Managing Exceptional Performance

Is Your Annual Performance Management System Working for You?

Session Objectives

- Share best practices for Performance Management (PM) Systems and Processes

- Orientation to St. Lawrence College's transition to a new PM System and Process

- Present Performance Management Tips: *What works / what doesn't.*

World Class Performance Management Practices

- <u>In your table groups</u>, introduce yourself (name, College, position) and, based on your personal experience with performance reviews, share:
  - What has made your performance review meeting(s) motivational and inspirational for you?
  - What has made your performance review meeting(s) de-motivating and un-inspiring for you.

- <u>As a table group</u>: Identify "best practices" for creating a World Class College performance management/review process.

Performance Reviews at SLC
— *the way we were…*

- **Administrators**
  - Ten page form
  - Five Core Competencies
  - 23 associated behaviours
  - Seven point rating scale
  - Priorities & measures
  - Career development
  - Comment section

- **Administrative Managers**
  - Twelve page form
  - Ten core competencies
  - 47 associated behaviours
  - Seven point rating scale
  - Priorities & measures
  - Career development
  - Comments section

7   **Outstanding:** Performance is consistently beyond the expectations of the job. Results and demonstrated behaviors significantly affect the results of the team/department/division/College. Has clearly mastered the job. Is a role model.

6   **Exceeds Expectations:** Consistently exceeds expectations on most job duties and behaviors and performs all others effectively.

5   **Meets Expectations:** Performance across all levels of the job is completely effective. Considered fully trained and experienced. Demonstrates all behaviors effectively.

4   **Developing:** Performs some but not all aspects of the job effectively but performs at a level expected for someone with the experience and training acquired to date. Requires more time and experience to demonstrate all behaviors effectively.

3   **Improvements Needed:** Performs some but not all aspects of the job effectively and does not demonstrate effective behaviors. Performing at a level below what is normally expected from someone with the experience and training provided to date.

2   **Unsatisfactory:** Performance and demonstration of behaviors does not meet the requirements of the position, or is not meeting the requirements normally associated with an average learning curve even though ample training and experience have been provided.

1   **Not applicable/Do not have sufficient information to assess:** The manager may not have sufficient information and/or the competency is not applicable.

CORE COMPETENCIES FOR ALL EMPLOYEES

A -- Student and Customer Service

		Employee	Manager
1	Demonstrates a proactive approach to determining and fulfilling student/ customer needs.		
2	Actively listens to student/ customer concerns and requests, clearly communicates to address, assist or direct appropriately.		
3	Sets priorities and manages tasks/activities in accordance with student/ customer needs and/or established action/priority hierarchies.		
4	Delivers/fulfills requests, services or projects on time, and communicates status or changes to schedule or fulfillment in an appropriate manner.		
5	Demonstrates friendly, knowledgeable and professional demeanor in all interactions with students/customers.		

B -- Creativity, Innovation and Entrepreneurship

		Employee	Manager
1	Self starter, risk taker. Shows initiative – does what needs to be done without requiring direction.		
2	Advances viable new ideas and makes improvements to or introduces new programs or services that meet or exceed student's and customer's needs, wants and expectations.		
3	Embraces/supports change and adapts positively to changes in policies, procedures or systems.		
4	A relentless learner – learns quickly when facing new problems and adapts quickly.		

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PRIOR YEAR'S PERFORMANCE OBJECTIVES AND MEASUREMENTS

Objective # 1	Results Achieved	Performance Rating	
		Employee	Manager
Comments:			
Objective # 2			
Comments:			

