



# Performance Management Process Manual

## Schedule II Levels 7-12 Staff

Employee Services  
2008



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## INTRODUCTION AND BACKGROUND

All Employees at the Toronto District School Board (TDSB) contribute to our primary responsibility: working to support the success of our students. The Board has a lot of achievements to celebrate - there are achievements at the Employee level, at the school/department level, and at the system level. These successes require us to continuously focus on improvement.

This document has been created to support staff through the Employee Performance Management Process. Regardless of whether or not the participants have a lot of experience in the area of performance management, it is important that they understand the thinking behind the process, as well as each of the steps involved.

The main intentions of the Schedule II Employee Performance Management Process is to support the work of administration by:

- providing timely feedback with reference to system and department goals, specific competencies and clear standards; and
- providing motivation and support for continuous improvement.

### **Statement of Purpose**

Employee performance management is a fundamental expression of the Board's commitment to excellence. The process of Employee performance management should accurately celebrate contributions and achievements already made, identify the Employee's current level of performance and clearly outline growth plans with a view to:

- providing motivation and active support of continuous professional and personal growth while building a foundation for higher level successes;
- supporting the achievement of the Board's goals and priorities through linking the Board's mission statement, the Board's values, department and team objectives with the work of each Employee;
- providing accountability through the evaluation of Employee performance within the context of identified competencies and Board priorities.

### **Guiding Principles and Values**

The Board's Schedule II Employee Performance Management Process is intended to:

- reflect and reinforce the Mission & Values of the Board.
- reflect and reinforce the Plan of the Director of Education and key priorities.
- be conducted with integrity, consistency, well-known standards and measurable indicators of success.
- maintain confidentiality.
- be an integral component of the staff development process with a focus on mentorship, self-directed learning and personal improvement.
- provide a consistent and continuous approach to performance appraisal through a cyclical process of building individual and organizational capacity.
- provide for shared responsibility and accountability between employees and supervisors for improved job performance.
- provide information to guide career path decisions which are rewarding to the individual and improve the organization.
- utilize multiple sources of data and be set in a context.
- inform new Employees of expectations for performance to assist with entry plans.
- be an integral component of the continuum that includes the measurable indicators of success for the selection process for positions.

# KEY COMPONENTS OF THE PERFORMANCE MANAGEMENT PROCESS

## The Three Tracks

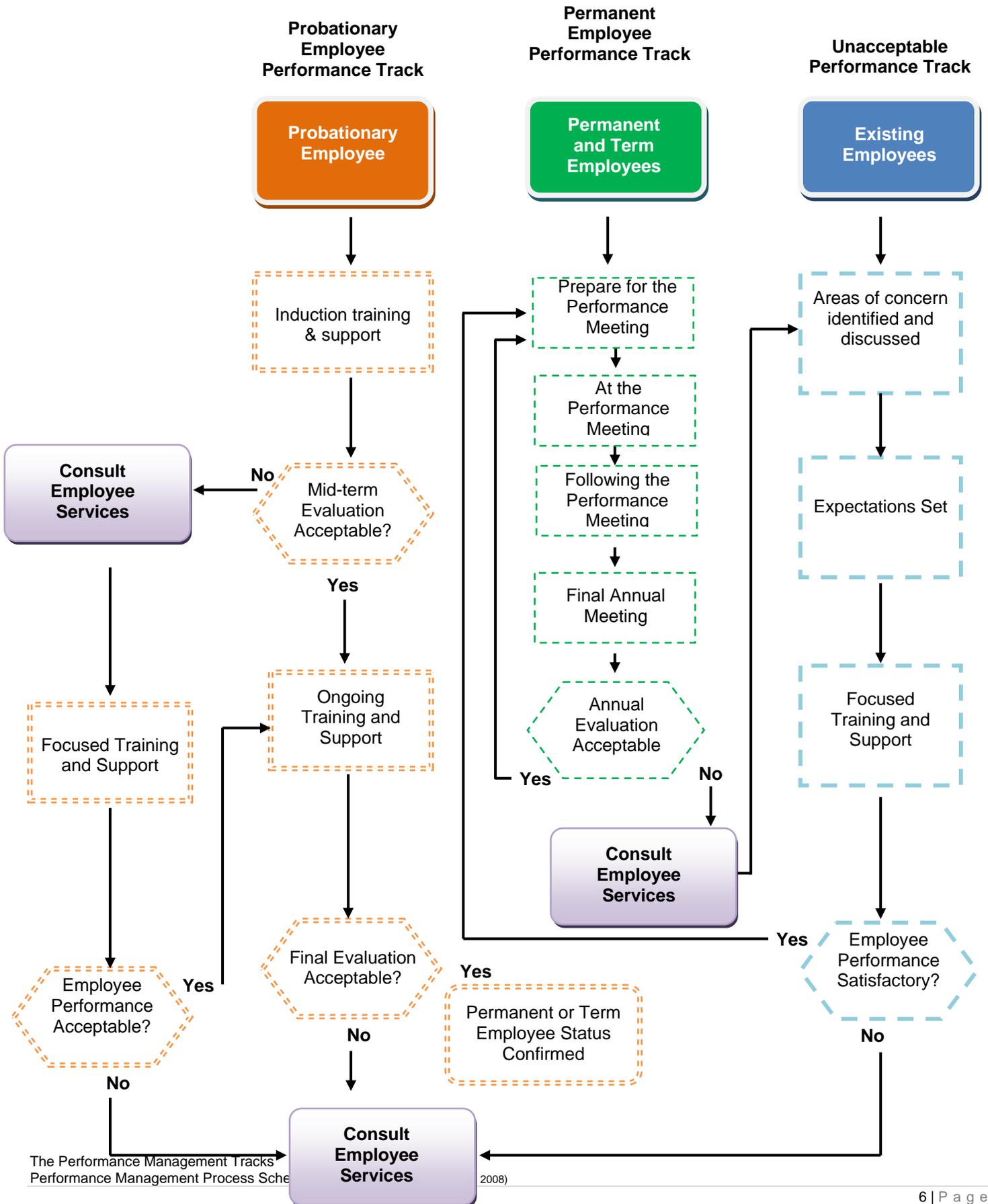
There are three main tracks to the Schedule II Performance Management Process:

