional resources	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Ensure delivery of instruction in compliance with organizational and governmental procedures, rules, and	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

regulations				
Motivate learners to apply themselves	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Inspire learners to practice life-long learning	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Maintain learner records	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Maintain instructor records	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Maintain program records	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[10 – GO BACK TO THE BEGINNING OF THE SECTION II TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored: D = 1 W = 2 M = 3 Y = 4 N = 5

[11 – ADD ALL OF THE SECTION II TASKS SCORES. ENTER SECTION II RAW SCORE HERE: _____]

[12 – DIVIDE THE SECTION II RAW SCORE BY 15 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION II MEAN SCORE HERE: _____]

[13 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Instructional Implementation Reading List

Educational Facilities: Planning, Modernization, and Management

by Basil Castaldi 4th edition (February 1994) Allyn & Bacon; ISBN: 0205152015

A Guide for Planning and Implementing Instruction for Adults: A Theme-Based Approach (Jossey-Bass Higher and Adult Education Series)

by John M. Dirkx, et al (April 1997) Jossey-Bass Publishers; ISBN: 0787908371

How to Manage Your Boss

by Roger Fritz Paperback - 222 pages 2nd edition (November 1994) Career Pr; ISBN: 156414139X

Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference (Jossey-Bass Education Series)

by Roland Sawyer Barth, et al (September 1991) Jossey-Bass Publishers; ISBN: 155542368X

The Mager Six-Pack

by Robert F. Mager 3rd edition (May 1997) Center for Effective Performance; ISBN: 187961815X

Strategic Marketing for Educational Institutions

by Philip Kotler, et al 2nd edition (April 1995) Prentice Hall; ISBN: 0136689892

Successfully Implementing World Class Training

by Bren D White (August 1990) Boswell Pub; ISBN: 0962342416

Technology-Based Training: A Comprehensive Guide to Choosing, Implementing, Managing, and Developing New Technologies in Training

by Serge Ravet, et al (October 1997) Gulf Pub Co; ISBN: 0884158667

[14 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[15 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

III. LEAD EVALUATION OF INSTRUCTION				
Task	Difficulty	Importance	Frequency	Task Score
Critique instructional vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique an instructional strategic plan	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique instructional policies and procedures	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique a curriculum	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique course objectives/goals	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique a lesson plan	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique lesson objectives	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique a multiple-choice test	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique a short answer test	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique an essay test	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique a matching test	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique a fill-in-the-blank test	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique a performance-based test	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique performance	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

standards/identified desired outcomes				_____
Critique instructions for student projects, research papers, and assignments	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique alternative assessment methods (portfolios, self-evaluation, peer evaluation, rubrics)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique lesson plan transparencies	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique computerized slide show for lesson plan	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique computer-based training program	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique slide projector show for lesson plan	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique student handouts/guides	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique classroom course package	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique laboratory course package	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique distance learning course package	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique on-the-job-training (OJT) package	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique classroom course in person	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique laboratory course in person	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Critique distance learning course in person	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Critique on-the-job-training (OJT) in person	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Evaluate test scores to determine the effectiveness of instruction	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Evaluate learner feedback to determine the effectiveness of instruction	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Evaluate other stakeholder (parent, management, customer etc.) feedback to determine the effectiveness of instruction	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Provide in-person feedback to staff after you have observed course	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Take corrective action when instructional goals and objectives are not being met	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[16 – GO BACK TO THE BEGINNING OF THE SECTION III TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored: D = 1 W = 2 M = 3 Y = 4 N = 5

[17 – ADD ALL OF THE SECTION III TASKS SCORES. ENTER SECTION III RAW SCORE HERE: _____]

[18 – DIVIDE THE SECTION III RAW SCORE BY 34 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION III MEAN SCORE HERE: _____]

[19 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Instructional Evaluation Reading List

Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education (American Council on Education/Oryx Series)

by Alexander W. Astin (December 1996) Oryx Press; ISBN: 0897748050

Classroom Assessment Techniques: A Handbook for College Teachers (Jossey-Bass Higher and Adult Education)

by Thomas A. Angelo, et al 2nd edition (October 1994) Jossey-Bass Publishers; ISBN: 1555425003