Return rate of the "old" PPD Form

- Approximately 5-10% per year of the PPD Forms were completed, signed and sent to HR&OD for recording and inserting into the employees file
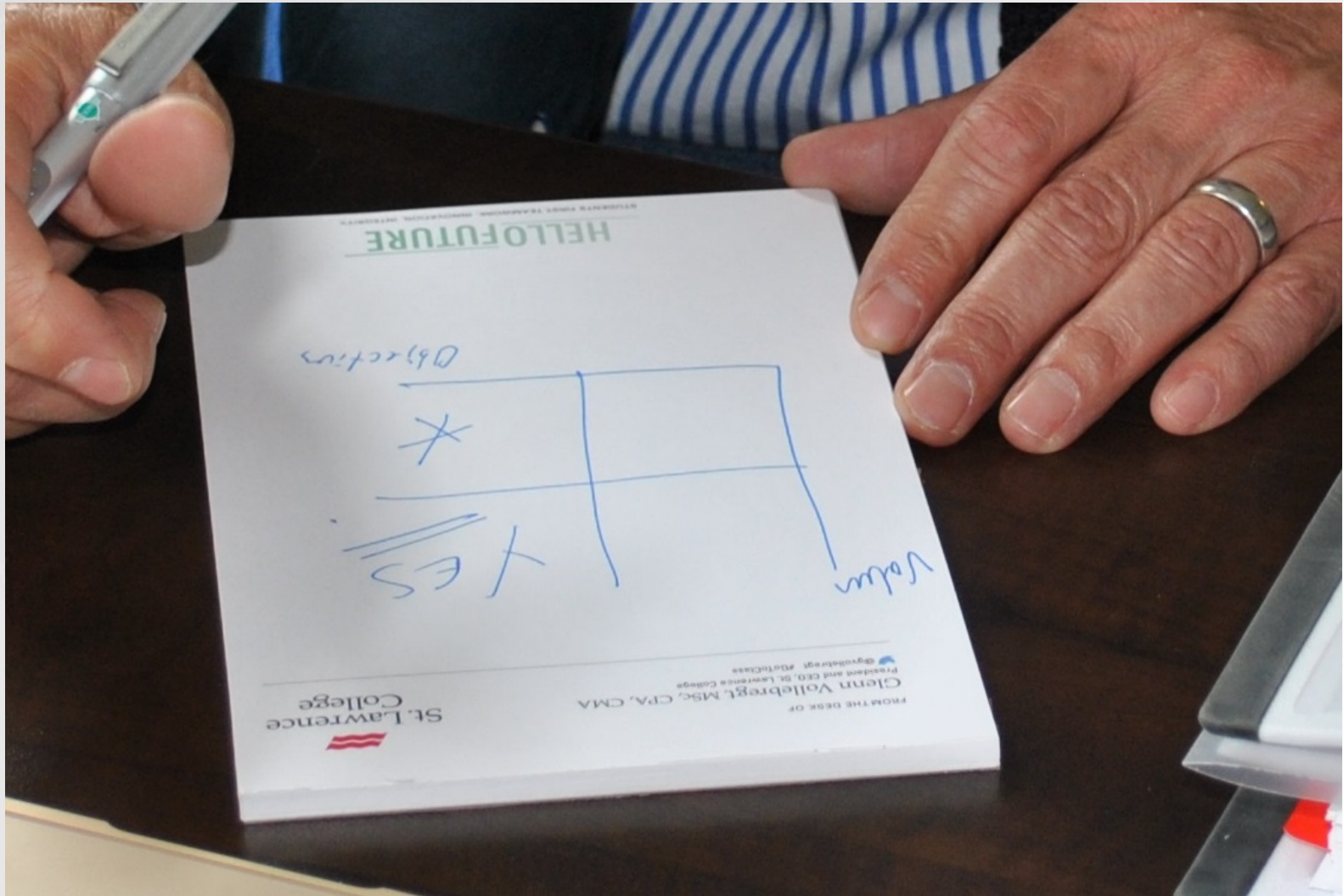
- Our College President was not pleased!

My College President explaining how our Performance Planning should work…

A few verbal instructions…

The draft outline

Performance Reviews at SLC – *the way we are today*…

- Administrators & Managers:
  - Use same form
  - Form is less than four pages
  - No pre-defined core competencies or associated behaviours
  - Three-point rating scale
  - Two required Priority Goals & Measures
  - Section on career discussion and professional development planning
  - Employee and Manager comment sections

Section 1 – Assessment of Past Year

1A – Job Responsibilities & Performance Goals

1B – Values & Behaviours

Employee & Manager Assessment of Performance

Assessment Levels & Criteria

Needs Improvement	Successful	Exceptional
• Performance Based • Values Based	• Performance Based • Values Based	• Performance Based • Values Based