1. the **Probationary Employee's Performance Track** (see page 7)
2. the **Permanent Employee's Performance Track**, including the Performance Goal Setting Process (see page 11)
3. The **Unacceptable Performance Track** (see page 16)  
For an Employee who requires focused support and guidance in order to improve his or her performance and/or behaviour, the Employee is moved to the Unsatisfactory Track.

## Terminology

Throughout this document, the term "Supervisor" is used to describe the Schedule II management position that holds the responsibility for evaluating the employee. This management position could be a Supervisor, Team Leader, Coordinator, Central Co-ordinating Principal, Manager, Senior Manager, Superintendent, or Executive Officer/Superintendent.

## THE PERFORMANCE MANAGEMENT TRACKS



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# **Probationary Employee Performance Track**

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## PROBATIONARY EMPLOYEE PERFORMANCE TRACK

### **Definition of a Probationary Employee**

An Employee new to Schedule II (which includes newly-hired to the Board or newly-promoted to Schedule II) is placed on probation for one year.

### **Purpose of the Probationary Period**

The probationary period is used for observation of a Probationary Employee's work performance by his or her Supervisor and to permit the Employee to adjust to the job and working conditions. The probationary period is part of the selection process and its purpose is to determine that the probationary Employee's performance, ability, willingness and dependability merit continuation of employment.

### **When to Complete the Probationary Employee Performance Form**

The Employee's Supervisor will be required to complete the Probationary Employee's Performance Form (see Appendix Page 2) twice during probation: mid-way through the probationary period and at least one week prior to the end of the probationary period.

For Schedule II Levels 7-12, the timeline to complete the form would be as follows: during the first six (6) months of active service and at least one (1) week prior to the completion of the twelve (12) month active service probationary period.

### **Outcomes of the Probationary Employee Performance Track**

#### **Mid-Term**

1. If the Employee's performance is acceptable at the mid-term, the Employee is so advised and receives ongoing training and support as necessary.
2. If the Employee's performance is unacceptable at the mid-term, the Supervisor must consult with Employee Services on whether or not to proceed to focused training and support for the Employee in the specific areas of concern identified.

