Module 6, Activity 2

1. Select **one** terminal objective to develop.
2. List your enabling objectives in sequential order.
3. Select a pre-instructional strategy for the unit/module.
4. Complete the row for each enabling objective.

Title of the unit/module: Effective Performance Evaluations

Brief description of target audience: Directors and managers of a mid-sized, acute care hospital. The participants represent clinical and non-clinical areas. The span of control for the participants ranges from 5 employees to 150 employees. The average tenure in a leadership position is 8.3 years.

List Terminal Objective Here:

**Assess each employee’s performance for evaluation period using the form and guidelines provided by the organization prior to the stated deadline. (Cognitive/Affective)**

List Pre-Instructional Strategy: Pre-workshop e-mail with an overview of the course. At the beginning of the workshop, ask the participants to mentally rate themselves on their feelings on performance evaluations (“dread” to “best part of my role as a leader”). Then segue into the objectives and a review of the agenda.

| **Enabling Objective** | **Level on Bloom’s Taxonomy** | **Learner Activity**  (What would learners do to master this objective?) | **Delivery Method** (Group presentation/lecture, self-paced, or small group) |
| --- | --- | --- | --- |
| **Given the form and instructions provided by HR, describe using specific examples of behavior how the employee demonstrated the values of the organization (positive attitude, compassion, professionalism, knowledge/competency).** | Cognitive-Evaluation | Write an example statement of how an individual would meet or exceed each of the values. | Lecture – individual activity. |
| **Determine which methods or sources of information to use to 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 | Create a list of ways an employee would not meet/meet/exceed job duties using the job description or a list of attributes that demonstrate how someone exceeds expectations. | Brainstorming as a large group |
| **Given the rating scale and criteria provided by HR, rate each employee using the scale on the performance of each job duty included in the evaluation.** | **Cognitive-evaluation** | Rate the sample employee based on the rating scale and supporting documentation. | Scenario-based individual activity, large group debrief/discussion |
| **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** | Create a short summary for each item rated with the rationale for the rating. | (This objective/activity and the previous one would be combined into a two-step activity. |
| **Explain how personal biases influence performance evaluations.** | Affective-valuing | Self-reflection on which biases they might have demonstrated or experienced. | Lecture |
| **Apply strategies to review completed evaluations for bias and clarity.** | **Affective-internalizing values** | Create an action plan to double check evaluations for bias and for clarity | Small group activity followed by large group debrief |