



**YUKON GOVERNMENT  
MANAGEMENT  
PERFORMANCE DEVELOPMENT PROCESS  
GUIDEBOOK**

*ON BEHALF OF OUR CITIZENS  
INCREASING OUR POTENTIAL TO DELIVER  
QUALITY PUBLIC SERVICES*

January 2007

**Employee Compensation Branch**

**Public Service Commission**

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## INTRODUCTION

The performance development process originated out of the Section M review conducted in 2005/06. One component of the review process – a management employee survey - identified performance management as the main issue for management employees. The issue was further explored through focus group meetings with deputy ministers, human resource managers, and management employees.

Through the survey feedback and focus groups sessions there was a clear message from management employees and deputy ministers that the current process for performance management was not working. There were also some strong indicators of what managers wanted to see in a new performance process.

The performance development process that is described in this Guidebook builds on the feedback from managers and on current best practices. It is linked to the commitment in the *Investing in Public Service – serving Yukon people* initiative to public sector excellence and to the government's Corporate Human Resource Plan principles of striving to achieve corporate goals and objectives and providing high quality service to the public.

The focus of the performance development process is to provide a framework in which Supervisors and managerial employees can work together to identify individual development plans that collectively strengthen the capability to deliver quality public services to our citizens. It is designed to increase clarity and understanding of the government goals, departmental plans and employee expectations. Individual performance development plans which flow out of the performance development process, are directly linked to government, departmental and operational plans.

Over the next two to three years public performance reporting, following the Public Sector Accounting Board guidelines, will likely come into effect. The main objective of the public reporting exercise is to explain the extent to which intended government goals are achieved and at what cost. The work that we are undertaking with the performance development process will ultimately assist the Yukon government to meet the guidelines.

In this Guidebook you will find an overview of the performance development process and cycle, what it is and what it achieves, a description of managerial employee and supervisor roles, tips for both, how to set work objectives, coaching and feedback, and a glossary of terms.

This is a new process for the management group. We will be refining the process to make it both more useful and relative to the needs of the management group as time progresses. As a result, we welcome any comments or feedback you have as you incorporate this process into your day-to-day performance development activities.

Patricia Daws  
Public Service Commissioner

## **OVERVIEW OF THE PERFORMANCE DEVELOPMENT PROCESS**

### **What is it?**

Performance development is a process that enables supervisors and managerial employees to work together to identify individual development plans that collectively strengthen Yukon government's capability to deliver quality public services to our citizens. The process is designed to increase clarity and understanding of government goals and employee expectations.

The purpose of this guidebook is to assist you with the performance development process and to support the achievement of individual and government goals.

### **Why is it important?**

The performance development process supports the achievement of results by:

- creating alignment between individual plans and government goals;
- providing a common approach to clarifying and setting objectives and reviewing development;
- fostering ongoing, two-way dialogue involving planning, on-the-job and career development, and continuous feedback;
- creating increased awareness of government strategic goals;
- recognizing strengths and successes and addressing gaps and challenges; and
- linking human resources practices such as learning and development, and career and succession planning.

### **What does it achieve?**

The key objectives of the performance development process are to:

- establish specific individual work objectives that align with government goals and departmental plans;
- develop shared expectations between managerial employees and their respective supervisors on key development goals;
- facilitate ongoing personal development and career planning; and
- provide regular feedback and coaching.

### **Why is this process important for managerial employees?**

The outcomes managerial employees can expect from this process are:

- a clear understanding of how their daily work links to the achievement of government goals and departmental plans;
- a clear understanding of what they need to do and develop in order to succeed;
- a formalized plan to achieve their development goals;
- a process that will help them to maximize their contribution to the Yukon government and to their own success; and
- ongoing dialogue with their supervisors.

### **Why is this process important for the Yukon Government?**

The outcomes for the government include:

- increased understanding and support of the government goals and departmental plans;
- demonstration of the government's long term commitment to managerial employees;
- clarification of managerial employee development needs assists government in determining the training program budget; and
- strengthening the government's current and future professional capability.

