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|  |  | | Performance Management Process – Managerial*(Confidential)* | | | |
| Employee | Role | Department/Location | Period *(month/year)* | | | |
|  |  |  | From: |  | To: |  |
| The process is designed to support and reinforce the College's strategic plan.  Features of the process include:   * A link between individual performance planning and measures and the strategic plan of the College; * A measurement of results achieved and competencies demonstrated and supported; * A measurement of both individual and College performance; and * An objective, observable and measurable basis for assessing performance and relating it to compensation.   This document should be referred to throughout the evaluation period. Administrators and their leaders should use it to document performance goals and progress throughout the year.  A discussion with respect to specific performance goals as they relate to the College’s strategic plan is at the centre of the process. Goals must be clearly articulated with metrics to assess the level of success.  Refer to the College Sector Leadership Behaviour Expectations at the end of the document to develop your goals and indicate how you plan to achieve them based on the levels defined.  Where a 360 assessment was implemented, employees are encouraged to include their reflections based on the feedback provided.  Upon completion of the cycle a discussion between the employee and the supervisor to finalize the process by assigning evaluation rankings and prepare for the next cycle.  Once finalized and signed off by both parties at the end of the fiscal year, the original will be filed in the employee’s file. | | | | | | |
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| Goals and Measures | | | | | | |
| Goal | | | Rating | | | |
| **ACCESS AND SUCCESS** | | | Below  Achieves  Exceeds | | | |
| **EXPECTATIONS** | | **BELOW** | **ACHIEVES** | | **EXCEEDS** | |
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| Goals and Measures | | | | | |
| Goal | | | | Rating | |
| **INDIGENOUS LEARNING** | | | | Below  Achieves  Exceeds | |
| **EXPECTATIONS** | | | **BELOW** | **ACHIEVES** | **EXCEEDS** |
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| Goals and Measures | | | | | |
| Goal | | | | Rating | |
| **INSTITUTIONAL EXCELLENCE** | | | | Below  Achieves  Exceeds | |
| **EXPECTATIONS** | | | **BELOW** | **ACHIEVES** | **EXCEEDS** |
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| Goals and Measures | | | | | |
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| **COMMUNITY PROSPERITY** | | | | Below  Achieves  Exceeds | |
| **EXPECTATIONS** | | | **BELOW** | **ACHIEVES** | **EXCEEDS** |
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| College Sector Level Leadership Behaviours | | | | | |
| **Behaviour #1** | | |  | | Below  Achieves  Exceeds |
|  | | | **Level to attain from framework document** | **Examples of how this is evidenced** | |
| **Leads through complexity and change**   * Scans their environment and displays a high degree of clarity about external trends/drivers * Anticipates changes and decides what initiatives are required to move the College forward in a way that responds to changing domestic and international demand for post-secondary education * Demonstrates excitement about the future in a way that inspires employees and drives their level of engagement and performance * Possesses a high degree of personal resilience and resolve and models it for the rest of the organization | | |  |  | |
| **Behaviour #2** | | |  | | Below  Achieves  Exceeds |
|  | | | **Level to attain from framework document** | **Examples of how this is evidenced** | |
| **Leads with bold and innovative thinking**   * Challenges current thinking and drives continuous improvement while addressing barriers to innovation * Looks for new ideas and sources of innovation that can be adapted to work within the College system * Creates the expectation for team members to think creatively and bring forward plans to drive innovation and change * Acts in the best interest of the College, rather than for themselves or their teams/department | | |  |  | |
| **Behaviour #3** | | |  | | Below  Achieves  Exceeds |
|  | | | **Level to attain from framework document** | **Examples of how this is evidenced** | |
| **Leads with agility and speed**   * Seeks input from stakeholders to gain buy-in and improve the quality and effectiveness of initiatives within the College * Works collaboratively with peers to break down silos and align the efforts of teams across the College * Removes internal barriers and roadblocks that slow down progress * Celebrates the success of key milestones to recognize the vital contribution and efforts of their teams | | |  |  | |
| **Behaviour #4** | | |  | | Below  Achieves  Exceeds |
|  | | | **Level to attain from framework document** | **Examples of how this is evidenced** | |
| **Leads by collaborating and building partnerships**   * Acts as an ambassador of the College in the community * Demonstrates clarity of what stakeholders’ value and nurture networks within and across the College system * Forms strategic alliances with partners to advance the College’s priorities and diversify revenues through new initiatives in fundraising, corporate education and entrepreneurial activities * Maintains an extensive network of external contacts, including key decision-makers and influencers at the local, provincial and, where appropriate, federal levels | | |  |  | |
| **Behaviour #5** | | |  | | Below  Achieves  Exceeds |
|  | | | **Level to attain from framework document** | **Examples of how this is evidenced** | |
