



2020 Supervisor/Manager Training Manual

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Employee Roles & Responsibilities

- Suggest, discuss, and accept SMART goals and behavioral factors on the plan form during the planning session
- Review and sign the current year's HEAR plan
- Provide input to supervisor or manager on his or her achievements
- Be open to feedback and follow-through on development and growth suggestions
- Review and sign the current year's HEAR assessment

Supervisor's Roles & Responsibilities

- Complete the HEAR process according to these guidelines
- Ensure objective rating criteria by developing SMART goals and behavioral factors, which are aligned with the department strategic goals
- Prepare and discuss the HEAR plan form with the employee
- Provide feedback at least two (2) times per year using the plan form as a basis for the assessment
- Maintain complete documentation on employee performance
- Take appropriate steps to maintain effective levels of performance (including coaching, counseling, training, etc.)
- Identify professional growth and development opportunities
- Keep current on HEAR training
- Meet at least twice a year with reviewing authority to discuss HEAR progress

Reviewing Authority Roles & Responsibilities

- Ensure goals and behavioral factors are objective by following the SMART criteria
- Standardize weights and ratings when and where appropriate
- Address and resolve any concerns about weights and/or ratings with the supervisor.
 - Verify that the supervisor's documentation supports the rating or weight; if not, propose an appropriate rating or weight for the supervisor's consideration.
 - Work with the supervisor to reach an agreement before the employee receives the plan or assessment.
- Keep current on HEAR training
- Meet at least twice a year with supervisors to discuss HEARs

Department Director Roles & Responsibilities

- Establish strategic departmental goals and objectives each year to be used as a baseline for alignment with division and employee goals
- Ensure departmental compliance with the objectives and procedures of the HEAR process

Activity: Name That Role/Responsibility

Check all that apply. E=Employee S=Supervisor/Manager R=Reviewing Authority D=Director					
	E	S	R	D	Responsibilities
1.					Address and resolve any concerns about weights and/or ratings. Verify that the documentation supports the rating or weight; if not, propose an appropriate rating or weight for consideration.
2.					Be open and willing to accept feedback and follow-through on development and growth suggestions
3.					Provide professional growth and development opportunities
4.					Be willing to suggest, discuss, and accept SMART goals and behavioral factors on the plan form
5.					Complete the HEAR process according to these guidelines
6.					Ensure objective rating criteria by developing SMART goals and behavioral factors, which are aligned with departmental strategic goals
7.					Provide input on his or her achievements
8.					Establish strategic departmental goals and objectives each year
9.					Keep current on HEAR training
10.					Maintain complete documentation on employee performance
11.					Meet at least twice a year to discuss HEARs
12.					Prepare and discuss the HEAR plan form
13.					Ensure departmental compliance with the objectives and procedures of the HEAR process
14.					Provide feedback at least two (2) times per year using the plan form as a basis for the assessment
15.					Review and sign the current year's HEAR form
16.					Ensure goals and behavioral factors are objective by following the SMART criteria
17.					Review and sign the current year's HEAR plan
18.					Standardize weights and ratings when and where appropriate
19.					Take appropriate steps to maintain effective levels of performance (including coaching, counseling, training, etc.)
					Totals

Activity: SMART Goal Worksheet

SMART = Specific, Measurable, Achievable, Relevant, Time-Based

Instruction: Write one critical goal for your department, division, or work center in the space below:

Strategic Goal:

Instruction: Using the question below, determine if your critical goal adheres to the SMART criteria. If your goal doesn't successfully fulfill the criteria for each section, rewrite it in the space provided.

1. Is your goal specific? A specific goal should clearly state what you want to accomplish, why it is an important goal, and how you intend to accomplish the goal.

Rewrite the specifics of your goal to ensure it is focused and detailed enough that everyone understands what, how, and why it is to be accomplished:

2. Is your goal measurable? A measurable goal should include a plan with targets and milestones that you can use to make sure you're moving in the right direction.

Rewrite your goal to include verifiable, observable way to determine cost, quantity, time, quality or other measure of success:

3. Is your goal achievable? An achievable goal should be realistic and include a plan that breaks your overall goal down into smaller, manageable action steps that use the time and resources available to you within the timeline you've set.

Rewrite your goal to ensure it is realistic enough to be successfully accomplished within allotted resource and time parameters:

4. Is your goal relevant? A relevant goal should make sense when measured against your critical success model, mission statement, service deliverables, customer base, and industry.

Rewrite your goal to ensure it relates to something that impacts or contributes to your mission:

5. Is your goal time-based? A time-based goal is limited by a defined period and includes a specific timeline for each step of the process.

