

Improving Performance Using the Methodology for Developing Performance

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Abstract

This paper presents the Methodology for Developing Performance (MDP) for supporting learning and growth to develop performance capacity. The methodology includes planning (thinking of what one is going to do), performing (preparing, practicing, and performing) and then reviewing (receiving evaluation, assessment, and other feedback productively) to generate improvement in performance for the next performance. The MDP connects with many other critical areas of Process Education (PE) that educators use in their role as facilitators of learning and mentors of growth including the Theory of Performance, performance criteria, the Learning Process Methodology (LPM), growth-oriented skills from the Classification of Learning Skills, assessment, evaluation, performance mentoring, and summative reflection. The role of the MDP in developing performance is similar to the role of the LPM in improving learning performance. The MDP is a natural extension of the Learning by Performance (LxP) framework and adds to the understanding of growth as positive change resulting in increased capability to produce high quality performance in life contexts such as informal learning, educational settings, and the workplace.

Introduction

Process Education is a performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development (Academy of Process Educators, n.d.). When activity occurs with the intention of producing a valued thing, we call it *performing*. A *performance* consists of the act of performing plus products of value: the preparation, people, feedback, and resources involved. As such, performance must have a public component that involves stakeholders beyond the performer who share in the value produced by the performance (Nelson et al., 2020). *Performance development*, then is the process of improving the effectiveness or quality of a performance and its results. Leasure et al. advanced the idea that learning by performing (as a form of doing) seems to be an intuitive form of learning that comes naturally (2020). We propose that the definition of performance as shared in the previous sentences constitutes a more complex and intentional form of “doing” and that the Methodology for Developing Performance (MDP; see Table 1) functions as a process go increase or grow capability for learning by performing.

In Process Education, performance development is applied to the context of learners who want to turn learning opportunities, both formal and informal, into performance and growth. As defined by the Academy of Process Educators, Process Educators want to see growth in others and strive to foster their own self-growth (2020). The MDP is what

elevates learning opportunities and performances to the level of growth opportunities.

Workplaces where ongoing improvement of performance is valued can benefit greatly from use of the MDP, regardless of whether that use is detailed (explicit use of all 20 steps) or more general (use of the seven stages). At General Electric, for example, a process called, “Plan, Do, Review” (PDR) has been implemented in order to improve the safety and quality of professional performance. While PDR maps neatly onto the MDP, there is great potential value in exploring more explicit use of some of the MDP steps and/or stages, especially Stage 7, “interpreting feedback”. The including of this as a part of PDR would help inform each new “Plan” with feedback, whether assessment- or evaluation-based, as gained from the previous “Review”.

This potential value holds true in more traditional PE contexts as well; any performance opportunity where the MDP is used brings the possibility of growth to the context and performance. The MDP could, for example, be used to explore ways to advance performance mentoring.

Literature Review

The seven process stages within the learning by performing (LxP) framework (Leasure et al., 2020) shown in Figure 1 match the seven stages of the MDP with the exception of Stage 0 in the MDP which can be understood as the context where the LxP is applied. While the stages in the MDP align with the LxP, it is the 20 steps in the MDP that truly make

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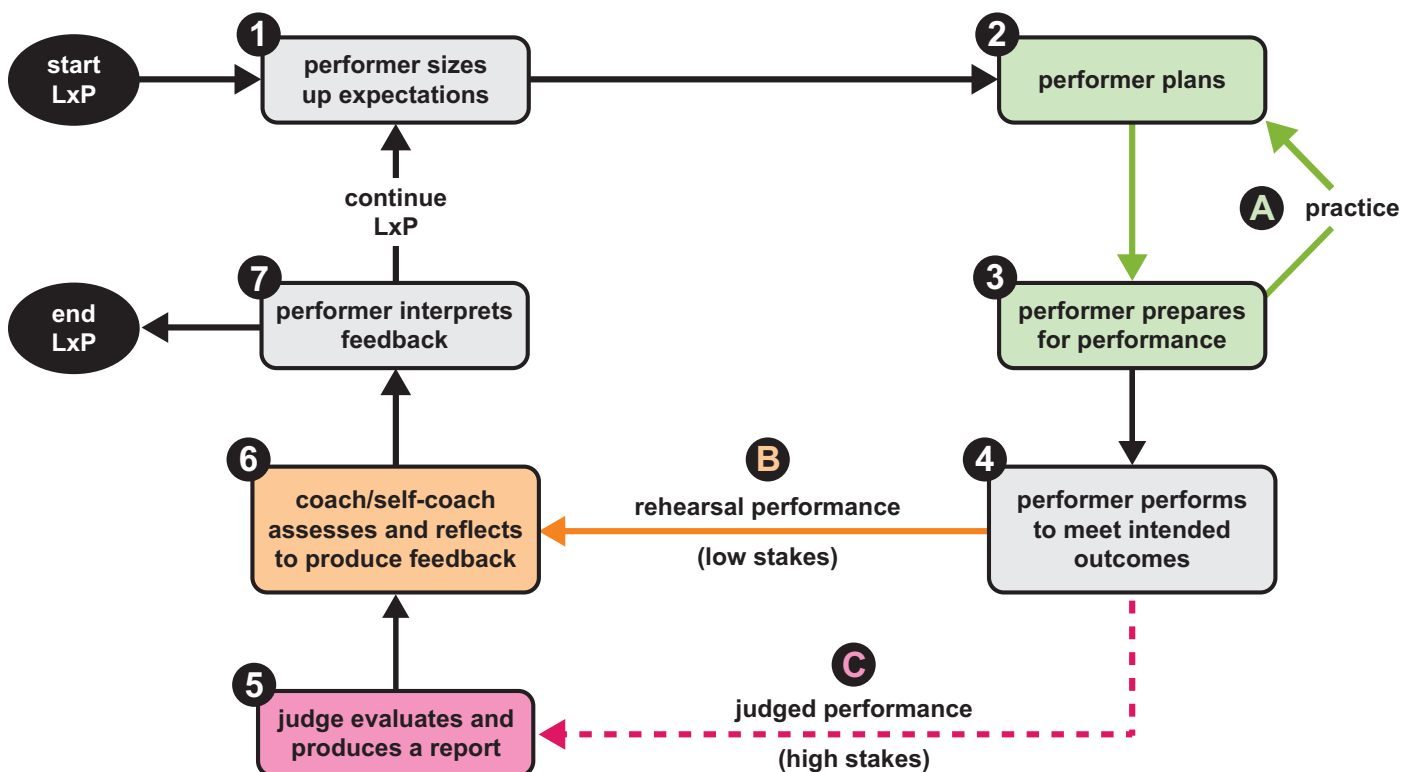
³ Pacific Crest