Designing and Evaluating Games and Simulations: A Process Approach

by Margaret Gredler (April 1994) Gulf Pub Co; ISBN: 0884151573

Educative Assessment: Designing Assessments to Inform and Improve Student Performance (Jossey-Bass Education Series)

by Grant P. Wiggins, et al (February 1998) Jossey-Bass Publishers; ISBN: 0787908487

Effective Grading: A Tool for Learning and Assessment (Jossey-Bass Higher and Adult Education Series)

by B. E. Fassler Walvoord, et al (February 1998) Jossey-Bass Publishers; ISBN: 0787940305

Evaluating Training Programs: The Four Levels

by Donald L. Kirkpatrick (February 1996) Berrett-Koehler; ISBN: 1881052850

The Mager Six-Pack

by Robert F. Mager 3rd edition (May 1997) Center for Effective Performance; ISBN: 187961815X

Training for Impact: How to Link Training to Business Needs and Measure the Results (The Jossey-Bass Management Series)

by Dana Gaines Robinson, et al (June 1989) Jossey-Bass Publishers; ISBN: 1555421539

Program Evaluation: Alternative Approaches and Practical Guidelines

by Blaine R. Worthen, et al 2nd edition (December 1996) Addison-Wesley Pub Co; ISBN: 0801307740

[20 –TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[21 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

IV. LEAD STAFF DEVELOPMENT				
Task	Difficulty	Importance	Frequency	Task Score
Perform staff development needs analysis	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Establish major staff development goals	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Help staff members in writing their individual development plans	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Help determine an activity best suited to address staff development needs (seminars, training courses, reading, coaching, etc.)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Monitor staff development goals and plans	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Take corrective action when staff member is behind in meeting individual goals	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Conduct an informal one-on-one performance appraisal session with staff member	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Provide feedback to staff concerning progress toward development goals and objectives	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead a staff training session	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Discuss learning from previous staff training session to build bridge to current session	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Discuss anticipated learning in staff training session	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Present subject matter in staff training session while employing effective questioning/ involvement techniques	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Demonstrate/model task during staff training session, while practicing effective questioning and involvement techniques	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Observe staff demonstrate/perform task during staff training session, while practicing effective questioning, involvement techniques and providing feedback	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Provide staff with examples to assist them in application of training session concepts on the job	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Motivate staff to master knowledge, skills, and ability during staff training session	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead case study analysis during staff training session	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Summarize learning at end of staff training session	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Solicit post-staff training session feedback	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Use post-staff training session feedback, to improve instructional effectiveness	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Inspire staff to practice lifelong learning	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[22 – GO BACK TO THE BEGINNING OF THE SECTION IV TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored : D = 1 W =2 M= 3 Y = 4 N = 5

[23 – ADD ALL OF THE SECTION IV TASKS SCORES. ENTER SECTION IV RAW SCORE HERE: _____]

[24 – DIVIDE THE SECTION IV RAW SCORE BY 21 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION IV MEAN SCORE HERE: _____]

[25 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Staff Development Reading List

The ASTD Training and Development Handbook: A Guide to Human Resource Development
by Robert L. Craig (Editor) 4th edition (May 1996) McGraw Hill Text; ISBN: 007013359X

Composing a Culture: Inside a Summer Writing Program for High School Teachers
by Bonnie S. Sunstein, et al (December 1994) Boynton/Cook Pub; ISBN: 0867093420

Personalizing Professional Growth: Staff Development That Works
by Bernadette Marczely (May 1996) Corwin Pr; ISBN: 0803964331

Professional Development As Transformative Learning: New Perspectives for Teachers of Adults (Jossey-Bass Higher and Adult Education Series)
by Patricia Cranton (March 1996) Jossey-Bass Publishers; ISBN: 0787901970

Readings from Educational Leadership: Coaching and Staff Development
by Ronald S. Brandt (July 1989) Assn. for Supervision & Curriculum Development; ISBN 0871201585

Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications
by Keith A. Acheson, et al 4th edition (December 1996) Addison-Wesley Pub Co; ISBN: 0801315093

[26 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[27 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

V. PERFORM LEARNER-RELATED ADMINISTRATIVE DUTIES				
Task	Difficulty	Importance	Frequency	Task Score
Counsel learner about, school, work	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Counsel learner who comes to you with problems	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Make accommodations for disabled learner in accordance with federal law	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with learner who is chronically late or absent from class	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with learner observed cheating on an examination	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with learner who is passively hostile, resistant to learning	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with learner who is functionally illiterate	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with learner who is not performing up to her/his abilities	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with learner who is angry with you	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with a learner who is feuding with another learner	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with learner who is harassing another individual	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Deal with a learner who is verbally disrupting the learning process	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Discipline a learner	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[28 – GO BACK TO THE BEGINNING OF THE SECTION V TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored : D = 1 W = 2 M = 3 Y = 4 N = 5

[29 – ADD ALL OF THE SECTION V TASKS SCORES. ENTER SECTION V RAW SCORE HERE: _____]

[30 – DIVIDE THE SECTION V RAW SCORE BY 13 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION V MEAN SCORE HERE: _____]

[31 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Learner-Related Administrative Duties Reading List

Behavior Management in the Schools: Principles and Procedures

by Richard M. Wielkiewicz 2nd edition (August 1995) Allyn & Bacon; ISBN: 0205164595

Career Counseling: A Developmental Approach

by Robert J. Drummond, et al (January 1995) Prentice Hall; ISBN: 0023306750

Classroom Management Strategies: Gaining and Maintaining Students' Cooperation

by James S. Cangelosi 3rd edition (August 1996) Addison-Wesley Pub Co; ISBN: 0801316235

Communicating With Students in Schools: Exercises in Motivation and School Discipline through Rapport

by Richard R. Burke (June 1995) University Press of America; ISBN: 0819197262

The Training and Development of School Principals: A Handbook

by Ward Sybouts, et al (November 1994) Greenwood Publishing Group; ISBN: 031328556X

Zapp in Education: How Empowerment Can Improve the Quality of Instruction, and Student and Teacher Satisfaction

by William C. Byham (August 1992) Fawcett Books; ISBN: 0449907961

[32 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[33 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

VI. PERFORM STAFF-RELATED ADMINISTRATIVE DUTIES				
Task	Difficulty	Importance	Frequency	Task Score
Screen applications and resumes	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Interview job applicants in compliance with the law	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Select the most qualified candidate for a position	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Make accommodations for disabled staff members in accordance with federal law	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Orient staff to organizational policies and procedures; pay and benefits	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Provide staff with on-the-job training (coach one-on-one)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Communicate your work performance expectations to staff	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Manage by walking around and listening	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Conduct staff meeting	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Communicate bad news to your staff	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Provide a staff member with constructive criticism of her/his work	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Motivate your staff	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Praise/express appreciation/reward an employee for good work	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Conduct a formal employee performance appraisal	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Counsel staff member who comes to you with <i>work</i> problems	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with staff member who comes to you with <i>personal</i> problems	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with staff member who is chronically late or absent from work	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with a staff member who is angry with you	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to a situation in which the quality of a staff member's work goes into a rapid decline	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with a staff member who is suspected of substance abuse	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with staff member who is harassing another individual	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with a staff member who is continually causing dissention amongst the ranks	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Deal with feuding employees	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Discipline a staff member	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lay off staff member	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Fire staff member	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[34 – GO BACK TO THE BEGINNING OF THE SECTION VI TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored : D = 1 W =2 M= 3 Y = 4 N = 5

[35 – ADD ALL OF THE SECTION VI TASKS SCORES. ENTER SECTION VI RAW SCORE HERE: _____]

[36 – DIVIDE THE SECTION VI RAW SCORE BY 26 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION VI MEAN SCORE HERE: _____]

[37 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Staff-Related Administrative Duties Reading List