Rewrite your goal to include a clear timeframe or deadline that the expected activity will take place:

HEAR Behavioral Factors

A behavioral factor/competency is the knowledge, skills, abilities, and behaviors (KSA) that contribute to the successful performance in a position or occupation. The HEAR process uses specific competencies called "behavioral factors".

Each factor should be in alignment with departmental/division core values to determine which are critical in the achievement of a SMART goal/objective and support the department mission.

To ensure the employee understands the relationship between the performance criteria of the SMART goal/objective (what they do); and the how they achieve the performance (how they do it), rate only the most critical behavioral factors on the assessment; approximately the top four (4) core factors.

General Behavioral Factors

Factor	General Behavioral Factor Definitions
<i>Adaptability</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Accept change readily, both in job responsibilities as well as in the work environment. b. Maintain effectiveness when experiencing changes in work assignments, processes or conditions. c. Seek to understand changes and approaches change positively. d. Adjust behavior to deal effectively with changes in the work environment.
<i>Analytical Skills</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Gather and analyze available information for use in demonstrating, testing and/or solving simple-to- complex concepts or problems. b. Sift and sort through possible solutions to find those that best fit the current need.
<i>Attendance and Punctuality</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Work when scheduled, with no unscheduled absences. b. Follow procedures for any scheduled absences. c. Begin and end shifts at scheduled times. d. Follow procedures for notifying supervisor if or when tardiness may occur.
<i>Communication (Oral & Written)</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Exchange information and ideas that impact and influence others. b. Be clear, concise and organized in one's communications. c. Demonstrate business-appropriate language skills.
<i>Cooperation</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Work pleasantly and effectively with other employees and departments. b. Work pleasantly and effectively with external customers and the public

Factor General Behavioral Factor Definitions

<i>Customer Focus</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Meet the expectations and requirements of internal and external customers. b. Get first-hand customer information and use it for improvements in products and services. c. Act with customers in mind. d. Establish and maintain effective relationships with customers and gain their trust and respect. e. Show enthusiasm for job.
<i>Dependability</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Recognize and demonstrate actions and behaviors that significantly contribute to both internal and external success. b. Inspire confidence in others based on a proven ability to deliver results.
<i>Employee Development</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Provide challenging stretching tasks and assignments. b. Hold frequent development discussions. c. Maintain awareness of each employee's career goals. d. Construct and execute compelling development plans. e. Encourage employees to accept developmental activities. f. Assist those employees who need help and further development. g. Cooperate with the developmental staff in the organization.
<i>Ethics and Values</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Adhere to an appropriate and effective set of core values and beliefs during both good and bad times and act in line with those values. b. Reward the right values and disapprove of others. c. Practice those actions he/she prescribes for others.
<i>Excellence</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Demonstrate a constant effort to achieve and/or enhance high quality. b. Produce results that meet or exceed expectations.
<i>Job Knowledge</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Master the concepts needed to perform certain work. b. Leverage jobs knowledge and expertise. c. Recognize job priorities. d. Understand how job relates to organizational objectives and align the work accordingly. e. Keep up with current trends in areas of expertise. f. Complete work accurately the first time with little or no rework required.

Factor General Behavioral Factor Definitions

<p><i>Job Performance</i></p>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Demonstrate knowledge of job standards and procedures that apply to the position. b. Produce or perform work with general quality, consistency, accuracy, and/or appearance. c. Accept responsibility and perform routine and special assignments with minimum supervision. d. Set priorities and organize work activities as needed. e. Produce quantity of work in relation to the acceptable standards determined for the job. f. Meet deadlines when performing or producing the work.
<p><i>Judgment</i></p>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Make timely and sound recommendations that withstand examination. b. Gather and interpret relevant information prior to making decisions. c. Formulate realistic and successful solutions.
<p><i>Planning and Organization</i></p>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Prioritize and plan work activities. b. Use time efficiently. c. Plan for additional resources. d. Identify and plan for improvements and efficiencies in work duties, procedures, and priorities. e. Adapt strategy quickly to changing conditions and priorities.
<p><i>Problem Solving</i></p>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Cope with problem situations of varying degrees of complexity or challenge. b. Evaluate and/or analyze information and provide interpretation in a timely manner.
<p><i>Project Management</i></p>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Lead temporary endeavors with defined beginnings and ends (usually time-constrained, and often constrained by funding or quality and/or scope of deliverables). b. Plan, organize, secure, and manage resources to achieve specific goals. c. Ensure projects managed meet defined goals and objectives.