Table 1 Methodology for Developing Performance (an abbreviated version is available in Appendix A)

Stage/Step	Result	Short Description
STAGE 0 Performer explores opportunity		
Step 1: Choosing an Opportunity	Selected/Not Selected	Balance personal growth opportunity against a relationship with any sponsor and their desires.
STAGE 1 Performer sizes up expectations		
Step 2: Identify stakeholders	Stakeholder list	Who is involved? sponsors, coaches, judges, participants, audience, etc.?
Step 3: Clarify expectations	Intended outcomes	What does a successful outcome look like and how is it determined?
Step 4: Analyze performance context	Clarifies conditions	How do culture, physical environment, resources, and constraints impact performance?
Step 5: Analyze performer context	Identifies needs	How do current knowledge, skills, identity, and life situation address the needs for the performance?
Step 6: Write the performance criteria	Set of performance criteria	Draft a set of statements describing how to will develop and deliver a quality performance.
STAGE 2 Performer plans		
Step 7: Produce and implement learning plan	Working expertise	What gaps in knowledge must be filled for this performance to take place?
Step 8: Produce growth plan	Growth Plan	What performance skills and physical or psychological conditioning can be enhanced in practice/rehearsal?
Step 9: Produce performance plan	Performance Plan	Script, step by step, how quality will be manifested during performance and how/when feedback will be generated.
STAGE 3 Performer prepares		
Step 10: Practice	Increased performance capability	Execute a growth plan to improve fluency through iterative application of targeted performance elements.
Step 11: Performer readiness snapshot	Conditioning report	Capture the baseline physical and psychological state, level of expertise and skill, and identity as a performer.
Step 12: Rehearsal	Performance record	Simulate a full performance, producing a performance record to track progress and inform assessment.
STAGE 4 Performer performs		
Step 13: Perform	Performance record	Continually monitor/adjust while executing the performance plan to produce intended outcomes as much as possible.
STAGE 5 Judge evaluates		
Step 14: Evaluate	Evaluation report	A judge uses a performance scorecard to determine whether standards were met and at what level.

Stage/Step	Result	Short Description
STAGE 5 Judge evaluates (continued)		
Step 15: Suspend reaction	Positive openness to feedback	Take time to become more objective before reacting to judgement so that it can be converted to useful data to guide improvement.
STAGE 6 Coach and/or performer assesses		
Step 16: Assess practice, rehearsal, performance	Strengths, Areas for Improvement, and Insights (SII) Assessment on performance	Use performance criteria with a coach to analyze strengths, areas for improvement, and insights.
Step 17: Turn evaluation into assessment	Expanded SII	Interpret the judge's evaluation report, considering a personal/coach's assessments to add new value.
STAGE 7 Performer interprets feedback		
Step 18: Interpret feedback	Action plan	Choose which feedback to internalize the as most valuable and promising for improving future performance.
Step 19: Update plans	New plans	Integrate actions plans to emerge from this performance with plans for growth and performance (Stage 2 action plans) that still hold future value.
Step 20: Self-assess entire process	SII Assessment on use of the MDP process	Assess use of MDP for strengths, areas of improvement, and insights to guide more effective use in the future.

Figure 1 Process Stages from LxP Performance Improvement



the LxP operational. The MDP is designed to increase performance capability while at the same time contributing to expanded growth capability.

The *Faculty Guidebook* contains a Personal Development Methodology (Leise, 2007a) which captured a process similar to the Methodology for Developing Performance but has its general focus on developing individual growth capability which can then be applied to a variety of challenges. The operative difference is that the MDP focuses on performance as a path to growth while the PDM is focused on a general growth process that can be variously contextualized. The steps of the Personal Development Methodology are:

1. Recognize the need for change and growth.
2. Explore contextual issues.
3. Prioritize based on values.
4. State clear outcomes.
5. Develop a plan.
6. Perform to the plan as set.
7. Assess performance.
8. Adjust the plan.
9. Appreciate gains.
10. Reward achievement

While many of these are similar to stages or steps in the MDP, the focus of the PDM is clearly on growth rather than performance.