### **What are the performance development plans used for?**

Performance development plans are used to:

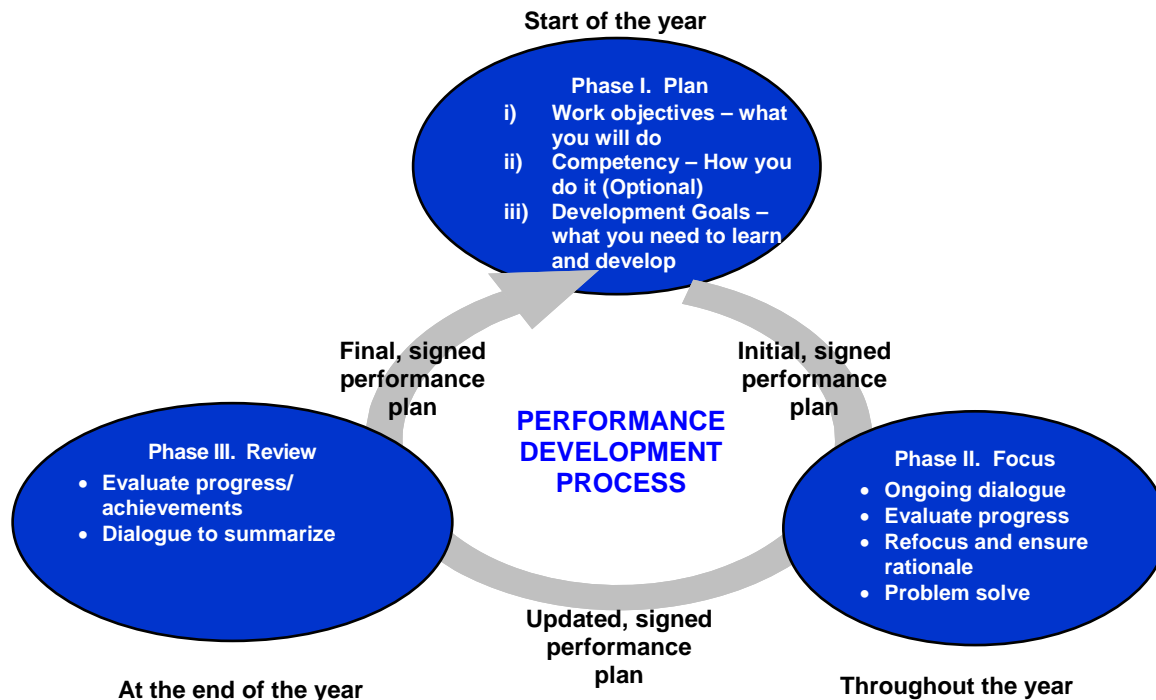
- record the dialogue between supervisors and managerial employees regarding expectations and results achieved;
- identify managerial employee development needs and outcomes;
- support government needs such as succession planning and career development planning;
- identify corporate-wide professional development needs, infrastructure needs, etc.; and
- assist in determining compensation decisions in a consistent, organization-wide basis.

## PERFORMANCE DEVELOPMENT CYCLE

There are three core phases of the performance development cycle:

Phase	Process	Timing
<b>I. Plan</b>	For the upcoming year determine: <ul style="list-style-type: none"> <li>work objectives (what the managerial employee will do);</li> <li>development goals (what managerial employees need to learn and develop).</li> </ul>	Develop individual plans at the beginning of the performance year, or when a new managerial employee joins the government or changes position or responsibilities.
<b>II. Focus</b>	<ul style="list-style-type: none"> <li>Ongoing dialogue between the supervisor and managerial employee so the employee understands progress against his/her objectives and development goals.</li> <li>Refocus the managerial employee development plan as required.</li> </ul>	Focus on the performance development plan should be done on an <b>ongoing basis throughout the year.</b>
<b>III. Review</b>	<ul style="list-style-type: none"> <li>Evaluate how the managerial employee has done towards accomplishing his/her objectives and development goals.</li> </ul>	Review of the performance development plan is done at the end of the year.

