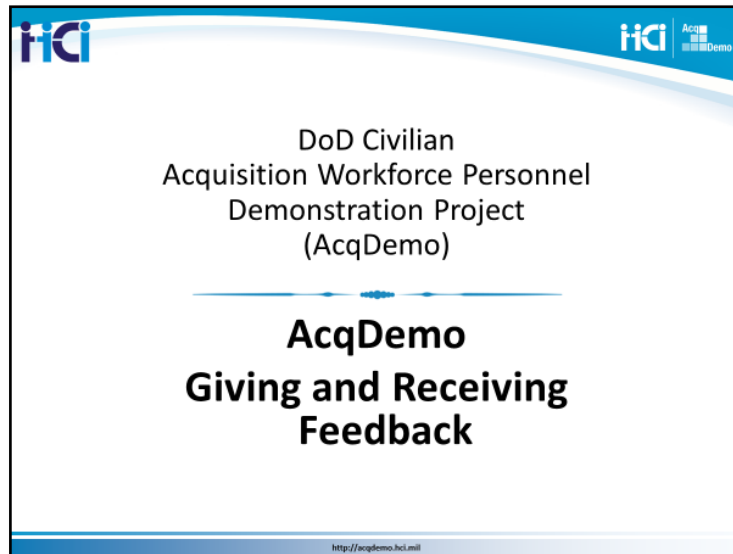


1.0 INTRODUCTION AND OVERVIEW

1.1 Slide 2, Course Welcome



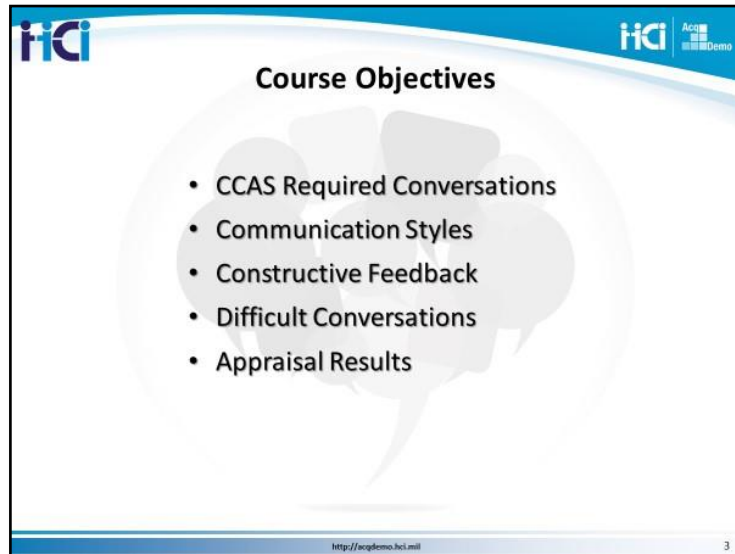
Welcome to AcqDemo Giving and Receiving Feedback. It takes approximately 45 minutes to complete all sections.

This course is a continuation of the AcqDemo eLearning series. It complements the Contribution Planning course and the Writing an Annual Appraisal Self-Assessment course.

The goal of this course is to enhance your understanding of the giving and receiving of contribution and performance feedback throughout the appraisal cycle. This course will help you understand your role and responsibilities with the important discussions that need to happen to ensure your success in meeting your organization's mission and goals.

It also provides you with tools and examples for effective feedback.

1.1 Slide 3, Course Objectives



Workplace communication is very important because it allows organizations to be productive and operate effectively. It can increase morale, build teams, make things clearer, make things better, and solve problems.

AcqDemo's Contribution-Based Compensation and Appraisal System, or CCAS does require formal one-on-one meetings, but it also encourages informal feedback throughout the appraisal cycle. We use contribution planning and assessments to document these. They are recorded in CAS2Net, the CCAS software tool. Videos illustrate these conversations and associated documentation.

After completing the course, you will understand:

- CCAS Required Conversations
- Communication Styles
- Constructive Feedback
- Difficult Conversations
- Appraisal Results

2.0 CCAS REQUIRED CONVERSATIONS

2.1 Slide 4, Required Conversations Introduction

CCAS Required Conversations

- The 3 required conversations
- Participants' roles and responsibilities for each conversation
- Contribution planning video
- Appraisal review video

<http://eogdemo.hci.mil>

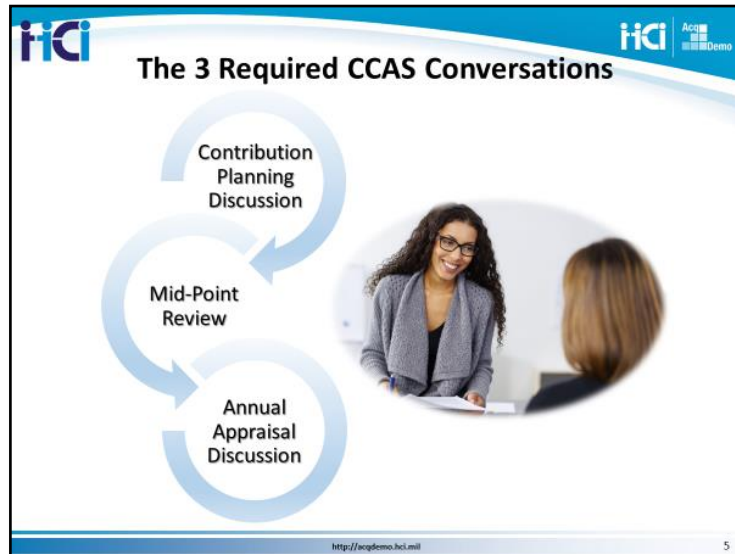
4

This section covers three areas:

- The 3 required conversations between employees and supervisors
- The respective roles and responsibilities for each conversation
- Example videos of contribution planning and appraisal review

Let's take a closer look.

2.2 Slide 5, The 3 Required CCAS Conversations



The CCAS appraisal period coincides with the government fiscal year, beginning on 1 October and ending on 30 September of the following year.