In the Theory of Performance module of the *Faculty Guidebook*, Elger (2007) defines the direction of improvement in performance and the attributes that are impacted by higher levels of performance (components and connections to the performer's mindset), as summarized in Figure 2. The Methodology for Developing Performance offers a complete tool a performer can use in order to achieve the higher levels of performance.

The Theory of Performance further lays out three practices that create optimal conditions for performance development (Elger, 2007):

1. Engage the performer in an optimal emotional state (performer's mindset). A performer's mindset is one of the aspects that is part of Step 11 of the MDP, the readiness check immediately before performing.
2. Immerse the performer in an enriching environment. This type of environment is created throughout the MDP, including the steps to analyze the relationship, roles of various stakeholders, and analysis of the performance context from these perspectives.

3. Engage the performer in reflective practice. Evaluation, assessment, reflection, and adjusting the plan are all part of the last three stages of the MDP. The addition of interpreting feedback strengthens this reflective practice.

The Methodology for Developing Performance

In presenting the explicit methodology, the authors have crafted explanations that assume a reader is a PE practitioner who has at least considered mentoring the development of their own performance. Table 2 describes each step of the MDP in detail, including the possible result of the step, a detailed description of the step, the relevant elements of the LxP framework, supporting growth skills that may be activated during each step, the impact on the performer's consciousness, and an example that should help readers to visualize each step in action. The flexibility in application of the MDP notwithstanding, it is perhaps most easily understood when framed in a relatively simple context. With that in mind, the stages and steps of the methodology are presented here in a familiar context: that of facilitating a workshop at an academic conference. Imagine that the "model performer" is an individual who is relatively new to PE, who used the MDP in facilitating a workshop on developing performance at a Process Education conference.

Raising Performer Consciousness

The MDP advances the framework of performance development, and as with all methodologies (Smith & Apple, 2007), it increases metacognition and consciousness of the specific process the methodology models. The MDP provides 20 critical steps in performance development that, if applied, can increase performance each time a mentee performs. For example, using Step 6 to reflect on performance criteria and then update these criteria before each performance will increase the performer's expectations and raise the bar of what one wants from the performance. Additionally, Steps 15 and 16 help the performer prepare for interpreting evaluation of their performance by first conducting an assessment prior to interpreting the evaluation. This is important so that the evaluation does not limit perspectives of the assessment and makes it easier to turn the evaluation into assessment (Watson, 2007). Much in the same way that the LPM (Watts, 2018) is valuable as a tool for engaging the relationship of the facilitator of learning (teacher) with the learner (student) to strengthen learning performance, the MDP can be similarly useful for strengthening the relationship between the mentor and the performer to help strengthen the performance being developed.

Methodology Stage 0

The reason for the methodology starting at Stage 0 “Performer Explores Opportunity” is to recognize that it is a prerequisite to beginning the process of performance development. The process of Learning by Performance (LxP) starts when the performance opportunity has already been chosen. However, Stage 0 is one of the most important stages as it is when the

performer makes the decision to perform and determines a performance opportunity that will challenge them and encourage learning/growth in an area that aligns with their growth plan. Without this stage, the performer may find themselves taking on more opportunities than is realistic or the performance might lack appropriate challenge, leading to the performer becoming complacent as a performer.

Figure 2 Attributes of Higher Levels of Performance

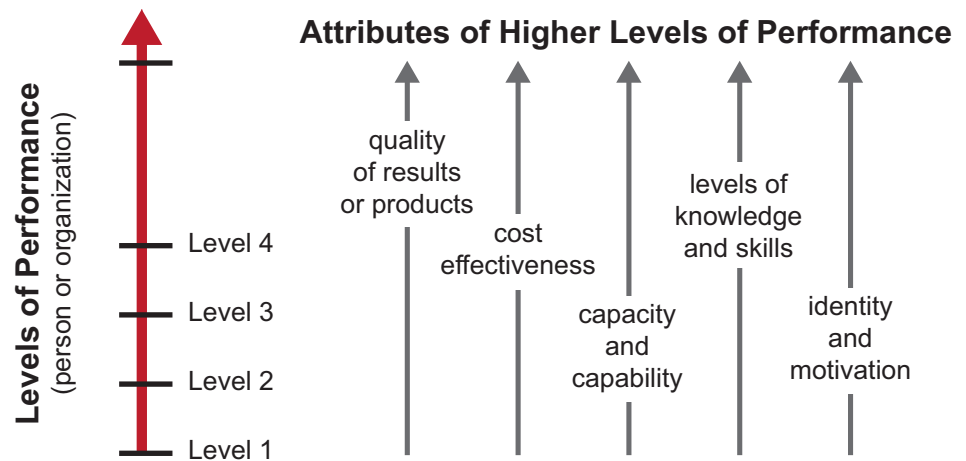


Table 2 Methodology for Developing Performance (Detailed and Expanded)

Stage 0: Performer Explores Opportunity		
Step 1	Choosing an Opportunity	Result Selected/Not Selected
Description	Clarification of the opportunity for the specific performance and the sponsor’s motivation behind creating the opportunity. The motivation for a positive response depends on who is the sponsor, who is the performer, the relationship between the two, and opportunity to develop performance capability.	
Elements of performance framework	<ul style="list-style-type: none">• Opportunity for performance development• Performance goals• Growth opportunity• Learning opportunity• Incentives	
Growth skills	Being true to self and updating life vision	
Consciousness	Valuing an opportunity means it aligns with one’s personal values and goals and produces a sense of excitement. It also means being open to new opportunities, even as the challenge seems daunting, which may shift the course of life in positive directions (Leise, 2007b).	
Example	The opportunity to facilitate a workshop at a conference would develop facilitation skills and knowledge of performance development, especially by working with a mentor.	