The performance development process is a continuous, three part cycle:



## ROLES

Managerial employees are accountable for taking an active role in creating their own development plans, monitoring their progress and assessing their achievements. This includes understanding government goals and priorities and departmental plans, understanding how their work contributes to these goals and plans, managing themselves to achieve objectives, proactively providing and seeking input, and identifying obstacles to achieving objectives and goals.

Supervisors are accountable for successfully supporting and managing the development of managerial employees. This includes ensuring managerial employees understand government goals and priorities, departmental plans, as well as the plans of their respective work unit, and how their work contributes. Supervisors are also accountable for ensuring regular feedback is provided and obstacles to achieving individual objectives and goals are addressed.

Ultimately, it is a **joint responsibility between managerial employees and their supervisors** to manage the performance development cycle.

### Summary of Managerial employee and Supervisor Roles

Managerial employee's Role	Supervisor's Role
<ul style="list-style-type: none"><li>• Understand government goals and departmental plans</li><li>• Understand how their role contributes to these priorities</li><li>• Work with their supervisors to review and identify objectives, success measures, and development needs</li><li>• Prepare draft performance development plan</li><li>• Take ownership for self-management to achieve objectives, conduct continual self-assessment, and proactively provide and seek input</li><li>• Identify obstacles, recommend solutions, and support implementation</li></ul>	<ul style="list-style-type: none"><li>• Clarify government goals and departmental plans</li><li>• Support managerial employees to understand how their role contributes to these goals</li><li>• Work with managerial employees to review and identify objectives, success measures, resources needed to achieve success, and development needs</li><li>• Ensure development plans are prepared and approved</li><li>• Provide regular feedback, advice, and coaching, including a year-end review</li><li>• Work out solutions with managerial employees to obstacles and resource issues</li><li>• Coordinate managerial employee development plans across the team to ensure they support government goals and departmental plan</li></ul>

## HOW THE PROCESS WORKS

### Phase I – Plan

#### *What is Involved*

The planning phase is the foundation of the performance development process. It is here that priorities for the upcoming year will be established. Developing a plan helps connect individual objectives with government goals and departmental plans. (Refer to Appendix A: Tips for Managerial employees and Appendix B: Tips for Supervisors.)

#### Summary of Managerial employee and Supervisor Roles

Steps	Managerial employee Role	Supervisor Role
<b>1. Review government goals and departmental plan, and the managerial employee's job description</b>	<ul style="list-style-type: none"> <li>Review government goals, and how your work can support the goals.</li> <li>Review the department's corporate plan and your own job description.</li> <li>Identify government objectives and departmental plan priorities relevant to your role.</li> </ul>	<ul style="list-style-type: none"> <li>Review government goals.</li> <li>Review the department's corporate plan and managerial employee's job description.</li> <li>Identify government objectives and departmental plan priorities relevant to the managerial employee's role.</li> </ul>
<b>2. Identify work objectives and success measures</b>	<ul style="list-style-type: none"> <li>Identify three to five work objectives relevant to your role.</li> <li>Identify success measures and targets.</li> </ul>	<ul style="list-style-type: none"> <li>Identify three to five work objectives relevant to managerial employee's role.</li> <li>Identify success measures and targets.</li> </ul>
<b>3. Identify development goals</b>	<ul style="list-style-type: none"> <li>Identify development goals that will help you grow relevant knowledge and skills and support your career planning objectives.</li> <li>Identify learning activities to achieve the development goals.</li> </ul>	<ul style="list-style-type: none"> <li>Identify development goals that will help grow the managerial employee's knowledge and skills and support career planning.</li> <li>Identify learning activities to achieve the development goals.</li> </ul>
<b>4. Meet to discuss the performance development plan</b>	<ul style="list-style-type: none"> <li>Discuss, review and agree to your plan with your supervisor.</li> <li>Discuss what support you need from your supervisor and others, including resources, to achieve your plans.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with the managerial employee at the start of the year to discuss and review the managerial employee's draft performance development plan, and approve the plan.</li> <li>Ensure key aspects of government goals and departmental plan are conveyed.</li> </ul>
<b>5. Sign the performance development plan</b>	<ul style="list-style-type: none"> <li>Sign the plan with your supervisor and keep a copy.</li> </ul>	<ul style="list-style-type: none"> <li>Sign the managerial employee's development plan, keep a copy, and forward a copy to the Departmental HR unit to facilitate training planning.</li> </ul>

***Outcomes***

- Clear understanding of current and future job requirements.
- Understand how individual objectives will support government goals and departmental plans.
- Clear understanding of work objectives and how they will be achieved.
- A performance development plan that will support growth and learning over the year and link to career planning.