At a minimum, three CCAS conversations are required annually. These conversations are:

- Contribution Planning Discussion
- Mid-Point Review
- Annual Appraisal Discussion

2.3.1 Slide 6, Contribution Planning Discussion Topics

Contribution Planning Discussion Topics

Contribution Planning Discussion should include the following topics:

- Previous cycle review
- Contribution expectations for new cycle
- Career path broadband level factors, descriptors, and discriminators
- Expected contribution range (1-100) and expected categorical score (broadband level and low/med/high) corresponding to current salary
- Quality of performance expectations (1 – 3 – 5)

Contribution Plan must be completed within 30 days of October 1st each year and within 30 days of starting a new position

<http://acoplemo.hci.mil>

6

The first required conversation occurs in the October timeframe and is called the Contribution Planning Discussion.

The result of this discussion is a formal, written Contribution Plan. The Contribution Plan is completed by the employee and supervisor within 30 days of the new cycle or Entry-On-Duty date. This occurs in the September - October timeframe. There is an additional course, Contribution Planning, available that shows you how to create one.

Employees and supervisors meet to plan and discuss your expected contributions to the mission during the appraisal year. You both discuss the contributions and results that are expected from you based on your organization's goals, your PRD or position requirements document, the 3 factors with associated descriptors and discriminators, and your expected contribution levels corresponding to your current salary. There is also an additional Quality of Performance Rating, also known as the Performance Appraisal Quality Level (PAQL). The performance expectations are discussed to determine what performance standards you are required to meet to receive a rating of either, 1 – Unacceptable, 3 – Fully Successful, or 5 – Outstanding.

2.3.2 Slide 7, Contribution Planning Discussion Roles and Responsibilities

Employees	Supervisors
<ul style="list-style-type: none">• Understand organization mission/goals• Be prepared to discuss expected contribution• Assess training and development needs• Ask questions	<ul style="list-style-type: none">• Schedule meeting• Review mission, goals, plans, priorities• Establish contribution expectations• Establish Quality of Performance expectations• Ensure employee understands your expectations• Document the discussion

The contribution planning process can be initiated by either the employee or the supervisor (if the employee is new). Typically, employees draft an initial contribution plan for supervisor review and approval. However, the supervisor may provide the employee with guidance for key contributions they would like to see in the employee’s contribution plan. You should begin with understanding your organization’s mission and fiscal year goals and identify the target contributions to mission success you are expected to make. This is the perfect opportunity to clarify those expected contributions, assess training and development needs, and ask questions.

If the supervisor initiates the process, they schedule the meeting. The primary purpose is to ensure that you both have mutual understanding. The Contribution Plan is a living document that may be updated as priorities and work change. Supervisors document the discussion in CAS2Net under Contribution Planning.

Looking down the list of deliverables for the upcoming year, I would like you to continue to document our instructions and keep them updated as necessary.

JOHN: Great. These will help everyone follow consistent instructions and I see how it clearly links to Goal 2--delivering our programs on time.

MARGARET: Absolutely, but let's reach for more. Within our existing instructions, and definitely for any new instructions that get developed, I'd like you to analyze the processes, look for inefficiencies throughout our product lines, and see if there are ways we can do things better. I think we all get in a rut of doing things the same way year after year. And with all the work that keeps coming our way, we have to find ways to be more efficient.

JOHN: That would be quite a change from what I currently do. I don't know if I am completely ready for that, but it would be a wonderful challenge to take on.

MARGARET: I think you are more than ready John. And I am here to assist you in whatever ways I can help. Now, first of all, based on your current pay what is your Expected Overall Contribution Score?

JOHN: 70

MARGARET: OK. What *categorical score* falls in line with your Expected Overall Contribution Score?

JOHN: It's right at three medium (3M).

MARGARET: Right. Then since this is a writing-based objective, which factor do you feel is most relevant in this particular objective?

JOHN: After looking at each one, I believe it falls under Communication and/or Teamwork

MARGARET: Perfect. Let's incorporate some of that factor descriptor language then into this first objective. Using the CRI writing model; C- contribution, R- result, and I- impact, let's capture your instruction documentation information.

C = Lead author of PEO Instructions, keeping them updated as necessary

R = Present briefings to gain consensus/approval from our stakeholders. With that, introduce and implement innovative approaches to institutionalize our best practices.

I = Efficient processes will reduce the total ownership costs of our product lines.

JOHN: I understand all that. But I don't see how reducing costs would be within my control. I don't have that level of authority.

MARGARET: You may not have total control, but you do have a strong ability to influence. AcqDemo is focused on value to mission results. Keep in mind you have an "Expected Contribution Range" of

scores to try to hit. Achieving the lower end of that range would mean successful completion of this objective, sure, but at a minimal impact level. To achieve a higher score, you will need to show your work has had a significant impact on our ability to meet our organizational goals. In this case, specifically toward Goal #3, this would be an example of finding ways to reduce total ownership costs through efficiencies. All of us, me included, will need to strive to find better and more efficient ways to get our work done this year.

Also, successful completion of this objective will result in a Performance Appraisal Quality Level Rating of 3 – Successful (also known as PAQL for short). To obtain a PAQL Rating of 5– Outstanding, the results must substantially and consistently surpass expectations.

(End Scene)

2.5.1 Slide 9, Mid-Point Review Discussion

Mid-Point Review Discussion

Mid-Point Review Discussion should include the following topics:

- Employee strengths and contributions to date
- Changes in mission and goals
- Contribution expectations and modifications, if needed
- Quality of Performance expectations and modifications, if needed
- Clarification of expectations as needed
- Review of factor descriptors and discriminators
- Areas of improvement, if needed

Mid-Point Review Assessment completed each cycle between March and May

<http://accpleno.hci.mil>

9

The second required conversation in the CCAS cycle is the Mid-Point Review.

The results of this Mid-Point Review are the formal, written, employee Mid-Point Review Self-Assessment and the supervisor's formal Mid-Point Review. This usually occurs in a timeframe starting in March through the end of May. The additional course, Writing an Annual Appraisal Self-Assessment, is available to show you how to create both a Mid-Point Review and an Annual Appraisal Self-Assessment.

Let's take a closer look at the mid-point of the cycle:

The meeting will discuss progress to mission success at the halfway point. Discussion will include: strengths and contributions to date; review any changes including new responsibilities to the mission or goals; review contribution expectations and modify them accordingly; review quality of performance expectations and modify as needed; clarify expectations; and review factor descriptors to include discussion on any areas of improvement, if needed.

Employees, enter your Mid-Point Review Self-Assessment into CAS2Net under the Employee Menu. Supervisors, enter your Mid-Point Review under the Supervisor Menu. Please refer to local guidance on due dates.