ASSESSMENT LEVELS AND CRITERIA

Needs Improvement (NI) / In Developmental (ID – New to position)	Successful (S)	Exceptional (E)
1A Performance Based Criteria ID – Applies to individuals who are new to their position and still learning key job responsibilities For non-probationary employees NI applies if they: • Inconsistently demonstrates required role knowledge and does not yet perform all requirements and duties • Work is regularly incomplete and/or does not meet minimal standards for quality or quantity; often misses deadlines • Takes little to no initiative, even with prompting • Requires more than the expected level of supervision due to lower quality work or level of learning required to complete role successfully **1B Values Based Criteria** • Inconsistently demonstrates college values and behaviours • Inconsistent interactions with peers and / or management	**1A Performance Based Criteria** • Individuals who regularly meet and sometimes exceed expectations and role requirements • Meets goals set for the year • Possesses full depth and breadth of role knowledge • Recognizes areas for improvement and open to further development through training, mentoring, taking on leadership roles, etc. **1B Values Based Criteria** • Demonstrates college values and behaviours • Takes initiative as a project member and / or team lead • Very effective as a team member and / or working independently • Perceived by peers, managers, students and other customers as collaborative, skilled and reliable • Consistently interacts with peers and / or management	**1A Performance Based Criteria** • Individuals who significantly and consistently exceed expectations and role requirements • Exceeds goals set for the year • Demonstrates exceptional depth and breadth of role knowledge, highly recognized by others within the college community • Willingly takes a leadership role and demonstrates highly effective leadership skills **1B Values Based Criteria** • Demonstrates college values and role models behaviour for other supervisors / staff members to emulate

PPD Assessment Process

Employee 1st

- Writes self-assessment of Performance & Values Accomplishments
- Selects their own Rating for Performance & Values

Manager 2nd

- Writes assessment of Employee's Performance & Values Accomplishments
- Selects Rating for Performance & Values Demonstration

SECTION 1A: ASSESSMENT OF JOB RESPONSIBILITIES & PERFORMANCE GOALS (WHAT YOU HAVE ACCOMPLISHED IN THE PAST YEAR)

Employee assessment of performance of job responsibilities and performance goals ☐ E ☐ S ☐ NI/ID	Employee self-assessment on performance of job responsibilities and performance goals to support the college strategic priorities and multi-year objectives: **Student Experience – Contemporary Learners – Sustainability**
Manager assessment of performance of job responsibilities and performance goals ☐ E ☐ S ☐ NI/ID	Manager assessment on employee performance of job responsibilities and performance goals to support the college strategic priorities and multi-year objectives: **Student Experience – Contemporary Learners – Sustainability**