Factor	General Behavior Factor Definitions
<i>Safety and Security</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Focus attention on safety issues and observe appropriate security procedures. b. Follows safety procedures. c. Attend and participate in safety meetings. d. Complete required safety training. e. Identify safety concerns.
<i>Teamwork</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Collaborate with others to achieve results. b. Work well with fellow employees in a cooperative and team-oriented manner. c. Place higher priority on team/organizational goals than on own goals. d. Motivate fellow employees. e. Take responsibility and initiative and lead by example. f. Serve as project or team leader if called upon.
<i>Utilization of Time</i>	<p><i>Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> a. Produce an acceptable quantity of work that indicates efficient use of time. b. Control time spent on personal telephone calls and conversations with other workers, and time spent away from work area.

Note: Should you have two (2) or more employees with the same position title and similar responsibilities, choose the same behavioral factors for each. Any exceptions should be approved by your reviewing authority.

Supervisor/Manager Behavioral Factors

The Supervisor/Manager Behavioral Factors are additional competencies that supplement the general behavioral factors on the assessment form.

Supervisors should determine the Supervisor/Manager behavioral factors that are critical in achieving a SMART goal/objective and supporting the department mission. (As mentioned earlier, rate only the most critical, top four (4) core factors.)

Note: As with general behavioral factors, remember to select the same Supervisor/Manager factors for each employee with the same title and similar responsibilities. Any exceptions must be approved by your reviewing authority.

Factor	Supervisor/Manager Behavioral Factor Definitions
<i>Conflict Resolution</i>	<p><i>Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> a. Express alternate points of view in a non-threatening way. b. Recognize when it is appropriate to compromise and when it is important to take a stand.
<i>Cost Consciousness</i>	<p><i>Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> a. Adopt an organization-wide attitude about the topics of cost b. Understand the impacts of cost containment, cost avoidance, and cost reduction. c. Manage areas or tasks while keeping costs in mind and under control.
<i>Delegation</i>	<p><i>Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> a. Delegate both routine and important tasks and decisions. b. Share both responsibility and accountability for accomplishing tasks. c. Trust people to perform d. Allow direct reports and others to finish their own work.
<i>Diversity Commitment</i>	<p><i>Refers to the supervisor's or manager's ability to recognize actions and behaviors that contribute to creating and managing a diverse workforce.</i></p>
<i>Leadership</i>	<p><i>Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> a. Influence others to accomplish organizational objectives. b. Direct the organization in a way that makes it more cohesive and coherent.
<i>Managing People</i>	<p><i>Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> a. Align each subordinate employee's goal with one or more of your own goals. b. Manage and/or supervise employees effectively, efficiently, and fairly.
<i>Performance Coaching</i>	<p><i>Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> a. Recognize and leverage the strengths and improvement opportunities in all employees. b. Help subordinates achieve their responsibilities and improve their performance.

Test Your Knowledge – Matching General Behavioral Factors to Definitions

FACTOR	GENERAL BEHAVIORAL FACTOR DEFINITIONS
1. Problem Solving	<p><i>A. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Accept change readily, both in job responsibilities as well as in the work environment. • Maintain effectiveness when experiencing changes in work assignments, processes or conditions. • Seek to understand changes and approaches change positively. • Adjust behavior to deal effectively with changes in the work environment.
2. Utilization of Time	<p><i>B. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Exchange information and ideas that impact and influence others. • Be clear, concise and organized in one's communications. • Demonstrate business-appropriate language skills.
3. Employee Development	<p><i>C. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Produce an acceptable quantity of work that indicates efficient use of time. • Control time spent on personal telephone calls and conversations with other workers and time spent away from the work area
4. Adaptability	<p><i>D. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Adhere to an appropriate and effective set of core values and beliefs during both good and bad times and act in line with those values. • Reward the right values and disapprove of others. • Practice those actions he/she prescribes for others.
5. Excellence	<p><i>E. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Cope with problem situations of varying degrees of complexity or challenge • Evaluate and/or analyze information and provide interpretation in a timely manner.