The A-To-Z Book of Managing People

by Victoria Kaplan, et al (December 1996) Berkley Pub Group; ISBN: 0425154599

Bringing Out the Best in Teachers: What Effective Principals Do

by Joseph Blase, et al (January 1992) Corwin Pr; ISBN: 0803960093

Handling the Difficult Employee: A Practical Guide for Managers
by Marty Brounstein, et al (August 1993) Crisp Pubns; ISBN: 1560521791

Motivating at Work: Empowering Employees to Give Their Best
by Twyla Dell, et al (August 1993) Crisp Pubns; ISBN: 1560522011

New Employee Orientation: A Practical Guide for Supervisors
by Charles M. Cadwell (September 1988) Crisp Pubns; ISBN: 0931961467

What Every Supervisor Should Know: The Complete Guide to Supervisory Management
by Lester R. Bittel, et al (November 1992) McGraw-Hill; ISBN: 0070055890

Workplace Counselling: A Systematic Approach to Employee Care
by Michael Carroll (May 1996) Sage Pubns; ISBN: 0761950214

[38 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[39 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

VII. PERFORM BUDGETARY AND OTHER ADMINISTRATIVE DUTIES				
Task	Difficulty	Importance	Frequency	Task Score
Develop non-instructional plans for your organization (financial, construction, manpower, etc.)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Develop non-instructional goals and objectives for your organization (financial, construction, manpower, etc.)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Determine non-instructional material and supply requirements for your organization	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Procure non-instructional material and supplies for your organization	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Develop a budget for your organization	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Monitor your organization's progress in meeting non-instructional goals and objectives – report status to your boss	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Monitor your organization's budget – report status to your boss	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Take corrective action when your organization is behind in meeting a non-instructional goal or objective	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Take corrective action when your organization is headed toward running over budget	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Lead a proposal writing effort to obtain money, work	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Inspect facility for safety problems	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Maintain facility in good condition	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[40 – GO BACK TO THE BEGINNING OF THE SECTION VII TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored : D = 1 W = 2 M = 3 Y = 4 N = 5

[41 – ADD ALL OF THE SECTION VII TASKS SCORES. ENTER SECTION VII RAW SCORE HERE: _____]

[42 – DIVIDE THE SECTION VII RAW SCORE BY 12 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION VII MEAN SCORE HERE: _____]

[43 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Budgetary and Other Administrative Duties Reading List

Budgeting Basics & Beyond: A Complete Step-By-Step Guide for Nonfinancial Managers
by Jae K. Shim, et al (January 1995) Prentice Hall Trade; ISBN: 0133122328

The Complete Guide to Getting a Grant: How to Turn Your Ideas into Dollars
by Laurie Blum Paperback (October 1996) John Wiley & Sons; ISBN: 047115508X

The Facility Management Handbook
by David G. Cotts, et al (May 1992) AMACOM; ISBN: 0814401171

Fundamentals of Project Management
by James P. Lewis (February 1995) AMACOM; ISBN: 0814478352

Handbook for Writing Proposals
by Robert J. Hamper, et al (March 1996) NTC Publishing Group; ISBN: 0844232742

School Business Administration: A Planning Approach
by Walter G. Hack, et al 6th edition (September 1997) Allyn & Bacon; ISBN: 0205273548

[44 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[45 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

VIII. COMMUNICATE/ USE COMMUNICATION TECHNOLOGY				
Task	Difficulty	Importance	Frequency	Task Score
Write administrative reports, papers, correspondence	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Make a presentation	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Communicate in person with a large group (100+ people)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Tell your boss bad news	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Accept and use constructive criticism from your boss	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Offer constructive criticism to your boss	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Tell other stakeholders bad news (parents, managers, customers, learners, instructors, peers)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Accept and use constructive criticism from other stakeholders (parents, managers, customers, learners, instructors, peers)	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Operate a computer	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Operate a printer	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Operate a scanner	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

Use word processing software	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Use spreadsheet software	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Use project management software	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Use presentation software	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Access/use the Internet	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Access/use organizational intranet	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Use e-mail system	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Operate a slide projector	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Operate an overhead projector	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Operate a VCR	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Operate an LCD projector	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[46 – GO BACK TO THE BEGINNING OF THE SECTION VIII TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored : D = 1 W = 2 M = 3 Y = 4 N = 5