Stage 1: Performer Sizes Up Expectations

Step 2 Identify stakeholders

Result List of stakeholders

Description Identify the various roles, players, and relationships involved in the performance development process. This includes participants, coaches, judges, audience, sponsors, as well as the culture within which the performance resides.

Elements of performance framework

- Coach
- Judge
- Participants
- Audience
- Other stakeholders
- Culture

Growth skills Strengthening role identities and defining performance characteristics

Consciousness It is important to get buy in early on from everyone involved so they play their role not only to maximize the outcome of the performance but to foster growth (Apple et al., 2007).

Example Identified stakeholders include the co-facilitator of the workshop, the conference planning team, conference participants, workshop participants, and the editors of *International Journal of Process Education* (n.d.).

Step 3 Clarify expectations

Result Intended outcomes are determined

Description Identify what a success would look like (intended outcomes) by reviewing performance descriptions, demonstrations, or past performances; inventorying the qualitative expectations of the key sponsors; and validating that the description of success exceeds what they want. Additionally, find out who they will use as their evaluator and the scales, standards, and values for quality that will be applied to determine success.

Elements of performance framework

- Description/demonstration
- Stakeholder's expectations
- Scales/standards
- Scorecard: the official evaluation system
- Criteria
- Judge
- Accepted feedback
- Intended outcomes

Growth skills Motivating self and committing to success

Consciousness Generalizing knowledge from past performances with similar stakeholders helps one to visualize the performance and see what success looks like; this also makes it feel achievable for this set of stakeholders (Utschig, 2019).

Example Base expectations on past experiences of teaching, hosting, and attending workshops to meet the criteria of the conference planners and to see an improvement over past performance.

Step 4 Analyze performance context

Result Clarification of conditions

Description In addition to the culture and stakeholders, explore all the variables that will impact the quality of the performance. This includes the dynamics of the challenge, the physical and social environment (structures, layout, flexibility, aesthetics, and social dynamics), resources (tools, support staff, supplemental supplies, documents), and constraints (the absolute boundaries within which one must perform).

Elements of performance framework

- Environment
- Resources
- Constraints
- Process
- Critical decision data

Step 4 Analyze performance context (continued)

Growth skills	Analyzing performance and valuing performance
Consciousness	A performance description can be explored to tell a better story of how that context can be used to support success and where constraints could cause limitations in the quality of performance (Nygren, 2007).
Example	Participants have strong Process Education expertise, they value performance, and many currently use performance criteria and assessment. There are likely to be between 20 and 50 participants in a Zoom room with screen sharing, chat, and the capability to create and use breakout rooms.

Step 5 Analyze performer context**Result** Identification of needs

Description	First and foremost, what are the performer's expectations, based upon life goals and values? Explore current performance capabilities that include expertise (current level of disciplinary and interdisciplinary knowledge and experience), level of performance skills, performance identity and mindset. Finally, explore the performer's life situation which includes life and personal conditions (physical and psychological) and fixed personal factors in relationship to performance goals.
Elements of performance framework	<ul style="list-style-type: none"> • Performer's expectations • Life goals and values • Expertise • Current performance skills • Identity and mindset • Life and personal conditions • Fixed personal factors
Growth skills	Introspection and being self-aware
Consciousness	Not only does the performer need to be mindful of how the performance will challenge them, but also what they bring to the performance to meet those challenges. The performer or performance mentor should check to make sure this aligns with the growth plan (Pacific Crest, 2009).
Example	As someone relatively new to the PE community and how the Process Education conference workshops are run, they relied heavily on the experience of the co-facilitator. They did see the opportunity to receive input on effective use of the steps of the MDP for developing others after recently employing it as an instructor in a workplace setting.

Step 6 Write the performance criteria**Result** Performance criteria statements

Description	Visualize the performance that will be attempted and write down what the performance will look like as a description of the performance. Then, write down key statements illuminating the performance criteria that will guide performance development to be used by the performance mentor/coach (Utschig, 2007).
Elements of performance framework	<ul style="list-style-type: none"> • Improving performance description • Performance criteria
Growth skills	Applying criteria and maintaining standards
Consciousness	Formally writing out a description of how different aspects of the performance could play out to meet and exceed expectations, along with the performance criteria, will help identify knowledge, critical skills, and behaviors to pursue as a high-quality performer.
Example	Both the description and the performance criteria of a professional development facilitator were challenging but embraced. These were based on the profile of a quality facilitator (Smith, 2007).

Stage 2: Performer Plans

Step 7 Produce and implement a learning plan **Result** Working expertise

Description Elevate expertise performance is possible. Identify the working expertise that is currently missing in one's repertoire and construct this knowledge before practice and rehearsal. Align the learning plan with the expertise needed for performance (Nygren, 2007).