FACTOR	GENERAL BEHAVIORAL FACTOR DEFINITIONS
6. Job Performance	<p><i>F. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Provide challenging stretching tasks and assignments. • Hold frequent development discussions. • Maintain awareness of each employee's career goals. • Construct and execute compelling development plans. • Encourage employees to accept developmental activities. • Assist those employees who need help and further development. • Cooperate with the developmental staff in the organization.
7. Safety and Security	<p><i>G. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge of job standards and procedures that apply to the position. • Produce or perform work with general quality, consistency, accuracy, and/or appearance. • Accept responsibility and perform routine and special assignments with minimum supervision. • Set priorities and organize work activities as needed. • Produce quantity of work in relation to the acceptable standards determined for the job. • Meet deadlines when performing or producing the work.
8. Ethics and Values	<p><i>H. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Focus attention on safety issues and observe appropriate security procedures. • Follow safety procedures. • Attend and participate in safety meetings. • Complete required safety training. • Identify safety concerns.
9. Communication (Oral & Written)	<p><i>I. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Demonstrate a constant effort to achieve and/or enhance high quality. • Produce results that meet or exceed expectations.
10. Cooperation	<p><i>J. Refers to the employee's ability to:</i></p> <ul style="list-style-type: none"> • Produce an acceptable quantity of work that indicates efficient use of time. • Control time spent on personal telephone calls and conversations with other workers; and time spent away from the work area.

Test Your Knowledge – Matching Supervisor/Manager Factors to Definitions

FACTOR	SUPERVISOR/MANAGER BEHAVIORAL FACTOR DEFINITIONS
1. Performance Coaching	<p><i>A. Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> • Influence others to accomplish organizational objectives. • Directs the organization in a way that makes it more cohesive and coherent.
2. Conflict Resolution	<p><i>B. Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> • Adopt an organization-wide attitude about the topics of cost. • Understand the impacts of cost containment, cost avoidance, and cost reduction. • Manage areas or tasks while keeping costs in mind and under control.
3. Leadership	<p><i>C. Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> • Align each subordinate employee's goal with one or more of your own goals. • Manage and/or supervise employees effectively, efficiently, and fairly.
4. Delegation	<p><i>D. Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> • Recognize and leverage the strengths and improvement opportunities in all employees. • Help subordinates achieve their responsibilities and improve their performance.
5. Cost Consciousness	<p><i>E. Refers to the supervisor's or manager's ability to</i></p> <p style="padding-left: 40px;">recognize actions and behaviors that contribute to creating and managing a diverse workforce.</p>
6. Managing People	<p><i>F. Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> • Delegate both routine and important tasks and decisions. • Share both responsibility and accountability for accomplishing tasks. • Trust people to perform. • Allow direct reports and others to finish their own work.
7. Diversity Commitment	<p><i>G. Refers to the supervisor's or manager's ability to:</i></p> <ul style="list-style-type: none"> • Express alternate points of view in a non-threatening way. • Recognize when it is appropriate to compromise and when it is important to take a stand.

Checklist for HEAR Planning Sessions

The checklist below will assist you in preparing and completing the plan form successfully:

WHO:	Employee and supervisor
WHEN:	Beginning of assessment period
WHAT WILL BE NEEDED:	Employee's task list SMART Goals and objectives HEAR plan form

DATE COMPLETE	GUIDELINES
	1. Supervisor schedules the planning session with the employee
	2. Employee and supervisor discuss SMART goals and behavioral factors for the review period
	3. Reviewing authority reviews the form
	4. Employee signs and dates form
	5. Supervisor signs and dates form
	6. Reviewing authority signs and dates form
	7. Employee receives a copy of the form
	8. Original plan form is maintained to complete the HEAR process at the end of the review period

S.M.A.R.T. Goal Questionnaire

Goal:

Specific Simplistically write and clearly define what you are going to do	What will the goal accomplish? How will it be accomplished? Why does it need to be accomplished?
Measurable Provide tangible evidence that you have accomplished the goal	How will you measure whether the goal has been reached? (list at least two indicators) 1. 2.
Achievable Goals should be achievable, stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal	Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
Relevant Goals should measure outcomes, not activities	What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
Time-Based Goals should be linked to a timeframe that creates a practical sense of importance	What is the established completion date? How long will it take someone to demonstrate competency at this activity? Does the completion date create a practical sense of urgency?

Revised Goal:

Coaching – Role Play Activity

The Coach's Role

1. Begin by asking the employee for feedback about his or her performance.



For example, you might say:

- *"Joe, let's start with you telling me how you feel you're doing on the job. Are you satisfied with your performance?"*
- *"What areas in your performance would you say are the most challenging?"*

This question allows the employee to provide their perspective on their own performance. Engage in active listening and be sure to take notes. Give the employee your undivided attention.

2. Give positive feedback to employee when he or she meets or exceeds performance expectations.

For example, you might say:

- *"Yes, that's good! I agree – you do a good job coordinating your crew and taking care of your equipment."*

In this step, discuss the tasks and responsibilities listed in the HEAR plan. Be specific; all comments should be directly related to the items on the HEAR plan.

