



Human Resources

SUPERVISOR MEETING

JULY 16, 2026

Supervisor Meeting

July 2026



Career Conversations Timeline



Ratings Defined & Applied



Situational Leadership Framework



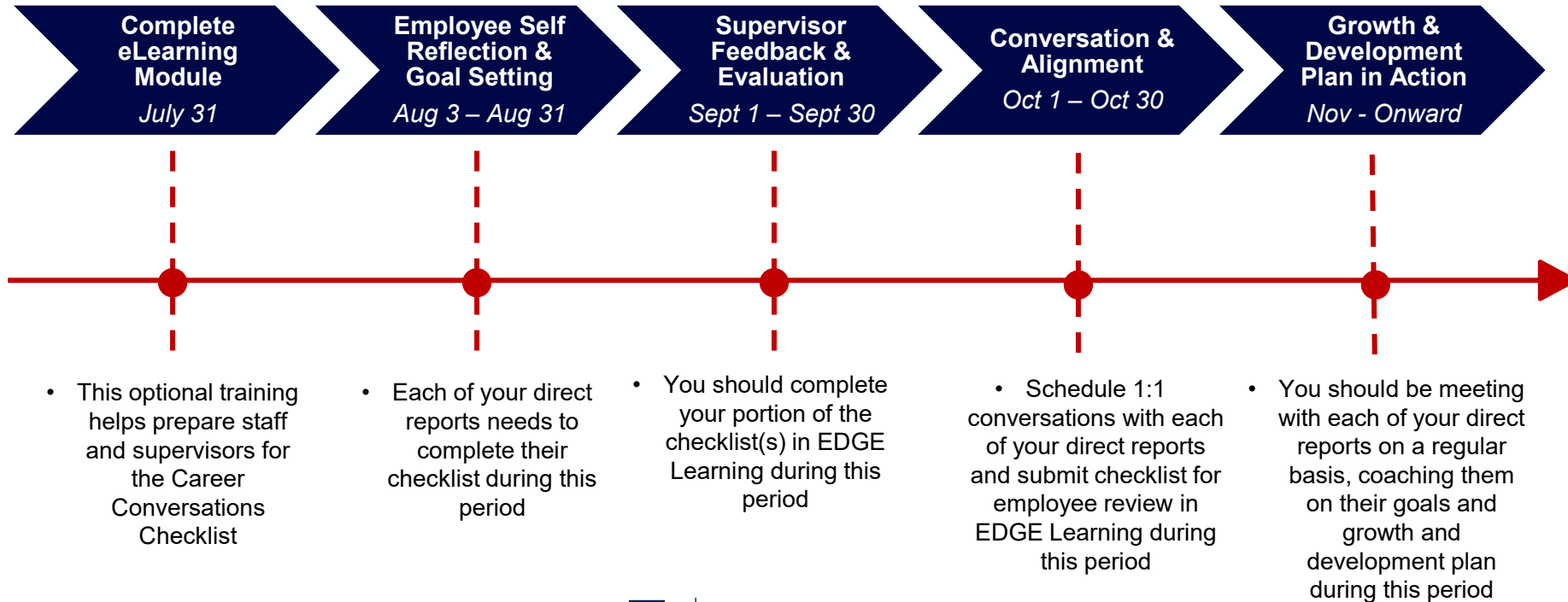
Career Conversations Supervisor Resources



Q&A



Career Conversations Timeline



5 Scale Ratings

Rating	Description
Exceeding	Employee meets goals and frequently surpasses expected outcomes. Work positively impacts the organization beyond the immediate team level.
Meeting	Staff consistently meets goals on time and delivers expected outcomes. Work positively impacts the organization at the team level.
Evolving	Staff partially meets goals. Opportunities were identified to meet expectations or milestones, but actions were inconsistent or incomplete.
Developing	Staff does not meet goals. Key milestones were not reached and limited progress was demonstrated during the review period.
Not Measurable	Performance cannot be fairly evaluated during this review period due to the limited time in role, extended leave or other approved circumstances outside of the staff's control.



Influences on a Team's Performance

You Might Struggle With:

- Fear of conflict
- Desire to maintain relationships
- Concern about employee reactions
- Lack of confidence in feedback conversations

Impacts of Leniency:

- Reduces credibility
- Creates inequities
- Limits development opportunities
- Creates future employee relations concerns

Within Your Direct Control:

- Clarity of expectations
- Sense of progress and achievement
- Connection to purpose and meaning
- Employees feeling heard and valued
- Understanding their role in the bigger picture



Coaching vs Corrective Action

Coaching:

- Growth
- Skill development
- Improving future performance
- Building capability