2.5.2 Slide 10, Mid-Point Review Roles and Responsibilities

Employees	Supervisors
<ul style="list-style-type: none">• Review contribution expectations• Prepare Mid-Point Review Self-Assessment in CAS2Net (optionally)• Prepare to discuss accomplishments and contributions to date• Prepare to discuss potential changes needed or obstacles to success• Ask questions	<ul style="list-style-type: none">• Schedule meeting• Review mission, goals, plans, priorities, PRD• Prepare Mid-Point Review in CAS2Net• Modify contribution expectations, if needed• Modify performance expectations, if needed• Discuss areas of success and ways to improve, if required• Expectations for continued success

The Mid-Point Review can be initiated by either employee or supervisor.

Both parties should gather activities and major accomplishments achieved. Most of us tend to remember only the latest activities and achievements; therefore, it is a good idea to keep a personal record of those accomplishments as they occur.

The Mid-Point Self-Assessment is written by the employee and is meant to portray a complete, concise picture of your contributions, and communicate the impact made to your organization's strategic goals. It is an opportunity to see if the expected contributions identified during the contribution planning phase are on track to be met or if any course corrections need to be made.

The Mid-Point Appraisal is written by the supervisor. Supervisors continuously monitor and document employee's progress; give additional coaching and feedback throughout the cycle; address contribution issues immediately upon identification; and provide mentoring for career development. The mid-year meeting provides a scheduled opportunity to discuss and formally document the employee's progress.

The records used to support the mid-point review meeting may include reports, collected data, surveys, written notes collected during the appraisal cycle, such as emails from others or personal notes. Supervisor may also use the additional feedback module in CAS2Net to record comments to the employee at any time during the cycle. Supervisors will document the discussion in CAS2Net.

It is recommended that the supervisor and employee have a discussion prior to the end of the appraisal cycle to summarize employee contributions during the annual rating cycle. This is referred to as a Year-End Review.

2.6.1 Slide 11, Year-End Review

Year-End Review

The **Year-End Review** is a cumulative review of the entire appraisal cycle

- Review employee strengths and contributions for the appraisal year
- Review factor descriptors and discriminators
- Review Quality of Performance

Employee Annual Self-Assessment and Supervisor Annual Appraisal and Recommended Ratings completed in September – October

<http://acqdemo.hci.mil>

11

Whereas the Mid-Point Review covers progress for the first half of the appraisal period, the Year-End Review is a cumulative documentation of contributions for the entire appraisal period. This highly recommended year-end review discussion occurs in the September through mid-October timeframe.

The results of this Year-End Review are the employee's formal, written Annual Appraisal Self-Assessment and the Supervisor's formal Annual Appraisal. This information is crucial to complete the Appraisal and Rating process.

2.6.2 Slide 12, Year-End Review Role & Responsibilities

Employees	Supervisors
<ul style="list-style-type: none">• Review accomplishments• Understand the appraisal and Pay Pool processes• Prepare Annual Appraisal Self-Assessment (optionally)	<ul style="list-style-type: none">• Schedule meeting• Discuss areas of success• Discuss Quality of Performance• Prepare the Annual Appraisal• Recommend Categorical Scores• Recommend Quality-of-Performance Ratings

The responsibilities and roles of the Year-End Review are like the Mid-Year Review. Employees and supervisors meet to discuss the entire appraisal period and your contributions to mission, review the accomplishments of the three factors (with descriptors and discriminators), and the accomplishments to support the Performance Appraisal Quality Level (PAQL).

The employee's Annual Appraisal Self-Assessment is a cumulative review of the appraisal period. Enter into CAS2Net in the Employee Menu under Annual Appraisal Self-Assessment.

The supervisor's Annual Appraisal also covers the entire appraisal period. Enter into CAS2Net in the Supervisor Menu under Annual Appraisal.

Supervisors provide a recommended Categorical Score for each of the three factors and a recommended Performance Appraisal Quality Level Rating for each of the three factors. These recommendations go to the Pay Pool Panel for final review and approval. Final approved ratings and payouts are communicated with the End-of-Cycle Discussion. Please refer to local guidance for due dates.

2.7 Slide 13, Year-End Review Video



Okay, let's look at an example of a Year-End Review in preparation for an Annual Appraisal Self-Assessment

YEAR-END VIDEO SCRIPT

(In an office setting)

MARGARET: John, thank you for forwarding me a copy of your draft self-assessment. I've read over it and I think you've done a great job so far. I can't require that you change anything on it, but I would like to make some suggestions where I believe you could better advocate for your contributions.

JOHN: Oh, okay. Thanks for taking the time to review it. I really appreciate it. What suggestions or improvement opportunities did you see?

MARGARET: I've circled a couple of things where your contributions are clearly stated, but you don't really back them up with results or impact. I think it would be best for your appraisal to include all three elements of our C-R-I writing model for each of your contributions.

JOHN: OK, I'm not quite sure how to articulate the impact that my work had in some areas.

MARGARET: Well, let's take a look at one of them together and see if I can help with that. For the documentation of the PEO instructions for example, how many were updated or newly added this year?

JOHN: I'd have to go back to check for sure, but I think we updated around 8 of them, and then added 3 new ones.

MARGARET: Great. Verify that information and then include the names of the key documents in the “R –Results” portion of this contribution statement. Now, what about the most important part, impact? Your statement needs to pass the “So What” test. In other words, how do you feel your work impacted the mission of our organization this year?

JOHN: We did find quite a few redundancies in some of our policies and even some conflicting information that we cleaned up. That definitely helped people in the field to complete some of their taskings more efficiently.

MARGARET: You reviewed this with the team and logged that throughout the year as we had discussed, right?

JOHN: Yes, we did. I’ll pull out those reviews and include the results here in the “I-Impact” part of my statement.

MARGARET: Perfect. That really is the single most important part of your self-assessment in order for the pay pool to fully understand the importance and value of your contributions. Writing a laundry list of contributions with no specifics relating to results or impact doesn’t really give the pay pool much to go on when they look for who has made major contributions to the mission this year.

JOHN: Great. Let’s look at my next contribution.