Elements of performance framework

- Learning plan
- Interdisciplinary knowledge
- Disciplinary knowledge

Growth skills Being metacognitive and making meaning

Consciousness The previous stage should help put oneself in the shoes of a high-quality performer and describe the knowledge one must develop to maximize performance capability for the specific performance.

Example The individual developed a learning plan to attain the knowledge required for the upcoming performance by using the identified learning requirements and the LPM.

Step 8 Produce a growth plan **Result** A growth plan

Description In order to exceed the performance expectations, according to the performance criteria, improve performance capability by identifying the performance skills and psychological and physical conditioning that enhance the quality to be developed, and will themselves be assessed during practice and rehearsal (Hurd, 2007).

Elements of performance framework

- Growth plan
- Psychological conditioning
- Performance skills
- Physical conditioning

Growth skills Valuing growth and setting growth goals

Consciousness Using *The Professional's Guide to Self-Growth* (Apple et al., 2018), choose a direction for greater performance by identifying gaps (risk factors) in current performance and leveraging growth in key professional characteristics, learning skills (Leise et al., 2019), and capabilities to meet heightened expectations.

Example The individual strengthened the use of common facilitation tools such as assessing, use of team roles, skimming across teams, raising the bar, and use of real time reflection (Minderhout & Smith, 2007).

Step 9 Produce a performance plan **Result** Performance plan

Description Produce a script that accounts for the use of time within the flow of the performance that builds quality throughout the performance and leads to achieving the performance goals and exceeding expectations. A methodology for the performance process can help enhance this script. In addition, to support the performance plan, determine when and how the coach will assess performance and communicate feedback, for which practice(s), and after rehearsal(s). If there is no coach, determine when and how self-assessment of performance will be completed, in alignment with the performance plan.

Elements of performance framework

- Performance plan

Growth skills Believing in one's potential and being proactive

Step 9 *Produce a performance plan (continued)*

Consciousness	Aligning the script for how to perform with the learning plan and growth plan will determine how much value and increased capability can be derived from practice to rehearsal and on through the performance, itself (Leasure et al., 2020).
Example	The individual strengthened the use of a facilitation plan (Minderhout, 2007) to increase greater learning outcomes from the participants, meeting twice virtually with the coach/co-facilitator for feedback and improvement of the facilitation plan.

Stage 3: Performer Prepares**Step 10** Practice**Result** Increased performance capability

Description	The goal of practice is to implement parts of the growth plan and expand aspects of fluency using the future (targeted) performance as the challenge. During practice, the focus is on refining working expertise within the context of the performance plan, and through use of performance criteria, improve performance skills, physical conditioning, and psychological preparation. It is important to record specific aspects of the practice with performance measures to track growth over time by emulating the eventual performance record as much as possible (Pacific Crest, 2002).
Elements of performance framework	<ul style="list-style-type: none">• Practice and rehearsal<ul style="list-style-type: none">◦ Expertise◦ Skills and conditions◦ Fluency• Performance record (subsets)
Growth skills	Being passionate and prioritizing
Consciousness	Treat practice seriously by focusing on what matters most and prioritizing effort towards those areas of the performance first. Practice with intention, track it, and assess it to maximize value generated and enjoyment of the process (Ericsson, 2004).
Example	The individual participated in the Self-Growth Institute, joined the Self-Growth Community, attended the preconference preparation workshops, and attended early workshops in the conference.

Step 11 Performer readiness snapshot**Result** Conditioning report

Description	The readiness snapshot should focus on capturing the baseline state of the performer's working expertise, performance skills, mindset, physical condition, psychological preparation, and identity.
Elements of performance framework	<ul style="list-style-type: none">• Description• Performer's context
Growth skills	Feeling empowered and maintaining balance
Consciousness	Check that everything needed to succeed has been pulled together. This is a great time to bring in the performance mentor to help assess readiness and help balance the performer's priorities against the needs of the performance itself (Apple et al., 2013).
Example	The individual felt some anxiety but was excited and confident because of the execution of prior steps of the MDP, the co-facilitator's skill set, and knowing the value the participants would receive from the workshop.

Step 12 Rehearsal**Result** Performance record**Description**

Use rehearsal to focus on mindset by integrating physical conditioning with psychological preparation to cultivate greater fluency through solidifying identity, enhancing real-time adaptation, and strengthening self-regulation (Hays, 2017). During rehearsal, a performance record is produced. The performance record is then used to track progress and inform assessment.

Elements of performance framework

- Practice and rehearsal
 - Expertise
 - Skills and conditions
 - Fluency
- Performance record

Growth skills

Focusing on self-improvement and seeing prompts

Consciousness

Because self-coaching is the only support during a performance, rehearsal should be carried out independent of a mentor. This sets up valuable reflection opportunities prior to the specific performance.

Example

During the Self-Growth Institute the week prior, the individual self-coached by practicing self-assessment during a performance in the role of a team mentor.

Stage 4: Performer Performs**Step 13** Perform**Result** Performance record**Description**

The performer follows the performance plan to their best current ability in order to meet the performance criteria and achieve the intended outcomes. The criteria and outcomes guide the performance as the performer continually checks and modifies their thoughts, actions, and interactions while regulating their feelings. A performance record is produced and can be analyzed by the coach and/or by the judge.

Elements of performance framework

- Improved performance capability
- Performance criteria and intended outcomes
- Performance record

Growth skills

Trusting self and committing to self

Consciousness

During the performance, remember that one's own intention has created this opportunity. One's values and actions, along with prior preparation, should produce the outcomes intended to benefit the stakeholders involved (Pacific Crest, 2019).