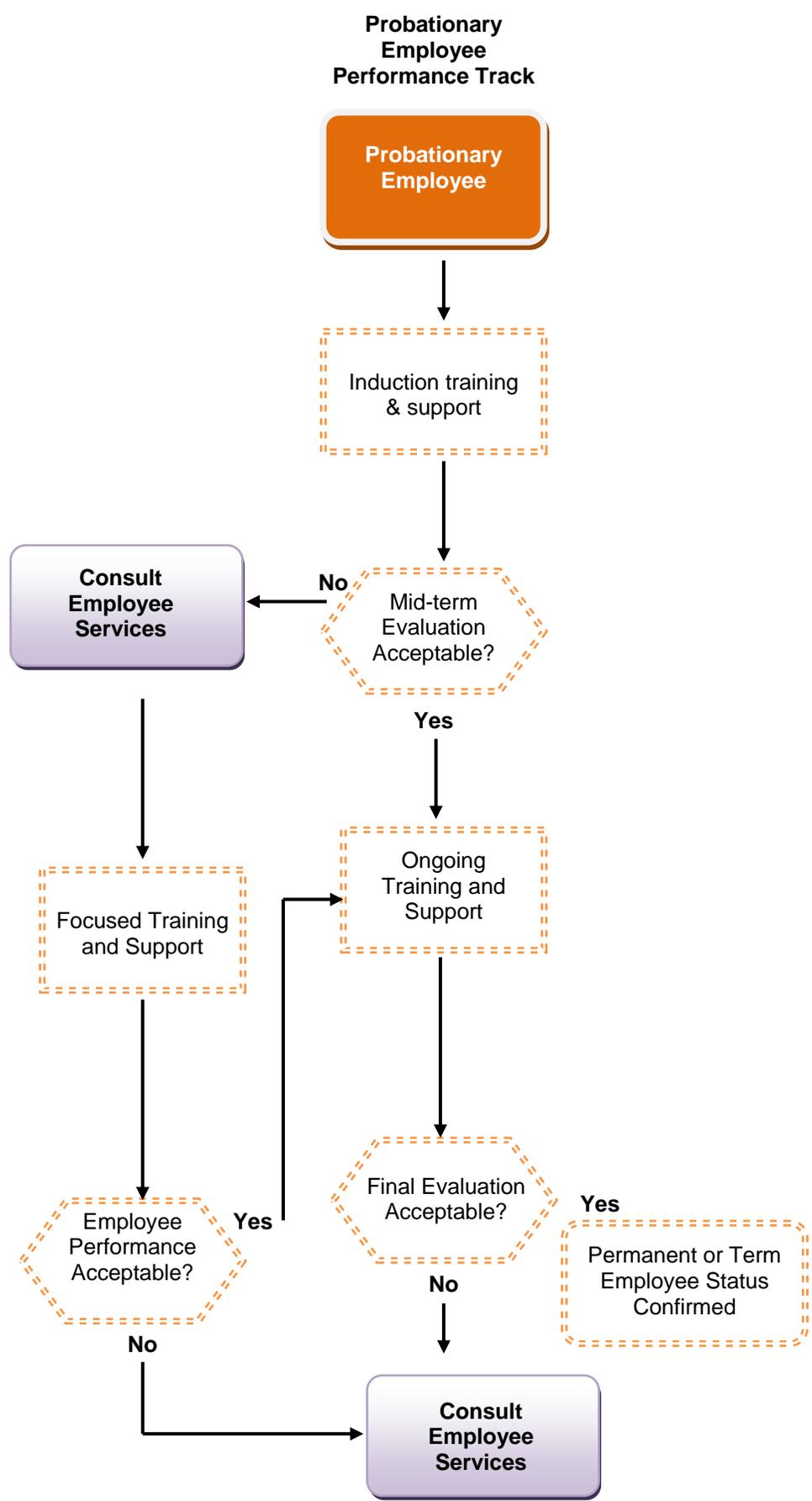
#### **Completion of Probationary Period**

3. If the Employee's performance is acceptable at the completion of the probationary period, the Employee will receive confirmation of the change in status to a non-probationary term or permanent Employee.
4. If the Employee's performance is unacceptable prior to the completion of the probationary period, the Supervisor must consult with Employee Services prior to the completion of the probationary period.