3. Give feedback to employee when he or she does not meet the performance or behavioral expectations.

For example, you might say:

- *"I noticed last month your crew received three requests to return to the job site to return the landscaping to its original condition."*
- *"What ideas do you have to help turn this situation around and receive fewer call backs?"*

In this step, include the employee in defining the problem and developing a viable solution. Be aware of your verbal and non-verbal communication to keep the discussion moving in a positive direction. Remember to keep all comments relevant to the items on the HEAR plan.

4. Focus on solutions to problems and major issues.

For example, you might say:

- *"You mentioned you're not satisfied with the teamwork in your area."*
- *"Any ideas on what we can do to promote team spirit?"*
- *"What can we do to turn this situation around?"*

In this step, include the employee in defining the problem and developing a viable solution. Be aware of your verbal and non-verbal communication to keep this discussion moving in a positive direction.

5. Discuss progress towards goal (or behavioral factor) of professional development.

For example, you might say:

- *"What progress have you made toward your goals for professional growth and enrichment?"*

6. Review points discussed and determine future goals for the next meeting.

For example, you might say:

- *"We agree that you have met performance expectations in these areas: coordinating your crew personnel, taking care of your equipment, and time and attendance."*
- *"We also agree that you will work on building teamwork in your area"*
- *"Is that your understanding from our discussion?"*

In this step, you are confirming the discussion and reviewing commitments. Be sure your employee understands what goals are to be met by the next meeting date.

The Employee's Role

Instructions: As the employee, your role is to provide the supervisor/coach with feedback as indicated below:

Ask the supervisor/coach for the following information before the roleplay begins:

1. Two SMART goals on the employee's plan (developed earlier in class)
2. Two behavioral factors on the employee's plan (developed earlier in class)



You and your supervisor scheduled work progress meeting three months ago, and today is the day of the meeting. Be prepared to discuss the following:

1. How you feel about your performance on the job.
2. Areas in *your* performance that you think are the most challenging. *Example: You are having difficulties meeting your deadlines.*
3. Ideas you have for dealing with challenges in your performance. *Example: If you are responsible for a team or crew, you may have ideas for improving teamwork because you're not satisfied with the team spirit in your area.*
4. Suggestions you have for improving your performance when you are not meeting the agreed upon expectations. *Example: If you feel you may have to reorganize your workload.*
5. Ideas you have for excelling when you have met or exceeded expectations. *Example: You may have a proposal for a new fundraising campaign or improvements in customer service.*
6. Action steps you've taken towards professional development/growth and progress made. *Example: You facilitate meetings and you would like to build your confidence as a meeting facilitator. You have taken the following courses: Making Effective Presentations and How to Run an Effective Meeting.*

The Observer Role

Instructions: As the observer, your role is to provide the supervisor/coach with feedback after the role play. Use the pointers on this sheet to help with your feedback. You might want to take some brief notes on this sheet as the role play progresses.

Did the supervisor do the following?

1. Ask the employee for feedback on his/her performance? In general, what did the supervisor say? (i.e., are you satisfied with your performance? What areas in your performance would you say are the most challenging?)

2. Listen actively to the employee (i.e. provide undivided attention, take notes, respond to what the employee said after the employee finished talking)?

3. Give positive feedback to the employee when he or she does not meet the performance or behavioral expectations? In general, what did the supervisor say?

4. Ensure all feedback and comments are specific and related to items on the HEAR plan?

5. Focus on solutions to problems and major issue?
 - Include the employee in defining the problem?
 - Include the employee in developing a viable solution?

6. Try to keep the discussion moving in a positive direction when talking about solutions to problems to major issues (i.e. tone of voice, body language, etc.)?

7. Review points discussed and determine future goals for the next meeting?

Performance Assessment Checklist

The checklist below outlines the steps for completing the HEAR assessment.

WHO:	Reviewee Supervisor Reviewing Authority
WHEN:	End of assessment period, or as scheduled
WHAT YOU'LL NEED:	Observation notes, HEAR plan, and assessment documentation, such as the Supervisor's Work Progress Meeting Form

DATE COMPLETED:	ACTION
	1. Review documentation and plan form; assign rating to SMART goals and behavioral factors.
	2. Complete reason for rating and provide any suggestions for improvement.
	3. Review overall assessment rating.
	4. Send to reviewing authority for signature.
	5. Schedule a meeting with employee to discuss the performance assessment.
	6. Supervisor releases plan to employee for signature.
	7. Employee signs the plan in TMS.
	8. Review moves to completed status.
	9. Reviews are kept in employee's TMS profile and score is updated to SAP overnight.
	10. Develop a new HEAR plan within thirty (30) days after completed review.