Example

The individual used the facilitation plan to collaborate with the co-facilitator in order to stay productive and conscious of their own performance. They used the performance criteria to make real time decisions to increase the quality and value produced during the workshop.

Stage 5: Judge Evaluates**Step 14** Evaluate**Result** Evaluation report**Description**

The judge determines the quality of the performance by using the performance scorecard to measure the performance record. The judge compares the quality level to a set of standards in the scorecard to determine whether and which have been met to determine if any incentive should be awarded. The judge then produces an evaluation report.

Step 14 Evaluate (continued)

Elements of performance framework	<ul style="list-style-type: none"> • Performance scorecard • Evaluation report • Performance record
Growth skills	Critiquing and toughening self-esteem
Consciousness	All forms of feedback should be valued for their potential, even if the delivery is not constructive in tone, intent, or format (Jensen, 2007a).
Example	The individual felt pleased by the everyone's reactions and was looking forward to reviewing the participants evaluations to gain greater insight about the workshop.

Step 15 Suspend reaction**Result** Openness to feedback and to the next performance challenge

Description	After every performance, there is a need to give time and space before deciding what to do with feedback in order to improve future performance. It is critical, therefore, to suspend emotional reaction to all judgmental feedback until it can be treated and mined as assessment feedback. This not only helps with the current performance context, but also when other performances are coming up which require a performer's full commitment.
Elements of performance framework	<ul style="list-style-type: none"> • Evaluation report • Performance record • Performance
Growth skills	Changing reactions and accepting consequences
Consciousness	While many want affirming feedback from a performance, the purpose of feedback is performance improvement and not affirmation of past performance (Armstrong, 2007). Participants should just breathe, take some time, and realize that it may take a lot longer to emotionally disengage after some performances. Performers should also try taking a perspective outside of one's own emotional state by taking on the perspectives of different stakeholders.
Example	The individual gained emotional distance from the performance by waiting a couple days before reading the participant assessments.

Stage 6: Coach and/or Performer Assesses**Step 16** Assess practice, rehearsal, performance**Result** SII Assessment of performance

Description	After each practice or rehearsal, and after the performance itself, formalize use of the performance criteria within the Strengths, areas for Improvements and Insights (SII) assessment feedback format (Wasserman & Beyerlein, 2007) to provide specific guidance for the performer on how to improve quality. Collaborate with the coach to fully understand the performance assessment.
Elements of performance framework	<ul style="list-style-type: none"> • Performance scorecard • Assessment of the coach (even if it is a case of self-coaching) • Performance record • Feedback
Growth skills	Seeking feedback and accepting feedback
Consciousness	Whether an evaluation is part of the performance feedback or not, all forms of feedback from the various stakeholders of the performance should be sought and the rationale behind the feedback interpreted to extract what is most valuable for the performer's growth and development (Jensen, 2007b).
Example	The individual reviewed all assessment feedback with the co-facilitator to deepen understanding by using the performance criteria.

Step 17 Turn evaluation into assessment**Result** Expanded SII Assessment**Description**

After the performance is evaluated, interpret the evaluation feedback to identify how the assessment can be expanded by also turning the evaluation feedback into assessment feedback (Watson, 2007).

Elements of performance framework

- Performance scorecard
- Assessment of the coach
- Performance record
- Feedback

Growth skills

Having an assessment mindset and identifying SII opportunities

Consciousness

Once emotional distance is gained after the performance but still while it is fresh in the mind, start to turn the evaluative feedback into assessment by identifying which feedback will be most valuable in generating opportunity for future improvement by taking on the perspective of the evaluator.

Example

Not knowing the evaluators, the individual could only compare the evaluative feedback to their own expectation, specifically, the low scores for expectations met by the participants were surprising and, upon further discussion, the individual realized the participants wanted more tips in applying what they learned in the workshop to their own contexts.

Stage 7: Performer Interprets Feedback**Step 18** Interpret feedback**Result** Action plan**Description**

Once the assessment feedback is fully understood, the performer determines exactly what feedback they are going to accept for use in improving future performance.

Elements of performance framework

- Interpret feedback
- Accepted feedback

Growth skills

Interpreting feedback and listening to self

Consciousness

Compare the assessment to the growth plan. What were the core issues behind the words used to deliver the feedback? What was a surprise? What aligned with expectations (Apple, 2019)?

Example

The individual realized that this type of performance opportunity provided growth but not in the direction needed to align with their growth plan, which was mentoring trainers in the integration of performance development.

Step 19 Update plans**Result** New plans**Description**

Using the accepted feedback, modify the plans identified in Stage 2 to include any additional preparation needed and insights gained to further increase quality.

Elements of performance framework

- Learning plan
- Performance plan
- Growth plan

Growth skills

Persisting and changing behaviors

Consciousness

Maintain the momentum by revisiting the learning plan, growth plan, and performance plan with an open mind in order to innovate better preparation for future performances (Jain et al., 2020).

Example

The individual made notes in the facilitation plan to use as a model for the next, similar opportunity.