**What Happens with the Completed Form?**

The completed Probationary Employee Performance Appraisal form is copied to:

- the Employee
- the Supervisor, and
- Employee Services- Staffing Officer for filing in the Employee's Personnel File



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# Permanent Employee Performance Track

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## PERMANENT EMPLOYEES PERFORMANCE TRACK

The Permanent Employees Performance Track consists of two parts:

- 1) the **Performance Management Competency Review Process** – must be completed and submitted the first time a permanent employee is reviewed as part of the Performance Management Process and then completed and submitted once every three years thereafter.

The Performance Management Competency Review Process may be completed and submitted more often based on the following criteria:

- To facilitate the annual Performance Goal Setting Process if desired.
  - Based on the Supervisor's discretion.
  - To support an entry plan into a new position.
  - To support significant changes in duties and/or responsibilities.
- a) The Performance Management Competencies consist of rubrics which contain descriptions of observable behaviours, major skills, knowledge, attitude and proficiency that are expected of a manager/leader in Schedule II. There are two sets of competency rubrics:
    - i) Schedule II Staff Levels 1-6 (see Performance Management Process for Schedule II Levels 1-6); and
    - ii) Schedule II Staff Levels 7-12 (see Appendix)
  - b) The Performance Management Competencies are supported by two sets of Look-Fors:
    - i) Schedule II Staff Levels 1-6 (see Performance Management Process for Schedule II Levels 1-6); and
    - ii) Schedule II Staff Levels 7-12 (see Appendix)

The Look-Fors are intended as a reference and are examples of what might be observed and discussed during the performance meeting. They are intended as indicators of performance within a particular competency, not as a checklist of observable behaviours.

Using the look-for section as a guide, employees and managers may want to add further examples that are departmental specific. The evaluator must not assign rankings to Look-Fors or require that all "Look-Fors" be observed.

- 2) the **Performance Goal Setting Process** – this plan entails setting and achieving work related goals on an annual basis

The Performance Goal Setting Process contains statements and key commitments of what the employee intends to accomplish in the next year in terms of performance on the job as well as professional development goals that relate to the Employee's job.

**Goals may include statements related to:**

- what the Employee intends to do or achieve on the job;
- on-going aspects of the Employee's job that need to be continued, maintained or improved;
- activities to ensure that goals are consistently being met in an effective and efficient manner;
- department or Board activities, projects or initiatives;
- processes to build a product or improve a service;
- skills development or professional development activities that relate to the Employee's job;
- long term goals that are broken down into segments that can be achieved within an annual timeframe.

## STEPS IN THE PERMANENT EMPLOYEE PERFORMANCE TRACK

### Preparing for the Performance Meeting

1. Schedule the meeting to discuss performance
2. Prepare for the meeting

The Supervisor should:

- prepare an agenda of items to discuss
- review the previous year's goals and actual results
- review the previous year's rating of Performance Management Competency Review Process if applicable
- draft a current rating of Performance Management Competencies using Look-Fors as a guide
- collate notes of performance discussions with the Employee through the year and notes on the Employee's accomplishments and achievements throughout the year
- determine the one, two or three – messages that the Supervisor wants the Employee to receive, remember and act upon as a result of the performance discussion.

The Employee should:

- review the previous year's goals and actual results
- review the previous year's ratings of Performance Management Competencies (if applicable)
- draft a current rating of Performance Management Competencies using the Look-Fors as a guide
- review his/her performance over the year
- prepare a list of accomplishments and achievements

### At the Performance Meeting

1. The Supervisor and Employee meet to discuss:
  - The purpose and process of performance management process
  - What constitutes success by reviewing, clarifying and aligning:
    - Board objectives
    - Department goals
    - Team goals
    - The Employee's role and responsibilities
    - The necessary competencies for the employee's role
2. Supervisor recognizes Employee's strengths
3. Explore Issues (Use "Thought Provoking Questions" in the Performance Management Resource Guide)
4. If Competency Feedback Form is to be completed and submitted, each party should come to the meeting with a draft rating of the Employee on the Management Competencies using the Competency Feedback Form (see Appendix Page 5)
  - Each party should be prepared to discuss differences in Competency Ratings and try to agree on the final ratings.
  - Should agreement not be possible, the Supervisor's rating should appear as the final rating and the Employee may provide written comments outlining issues and concerns
- a) Complete the final Competency Feedback Form as per parties agreed ratings (or Supervisors rating if Agreement was not possible)
5. Identify and agree on performance goals (the number of goals should be no more than two or three).