| **Leads with an inclusive mindset**   * Encourages an equitable and accessible environment that promotes, involves and reflects the diverse communities within the College * Brings an inclusive approach to learning and curriculum design * Ensures communications and organizational practices demonstrate a commitment to diversity and inclusion * Models the values of the College | | |  |  | |
| **Behaviour #6** | | |  | | Below  Achieves  Exceeds |
|  | | | **Level to attain from framework document** | **Examples of how this is evidenced** | |
| **Leads by developing and growing leaders**   * Establishes a clear set of leadership expectations for each team member * Builds the leadership capabilities of themselves and their direct reports * Provides leadership development opportunities that effectively strengthen the capacity of College leaders through coaching, assessment and other developmental activities * Sets the tone for others by being open to feedback, demonstrating emotional intelligence and living the leadership expectations on a daily basis | | |  |  | |
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Summary of 360 Survey Results (If applicable)

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|  | Individual Development Plan Worksheet |
| Current  *(focus on this section if you are new to your role or continuing to progress/develop in it)* | **Future  *(focus on this section if you have agreement with your leader)*** |
| 1. What additional knowledge, skills or experience would help me achieve my performance goals? | 1. What additional responsibilities or positions would I like to target? |
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| 2. What development opportunities are there to improve my performance? | 2. What skills and knowledge do I need to help me prepare for additional roles and responsibilities? What specific experience or education would help me attain those skills and knowledge? |
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| 3. What feedback have I received from others that should be addressed in my IDP? | 3. What constraints (e.g., professional, geographic, timing, personal, etc.) should be considered in future placement? |
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| 4. What responsibilities would challenge me more in my present role? | 4. What are my long-term career aspirations? |
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|  | | | Individual Development Plan | | | | |
| Employee | Role | Department/Location | | Period *(calendar year)* | | | |
|  |  |  | | From: |  | To: |  |
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| Development Goal | Actions | Time Frame | Results | | | | |
| * **[enter goal]** |  |  |  | | | | |
| Employee Signature | | Leader Approval | | | | | |
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|  | *(Confidential)* | Performance Management Record | |
| Leader’s Comments *(If rating was adjusted, comments must be provided.)* | | | |
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| Second Level Leader Comments | | | |
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| Employee’s Comments *(optional)* | | | |
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| Overall Rating:  Below  Achieves  Exceeds | | | |
| Employee Signature | | | Date |
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| Manager Signature | | | Date |
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| Second Level Manager Signature | | | Date |
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| **Distribution:** Personnel File; Employee; Leader | | | |

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| **Behaviour #1: Leads through complexity and change** | | |
| **Why it is important** | **How it will be done** | **What it looks like in action** |
| The post-secondary environment will continue to bring uncertainty and challenge. College leaders will, therefore, need to be adept at leading through this climate and support their teams and organizations to drive change and successful outcomes. | The next three to five years represent a critical one for the College system. There is an onslaught of variables, each creating the need for Colleges to change and even transform. College leaders will need to plan and bring foresight to their roles while not losing sight of current obligations. | * Scans their environment and displays a high degree of clarity about external trends/drivers. * Displays openness and resilience to change and inspires others to act and make change happen. |
| **Specific Behaviours by Level** | | |
| **Senior Management Level - 1** | **Middle Management Level - 2** | **Front Line Management Level - 3** |
| Initiates means, which will mobilize and support the organization in times of change and promote a sense of engagement. | Communicates efficiently the impact of change and identify resistance areas in order to put in place initiatives and solutions to move forward and get buy in at all levels. | Rallies around change and cascades the impact of the change into working practices and processes for staff within their department. |
| Conducts strategic watch in order to evaluate the relevance of emerging academic and economic trends and promising opportunities, which align with the strategic priorities of the College. | Contributes to the vision and strategic planning of the College and ensures that solutions/ideas initiated by staff are considered. | Mobilizes their department in setting action plans, which align with the College strategic goals. |