Step 20	Assess the entire process	Result	SII Assessment on the process of learning by performance (LxP)
Description	Bring closure to this performance development exercise by assessing, with or without a coach, the development of performance to determine strengths, opportunities to improve performance development and capture important insights about what has been learned regarding performance development (i.e., perform an SII assessment).		
Elements of performance framework	<ul style="list-style-type: none"> • End LxP 		
Growth skills	Practicing reflection and using summative assessment		
Consciousness	Take time to reflect not just on how the performance can be better but how insights on performance development and be gained with regard to new understanding about the performer themselves, the role of a performance mentor, the use of the MDP, and the dynamics among the three (Leasure et al., 2020).		
Example	After this chance to utilize the MDP, the individual came up with several new ideas related to how helpful this process would be to all contexts of workers at GE, beyond themselves and their trainers.		

Future Research

A key question is, *Does the use of the MDP expedite performance improvement for a performer over improvement without it or from using other approaches?* In an attempt to answer this, the authors recommend that the MDP be used in a study to link the methodology with a specific theory in applied science and collect data before and after the training experience to establish evidence that supports the technique with randomized control process. For example, in multiple sessions of a freshman learning to learn course, a Performance Development Institute could be held for half of the instructors. Then, analysis of the learning outcomes of the course would be conducted to determine if there is a significant difference in the key learner characteristics between the treatment group and the non-treatment group. This question could also be answered based on a particular measure or set of measures employed as part of the assessment system applied to the performance. Examples might include how to filter opportunities using broad criteria, writing performance criteria with the examples of Academy of Process Educators board member roles, utilizing facilitation plans as performance plans, and incorporating growth plan components into a performance.

Another research opportunity would be to explore how the importance of Stage 0 can increase by explicitly connecting the MDP to self-growth for the performer. This would involve comparing the performance opportunity against their growth plan, self-growth plan, life plan, and broad criteria. A criterion for selecting the right performance opportunity simply based on who is involved and what the motivations are might also be developed. Assuming the

performer already has a growth plan, they could determine if the areas they need to improve could be developed as part of a particular performance opportunity before even agreeing to the performance. Knowing what kind of performance opportunity to look for in the future could also be a part of Stage 7, thus closing the cycle of the MDP.

Another area of future research could be to study the use of the MDP in other contexts including both informal and formal educational settings as well as workplace performances. It would be helpful to use contexts that everyone can relate to such as a sales pitch, responding to a car accident, or preparing for a sporting event. Enhancing the MDP to include these new varieties of stakeholders may bring new feedback opportunities or resources to light.

Investigating connections to several other areas of Process Education is also warranted. For example, one could explore the major impediments to self-growth and improve the Methodology for Developing Performance by adding strategies to avoid those impediments. One could then turn around and look for risk factors identified by following the MDP and adding those risk factors for self-growth. Finally, the MDP could be utilized to enhance the three stages of the LPM (e.g., in preparing to learn, the MDP Stages 0–3 break preparing down into 12 steps). One could also use the MDP to gap check other processes that include a performance.

Conclusion: Critical Questions

We close with a few thoughts emerging from a set of critical thinking questions which may inspire additional learning or insight related to the MDP.

1. What is the role of performance criteria in the Methodology for Developing Performance?

Performance criteria are connected to the MDP at the very outset, when the opportunity for performance is explored. This exploration imagines aspirational possibilities not yet achieved by the performer and which can be formalized and made more explicit by writing the performance criteria in Step 6. They are then utilized in Steps 8, 10, 13, and 16.

2. What role does feedback play in developing performance to improve capability?

Feedback provided by stakeholders (judges, performance mentors, audience, etc.) is the raw material that gets turned into assessment by the performer and/or their performance mentor. This assessment is, in turn, the engine that drives improvement in future performance, or improved capability. Feedback is generated in the preparation for performance when clarifying expectations (Step 3), during practice (Step 10) and after the performance as part of the final evaluation (Step 15).

3. What role does evaluation play in the MDP?

When the lights are the brightest, as they say, one is challenged the most. Energy from anxiety becomes focused when new breakthroughs in performance are possible. Further, after overcoming the emotional reaction arising in the context of a challenging performance, evaluation can be treated as another source of feedback that can be turned into assessment for the purpose of improving performance. This occurs in Steps 14–17. It is possible that evaluation feedback may also lead to decisions about whether future performance opportunities may be possible.

4. Which stages (or major steps) of the MDP have the greatest potential to increase learning, growth, and self-growth?

While existing learning and growth skills come into play at every step of the MDP, new learning and growth are each targeted at three key moments in the MDP.

The MDP first involves learning in Stage 0 when the learner identifies the learning opportunity within a performance. After accepting the performance opportunity, the performer will analyze the performance context (contextual knowledge) and the performer's context (self-knowledge) in Stage 1. The performer then directly conducts a learning process in Stage 2, Step 7, when they create and carry out the learning plan in preparing to perform. However, one might argue the most important learning phase may be in Stage 7, or Step 19, when

reviewing the accepted feedback from the performance. At this stage the performer has placed completed learning into their overall review to make it meaningful in terms of how it affected their performance goals. The performer also takes what was learned during the performance itself and attaches plans for use of that learning to elevate future performance.

Growth operates much like learning within the MDP, but also appears explicitly during practice (Stage 3). Like learning, growth appears in Stage 0 as one identifies the opportunity for growth within a performance. Next, the MDP explicitly contains a growth plan, identified in Stage 2 at Step 8. Again, as with learning, when reviewing the performance feedback in Step 19, growth during the performance is included along with identifying opportunities for future growth. However, growth also occurs through practice. It is the practice stage where growth can be explicitly targeted for development while leading into the performance itself.