- a) Complete Performance Goal Setting Plan (denoting Goals, Strategies, Performance Measures and Desired Outcomes (see Appendix Page7).

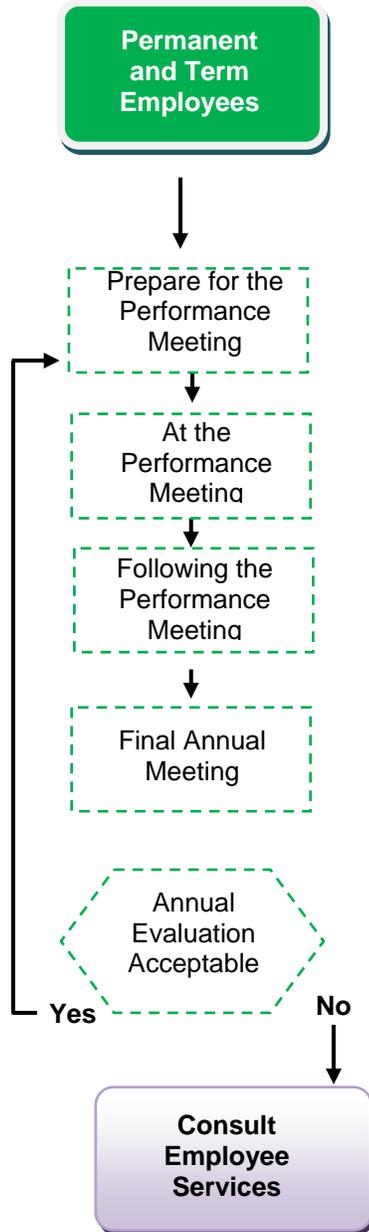
### **Following the Performance Meeting**

1. Observation and Data Collection
  - A significant part of the performance management process is the observation and accumulation of factual, pertinent and comprehensive data. The data collected should be representative of the Employee's achievements, work and competencies demonstrated *throughout the entire period*. Possible sources of data include:
    - i. observation;
    - ii. 360 degree feedback to obtain pertinent data from peers, staff, clients;
    - iii. collection of examples of work;
    - iv. structured interviews/meetings using questions based on pre-established performance areas;
    - v. unstructured interviews/meetings;
    - vi. expert opinions in areas where there are highly specialized responsibilities or unique circumstances; and/or
    - vii. self evaluation.
  - At least two – and preferably three - sources of data should be considered.
  - As the Employee progresses, he/she and the Supervisor should make note of the Employee's progress, results to-date and any unforeseen obstacles. Adjust or revise the chart (Goals, Strategies, Measures or Desired Outcomes) as needed in the Interim section on the chart. At this point, any modifications to timelines, supports or measures should also be made.

### **Final Annual Meeting**

1. The last section on the chart, Actual Achievements, is to be filled in by both the Employee and the Supervisor at the end of the year. Should agreement not be possible, the Actual Achievement(s) as per the Supervisor should appear and the Employee may provide written comments outlining issues and concerns.
2. Any goals that continue into the next year or emerge through this process should be noted and another meeting should be scheduled to begin the process again to set goals for the following year.
3. Copies of the completed Performance Goal Setting Plan should be distributed to the Employee, Supervisor and to Employee Services – Staffing Officer for filing in the Employee's personnel file.

### Permanent Employee Performance Track



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# **The Unacceptable Performance Track**

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## THE UNACCEPTABLE PERFORMANCE TRACK

An Employee who requires focused support and guidance in order to significantly improve his or her performance and/or behaviour is moved to the Unacceptable Track.

### **Prior to Moving to the Unacceptable Performance Track**

The determination of whether or not an Employee should be moved to the Unacceptable Performance Track will be assessed on an individual basis in consultation with Employee Services. **Prior** to giving an Employee notice that he/she will move to the Unacceptable Performance Track the following conditions **must** be met:

- The Supervisor **must** consult with Employee Services and the Supervisor's Supervisor.
- The Board's and the department's protocols, procedures, regulations and policies must have been explained to the Employee.
- The Employee must have been given adequate training in order to perform his/her duties.
- Performance concerns must have been pointed out to the Employee and suggestions for improvement must have been made.
- The Employee must have been given sufficient time and opportunity to improve his/her performance.

### **Steps in the Unacceptable Performance Track**

Prior to developing the Performance Improvement Plan, the Supervisor must consult with Employee Services.