## Phase II – Focus

### What is Involved

The focus phase occurs on an ongoing basis throughout the year. Managerial employees and supervisors should meet regularly to assess if the plan is on track, to identify additional support that may be needed, and to refocus the performance development plan as appropriate.

In addition to the ongoing dialogue, the interim meeting is a component of the focus phase and is used for managerial employees and supervisors to formally ascertain whether objectives and development goals remain achievable and relevant to government goals and departmental plans. (Refer to Appendix A: Tips for Managerial employees and Appendix B: Tips for Supervisors.)

### Summary of Managerial employee and Supervisor Roles

	Steps	Managerial employee Role	Supervisor Role
<b>ONGOING DIALOGUE</b>	<b>1. Review the performance development plan</b>	<ul style="list-style-type: none"> <li>Regularly review your current performance development plan to assess your progress in meeting the objectives and development goals.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly review managerial employee's current performance development plan.</li> </ul>
	<b>2. Meet to discuss progress</b>	<ul style="list-style-type: none"> <li>As required, meet regularly with your supervisor.</li> <li>Discuss progress towards meeting your objectives and development goals.</li> <li>Determine if any support is required from your supervisor or others to assist you in achieving your objectives and development goals.</li> </ul>	<ul style="list-style-type: none"> <li>As required, initiate an interim meeting with the managerial employee to discuss progress.</li> <li>Prepare for the meeting and have a clear agenda for the meeting.</li> <li>Discuss managerial employee's progress towards meeting the objectives and development goals.</li> </ul>
	<b>3. Update the performance development plan as appropriate</b>	<ul style="list-style-type: none"> <li>Discuss and make any agreed-upon changes to the plan.</li> <li>Keep track of your accomplishments and progress in meeting objectives throughout the year.</li> <li>You may also wish to communicate your accomplishments to your supervisor throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and, as appropriate, agree and note changes to the performance development plan.</li> </ul>
	<b>4. Sign the performance development plan</b>	<ul style="list-style-type: none"> <li>Together with your supervisor, complete the "results achieved" (interim) section of the Performance Development document (Appendix G).</li> <li>Provide your signature to ensure the date and relevant comments are reflected and keep a copy.</li> </ul>	<ul style="list-style-type: none"> <li>Together with the managerial employee, complete the "results achieved" (interim) section of the Performance Development document (Appendix G).</li> <li>Sign the managerial employee's updated performance development plan, keep a copy.</li> </ul>

***Outcomes***

- Regular open and honest dialogue.
- Shared understanding of how changes impact achievement of objectives.
- Realigned plan to ensure objectives and expectations are on target.
- Commitment from supervisor to provide support where required.

## Phase III – Review

### *What is Involved*

The review phase provides an opportunity to discuss and share documented feedback on the successes and challenges in achieving the objectives over the past year. While it tends to be past focused, it also needs to capture any learning that will contribute to future success. (Refer to Appendix A: Tips for Managerial employees and Appendix B: Tips for Supervisors.)