(End Scene)

2.8.1 Slide 14, Annual Appraisal Discussion

Year-End Review

The **Year-End Review** is a cumulative review of the entire appraisal cycle

- Review employee strengths and contributions for the appraisal year
- Review factor descriptors and discriminators
- Review Quality of Performance

Employee Annual Self-Assessment and Supervisor Annual Appraisal and Recommended Ratings completed in September – October

<http://accpleno.hci.mil>

The third required conversation in the CCAS cycle is the Annual Appraisal Discussion.

Once the Pay Pool review process is complete, your Pay Pool Manager finalizes and authorizes ratings and payouts. This occurs in the January timeframe.

Supervisors schedule a meeting with employees to discuss the final, approved Annual Appraisal. This includes the final appraisal; factor scores including categorical and numerical; the overall contribution score; Performance with Performance Appraisal Quality Level rating and payouts. Payout may include a General Pay Increase (GPI); base salary increase known as the Contribution Rating Increase (CRI); a one-time cash bonus known as Contribution Award (CA); a combination of the two; or none.

In CAS2Net, the supervisor prints a copy of the Annual Appraisal Form. These documents are available in the Supervisor Menu under Reports – Appraisal Form Package. After the meeting, the documents are available in the Employee Menu under Reports – Appraisal Form Package.

2.8.2 Slide 15, Annual Appraisal Discussion Roles and Responsibilities

Annual Appraisal Discussion Topics

Annual Appraisal Discussion includes:

- Final Annual Appraisal, factor scores and Overall Contribution Score (OCS)
- Performance Appraisal Quality Level Rating
- Contribution Rating Increase (CRI)
- Contribution Award (CA)
- Areas of success and opportunities for greater contribution
- Areas for improvement

Review and deliver **Annual Appraisal, Ratings and Payout Results** in January

<http://acqdemo.hci.mil>

14

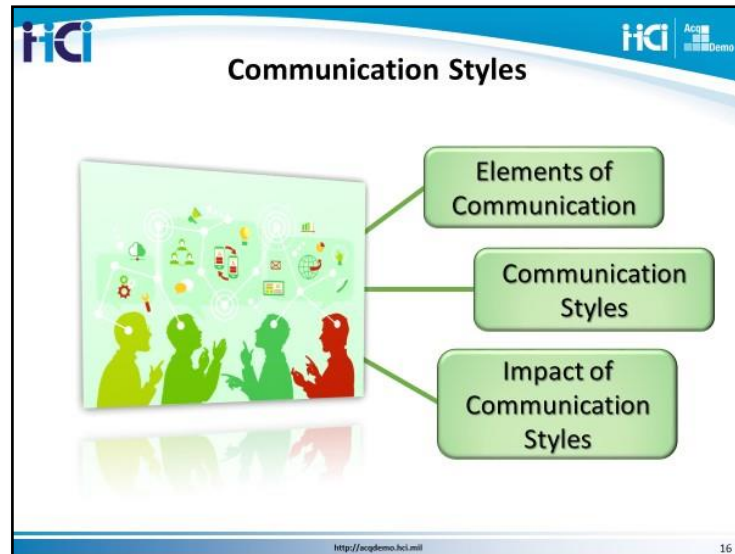
When the Pay Pool process is completed, supervisors are notified. Upon notification, supervisors schedule an appointment for the Annual Appraisal Discussion.

Employees review their appraisals, ensure they understand the ratings, ask questions for better clarity, and discuss any adjustments to the current Contribution Plan and expected contributions, if needed.

Supervisors go over the details of the annual appraisal. This is an ideal time to discuss opportunities for greater contribution, as well as, areas for improvement for the new appraisal cycle.

3.0 STYLES OF COMMUNICATION

3.1 Slide 16, Styles of Communication Introduction



As you can see from the videos, communication matters.

In this section, Communication Styles, we discuss three topics:

- Elements of Communication
- Communication Styles
- Impact of Communication Styles

Reception

Because reception is the action or process of receiving something sent, given or inflicted, it can be well-received or not. This depends on how engaged you are. Sometimes, we are open to it and welcoming. Sometimes, we are closed and defensive. Why is that? We look for the spirit of the message – is it genuine, positive, collaborative or self-serving?

Perception

Perception is our ability to see, hear, or become aware of something through our senses. Some argue that communication is a science; some argue that it is an art form. And just like art, different people can react differently when hearing and seeing the same thing. Because of our individuality, we may perceive and interpret the very same message differently from the next person. Does the received information match the intended information? Do we have mutual understanding?

Reaction

The most important result of communication is the reaction that follows. What do we do with this information? Is it actionable? What are the next steps? Is there follow-up? What happens if we don't act?

The purpose of understanding these 7 elements is to ensure that the communication we give and receive has positive, long-lasting impact.

3.3 Slide 18, Communication Styles



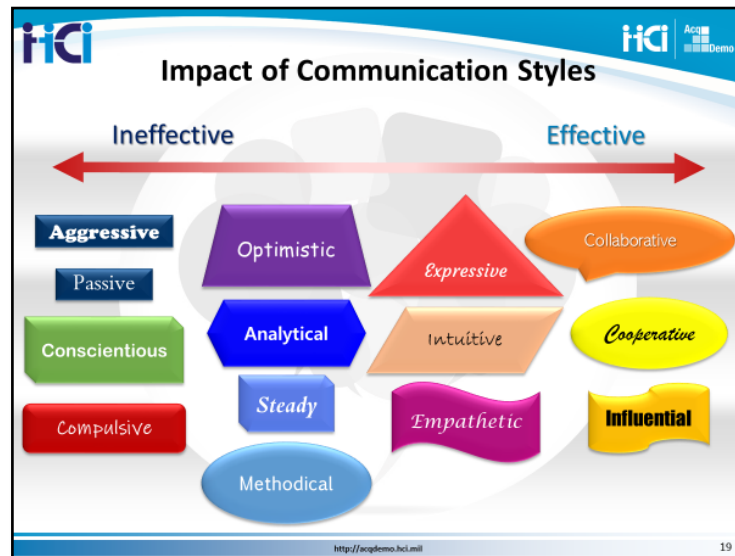
Scholars have identified many types of communication styles. But there is no one correct method or style that works with everyone. Every person is an individual with different personalities and experiences. Just because the communicator has one type of personality, that doesn't mean that everyone receives and perceives the same message in the same way, as discussed earlier.