1. The Employee must be given notice in writing that they are moving to the Unacceptable Track.
2. A Performance Improvement Plan is developed and put into writing. The Performance Improvement Plan plays a significant role in correcting performance deficiencies. The Supervisor and Supervisor's Supervisor, with input from the Employee, will meet to discuss and develop the Plan.

#### **a) Define the concern**

Determine if the problem is a:

**Performance concern** - Employee has not been able to demonstrate sufficient skills and/or ability to perform tasks for example:

- Work not successfully completed
- Failed to follow directions guidance and procedures
- Insufficient technical knowledge/skill
- Work did not meet minimum specifications
- Routine problems were not resolved satisfactorily
- Written and oral communication poor and not understandable
- Work unacceptably late
- Unable to organize and prioritize work and/or wasted time

**Behavioural concern** - Employee has exhibited uncooperative/unresponsive behaviour that has had a negative impact on the department/Board and/or is ineffective in working with others for example:

- Exhibited uncooperative/unresponsive behaviour
- Negative impact to organization

- Insubordination
- Poor leadership skills
- Failure to follow procedures
- Provided no positive direction to staff
- Ineffective in working with others
- Wasted time

- b) Cite Specific Examples** to support area of concern and explain the impact of the performance/behavioural concern.
- c) Identify reasonable and attainable standards** that denote the level of work performance expected and upon which performance will be measured for each of the duties/behaviours identified. Specify the measurements you will consider in evaluating progress.
- d) Develop an action plan** that identifies and specifies:
- *Support and/or resources* that management will provide for the purpose of helping the Employee accomplish the goals within the opportunity period for improvement
  - *What will the Employee do* to improve his/her performance/behaviour
  - *Short-range and long-range goals* and timetables for achieving change in the Employee's performance/behaviour.
- e) Establish a plan for providing periodic feedback** to the Employee to review changes achieved and continued deficiencies. Include periodic meeting dates and what will be reviewed on each date.
- f) Observation and Data Collection** - Establish a *Performance Improvement Plan file* (see Appendix Page 9) for the Employee. All documentation of improvements/accomplishments and/or continued deficiencies should be filed in the Performance Improvement Plan file for the Employee. Measure actual performance against the standards to determine if expectations were met.