The MDP targets growth rather than self-growth. However, while self-growth is not explicitly addressed in the MDP, it can be developed if one applies the Self-Growth Methodology (SGM) to their self-coaching and self-assessment plans and performance. Thus, self-growth plans and the SGM can be used on top of the MDP to increase capacity for rate of growth beyond what the MDP achieves on its own, especially if one acts as their own mentor (self-mentoring).

5. Which steps contribute directly to enhancing performance itself?

While performance is targeted in every step of the MDP and is mentioned explicitly in every step except Step 7 (creating a learning plan), it is Step 9 (performance plan) and Step 10 (practice) where performance quality is iterated upon to produce direct enhancement of performance capability prior to the performance itself. Plans to enhance future performance are then made through performance assessment in Steps 16 (to produce an SII of this particular performance), 18 (to produce a future action plan generalized to performance in this area), and 20 (to produce an SII assessment on how use of the MDP affected performance so growth in use of the MDP can occur).

6. Which steps support the process of writing performance criteria and how do they support this process?

Performance criteria are written to describe the process of enacting a performance. However, each individual performance is conducted with its own set of

expectations due to the unique context in which the performance occurs. As such, the entirety of Stage 1, where the performer sizes up expectations before writing the performance criteria themselves in Step 6, is important in supporting the writing of performance criteria because it sets the stage upon which the performance criteria must act. Understanding the perspectives of different stakeholders and their expectations, the conditions under which the performance will occur, and what values, skills, and mindset the performer has regarding the performance are all important factors in guiding the writing and use of the performance criteria, optimizing their impact on the particular performance challenge the performer is attempting to achieve.

7. Who should design and own the plans to improve performance capability? Would this be a mentor, client school or boss, or the performer? Think about a school and a work context.

The MDP is written from the perspective of the performer as the agent of their own performance development. While maintaining agency is critical to meaningful learning and growth, there is also potential for substantive roles on the part of coaches within the MDP. Coaches possess invaluable expertise and skills related to the performance development goals that can be infused throughout the MDP. However, one should be careful to maintain the agency of the performer as central to the process. A teacher in a school, a supervisor in the workplace, or a coach may provide resources supporting the performer in completing the steps in the MDP (for example in Stage 1 they provide stakeholder information, criteria upon which the performance will

be judged, common elements of plans for learning and growth that will be beneficial, and provide feedback on practice and rehearsal in Stage 3 along with assessment feedback in Stage 6), yet the performer needs to be the actor who conducts the work of completing the steps in the MDP. Clients would typically play a much less prominent role in the MDP. Clients may provide information about stakeholders or intended outcomes in Stage 1 and may be involved in judging the outcomes of the performance in Stage 5.

8. What role can/should the performance mentor play during each step of the MDP?

A performance mentor's role could be thought of as an operator on effective utilization of the MDP itself. They might provide feedback on any step of the performer's use of the MDP in order to improve the performer's performance development capability. Access or proximity to the performer's actions, written information, or other observable evidence produced as they execute each step is essential if a performance mentor is to be able to provide valuable feedback. Thus, the more explicit the use of the MDP, the more effective a performance mentor will be. Thinking through a step individually (for example Step 5 when the performer analyzes their own context in relation to the performance) will be less useful than documenting those thoughts or making them visible in some concrete, observable form. Therefore, keys to effective mentoring relationships such as trust, transparency, and empowerment of the mentee driving the relationship are essential for successful support of performance development. This is true even when the performer is self-mentoring.

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Appendix A Methodology for Developing Performance (abbreviated version)

Stages and Steps	Results
STAGE 0 Performer explores opportunity	
Step 1: Choosing an opportunity	<i>Selected/Not selected</i>
STAGE 1 Performer sizes up expectations	
Step 2: Identify stakeholders	<i>Stakeholder list</i>
Step 3: Clarify expectations	<i>Intended outcomes</i>
Step 4: Analyze performance context	<i>Clarifies conditions</i>
Step 5: Analyze performer context	<i>Identifies needs</i>
Step 6: Write performance criteria	<i>Set of performance criteria</i>
STAGE 2 Performer plans	
Step 7: Produce and implement a learning plan	<i>Working expertise</i>
Step 8: Produce a growth plan	<i>Growth plan</i>
Step 9: Produce a performance plan	<i>Performance plan</i>
STAGE 3 Performer prepares	
Step 10: Practice	<i>Increased performance capability</i>
Step 11: Performer readiness snapshot	<i>Conditioning report</i>
Step 12: Rehearse	<i>Performance record</i>
STAGE 4 Performer performs	
Step 13: Perform	<i>Performance record</i>
STAGE 5 Judge evaluates	
Step 14: Evaluate	<i>Evaluation report</i>
Step 15: Suspend reaction	<i>Positive openness to feedback</i>
STAGE 6 Coach and/or performer assesses	
Step 16: Assess practice, rehearsal, and performance	<i>SII assessment on performance</i>
Step 17: Turn evaluation into assessment	<i>Expanded SII</i>
STAGE 7 Performer interprets feedback	
Step 18: Interpret feedback	<i>Action plan</i>
Step 19: Update plans	<i>New plans</i>
Step 20: Assess the entire process	<i>SII assessment on LxP process</i>