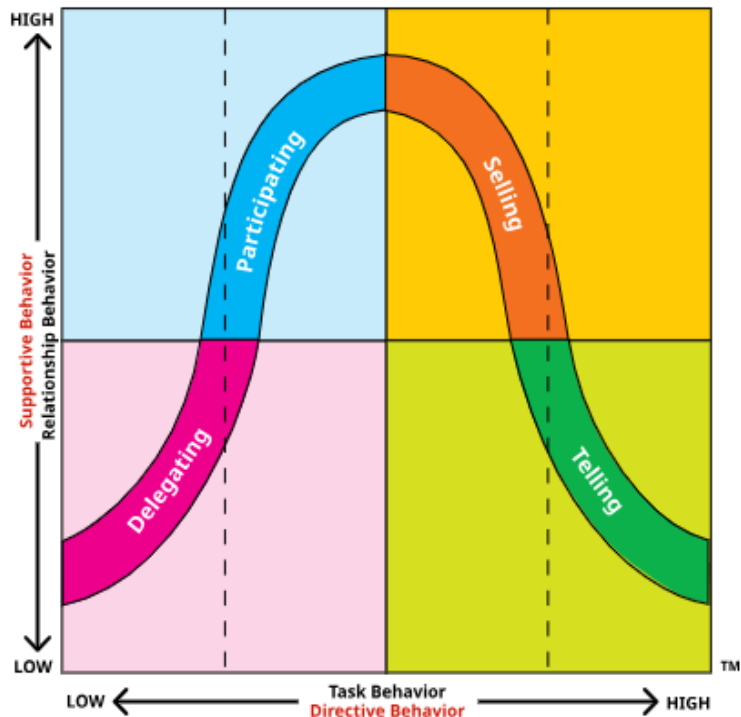
Examples:

- Providing feedback
- Offering resources
- Discussing career aspirations
- Identifying development opportunities

Corrective Action:

- Addressing performance concerns
- Clarifying expectations
- Documenting deficiencies
- Formal accountability





Leading for Growth:

SITUATIONAL LEADERSHIP MEETS CAREER CONVERSATIONS

What We Know:

- Effective supervisors adapt their leadership style to each employee's competence and commitment.
- The new ratings system provides shared, evidence-based language for where an employee currently stands.
- We must now connect that language to how you lead, coach, and support each person.



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The Situational Leadership Model

STEP 1 | ASSESS: Competence (skill for this task) & Commitment (motivation & confidence)

STEP 2 | ADJUST YOUR STYLE

DIRECTING

- Clear instructions
- Close supervision
- Appropriate for new or inexperienced employees

COACHING

- High guidance and support
- Frequent feedback
- Building capability and confidence

SUPPORTING

- Shared decision-making
- Encouraging ownership
- Focus on development

DELEGATING

- High autonomy
- Minimal oversight
- Appropriate for highly capable employees

A note on Directing: style depends on competence for this specific task, not tenure. Both a brand-new employee and a tenured employee facing an unfamiliar task may need Directing for different reasons.

Source: Hersey, P., & Blanchard, K. H. (1977). Situational Leadership. Center for Leadership Studies



Aligning Ratings to Your Leadership Approach

MATCHING STRATEGIES TO WHERE EACH EMPLOYEE STANDS TODAY

5-Scale Rating	Competence & Commitment	Leadership Style	What You Can Do
Exceeding	High competence, high commitment	Delegating	• Assign cross-team or strategic projects • Invite into planning & key decisions
Meeting	Solid competence, consistent commitment	Delegating	• Hand off a full project, start to finish • Recognize contributions publicly
		Supporting	
Evolving	Developing competence, variable consistency	Coaching	• Weekly check-ins with clear milestones • Pair with a peer mentor
		Supporting	
Developing	Limited competence, low/variable commitment	Directing	• Set written 30/60/90-day goals • Document biweekly progress check-ins
		Supporting	
Not Measurable	Insufficient data to assess	Directing (new to role)	• Build a structured 90-day onboarding plan • Schedule regular check-ins to gather evidence

Note: Directing applies to two distinct situations: a new or inexperienced employee building foundational skills (often Not Measurable), and a tenured employee with a specific skill or consistency gap (Developing). The style is the same; the underlying reason is different and should shape your conversation.