Effective communication must come with the ability to adapt many, but not necessarily all, of the communication styles:

- Influential
- Collaborative
- Optimistic
- Dominant
- Aggressive
- Conscientious
- Analytical
- Expressive
- Cooperative
- Passive
- Intuitive
- Assertive
- Methodical
- Empathetic
- Contentious
- Steady
- Compulsive

The key to interpersonal communication skills is understanding which communication style works not only for you but for the recipient.

3.4 Slide 19, Impact of Communication Styles



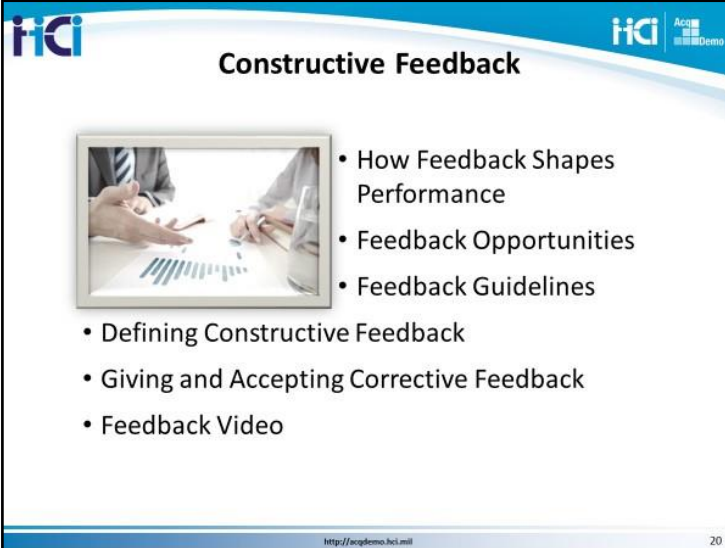
Because we are all so different in the way we communicate and interact with other people, blended and balanced communication styles give you the ability to communicate well with almost everyone.

Communication styles can be like dance styles. Sometimes you step on toes or sway left when you are supposed to sway right. But with practice, you will recognize and match the dance steps and timing to achieve synchronization. When you identify another person's preferred communication style, tone and timing, you will have better conversations and be more effective.

People-reading means being self-aware and sensitive to the communication needs of you and your supervisor, co-workers, customers, etc. Get to know your audience well; observe; take notes; see how they fit together; and practice. It will become much easier to tailor your message and the delivery. Understanding others communication styles helps you fine tune your ability to persuade, influence, sympathize and empathize with those with whom you come in contact. When you have mastered this, you will be able to select the appropriate communication style that you need for that situation and moment to achieve the best outcome. It may not be your own natural style.

4.0 CONSTRUCTIVE FEEDBACK

4.1 Slide 20, Constructive Feedback Introduction



The slide features a blue header with the HCI logo on the left and the text 'HCI ACCREDITED' on the right. The main title 'Constructive Feedback' is centered at the top. Below the title is a photograph of two people in business attire reviewing documents. To the right of the photo is a bulleted list of topics. At the bottom left, there is a URL, and at the bottom right, the slide number '20' is displayed.

Constructive Feedback

- How Feedback Shapes Performance
- Feedback Opportunities
- Feedback Guidelines
- Defining Constructive Feedback
- Giving and Accepting Corrective Feedback
- Feedback Video

<http://ecgdemo.hci.mil> 20

This section covers constructive feedback. There are six sections:

- How feedback shapes performance
- Identifying feedback opportunities
- Some feedback guidelines
- Defining constructive feedback
- Giving and accepting corrective feedback
- Feedback video

4.2 Slide 21, How Feedback Shapes Performance

How Feedback Shapes Performance

- Builds understanding toward goals
- Facilitates employee and supervisor engagement
- Increases communication
- Contributes to a more complete and accurately documented appraisal
- Encourages supervisors to recognize accomplishments in a timelier manner
- Encourages continuous improvement and learning

<http://acqdemo.hci.mil> 21

Top performing organizations have a certain thing in common; they are continuously improving. They are constantly striving to find ways to make their best even better. One way this is done is by embracing feedback. There is a focus on listening to the feedback from every stakeholder across the entire organization including clients, employees, suppliers, vendors, etc.

Effective feedback shapes performance by:

- Helping us understand expectations toward goals
- Facilitating employee and supervisor engagement
- Increasing communication
- Contributing to a more complete and accurately documented appraisal
- Encouraging supervisors to recognize accomplishments in a timelier manner; and
- Encouraging continuous improvement and learning

Feedback opens the door for initial and continuous communication, information exchange, collaboration, the creation of strategies, product and service development, improved relationships, and improved actions and responses.

4.3 Slide 22, Feedback Opportunities



Feedback Opportunities

- Communicating contribution expectations and their progress
- Recognizing and praising success
 - Day-to-day, publicly, verbally or written
- Addressing contributions not being met
- Building trust and respect

<http://ecgdemo.hcl.mil> 22

Feedback is a good thing because everyone can benefit from it.

You and your supervisor should always look for opportunities to provide feedback both formally and informally. These are some opportunities where feedback can be meaningful:

- Recognizing that our responsibilities and workload are ever-changing, we should communicate our contribution expectations and shared vision and direction, and their progress.
- The key to motivating our employees is by recognizing and praising success. Good leaders create a work environment where people feel important, valued, and appreciated. You can do this by giving day-to-day recognition like “You did a great job in adjusting the production schedule to accommodate the delivery delays while still staying within our budget and timelines!” Public recognition at a team meeting “Let’s congratulate Mary for identifying a new vendor that can provide a far superior material for 15% less in cost!” Written congratulations can be used in formal feedback or even proudly displayed on their desk.
- It is difficult to be 100% successful, sometimes we may miss the mark. Addressing contributions not being met is equally as important as recognizing success. This gives us the opportunity to identify the gap and correct it, or better yet, improve it.
- Feedback can create an atmosphere for building trust and respect. It opens the channels to build and maintain communication with others, internally and externally.

Let’s look at some guidelines for providing feedback.