### Summary of Managerial employee and Supervisor Roles

Steps	Managerial employee Role	Supervisor Role
<b>1. Review and identify results</b>	<ul style="list-style-type: none"> <li>Review your current development plan.</li> <li>Identify results achieved and learning outcomes, both accomplishments and shortfalls, for each area of your plan.</li> </ul>	<ul style="list-style-type: none"> <li>Review the managerial employee's current performance development plan.</li> <li>Identify results achieved and learning outcomes, both accomplishments and shortfalls, for each area of the managerial employee's plan.</li> </ul>
<b>2. Meet to discuss results</b>	<ul style="list-style-type: none"> <li>Present your results for the year. Discuss the key things you did well and the key areas you could improve.</li> <li>Take time to discuss your career aspirations.</li> <li>This is an opportune time to recognize and celebrate your own achievements.</li> <li>Discuss areas where achievement did not meet expectations, and plans to strengthen success.</li> <li>Begin discussing the next planning cycle, incorporating the feedback you have received throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with the managerial employee to discuss results.</li> <li>Listen to the managerial employee's summary of the year's accomplishments and provide constructive input.</li> <li>Recognize and celebrate the year's successes.</li> <li>Discuss areas where achievements did not meet expectations, and plans to strengthen success.</li> <li>Discuss the managerial employee's placement on the Assessment Scale.</li> <li>Begin discussing the next planning cycle.</li> </ul>
<b>3. Sign the performance development plan</b>	<ul style="list-style-type: none"> <li>Together with your supervisor, complete the "results achieved" (year-end) section of the Performance Development document (Appendix G).</li> <li>Have your supervisor add comments to the plan and update the plan with your own comments (as appropriate).</li> <li>Sign the development plan and keep a copy.</li> </ul>	<ul style="list-style-type: none"> <li>Together with the managerial employee, complete the "results achieved" (year-end) section of the Performance Development document (Appendix G).</li> <li>Sign the development plan providing an overall assessment of the managerial employee's performance, and submit a copy to PSC/Employee Compensation Branch for the employee file.</li> </ul>

***Outcomes***

- Summary of the results for the year.
- Formal opportunity to give and receive feedback.
- Recognition for contribution to government goals and departmental plan and identification of areas to strengthen capability.
- Assessment of performance.
- Provide documented, consistent linkage to the government's performance-based compensation programs.

## APPENDIX A: TIPS FOR MANAGERIAL EMPLOYEES

### 1. Planning: Setting the Direction

Steps	Tips
<b>1. Prepare</b>	<ul style="list-style-type: none"><li>• Ensure you understand the government goals, the departmental plan, your work unit goals, your role and how your role contributes.</li></ul>
<b>2. Identify work objectives</b> – maximum 3 to 5	<ul style="list-style-type: none"><li>• Be realistic. Ensure the objectives reflect priorities and alignment with government goals and the departmental plan.</li><li>• Apply SMART criteria to develop work objectives:<ul style="list-style-type: none"><li>• Specific – clear, specific and add value</li><li>• Measurable – results that are observable and can be measured</li><li>• Achievable – challenging but not impossible</li><li>• Results-focused – relevant and aligned</li><li>• Time bound – set a deadline</li></ul></li></ul>
<b>Identify success measures and targets</b> – for each work objective	<ul style="list-style-type: none"><li>• Targets should be measurable, output-oriented, and specific.</li><li>• Types of measures include:<ul style="list-style-type: none"><li>○ qualitative (how well something is done);</li><li>○ quantitative how much is accomplished</li><li>○ cost-based (how much it costs);</li><li>○ conditions (what conditions must be met).</li></ul></li></ul>
<b>3. Identify competency objectives</b> <i>“The How”</i> <b>**NOTE:</b> <i>for the first year or so this type of objective will be used only very intuitively. Formalized competencies have not been developed at this time. Examples of ones to use could be “common leadership” objectives.</i>	<p><b>Behavioural</b></p> <ul style="list-style-type: none"><li>• Be realistic, ensure behavioural objectives reflect priorities.</li><li>• Consider behaviours that are:<ul style="list-style-type: none"><li>– most important to the success of your job; and</li><li>– have been identified as areas for personal improvement from your own self-assessment or previous personal feedback.</li></ul></li><li>• Maximum 2 to 3.</li></ul> <p><b>Technical Requirements</b></p> <ul style="list-style-type: none"><li>• Be realistic, ensure technical objectives reflect priorities.</li><li>• Consider knowledge, skills and technical expertise required to be successful in achieving the work objectives.</li></ul>
<b>4. Identify development</b>	<ul style="list-style-type: none"><li>• Be creative and realistic.</li></ul>

**objectives**

- Activities can include self-learning such as reading and watching videos; on-the-job activities such as challenging assignments, mentoring, working with other skilled employees; planned increases in job responsibilities; and learning programs such as workshops, professional meetings, external training, etc.