### **Outcomes of the Unacceptable Performance Track**

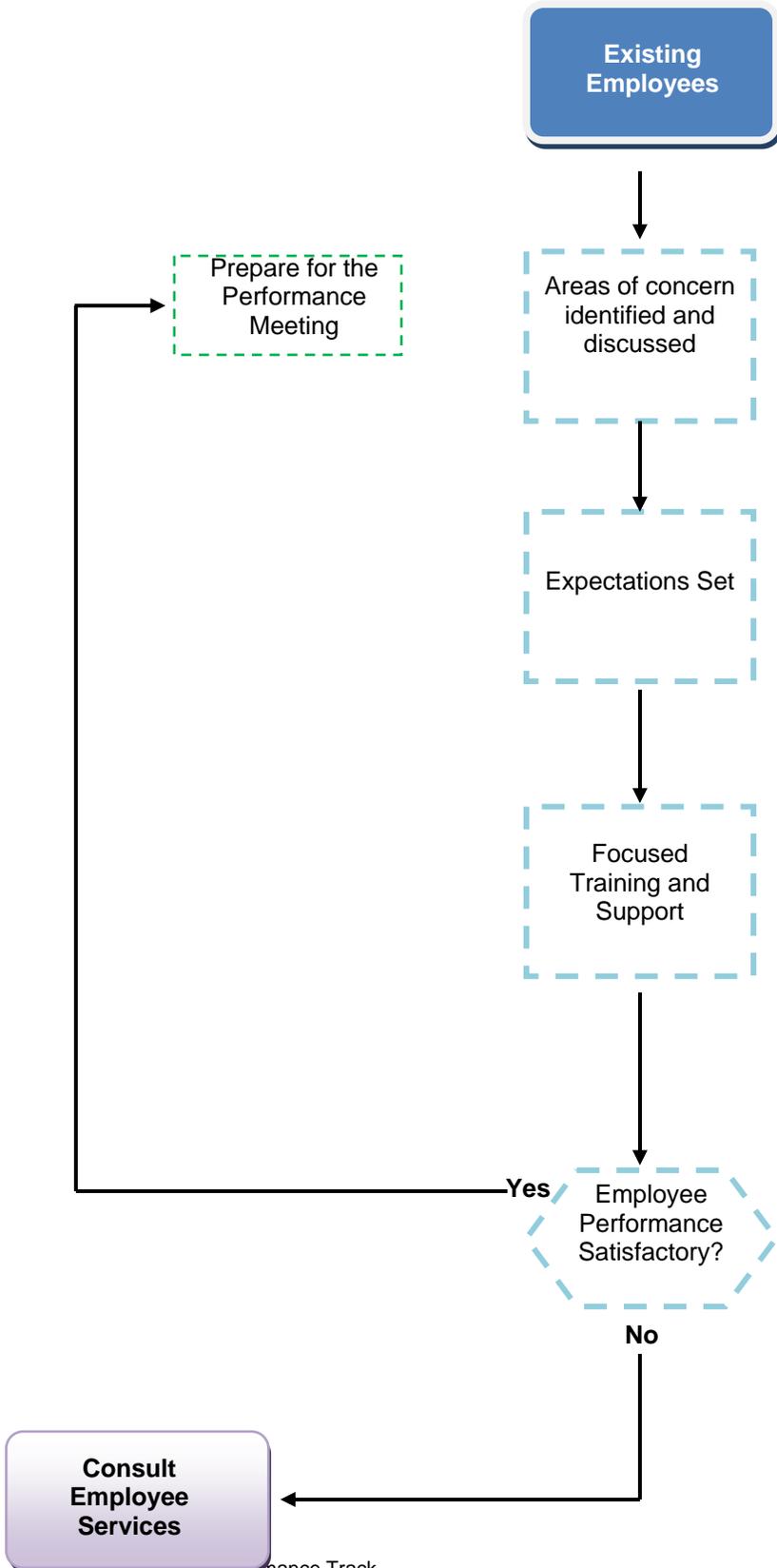
1. If the Employee is successful in improving performance and/or behaviour in the areas identified and sustains such improvement, the Employee is removed from the Unsatisfactory Performance Track and receives such notification in writing. The Employee returns to the Permanent Employee Performance Track.
2. If the Employee shows some improvement in identified areas of performance and/or behaviour the timelines in the Performance Improvement Plan may be extended.
3. If the Employee is unsuccessful in improving performance and/or behaviour or if the Employee fails to sustain improvement, Employee Services will be consulted to determine consequences.

**Please note: while on the Unacceptable Performance Track, an Employee will not normally be eligible to be considered for posted vacancies. Any exception must only occur with the consent of the Executive Officer of Employee Services, or designated to the Senior Manager, Employee Services – Support Staff.**

### **Frequency of Completion of the Performance Management Plan and Record Keeping Provisions**

- Each employee should complete a Performance Goal Setting Plan every year.
- Each Employee should complete the Performance Management Competency Feedback at least once every three years
- For Employees who are successful in moving to another job or another department, the sending location supervisor must complete the Performance Goal Setting Plan noting results to-date prior to or immediately following the date of the move. The sending location supervisor must also complete the Performance Management Competency Feedback form if it is been more than one calendar year since the last Performance Management Competency Feedback form has been completed on the employee.

### Unacceptable Performance Track



## ACKNOWLEDGEMENTS

A number of dedicated management staff came together in 2007 to develop the Schedule II Performance Management Process. Their contribution was invaluable.

<i>Frank Coppinger</i>	<i>Facility Services</i>
<i>Kathy Cowan</i>	<i>School Services</i>
<i>Jean-Anne Dodge</i>	<i>PMSSN Representative</i>
<i>Marla Fowler</i>	<i>Employee Services (Facilitator)</i>
<i>Silva Girod</i>	<i>Research</i>
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<i>Sanjay Puri</i>	<i>Business Services</i>
<i>Bob Ryan</i>	<i>PMSSN Representative</i>
<i>Rita Simmons</i>	<i>Leadership and Staff Development</i>
<i>Stephen Shaw</i>	<i>Facility Services</i>

Following the initial development, the Process was field-tested by another group of Employees. Their feedback has made this a better Process.

In September 2008, this Process will be available to all Schedule II Employees and located on the Employee Services internal web-site.