4.4 Slide 23, Feedback Guidelines

Feedback Guidelines

- Plan ahead and be prepared
- Open, pleasant atmosphere
- Avoid interruptions or distractions
- Give specific examples
- Ask open-ended questions
- Invite questions
- Listen – giving full attention
- Summarize and reiterate the key message
- Highlight progress and express confidence
- Thank the person

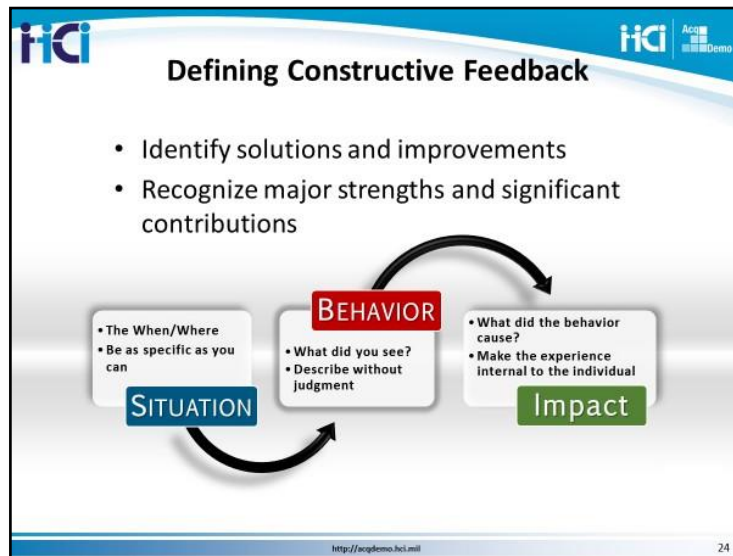
PLAN AHEAD

<http://scgdemo.hci.mil> 23

Feedback can go very well or very badly. Here are some guidelines for giving feedback:

- Plan Ahead and Be Prepared - Create an outline of what to discuss; and review your notes and documentation.
- Select an open and pleasant atmosphere. The environment should be welcoming and well-lit.
- You can avoid interruptions or distractions by planning. The impact of interruptions or distractions can send a message that the person and their time is not important.
- When providing feedback, avoid generalizing or referencing hearsay. It's best to be specific and give examples.
- Asking open-ended questions to encourage two-way communication helps to identify the real causes and effects.
- Invite questions. When you do so, it creates engagement and tells the other person that you value their input.
- Listen. Whether feedback is written or verbal, it is important that we listen to the message with our full attention.
- To ensure that we are receiving feedback the way it was intended, we should summarize and reiterate the message. This is called active listening.
- It is important that we highlight progress and express confidence in each other and our abilities.
- Acknowledge the value and appreciation for that feedback by thanking the person.

4.5 Slide 24, Defining Constructive Feedback



Constructive Feedback is not just praise or criticism. It is a recommended set of instructions that aims to collaboratively improve the overall quality of a product or service. It is specific. It promotes positive change and engagement.

Constructive feedback is often mistaken as something negative. It doesn't have to be. Even though it might not sound right, constructive feedback is the best kind of feedback. It gives you an observation from another perspective that you may not have seen or recognized.

When handled tactfully and professionally, constructive feedback is a positive experience that helps you make the most of your talents and abilities; it moves you in the right direction; it creates positive change; and it directs you to solutions.

The Center for Creative Leadership created a tool to help us provide effective constructive feedback. The **SBI Model** contains three key elements:

Situation: The When/Where. Be as specific as you can.

Behavior: What did you see? Describe without judgement.

Impact: What did the behavior cause? Make the experience internal to individual.

Let me give you an example. The supervisor might start a conversation...

SITUATION: During the last 2 months, I observed serious and significant payroll processing errors.

BEHAVIOR: There were 5 reports of paychecks with the wrong amount and 7 reports of paychecks with the wrong locality pay.

IMPACT: These errors create re-work, instill lack of confidence from our workforce, and can create stressful and negative consequences for our affected employees.

This can now begin the collaborative conversation:

“What do you think is causing these errors? Can we create a check and balance or an automated way to ensure the errors don’t repeat? You have done a great job on other programs to create processes and systems that prevent these types of errors. Let’s work on this together.”

4.6 Slide 25, Giving and Accepting Corrective Feedback

Giving

- Timely
- Clear, thoughtful and respectful
- Acknowledge positive actions as well as corrective
- Focus on the behavior not the person
- Allow the chance to respond
- Identify action plans and next steps
- In private and positive

Accepting

- Listen, understand and recognize consequences
- Ask questions
- Make adjustments
- Acknowledge its purpose

<http://accdemo.hci.mil>

Thoughtful, corrective feedback improves communication while encouraging employees to grow.

It is important when **Giving Feedback** to:

- Deliver the feedback as soon after the action or behavior as possible. Feedback is most effective when done immediately or soon after.
- Clear, thoughtful and respectful feedback shows that it is not personal, but professional. Be detailed. Choose your words well. This demonstrates the importance and the respect that you have for the person. It also accurately targets the action or behavior that needs correction
- Allow the person the chance to respond. This allows you to hear their perspective and insight
- After identifying the corrections, plan for the next steps and follow-up
- Give corrective feedback in private, never in public. Always recognize good work and positive actions with details. Emphasize that the corrective feedback and actions lead to better results.

It is important when **Receiving Feedback** to:

- Listen to the corrective feedback openly, understand what it means and why, and get clarity on its consequences or impact
- Recognize the behaviors or actions that need correction and make the necessary adjustments. Provide suggestions or seek recommendations
- Acknowledge the purpose is to learn, grow and improve

5.0 DIFFICULT CONVERSATIONS

5.1 Slide 26, Difficult Conversations Introduction

Difficult Conversations

- Addressing inadequate contributions
- Planning for difficult conversations
- Giving and accepting corrective feedback
- Difficult conversation video

<http://eogdemo.hci.mil> 26

This section covers Difficult Conversations. There are four areas:

- Addressing Inadequate Contributions
- Planning for Difficult Conversations
- Giving & Accepting Corrective Feedback
- Difficult Conversation Video

Let's take a closer look at Addressing Inadequate Contributions.

5.2 Slide 27, Addressing Inadequate Contributions

HICI Acq Demo

Addressing Inadequate Contributions

Goal of System: Appropriate compensation for contribution to mission effectiveness

- Contribution Improvement Plans (CIPs) should be considered when...
 - Contributions to mission accomplishment are inadequate

A CIP is mandatory...

- If the employee's OCS is above the upper rail of the Normal Pay Range (NPR) and/or
- Performance Appraisal Quality Level is 1 - Unacceptable

Inadequate contribution could result in...