**5. Meet to discuss the performance plan**

- Prepare your performance plan in advance.
- Your objectives should be set before assisting direct reports with their performance planning, thereby ensuring alignment.

**6. Sign off plan**

Ensure documentation of key points, signature, and date on the plan.

## II. Focusing: Supporting Performance

Steps	Tips
1. <b>Review the performance plan</b>	<ul style="list-style-type: none"><li>• Keep your performance plan visible or accessible for easy regular reference.</li><li>• Be honest in assessing your performance and progress against the plan.</li><li>• Regularly ask for feedback throughout the year. Asking for feedback is most useful as soon as possible after completing a work project or activity.</li></ul>
2. <b>Meet to discuss the performance plan – formal interim meeting</b>	<ul style="list-style-type: none"><li>• Prepare your thoughts and make notes regarding important points.</li><li>• Reviewing progress should be a constructive process. The intent is to discuss strengths and areas for improvements specific to work activities and behaviours.</li><li>• Listen to what is being said by your supervisor.</li></ul>
3. <b>Update the performance plan as appropriate</b>	<ul style="list-style-type: none"><li>• Update your plan with critical changes as soon as possible, including the rationale for change.</li></ul>
4. <b>Sign off /interim review</b>	<ul style="list-style-type: none"><li>• Ensure documentation of key points, signature, and date on the plan.</li></ul>

## III. Reviewing: Year- End Summary

Steps	Tips
1. <b>Assessment</b>	<ul style="list-style-type: none"><li>• Be honest in assessing your performance and progress for the year.</li><li>• Ensure you capture written feedback from those that you have either worked with consistently throughout the year or those on significant projects. Ensure the feedback sources will provide constructive input to support your continued development.</li></ul>
2. <b>Meet to discuss results</b>	<ul style="list-style-type: none"><li>• Prepare your thoughts and make notes regarding important points. Assess your performance against the three-point Assessment Scale (developing, fully contributing, outstanding).</li><li>• Reviewing progress should be a constructive process. The intent is to discuss strengths and areas for improvements specific to work activities and behaviours.</li><li>• Listen to what is being said by your supervisor.</li></ul>
3. <b>Sign off/ Year-end review</b>	<ul style="list-style-type: none"><li>• Ensure important comments are documented, sign and date the plan.</li></ul>

## **APPENDIX B: TIPS FOR SUPERVISORS**

### **Phase I – Plan**

#### ***Objectives of meeting:***

- Review the draft development plan with the managerial employee to ensure expectations and priorities for the year are in-line with government goals and departmental plan.
- Ensure the managerial employee has identified how his/her objectives will be reviewed.
- Establish and confirm what he/she plans in individual/own development purposes.
- Establish if any support or resources are required from the supervisor or others to assist in achieving the objectives.
- Sign finalized plan.

#### ***Meeting agenda:***

- Review meeting objectives and agenda.
- Have the managerial employee present his/her plan.
- Ask questions for clarification.
- Clarify/confirm how plan supports government goals and departmental plan.
- Share ideas for additions/changes/edits, etc..
- Ensure both you and managerial employee are clear on what success will look like at the end of the year.
- Set the date for the interim review meeting(s).

### **Phase II – Focus**

#### ***Objectives of meeting:***

- Review/assess progress on the development plan to ensure it is on track.
- Identify what is going well and what can be improved.
- Refocus/revise the managerial employee development plan as appropriate.

#### ***Meeting agenda:***

- Review meeting objectives and agenda.
- Have managerial employee review progress on his/her plan.

***Meeting agenda (cont'd):***

- Ask questions for clarification.
- Ask for key accomplishments and any shortfalls to date.
- Share your feedback on progress; recognize successes and identify challenges.
- Discuss an action plan for objectives and goals not on track.
- Discuss whether objectives and goals may need to be refocused/revised.
- Determine if any support or resources are required from the supervisor or others to assist in achieving the objectives.
- Provide time for managerial employee to discuss how it is going and his/her personal development plan and career aspirations.
- Discuss next steps.
- Confirm both you and managerial employee are clear on what ongoing success will look like.
- Set a date for the next and/or year-end review meeting(s).

