SENIOR MANAGEMENT

This performance management tool provides you with a process and template for conducting employee performance reviews within the **Senior Management** occupational cluster. It includes a selection of sample performance objectives for the Behavioural Competencies and proficiency levels relevant to the suggested competency profile.

This tool is useful as a template or starter guide, but it might not accurately represent the competencies required for the position you are evaluating.

To assess and revise the tool so it is well-suited to your organization:

1. Review the tool to determine if the suggested competency profile is relevant.

2. Adjust, as necessary, to suit the job description and your organization.

3. Review the Behavioural Competencies to determine what competencies or proficiency levels you need to change to give a more accurate representation. A brief overview of the steps involved in identifying the relevant competencies for a profile has been provided in the Behavioural Competencies Report.

> A job competency profile includes only the critical competencies required for the job (not those that are "nice to have"—i.e., not essential to performing the job successfully). Preferably, there are no more than 12 competencies per profile.

It may be that the profile competencies related to the performance objectives are not all identified in the planning stage. Others can be added as needed. Typically, each performance objective has one related competency or more.

To assist you in planning the initial review, sample performance objectives have been provided. They relate to the Behavioural Competencies in each job profile.

Ensure that all performance evaluations are conducted in accordance with existing organizational policies and procedures.

CONFIDENTIAL WHEN COMPLETED

Performance Management Tool for Positions Related to Senior Management

Position Title:

Employee Name:

Manager's Name and Title:

Review Period from *(Month/Year)* to *(Month/Year)*:	Date of Review *(Day/Month/Year)*:

Preparation Checklist

☐ Review job description to identify the target position requirements and competencies.

☐ Review previous performance evaluation, if available.

Suggested Competency Profile

Job Cluster	Example Job Titles
Senior Management	Executive Director, Clinical Director, Program Director, Program Manager, Controller, Office Manager

Competency Required	Proficiency Level
Adaptability/Flexibility	4
Analytical Thinking and Decision Making	4
Collaboration and Network Building	4
Continuous Learning	4
Creativity and Innovation	4
Developing Others	4
Diversity and Cultural Responsiveness	4
Effective Communication	4
Ethical Conduct and Professionalism	4
Leadership	4
Planning and Organizing	4
Self Care	4
Teamwork and Cooperation	4

How to Use this Form

**INITIAL PLANNING: At the beginning of the performance cycle
(e.g., on or immediately following the anniversary date of the employee)**

The manager and employee meet to discuss and agree on the key performance objectives and related competencies for the review period.

- The performance objectives can be task- or activity-based, or can be competency-based objectives (see Part A: Performance Planning and Review).

- In almost all cases, performance objectives identified (the "what" of the job) can be related to particular competencies required to achieve them (the "how" of the job).

- If this is the first year a performance review has been conducted, the manager and the employee might not yet be able to identify any learning and development needs. They can have an initial discussion about what these might be, based on the employee's own performance development concerns.

- If this is not the first year, the manager and the employee confirm the learning and development needs identified at the end of the previous cycle.

INTERIM REVIEW: During the cycle (e.g., 6-month review)

The manager and employee meet to review progress in achieving performance objectives and begin to identify areas for development. Formal reviews might also be conducted throughout the period; for example, when the manager or employee changes jobs, when there is significant change in the existing job, or at the end of a key milestone.

- Performance objectives might need adjusting if work or priorities have changed since the beginning of the cycle (see Part A: Performance Planning and Review).

- If this is the first year a performance review has been conducted, the manager and the employee can begin to identify learning and development needs (see Part B: Learning and Development).

- If this is not the first year a performance review has been conducted, the manager and employee review the employee's accomplishment of the action plan so far and adjust as necessary (see Part B: Learning and Development).

FINAL REVIEW: At the end of the cycle (on or near the anniversary date of the employee's hiring)

The manager and employee meet to discuss and agree on the key performance objectives and related competencies for the review period.

