Terminal Objective: **Assess each employee’s (yearly/seasonal/semi-annual) performance for evaluation period using the form and guidelines provided by the organization prior to the stated deadline. (Cognitive/Affective)**

| ***Enabling Objectives*** | ***Assessment Idea*** | ***Absorb Activity*** | ***Do Activity*** | ***Connect Activity*** |
| --- | --- | --- | --- | --- |
| **Describe using specific examples of behavior how the employee demonstrated the values of the organization (*positive attitude, compassion, professionalism, knowledge/competency*). (Cognitive-evaluation)** | **Discussion/debrief of small group activity**.**Completed Section 1 of mock evaluation form.** | Slide presentationVideo scenariosReading HR documents, evaluation instructions and review form | Fill-in-the blank handout of slide presentation (not assessed – used to keep participants engaged in presentation). Brainstorming (small group) | **Discussion/debrief** (Cite-examples) (values and evidentiary behaviors – small group activity)**Completed section 1 of mock evaluation form/case study** |
| **Determine differentiation between each point on the rating scale (*does not meet, meets and exceeds performance*) based on the individual’s job duties and scope of work. (Cognitive-analysis)** | **Discussion/debrief of small group activity**.**Tool created by participants to differentiate points of the rating scale.****Completed Section 1 of mock evaluation form.** | Slide presentation | Brainstorming (small group activity) | **Discussion/ debrief** of small group activity**Rating definition tool** (consensus of participants of differentiation of levels of the rating scale)**Completed section 1 of mock evaluation form/case study** |

(continued)

Terminal Objective: **Assess each employee’s (yearly/seasonal/semi-annual) performance for evaluation period using the form and guidelines provided by the organization prior to the stated deadline. (Cognitive/Affective)**

| ***Enabling Objectives*** | ***Assessment Idea*** | ***Absorb Activity*** | ***Do Activity*** | ***Connect Activity*** |
| --- | --- | --- | --- | --- |
| **Rate each employee on their individual job performance of each duty using the scale and criteria included in the evaluation form (Cognitive-evaluation)** | **Completed mock evaluation** **Discussion/debrief of application of rating tool****Open discussion -** Responses to open ended question by instructor/ facilitator | Slide presentationVideo scenariosRead case study | Practice activity – using evaluation form | **Complete mock evaluation form based on case study** **Evaluate – use the rating tool** created by the group to rate case study employees on mock evaluation form (previous activity)**Discussion/****debrief** of case study findings and mock evaluation form ratings |

(continued)

Terminal Objective: **Assess each employee’s (yearly/seasonal/semi-annual) performance for evaluation period using the form and guidelines provided by the organization prior to the stated deadline. (Cognitive/Affective)**

| ***Enabling Objectives*** | ***Assessment Idea*** | ***Absorb Activity*** | ***Do Activity*** | ***Connect Activity*** |
| --- | --- | --- | --- | --- |
| **Given the information derived from direct observation, documentation, self- and peer-reviews, describe how the employee met/did not meet the requirements of each job duty using specific examples. (Cognitive-evaluation)** | **Completed mock evaluation**  | Slide presentationVideo scenariosRead case study | Practice activity – using evaluation form | **Complete mock evaluation form based on case study** **Evaluate – job performance rating practice -** rate case study employees on mock evaluation form (previous activity)**Discussion/****debrief** of case study findings and mock evaluation form ratings |

(continued)

Terminal Objective: **Assess each employee’s (yearly/seasonal/semi-annual) performance for evaluation period using the form and guidelines provided by the organization prior to the stated deadline. (Cognitive/Affective)**

| ***Enabling Objectives*** | ***Assessment Idea*** | ***Absorb Activity*** | ***Do Activity*** | ***Connect Activity*** |
| --- | --- | --- | --- | --- |
| **Explain how personal biases influence performance evaluations. (Affective-valuing)** | **Answers provided by learners in open discussion.** | Slide presentationStory | Fill-in-the blank handout (not assessed – used as post-workshop reference material and a way to maintain engagement in presentation) | **Discussion/****Debrief**Cite-examples of how biases influence evaluations |
| **Apply strategies to review completed evaluations for bias and clarity. (Affective-internalizing values)** | **Post-instruction evaluation/audit:**By one-up supervisor and Human Resources**Personal action plan completed** | Presentation | **Complete actual employee performance evaluations** (post workshop)**Personal action plan** – checkpoint at end of workshop |

Terminal Objective: **Explain the purpose of performance evaluations and the link to organizational success. (Cognitive/affective)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Enabling Objectives*** | ***Assessment Idea*** | ***Absorb Activity*** | ***Do Activity*** | ***Connect Activity*** |
| **Using the materials from the leadership development program, describe how performance evaluations support employee development. (Cognitive-comprehension)** | **Answers given in large group discussion to open-ended questions.** | PresentationReading leadership development program catalog | Discussion | Decision – **List** of applicable courses for the mock evaluation employee and for the participants’ subordinates development. |
| **Given the organization’s strategic and business plan, discuss ways performance evaluations are linked to organizational strategies. (Cognitive-application)** | **Answers given in large group discussion to open-ended questions.**  | PresentationReading | DiscussionBrainstorming | **Questioning – facilitated discussion** with open ended questions |
| **Discuss common misconceptions about performance evaluations. (Affective-responding to a phenomena)** | **Answers given in large group discussion to open-ended questions.****Quiz with open-ended questions as a knowledge checkpoint.** | PresentationStory | DiscussionBrainstorming | **Discussion/debrief** - Cite-examples of misconceptions about performance evaluations**Quiz** – self-graded, followed by debrief/discussion |

Terminal Objective: **Write individualized SMART goals based on the employee’s job description, organization and department goals, and the individual’s development needs. (Cognitive)**

| ***Enabling Objectives*** | ***Assessment Idea*** | ***Absorb Activity*** | ***Do Activity*** | ***Connect Activity*** |
| --- | --- | --- | --- | --- |
| **Identify the components of a SMART goal. (Cognitive-comprehension)** | **Individual self-graded goal-writing worksheet:** Worksheet with vague goals, incomplete goals, or goals that do not align with the organization’s goals or the job description. Learners will be asked to revise the goals to meet the SMART criteria. | Slide PresentationCase study | Discussion**Practice activity** - Goal-writing Worksheet | **Job aid** – SMART goal definitions and examples |
| **Revise goals so that the goals meet the criteria for SMART goals (Cognitive-comprehension)** | **Individual self-graded goal-writing worksheet.** | Reading handoutCase study | Discussion**Practice activity** - Goal-writing Worksheet | **Job aid** - SMART goal definitions and examples |

Terminal Objective: **Write individualized SMART goals based on the employee’s job description, organization and department goals, and the individual’s development needs. (Cognitive)**

| ***Enabling Objectives*** | ***Assessment Idea*** | ***Absorb Activity*** | ***Do Activity*** | ***Connect Activity*** |
| --- | --- | --- | --- | --- |
| **Given the criteria for SMART goals, create goals for each employee are specific, measurable, achievable, realistic, timely. (Cognitive-application)** | **Completed mock evaluation form.** | ReadingDiscussion | Discussion  | **Completed sample goals for** one employee under the participants’ span of control. **Job aid** - SMART goal definitions and examples |
| **Given organizational and departmental goals, assess individual goals to ensure alignment. (Cognitive-evaluation)** | **Discussion/activity debrief****Completed mock evaluation.** | ReadingDiscussion  | Discussion/debrief | **Completed sample goals** for one employee under the participants’ span of control.**Job aid** - SMART goal definitions and examples |