**Phase III - Review**

***Objectives of meeting:***

- Review the key results from the development plan, including accomplishments and shortfalls and feedback from others.
- Provide written comments on the managerial employee's plan and achievements, and jointly sign the development plan.
- Discuss expectations for the upcoming year.

***Meeting agenda:***

- Review meeting objectives and agenda.
- Have managerial employee review his/her plan accomplishments and shortfalls. (Note: An employee generally knows where he/she has met and not met the objectives. The supervisor validates this and adds any additional perspective or feedback.)
- Ask questions for clarification.
- Ask the managerial employee for his/her :
  - Top three accomplishments
  - Shortfalls
  - Key challenges

**Meeting agenda (cont'd):**

- Validate summary and share any additional feedback you may have; recognize successes and identify areas for future improvement.
- Provide summary written comments. Provide and discuss overall assessment, and jointly sign and date the plan.
- Discuss expectations for next year.
- Set the date for the planning meeting.

**Additional Tips**

- If managerial employee has not clearly understood government goals and the departmental plan:
  - ask the managerial employee to email you with what he/she heard you say about priorities and goals in your meeting.
- If the managerial employee has shortfalls in his/her development plan:
  - have the managerial employee send you an action plan.
- Wherever possible, ask questions for clarification before making judgments or drawing conclusions.
- Ensure you take time to get at the heart of how an managerial employee is feeling about his/her job and progress.
- Ask the managerial employee for feedback on your performance.
- Time with managerial employees on their plans is crucial to achieving government goals and the departmental plan, and ensuring managerial employees are engaged and committed
- When you prepare to give feedback, it is important to:
  - include feedback on positive results, not just problem situations;
  - carefully plan what you are going to say; prepare notes ahead of time so that you don't forget important points;
  - describe specific behaviours, not generalities;
  - provide constructive feedback on the individual's work and competencies

## **APPENDIX C: SETTING WORK OBJECTIVES**

### **Why are they important?**

First and foremost, work objectives are important because they identify clearly what managerial employees are responsible for contributing to the accomplishment of government goals and the departmental plan. They should include both strategic and day-to-day objectives.

Work objectives provide focus for an individual's work and the criteria needed to objectively discuss progress. Clear objectives prevent surprises during the interim and year-end discussions so that managerial employees and supervisors can more effectively manage progress on a continuous basis. Work objectives also:

- provide in advance an objective, mutually understood and accepted basis for reviewing and discussing results;
- reduce misunderstandings between supervisors and managerial employees about what results are expected;
- specify each managerial employee's role in accomplishing what is important as expressed in government goals and departmental plans; and
- provide clear direction on priorities.

### **Sources**

Setting work objectives begins with a definition of the job's accountabilities, the results that define the job's reason for existing. This can be found in the position job description.

Information about government goals and the departmental plan are also reviewed in the context of the managerial employee's job to determine individual objectives.

### **Effective Work Objective Statements**

Depending on the managerial employee's job, work objectives can be strategic and/or day-to-day. It is important that the work objectives be stated in the most effective possible form. Vague or unrealistic work objective statements can subvert the entire development planning process.

Work objectives statements should be:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**esults focused
- **T**imebound

### **Specific**

Objectives should clearly define the outcome expected in an unambiguous way. If an objectives statement is unclear, the chances of both the supervisor and the managerial employee working with it effectively are greatly diminished.

Avoid vague phrases like *as soon as possible*, *kept to a minimum*, *most of the time*, etc. Concise, clearly stated objectives are generally easier to communicate and remember.

### **Measurable**

The achievement of an objective must be observable in fact. Managerial employees must be able to monitor and gauge process in concrete terms. Measurements can be stated as rates (90 percent accuracy), ranges (+/- 50 percent), or absolute quantities (5 projects). Measurements can also be stated to reflect specific requirements (e.g. to meet written specifications, according to project guidelines, within identified budget).