| Communicates efficiently at a College level in order to increase awareness on the nature of change and its necessity in order to stimulate engagement. | Evaluates the pertinence and the necessity of changing processes and practices to better align with the vision of the College. | Act as a positive force to support and facilitate the transition towards change. |

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| **Behaviour #2: Leads with bold and innovative thinking** | | |
| **Why it is important** | **How it will be done** | **What it looks like in action** |
| College leaders will need to be adept at challenging the status quo while creating an environment that supports an entrepreneurial-orientation, experimentation and prudent risk-taking that creates a financially sustainable future. | College leaders will need to be technologically savvy individuals who can bring fresh perspectives on how to create sustainable value for students, industry and other key stakeholders. While this expectation may vary by level, all leaders will need to be stronger at driving innovation. | * Challenges current thinking and drives continuous improvement while addressing barriers to innovation * Looks for new ideas and sources of innovation that can be adapted to work within the College system * Creates the expectation for team members to think creatively and bring forward plans to drive innovation and change * Acts in the best interest of the College, rather than for themselves or their teams/department |
| **Specific Behaviours by Level** | | |
| **Senior Management Level - 1** | **Middle Management Level - 2** | **Front Line Management Level - 3** |
| Fosters a culture that rewards innovation and creative thinking across the College. | Champions and facilitates development of breakthrough solutions | Progresses innovative solutions to problems with process and works with employees to implement |
| Cultivates ideas to reshape and evolve the business of the College. | Nurtures the development of ideas to advance the goals of the College | Ensures successful implementation of new ideas |
| Creates an environment where reasoned risk taking is encouraged and embraced | Develops innovative solutions while considering the long-term impact of decisions | Responds with a sense of curiosity and urgency to new challenges - advances innovative solutions |

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| **Behaviour #3: Leads with agility and speed** | | |
| **Why it is important** | **How it will be done** | **What it looks like in action** |
| Colleges will need to continue to be at the forefront of new approaches and methodologies to learning and in driving student and employee success. Their ability to quickly develop new programs and processes to meet the emerging needs of students, employees, industry and the community in which it serves will be critical for College success. | College leaders will need to be nimble and resourceful as they lead their people. They will need to be planful and deliberate while at the same time driving greater speed on the execution of organizational priorities. | * Seeks input from stakeholders to gain buy-in and improve the quality and effectiveness of initiatives within the College * Works collaboratively with peers to break down silos and align the efforts of teams across the College * Removes internal barriers and roadblocks that slow down progress * Celebrates the success of key milestones to recognize the vital contribution and efforts of their teams |
| **Specific Behaviours by Level** | | |
| **Senior Management Level - 1** | **Middle Management Level - 2** | **Front Line Management Level - 3** |
| Tracks industry trends with key competitors or high performing companies and the worldwide economy, understanding their impact on, and relevance to the College and the need to change based on demands or trends. | Sets clear direction in a constantly changing environment and take charge as situations demand it. | Willing to be flexible and to change one's perceptions based on new input to meet organizational goals or needs. |
| Fosters a College culture for responding and accepting | Maintains composure in all situations, conveying optimism and showing a sense of confidence, determination and flexibility especially in difficult times. | Willing to broaden one's capabilities by seeking new experiences and learning from accomplished people. |
| Takes measured risks and learns from mistakes, mobilizing resources and confidently guiding others through change, ambiguity and uncertainty | Able to be flexible, innovative, adaptive and resourceful should plans change and strategies need to be pivot to respond to emerging needs or conditions. | Manages rapid change as the world, technology and practices swiftly change |
| **Behaviour #4: Leads by collaborating and building partnerships** | | |
| **Why it is important** | **How it will be done** | **What it looks like in action** |
| Given the constraints that College leaders will continue to face, partnerships and collaboration will continue to be a powerful way forward. | College leaders will need to proactively build and maintain respectful relationship with stakeholders and the community we serve. They will need to set up win-win conditions, both within their Colleges and their communities, to ensure high trust in driving to mutually successful outcomes. | * Acts as an ambassador of the College in the community * Demonstrates clarity of what stakeholders’ value and nurture networks within and across the College system * Forms strategic alliances with partners to advance the College’s priorities and diversify revenues through new initiatives in fundraising, corporate education and entrepreneurial activities * Maintains an extensive network of external contacts, including key decision-makers and influencers at the local, provincial and, where appropriate, federal levels |