[47 – ADD ALL OF THE SECTION VIII TASKS SCORES. ENTER SECTION VIII RAW SCORE HERE: _____]

[48 – DIVIDE THE SECTION VIII RAW SCORE BY 22 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION VIII MEAN SCORE HERE: _____]

[49 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Communications Reading List

10 Minute Guide to PC Computing

by Shelley O'Hara (October 1997) Que Education & Training; ISBN: 0789714833

101 Secrets of Highly Effective Speakers: Controlling Fear, Commanding Attention

by Caryl Rae Krannich (April 1998) Impact Pubns; ISBN: 1570230900

Home-School Relations: Working Successfully With Parents and Families

by Mary Lou Fuller (Editor), et al (December 1997) Allyn & Bacon; ISBN: 0205181260

The Internet for Dummies

by John R. Levine, et al 5th edition (February 1998) IDG Books Worldwide; ISBN: 0764503545

Presentations Plus: David Peoples' Proven Techniques

by David A. Peoples (December 1996) John Wiley & Sons; ISBN: 047117730X

Writing That Works: How to Improve Your Memos, Letters, Reports, Speeches, Resumes, Plans, and Other Business Papers

by Kenneth Roman, et al (January 1995) Harper Mass Market Paperbacks; ISBN: 0061093815

[50 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[51 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

IX. SELF DEVELOPMENT				
Task	Difficulty	Importance	Frequency	Task Score
Assess your own work performance	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Manage your time – handle multiple priorities	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Handle job stress	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Balance work life with home life	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Take action to address performance areas in need of improvement	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Obtain a mentor	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Develop your educational/training leadership skills, knowledge, and abilities	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[52 – GO BACK TO THE BEGINNING OF THE SECTION IX TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored : D = 1 W =2 M= 3 Y = 4 N = 5

[53 – ADD ALL OF THE SECTION IX TASKS SCORES. ENTER SECTION IX RAW SCORE HERE: _____]

[54 – DIVIDE THE SECTION IX RAW SCORE BY 7 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION IX MEAN SCORE HERE: _____]

[55 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Self Development Reading List

The Art of Self-Renewal: Balancing Pressure and Productivity On and Off the Job
by Barbara MacKoff (March 1993) Lowell House; ISBN: 1565650379

Beating Job Burnout: How to Turn Your Work into Your Passion
by Paul Stevens (March 1996) Vgm Career Horizons; ISBN: 0844244740

Job Stress
by James H. Humphrey (July 1997) Allyn & Bacon; ISBN: 0205272029

Leadership Practices Inventory-LPI: LPI Participant's Workbook & Self-Assessment
by James M. Kouzes, et al (July 1997) Pfeiffer & Co; ISBN: 0787909807

Rate Your Skills as a Manager: A Crisp Assessment Profile
by Elwood N. Chapman, et al (March 1991) Crisp Pubns; ISBN: 1560521015

[56 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]

[57 – FOR EACH OF THE FOLLOWING TASKS, CIRCLE THE DIFFICULTY, IMPORTANCE, AND FREQUENCY LEVELS. USE THE DIF MODEL ON THE PAGE THAT YOU TORE OUT OF YOUR BOOKLET TO MAKE YOUR SELECTION. IGNORE THE TASK SCORE COLUMN FOR NOW.]

X. CRISIS MANAGEMENT				
Task	Difficulty	Importance	Frequency	Task Score
Respond to fire alarm	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to bomb threat	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to severe weather	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to illness in facility	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to injury in facility	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to an individual in the facility who becomes violent or threatens violence	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to potential blood borne pathogen release in facility	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____
Respond to hazardous materials release in facility	1 2 3 4 5	1 2 3 4 5	D W M Y N	_____

[58 – GO BACK TO THE BEGINNING OF THE SECTION X TASK LIST AND CALCULATE THE SCORE FOR EACH TASK. ENTER FIGURES IN TASK SCORE COLUMN.]