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SECTION 1B: ASSESSMENT OF VALUES AND BEHAVIOURS (HOW YOU CONDUCTED YOURSELF TO GET YOUR WORK DONE IN THE PAST YEAR)
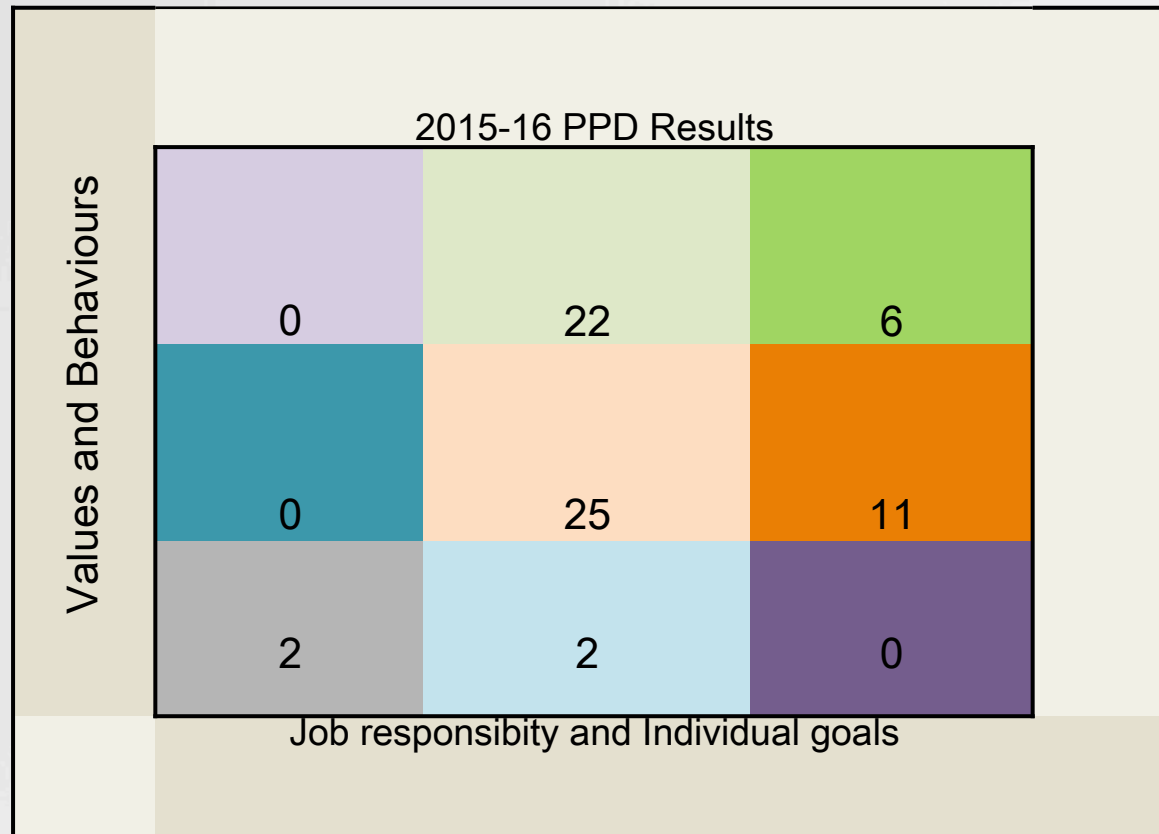
Employee assessment of demonstrated values and behaviours ☐ E ☐ S ☐ NI/ID	Employee self-assessment on demonstrated college values and behaviours: **Students First – Teamwork – Innovation – Integrity**
Manager assessment of demonstrated values and behaviours ☐ E ☐ S ☐ NI/ID	Manager assessment on employee demonstration of college values and behaviours: **Students First – Teamwork – Innovation – Integrity**

SECTION 1C: OVERALL EMPLOYEE ASSESSMENT BY MANAGER (REFER TO ASSESSMENT AND CRITERIA CHART – PLOT 1A & 1B)

Evaluation of Demonstrated Values and Behaviours (How the employee conducted themselves)	Exceptional (E)	☐	☐	☐
	Successful (S)	☐	☐	☐
	Needs Improvement (NI) / In Development (ID)	☐	☐	☐
Overall Evaluation		Needs Improvement (NI) / In Development (ID)	Successful (S)	Exceptional (E)
		Evaluation of Job Responsibilities and Individual Goals (What was achieved)		

Values & Behaviours	B1 (Exceptional / Needs Improvement)	A1 (Exceptional / Successful)	AA (Exceptional / Exceptional)
	B3 (Successful / Needs Improvement)	A3 (Successful / Successful)	A2 (Successful / Exceptional)
	C (Needs Improvement / Needs Improvement)	B4 (Needs Improvement / Successful)	B2 (Needs Improvement / Exceptional)
	Job Responsibilities & Goals		

The Results – 2015-16

2015-16 PPD Results

Values and Behaviours		
0	22	6
0	25	11
2	2	0

Job responsibity and Individual goals

Comparing results

PPD Results 2015-16

0	22	6
1	25	11
2	2	0

Values and Behaviours (vertical axis)

Job responsiblity and Individual goals

PPD Results 2014-15

0	9	3
1	33	7
0	2	0

Values and Behaviours (vertical axis)

Job responsiblity and Individual goals

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Administrator PPD Return Rate 2014-15

❑ There are **73** SLC Administrators at the start of Fiscal Years 2014-15 & 2015-16