- Reassignment
- Reduction in Pay
- Removal from Federal Service

<http://acqdemo.hici.mil> 27

The goal of AcqDemo is to provide employees with an appropriate compensation for their contributions to mission effectiveness. When contributions are inadequate, they must be identified as soon as possible, and corrective actions taken.

If the corrective actions do not result in adequate contribution, supervisors may place employees on a Contribution Improvement Plan also known as a CIP. CIPs are usually optional and at the discretion of the supervisor. However, there are situations in which a CIP is mandatory; it occurs when the employee's Overall Contribution Score is above the upper rail of the Normal Pay Range and/or the Performance Appraisal Quality Level Rating is a 1- Unacceptable.

If contribution levels do not rise to meet expectations within the timeframe allowed in the CIP, it could result in a reassignment, reduction in pay, or even removal from Federal Service.

Before these steps are taken, the employee and supervisor should have a discussion. Please consult your HR representative for further information.

5.3 Slide 28, Planning for Difficult Conversations

Planning for Difficult Conversations

- Prepare the conversation
- Anticipate reactions
- Stay on point
- Get to the point early
- Don't play judge or make assumptions
- Summarize what has been said and heard
- Manage toward the desired outcome
- Collaborate to identify the real problems

<http://scgdemo.hci.mil> 28

Difficult Conversations are just that, difficult. Preparing and planning will help you achieve the desired outcome.

Here are some helpful tips:

- Prepare the conversation: Write it out. Identify the Situation, Behavior, and Impact (SBI) . Then identify what you are hoping to accomplish. Envision an ideal solution. Do it with positive intent.
- Anticipate reactions: How can you avoid defense or finger-pointing reactions? Acknowledge emotions and energy. Mentally practice for various reactions.
- Stay on point: Know, and return to, your purpose and focus on the specific.
- Get to the point early: You don't want your message lost.
- Don't play judge and don't assume they can see things from your perspective.
- Summarize what has been said and heard.
- Manage toward the desired outcome – This is the opportunity for action planning.
- Collaborate to identify the real problems and brainstorm solutions.

5.4 Slide 29, Difficult Conversation Video



Okay, let's look at an example of a Difficult Conversation

DIFFICULT CONVERSATION SCRIPT

(IN A PRIVATE OFFICE, SUPERVISOR IS WORKING AT THE DESK. EMPLOYEE KNOCKS AND ENTERS THE ROOM. SUPERVISOR STANDS AND SHAKES EMPLOYEE'S HAND THEN CLOSES THE DOOR.)

MARGARET: Hi, John. Come on in. Have a seat. Thank you for meeting with me. *[Margaret sits.]* I wanted to discuss the newest team project that I asked you to join. Your skill set is exactly what we need to drive this project.

JOHN: Wow. Thank you, I appreciate that. I also want to thank you for this opportunity.

MARGARET: You are welcome. You work hard. And I appreciate your work ethic. I did observe at the last meeting that you prefer to work independently and are eager to get things done fast?

JOHN: I really do. *(EXCITEDLY)*

MARGARET: For this team project, I believe that we need to be more deliberate in the process. It's important to get input from each team member before we move on to the next phase to ensure that we don't miss anything or create re-work.

JOHN: *(CONFUSED LOOK)* I see. *(SHORT PAUSE)* I appreciate the feedback, Margaret. I get so excited and passionate about the work we are doing that I like to get the ball rolling and don't want to slow the momentum.

MARGARET: There is nothing wrong with being excited or passionate about the work. Those are some of the reasons you are on this team.

JOHN: But it's the speed?

MARGARET: Yes.

JOHN: I don't see what's wrong with getting things done quickly. The sooner the better, right?

MARGARET: Speed is always good if it is thorough and efficient. I want to make sure that we dot all our I's and cross all our T's as I've noticed some errors creeping into your work causing the team to have to backtrack and correct at times. There are many stakeholders and moving parts in this and I want to make sure that we do it the right way, the first time.

JOHN: Okay, so what would you have me do?

MARGARET: I'd like to ensure that all the team members have time to analyze the data and provide input, before we move on to the next phase. How do you think we can make that happen?

JOHN: I can build some windows in our project schedule to allow sufficient time for analysis and feedback?

MARGARET: That's a great idea. Please send me a new proposed timeline and I will review it and send it out to the team. Each team member was selected for their subject matter expertise, yours included, John.

The input from everyone on this team is valuable and essential for our success. Your contributions will help us meet our mission and goals. Thank you.

JOHN: Thank you.

(SHAKE HANDS)

- End Scene -

6.0 APPRAISAL RESULTS

6.1 Slide 30, Appraisal Results Introduction



This section briefly covers Appraisal Results. There are 2 areas:

- CCAS Results Form
- Opportunities for Increased Contributions

6.2.1 Slide 31, CCAS Results Form – The Part I (Top half)

End-of-Cycle Discussion — Part I Form

Identifying info

Name: Joe Contributor	Series: 601	Appraisal Period:
CA52Net ID: 31	Broadband Level: III	From: 1-Oct-17
Organization: AMC/LHBB	Retained Pay: No	To: 30-Sep-18
Career Path: NH	Presumptive: None	

Approved By: Bob Arnold, Pay Pool Manager **Effective Date of Appraisal:** January 1, 2019

Discuss evaluation with employee and obtain signature confirming discussion. Signature of employee does not constitute agreement with CCAS appraisal.

Signatures

Supervisor Print / Sign _____ Date _____

Supervisor Print / Sign _____ Date _____

Employee Print / Sign _____ Date _____

Appraisal Details

2018 Appraisal Detail	Factor	Category Score	Numeric Score	PAQL
Overall Contribution Score	69	Job achievement and/or Innovation	3M 70	5
Expected Contribution Score	67	Communication and/or Teamwork	3M 69	3
Expected Contribution Range	64-71	Mission Support	3M 69	3
Delta CCS	2			
Rating of Record	3	Average raw score of PAQLs		3.67

<http://acqdemo.hci.mil> 31

At the conclusion of the CCAS cycle and once all pay pool decisions have been made final, an Annual Appraisal Discussion is held between each employee and their supervisor. The purpose is to discuss the employee’s appraisal, Overall Contribution Score, Performance Appraisal Quality Level, and the pay pool payout decisions.