Example:

Task	Difficulty	Importance	Frequency	Task Score
Lead the development of vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N	<u>13</u>

Note that frequency is scored: D = 1 W =2 M= 3 Y = 4 N = 5

[**59 – ADD ALL OF THE SECTION X TASKS SCORES. ENTER SECTION X RAW SCORE HERE: _____**]

[**60 – DIVIDE THE SECTION X RAW SCORE BY 8 (THE NUMBER OF TASKS IN THE SECTION). ENTER THE SECTION X MEAN SCORE HERE: _____**]

[**61 – USE THE FOLLOWING SCALE TO INTERPRET TASK AND SECTION SCORES.]**

Score of 3-7

No formal training or development necessary – address your specific needs through reading* and/or coaching from a mentor.

Score of 8-11

Initial formal training and development necessary (train one time). Take a college or commercial training course. Attend a seminar.

Score of 12-15

Initial and on-going formal training and development necessary. Take a college or commercial training course; attend a seminar. Follow up with refresher courses and seminars.

*Crisis Management Reading List

Accident Prevention and OSHA Compliance

by Patrick A. Michaud (May 1995) Lewis Publishers, Inc.; ISBN: 1566701503

Managing Violence in the Workplace

by Steve McVey, et al (July 1996) Saint Lucie Pr; ISBN: 1574440330

Safe Schools: A Security and Loss Prevention Plan

by James Barry Hylton (August 1996) Butterworth-Heinemann; ISBN: 0750697598

School Violence: A Reference Handbook

by Deborah L. Kopka (September 1997) ABC-Clío; ISBN: 0874368618

Serious Illness in the Classroom: An Educator's Resource

by Andrea L. Mesec, et al (March 1997) Teacher Ideas Pr; ISBN: 1563084163

[**62 – TAKE A BREAK—THEN, TURN TO THE NEXT PAGE.]**

FAQs & Answers

What is the basis for TELSA assessment methodology?

TELSA employs a streamlined version of the Difficulty-Importance-Frequency (DIF) job analysis model employed for years by the U.S. government and the commercial nuclear power industry. To obtain other free diagnostic tools based on this model, visit the U.S. Department of Energy Carlsbad Area Office and Westinghouse Electric Company technology transfer web site at <http://www.t2ed.com>.

Is it appropriate to include educators and trainers in the same assessment instrument?

Yes. The author of TELSA has taught, administered, and managed in elementary, secondary and higher education; and corporate, government, and not-for-profit training. The differences are few; the commonalities are great.

Do you think it is fair to judge the development needs of training and educational leaders on tasks that they will never be required to perform?

No. That is why every reasonable effort has been made to include tasks that you are likely to be required to perform during your career. Are you an elementary school principal who believes that you will *never* be required to lead distance learning? If so, prepare yourself for future shock. In 1989, a company procurement manager quizzed a training manager who wanted a personal computer.

“What are you, a typist?” he asked.

Today, training managers who don’t have computers on their desks are the exception rather than the rule.

Did you accidentally reverse the frequency scale? It looks like a task performed DAILY should be a “5.”

The frequency scale is correct. Tasks that are highly difficult, highly important, and infrequently performed are the tasks that require initial *and* on-going training. An example of this type of task is “Respond to an individual in the facility who becomes violent or threatens violence.” Tasks that are performed frequently typically require *only* initial training.

Why doesn’t TELSA contain norming data?

This is a self-assessment; the purpose is not to compare your knowledge, skills, and abilities to those of others, but to simply identify *your* areas in need of development.

What are some things I can do to extract useful information out of the data?

Try any or all of the following:

1. Compile a list of all tasks, from highest task score to lowest task score Guaranteed to provide you with a few eye openers.
2. Provide copies of your completed TELSA forms to your staff and/or boss. Ask them for feedback on your development needs.
3. Look for big picture trends in the data. For example, a training manager knew in his mind and heart that the purpose of a training manager is to be an instructional leader. The TELSA frequency data revealed, however, that the author was performing low difficulty, low importance, and high frequency administrative tasks almost to the exclusion of instructional leadership tasks. The manager took this as a wakeup call.