❑ Return rate for 2014-2015 equals 90%

❑ Return Rate for 2015-16 equals 100%

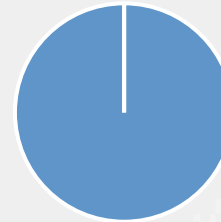### PPD Forms Returned for 2014-15 Performance Planning Cycle

PPD Forms Received 90%
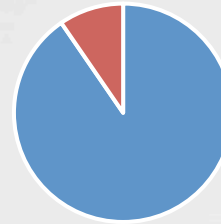
- PPD Forms Received
- PPD Forms Not Received

PPD Forms Returned for 2015-16 Performance Planning Cycle

PPD Forms Received, 100%

- PPD Forms Received
- PPD Forms Not Received

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Section 2 – **Plan for the Coming Year**

2A
- Responsibilities and Performance Goals

2B
- Learning & Development Plan and Career Discussion

SECTION 2A: RESPONSIBILITIES AND PERFORMANCE COMMITMENTS FOR THE COMING YEAR (TO SUPPORT SLC STRATEGIC PRIORITIES AND STRATEGIC INITIATIVES)

Performance Commitments*	Description and Performance Measures
1. **Financial Commitment** - *I will manage/utilize College financial resources and assets assigned in a manner that demonstrates transparency, integrity and cost efficiency and effectiveness.*	• Allocates, manages and utilizes department financial resources and assets in a transparent manner • Performs daily duties in a manner that demonstrates fiscal responsibility • Achieves departmental objectives and does so within assigned budget
2. **People Commitment** - *I will provide leadership and support to my direct reports and work with colleagues in a collaborative and respectful manner to build positive working relationships to assist in the accomplishment of all performance commitments.*	• Completes annual performance review and contributes to ongoing two-way feedback between employee and manager. • Embraces diversity among team members to build strong teams. • Demonstrates the ability to work in a collaborative and team oriented manner in regular work and in teams and working groups.
3.	
4.	

*Add additional Performance Commitments as required for your position.

SECTION 2B: LEARNING AND DEVELOPMENT PLAN (DISCUSS JOB RESPONSIBILITIES, REQUIRED COMPETENCIES AND CAREER GOALS)

Areas for Development	Describe Learning and Development Activities
1.	
2.	

Employee comments on any aspect of the performance planning and development assessment

Year-End Review/Startup:

Mid-Year:

Direct Manager/Supervisor comments on any aspect of the performance planning and development assessment

Year-End Review/Startup:

Mid-Year :

Who reads the final Performance Plan?

Year-End Review/Startup Signatures*

_____   _____   _____   _____

Employee   Manager/Supervisor   One-over-one Manager   President

_____   _____   _____   _____

Date   Date   Date   Date

*Signatures indicate that the Employee and Manager have read and understand the performance planning assessment for 2015-16 and the performance commitments and measures for 2016-17.

Note: Should you require this document in an accessible format, please contact Lara Davis (LDavis@sl.on.ca)

Please send a copy of the final signed Performance Planning and Development (PPD) Form to: JoAnn Wert (JWert@sl.on.ca), Human Resources and Organizational Development Department.

Performance Planning Cycle

* Performance feedback discussions and planning are ongoing, but formal time to document progress and make adjustments are held at the beginning and middle of each fiscal year.

Implementing the Performance and Development Process:

What works?   What doesn't work?

Engages & Motivates	**Disengages & Discourages**
• Frequent feedback	• Annual review (with little or no regular conversations)
• Informal conversations and recognition/chats	• Conversations focus on past performance only
• Focus on Strengths	• Emphasis on "strengths" and "weaknesses"
• Less focus on the past, more focus on the future	• Rating scales that seem arbitrary and/or subjective
• Less emphasis on rating scales	• Emphasis on Performance Management
• Emphasis on Career Management	

*TalentMap

Feedback and Employee Engagement & Performance – Key Drivers

Research by Corporate Leadership Council*:

- Fairness and accuracy of informal feedback (+39%)
- Emphasis on strengths (+36%)
- Employee understanding of performance commitments and measures (+36%)
- Manager knowledgeable about performance (+30%)
- Feedback that helps the employee do their job better (+26%)
- Emphasis on performance weaknesses (-27%)

Effective leader-fostered drivers of employee performance

Thank you!