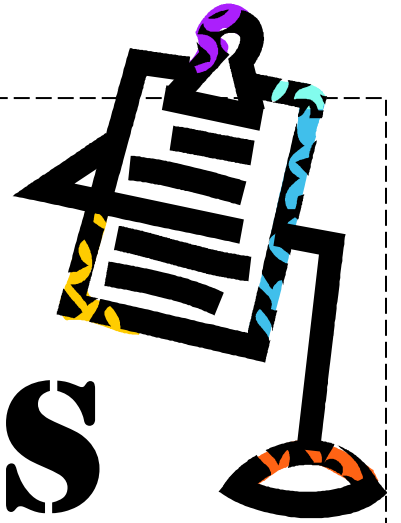


THE EVALUATORS



2010 National Camp Conference

True To Life Training, LLC

Phone: 609.632.0471

Fax: 609.632.0474

www.truetolifetraining.com

THE EVALUATORS WILL ANSWER THESE QUESTIONS:

1. What are the common mistakes supervisors should avoid during the evaluation process?
2. How can changing our daily management style make the evaluation process successful & enjoyable?
3. What are the specific tactics to use during the eval discussion to help deal with unexpected reactions?
4. Does the evaluation form we use really matter?

COMMON MISTAKES: TAKE ONE

What is the MOST common mistake supervisors make during this evaluation discussion?

BEING SPECIFIC MEANS TO FOCUS ON BEHAVIORS:

- Explain what you've observed – as if you had a video camera on their behavior
- Be prepared with examples to back up your observation (either yours or someone else's)
- Explain why that behavior is:
 - a. Particularly good and should be continued.
 - b. Not working for them, and should be stopped or changed.
- Break your suggestions down enough to make them teachable moments.

TAKE TWO

Daily Supervision Questionnaire	Always	Usually	Sometimes	Rarely
1. Once aware that feedback needs to be given, I provide it within 24 hours.				
2. I am able to redirect my staff, without much concern that it will be perceived as "criticism".				
3. I set up daily or weekly rituals with my staff to make giving feedback more possible and comfortable.				
4. The Staff evaluations I write truly capture the real picture of performance. They are honest.				
5. During an evaluation discussion, I can refer back to past conversations or interactions I've already had with this staff member.				
6. When I give clear redirection, it effectively changes the behavior of the staff person.				
7. My staff will tell you that I provide specific praise and not just say "good job" or "nicely done".				
8. I can confidently say that my staff knows how I feel about their job performance, specifically because I tell them so.				

**IF SEVERAL "BIG" SURPRISES HAPPEN DURING THE EVAL DISCUSSION...
SOMEONE ISN'T LIVING UP TO THEIR END OF THE BARGAIN.**

DAILY SUPERVISION ALLOWS THE EVALUATION TO WORK!

- When you See it, Say It
- Say What You See!
- Establish rituals which allow you to connect with your staff throughout the day... or at least at the beginning & end of your day
- Provide early feedback: (praise & redirection)
 - a. During staff orientation
 - b. After receiving the first “camper log”
 - c. Within the first 3 days of camp
- Treat at least one day a week as “Evals on the Go”

THE INEVITABLE SURPRISE!

What can you do if you have to surprise someone during the eval discussion?

Dealing with Surprise:

1. Measure the surprise level afterwards
2. Notice it happening in the moment, and say something.
3. Apologize, if appropriate.
4. Have an opening that relates to the situation. (nerves, past conversations, clarification of the purpose of this...)

PLANNING THE OPENING IS ALWAYS TIME WELL SPENT!

WHEN WE OPEN THE DISCUSSION WITH A REMINDER OF WHY CAMP HAS EVALUATIONS...THAT OFTEN GETS THE CONVERSATION OFF ON THE RIGHT FOOT.

WRITE AN OPENING THAT “HELPFULLY” SETS UP YOUR EVALUATION DISCUSSION

UNEXPECTED REACTIONS

Write down the reactions you fear the most.

- 1.
- 2.
- 3.
- 4.
- 5.

DOES THE EVALUATION FORM WE USE, REALLY MATTER?

When a staff member reads their evaluation form during orientation, it should be like providing them the answers to the test before the test is given. Evaluation forms should focus on actual JOB BEHAVIORS that are measurable and observable. The most successful evaluation design breaks a staff member's job into core categories, like *Camper Care* or *Quality of Instruction*. Each category serves as a core responsibility for the job. So a counselor's core categories may include, *Camper Care*, *Group Management*, *Partnering w/Supervisor & Co-Staff*, and *Participation*.

Each of these core categories gets broken down into **defining behaviors** needed in order to successfully meet the standard of the core category. For instance, **Partnering w/Supervisor & Co-Staff** may include defining behaviors such as,

- Asks for help when unsure of expectations, decisions, or solutions.*
- Collaborates with co-counselors to anticipate the day and solve problems.*
- Provides supervisor with ongoing communication about the campers.*
- Is open to feedback and learning new skills to increase job performance & satisfaction.*

These defining behaviors are important to make the evaluation a training tool. These behaviors paint a picture of what a good job looks like and gives the supervisor a strong starting point when discussing the overall category with the staff member. **Without these defining behaviors, we hurt our eval discussion.** People challenge feedback that isn't clear or specific. By assessing the accuracy of the core categories and clarity of the defining behaviors, you ensure your camp's evaluation design is helping.

However, the effectiveness of a leader's ongoing management behaviors far outweighs the impact a "mediocre" evaluation form has on the staff. **If you had to make a choice to supervise more regularly OR redesign your evaluation form, always go for the better supervision!** 😊

Thank you for having us at the National Camp Conference!

For questions or comments about this session please contact us at:

info@truetolifetraining.com

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