| **Specific Behaviours by Level** | | |
| **Senior Management Level - 1** | **Middle Management Level - 2** | **Front Line Management Level - 3** |
| Maintains a deep and broad professional network outside of the College and encourages employees to maintain and develop their own networks | Ensures direction given and promoted is that of working together and not in isolation | Builds and maintains strong internal and external partnerships through demonstrating and promoting outstanding service levels. |
| Proactively identifies new stakeholders (internal and external) and leverages existing relationships to create new partnership opportunities | Builds and sustains strong and meaningful relationships at all levels of the organization | Willingly cooperates, shares information, and provides assistance to others in daily interactions. |
| Acts as an effective ambassador for the College – a public representative | Translates and clearly communicates complex concepts to a range of audiences. | Initiate and openly support collaborative working relationships across organizational lines. |

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| **Behaviour #5: Leads with an inclusive mindset** | | |
| **Why it is important** | **How it will be done** | **What it looks like in action** |
| College leaders will need to embrace diversity in how they approach their roles. They will need to be inclusive, creating culturally meaningful environments that support the success of others regardless of race, ethnicity, gender, sexual orientation, age, socio-economic status, physical abilities, religious or political beliefs, and other ideologies. | The cultural diversity that exists within the Colleges contributes to students becoming global citizens, provides learning and personal growth, and prepares them to work with a diverse cross-section of society where they may welcome new ways of engaging the unique contributions of all people. | * Encourages an equitable and accessible environment that promotes, involves and reflects the diverse communities within the College * Brings an inclusive approach to learning and curriculum design * Ensures communications and organizational practices demonstrate a commitment to diversity and inclusion * Models the values of the College |
| **Specific Behaviours by Level** | | |
| **Senior Management Level - 1** | **Middle Management Level - 2** | **Front Line Management Level - 3** |
| Leads and publically reinforces the college commitment to equity, diversity and inclusion. | Ensures integrated college practices, policy and systems foster equity, diversity and inclusion | Models management practices to demonstrate equity, diversity and inclusion |
| Establishes and monitors metrics for equity, diversity and inclusion. | Sets and reports on divisional and intra-divisional goals for equity, diversity and inclusion. | Sets work team /departmental /school goals to contribute to EDI metrics |
| Holds self and others accountable for creating an equitable and inclusive environment and for meeting college metrics for equity, diversity and inclusion. | Holds self and others accountable to meet goals for EDI. | Holds self and others accountable to meet department and school goals for EDI. |

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| **Behaviour #6: Leads by developing and growing other leaders** | | |
| **Why it is important** | **How it will be done** | **What it looks like in action** |
| College leaders will need to invest in developing the mindset and capabilities of those they lead to expand the leadership capacity within and across their organizations. | Developing other leaders will be critical to the success of Colleges. It will be essential to create the conditions for others to grow, take personal risks and gain confidence in their leadership capabilities. | * Establishes a clear set of leadership expectations for each team member * Builds the leadership capabilities of themselves and their direct reports * Provides leadership development opportunities that effectively strengthen the capacity of College leaders through coaching, assessment and other developmental activities * Sets the tone for others by being open to feedback, demonstrating emotional intelligence and living the leadership expectations on a daily basis |
| **Specific Behaviours by Level** | | |
| **Senior Management Level - 1** | **Middle Management Level - 2** | **Front Line Management Level - 3** |
| Establishes and promotes the framework for leadership expectations. | Assess performance of direct report in alignment with leadership expectations. | Make meaning of leadership expectations for future leaders. Help others to see their leadership strengths and how to develop them. |
| Models the leadership expectations and holds senior leadership accountability for creating and maintain a culture of leadership based on the framework expectations. | Mentor leaders and future leaders formally and informally. | Supports future leaders through work assignments, coaching and development. |
| Reflects on personal leadership capabilities and participates in leadership development to increase personal leadership capacity. | Establish leadership development plans for self and direct reports that incorporates feedback based on the leadership expectations framework. | Model the leadership expectations daily and seek feedback about their leadership. |