Source: Hersey, P., & Blanchard, K. H. (1977). *Situational Leadership*. Center for Leadership Studies
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Situational Leadership and Employee Engagement

MATCHING STRATEGIES TO EMPLOYEE NEEDS

DIRECTING	COACHING	SUPPORTING	DELEGATING
<i>Best fit: new/inexperienced & Developing</i>	<i>Best fit: Evolving</i>	<i>Best fit: Meeting (steady, could engage more)</i>	<i>Best fit: Exceeding & highly capable Meeting</i>
Engagement Strategies: - Set clear, measurable expectations - Increase check-in frequency - Document guidance and progress	Engagement Strategies: - Explain the “why” behind expectations - Give specific, frequent feedback - Partner on problem-solving	Engagement Strategies: - Recognize consistent contributions - Increase autonomy gradually - Involve them in decisions	Engagement Strategies: - Provide autonomy and stretch work - Stay available but do not micromanage - Create broader influence opportunities
Outcome: <i>Your clear instructions and close supervision build the foundation a new or Developing employee needs to reach a Meeting rating.</i>	Outcome: <i>Your high guidance and frequent feedback build the capability and confidence an Evolving employee needs for a Meeting rating.</i>	Outcome: <i>Your shared decision-making and focus on development help a Meeting employee feel valued and stay engaged toward Exceeding.</i>	Outcome: <i>Your high autonomy and minimal oversight keep a highly capable, Exceeding employee engaged by showing trust.</i>

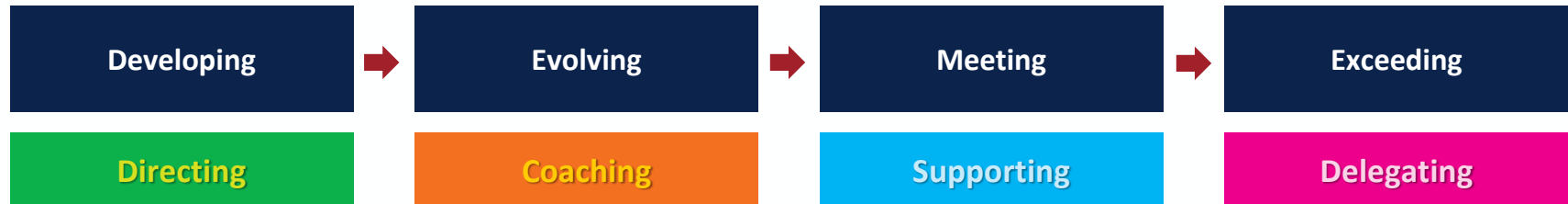


Career Conversations & Beyond

WHY THIS FRAMEWORK MATTERS IN EVERY CONVERSATION

- Not every employee requires the same feedback approach.
- Development conversations should reflect where employees are in their growth journey.
- Supervisors should adapt coaching style to employee needs.

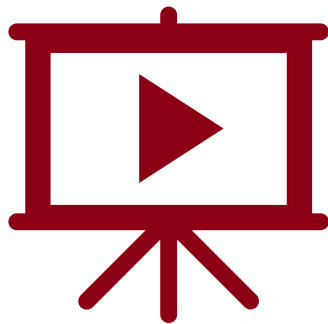
THE GROWTH JOURNEY, IN ONE VIEW



Source: Hersey, P., & Blanchard, K. H. (1977). Situational Leadership. Center for Leadership Studies



CAREER CONVERSATIONS RESOURCES DEMO



Q&A

Thank you!

Contact Info: hr-learnanddevelop@arizona.edu



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EDGE LEARNING DEMO



Career Conversations Checklist Overview





Career Conversation - Checklist 26-27 UAT - v2

Pending Registration

Due date: 30-OCT-2026 | *109 days remaining*

[VIEW DETAILS](#)



Career Conversations 26-27-UAT

Not evaluated

[EVALUATE](#)



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Career Conversations 26-27-UAT

Not Evaluated

Assigned To
Wildcat Wildcat 

0%

▼ Overview

Assigned by: Career Conversation - Checklist 26-27 UAT - v2 -

▼ Evaluators

Sections and Items 

Expand All

REQUEST ALL

▼ Year-In Review:Goals & Accomplishments

▼ Overall Performance

▼ Set SMART Goals for a Successful Year Ahead

▼ Growth & Development



Year-In Review:Goals & Accomplishments

Checklist Items (2)

Expand All Items

Employee Self Reflection on Goal Progress

Supervisor Feedback on Goals Progress

Year-In Review:Goals & Accomplishments

Checklist Items (2)

Expand All Items

Employee Self Reflection on Goal Progress

Employee completes a self-reflection on goals and performance. Reflect on the goals you set during last year's career conversation and describe progress you made towards achieving them. Please note any other accomplishments you would like to highlight as well.

Bear Down, Arizona!Bear Down, red and Blue!Bear Down, Arizona!

POST

CANCEL



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▲ ☒ Employee Self Reflection on Goal Progress

✓ Completed by: Wilma Wildcat I
Completed on: 13-JUL-2026



Career Conversation - Checklist 26-27 UAT - v2

In Progress

Due date: 30-OCT-2026 | *108 days remaining*

[VIEW DETAILS](#)



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Career Conversations 26-27-UAT

In Progress

Assigned To
Wilma Wildcat

50%

Due on: 11-OCT-2026 (90 days remaining)



Wilbur Wildcat

REQUEST EVALUATION



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