- Record the employee's performance for each of the required competencies (see Part A: Performance Planning and Review).

- For each objective, the manager and employee discuss the extent to which objectives were achieved. This is recorded in the "Results" section.

- In the "Rating" section, employee and manager use the rating scale provided on the last page to evaluate results.

- If this is the first year a performance review has been conducted, the manager and the employee work together to identify the learning and development needs and the required action plan for the following review cycle (see Part B: Learning and Development). Focus is on the most pressing learning needs (e.g., up to five areas for development).

- If this is not the first year, the manager and employee review the employee's accomplishment of the action plan throughout the previous year (see Part B: Learning and Development).

SIGN OFF: At the end of the cycle (on the anniversary date of the employee's hiring)

- The manager prepares the final summary review and evaluation and reviews the results with the employee (see Part C: Final Evaluation).

- The manager and employee jointly determine and agree to an action plan to enhance performance and results. This includes action to be taken by both the manager and the employee (see Part C: Final Evaluation).

- The employee comments on his or her own performance over the review cycle and the results (see Part C: Final Evaluation).

- The original of the completed form is placed in the employee's Human Resource file and the manager gives a copy to the employee.

PART A: Performance Planning and Review

Related Competencies	Sample Performance Objectives	Results Achieved	Rating	
			Self	Mgr
Planning and Organizing Analytical Thinking and Decision Making Leadership	1. Develop and administer the region's comprehensive substance abuse program—involving the allocation of federal, provincial and municipal resources to agencies that provide substance abuse prevention, on or before all submission dates and within 1% of budget (or with approval explanations for overage).			
Collaboration and Network Building Developing Others Creativity and Innovation Effective Communication Diversity and Cultural Responsiveness	2. Promote community use of substance abuse and other public service programs through enhancing and developing community needs-based education and resources.			
Ethical Conduct and Professionalism Teamwork and Cooperation Effective Communication	3. Develop a policy for conflicts of interest for the organization.			
Leadership Creativity and Innovation Analytical Thinking and Decision Making	4. Identify a new or enhanced mission statement, goals, values and vision through a collaborative process, positively evaluated and supported by the board and other stakeholders, which establishes			

Related Competencies	Sample Performance Objectives	Results Achieved	Rating	
			Self	Mgr
Teamwork and Cooperation **Developing Others**	5. Facilitate collaboration and development within the senior management team by providing: • One-to-one coaching • Mentoring • Teaching consensus-based decision making			
Continuous Learning **Creativity and Innovation** **Adaptability/Flexibility** **Planning and Organizing**	6. Conduct a review of best practices in substance abuse prevention and/or treatment and develop a strategy on how to implement those practices into existing programs to gain measurable enhancements.			

PART B: Learning and Development

Areas for Development	Action Plan/ Development Options	Target Completion Dates	Results

PART C: Summary Review and Overall Evaluation

- After discussion on Parts A and B, the manager prepares summary comments on the employee's overall performance during the review period and rates the employee's performance.

- The employee and manager agree on a mutual action plan recording the actions to be taken by the manager and employee to achieve desired results (includes making funds, time and resources available as necessary).

- The employee records summary comments on own performance and/or the review process, as desired.

- Both the manager and employee sign the evaluation.

4	**Exceeds Expectations** Exceeded requirements on most of all important elements of the objective(s).
3	**Meets Expectations** Fulfilled requirements and met performance objective(s) within the standards for the position assessed.
2	**Progressing** Fulfilled some of the requirements of the objective(s). Progress is being observed for the majority of objective requirements.
1	**Needs Improvement** Fulfillment of objective(s) was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation	☐ Needs Improvement	☐ Progressing	☐ Meets Expectations	☐ Exceeds Expectations
Manager Comments/ Summary				
Mutual Action Plan				
Employee Comments				

Employee Signature	Manager Signature	Date (dd/mm/yy)

NOTE: By signing here, the employee acknowledges reading the results and discussing them with the manager.