- Identifying information
- Signature Lines
- Appraisal Details including your Overall Contribution Score, Expected Score, Expected Range, the Delta Overall Contribution Score, the Categorical Scores for each Factor and the Numeric Score for each Factor, and the Performance Appraisal Quality Level Rating (PAQL)

6.2.2 Slide 32, CCAS Results Form – The Part I (Lower half)

The screenshot displays the 'Part I Form' with a 'Compensation Detail' section on the left and an 'Employee Compensation Region Chart' on the right. A pink arrow points from the text 'Compensation Detail' to the table.

Compensation Detail	
\$ 70,996	Current Rate of Basic Pay
+ \$ 710	General Pay Increase 1.0%
+ \$ 1,905	CRI (Pay Increase) 2.70%
= \$ 73,661	New Rate of Basic Pay
+ \$ 10,430	Locality Pay @ 14.16%
= \$ 84,091	New Total Salary
\$ 1,815	Contribution Award
2019 Expected Contribution Level	
Expected Overall Contribution Score	69
Expected Contribution Range	65 - 73

Employee Compensation Region Chart	
Approved Compensation Region C	
<p>The graph plots the employee's current base pay versus the final OCS relative to the rails and standard pay (the SPL), using contribution to compensation. The top and bottom lines are the Upper and Lower Rails, respectively. The middle line is the SPL. Above the Upper Rail is Overcompensated. Undercompensated is below the Lower Rail. Appropriately Compensated is on or within the rails. Compensation regions determine the availability of pay increases and awards. The point on the graph below is the employee's appraisal score.</p>	

Remarks

Privacy Act Statement (52 U.S.C.)
 AUTHORITY: Section 103, Federal Register Notice dated November 5, 2007.
 PURPOSE: This form summarizes the annual evaluation of an employee's contribution to high OCS assessment.
 KOU/TRA USE: This form is a computer-generated form that is produced for each employee and contains the overall contribution score and space for the signature of the PMO, the supervisor, and the employee. The output of this form will be maintained in accordance with agency procedures.
 DISCLOSURE: Submission of this form may result in a review or incorrect processing of this individual's CCAS and applicable projects. The information contained within this form is personal in nature and is restricted to those with appropriate permissions. Information collected on this form may be used for statistical and impact analysis.

http://accpleno.hci.mil 32

The Appraisal Form also includes Compensation Detail including any General Pay Increase (GPI), Contribution Rating Increase (CRI) and/or Contribution Award (CA). Your new basic pay is calculated including any applicable locality pay.

If basic pay increases, the expected OCS and range for the new cycle increase.

The form shows your OCS plotted in the graph against the rails.

6.3 Slide 33, Increased Contribution Opportunities

The slide features the HCl logo in the top left and right corners, with 'Acc' and 'Demo' text next to the right logo. The main title is 'Increased Contribution Opportunities'. Below the title, the text reads: 'Regardless of results, lead a discussion on how the employee can continue to increase their opportunities to contribute during the next cycle.' The central graphic shows a silhouette of a person climbing a white line graph. A blue box asks 'Are there greater opportunities for greater contribution in current role?'. This leads to a choice between a green 'Yes' button and a red 'No' button. The 'Yes' path leads to an orange box asking 'What inhibits greater contribution?'. The 'No' path leads to a grey box asking 'Are opportunities for greater contribution available within org?'. At the bottom, there is a URL 'http://accdemo.hcl.mil' and the number '33'.

Regardless of results, there is always an opportunity to increase your contribution level. Employees and supervisors meet to discuss the options.

7.0 COURSE CLOSING

7.1 Slide 34, Course Summary



Let's review some of the main learning points from this course. In summary, we'll review the key topics, share a list of additional training courses available to you, and point you to other AcqDemo resources and available support.

7.2 Slide 35, Summary of Key Topics

Summary of Key Topics

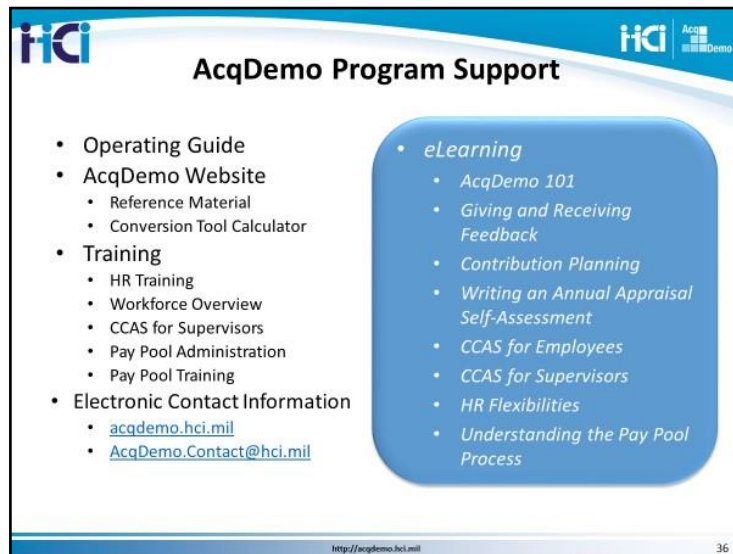
- Plan and prepare for each discussion
- Identify the appropriate communication style and adapt to your audience
- Use the SBI model
- Be open to feedback

<http://acqdemo.hci.mil> 35

In summary, we have discussed:

- Plan and Prepare for Each Discussion
- Identify the Appropriate Communication Style and Adapt to Your Audience
- Use the SBI Model
- Be Open to Feedback

7.3 Slide 36, AcqDemo Program Support



The AcqDemo Program Office provides a variety of support. These include overall program operating procedures; a website that includes reference material, tutorials, and newsletters.

The AcqDemo website also provides training on subjects including HR training, Workforce Overview, CCAS for Supervisors, Pay Pool Administration, and Pay Pool Training.

For program details, visit the AcqDemo website: acqdemo.hci.mil. For questions, contact your local AcqDemo team or email the AcqDemo Program Office at: AcqDemo.Contact@hci.mil

The following e-Learning courses are available:

- AcqDemo 101
- Giving and Receiving Feedback
- Contribution Planning
- Writing an Annual Appraisal Self-Assessment
- CCAS for Employees
- CCAS for Supervisors
- HR Flexibilities
- Understanding the Pay Pool Process

New courses will be developed, and existing courses updated as needed. Check the AcqDemo website for the latest training information.

7.4 Slide 37, Parting Thoughts



Thank you for watching and please let us know how we can best support your success in AcqDemo.