There are four types of measures to consider when writing a work objective statement:

1. **Qualitative**: how well the result is produced/performed to what standard.
2. **Quantitative**: how much/many of the result(s) are produced or performed.
3. **Cost-based**: at what expense the result is produced/performed.
4. **Conditions**: what conditions, restrictions or limitations must be met or respected in the achievement of the objective.

The measure can be included in the work objective statement; however, it must also be described in the Success Measures and Targets section of the Performance Development document (Appendix G).

### **Achievable**

Objectives should be set which can be achieved by the managerial employee. It's frustrating for managerial employees to have objectives they don't have reasonable control or influence over an objective or they can't achieve it in a reasonable amount of time. Be realistic and consider the obstacles and the resources needed to achieve the desired result.

### **Results-focused**

Objectives should be directed towards specific requirements of the individual. The department objectives should relate directly to the work unit objectives and to overall government goals, otherwise the value of achieving them may be diminished.

It is important for the supervisor to discuss the managerial employee's perceptions of relevance and control. When assessing whether a work objective is controllable by the managerial employee, the supervisor should examine those factors that might take the objective out of the managerial employee's control and determine what the managerial employee can do to influence those factors significantly. If those actions are within the scope of the managerial employee's position then the objective is within the managerial employee's control.

### **Timebound**

An objective should have a “by when” or a “how long” limit. Define specific time frames for accomplishing the objective and key progress points. Timeframes can be specific dates (e.g., August 14), time of year (e.g., by the end of June), tied to significant events (e.g., before the launch of project ABC), or ongoing (e.g., daily or weekly). Supervisors and managerial employees must be able to track progress against specified timeframes.

## **APPENDIX D: PERFORMANCE COACHING AND FEEDBACK**

Performance coaching can occur every day at a variety of different levels. A large part of the performance coaching role involves giving feedback to managerial employees on ideas and behaviours. Many direct supervisors find it difficult to give honest, useful feedback whether negative or positive. Avoidance is often the norm because direct supervisors feel uncomfortable giving both praise and criticism. However, both are essential to letting managerial employees know where they stand and to empowering managerial employees to change and grow.

### **Key Elements of Performance Coaching**

The five key elements of performance coaching are:

1. coaching for positive results
2. guiding managerial employee development;
3. giving feedback;
4. criticising constructively; and
5. problem-solving.

#### **1. Performance Coaching for Positive Results**

Performance coaching for positive results is similar to elements of performance planning. The key activities include:

- clarifying the direct supervisor's expectations for growth of the managerial employee;
- defining the behaviours and activities wanted as a result of the growth experience;
- helping the managerial employee identify steps to achieve growth; and
- providing support and resources to achieve growth.

Working with managerial employees who are performing well to help them grow is positive coaching. You may use this coaching approach when you want to continue to motivate a managerial employee, when you want to add new responsibilities to a managerial employee's job, when you want to help a managerial employee develop or enhance a key skill, or when you want to prepare a managerial employee for a new assignment or a promotion.

- Offer criticism calmly and empathetically. Listen carefully for the managerial employee's response, checking and clarifying as you go.
- Be specific. Refer to facts, results, observations you have made related to the job and the managerial employee's behaviour.
- Explain perceptions. Sometimes as direct supervisors we must evaluate managerial employees on our own perceptions or on other's perceptions. Explain perceptions to the managerial employee in terms of what you saw, heard, or read – not in terms of what you think the managerial employee intended.
- Use a concerned tone of voice and project some warmth.
- Repeat the good and be firm about the bad.
- Acknowledge the managerial employee's objection, but don't argue.

- Remember that if you ignore poor performance and don't provide constructive criticism, you may deprive the managerial employee of the chance to improve and you may negatively affect the productivity of others. You may lose credibility yourself since employees are generally aware of the poor performance of others.
- Identify ways to improve performance.

## **2. Guiding Managerial Employee Development**

Another aspect of performance coaching is working with and for managerial employees to guide their long-term growth and development on the job. Frequently, a direct supervisor's activities in this element of coaching involve planning and providing opportunities – activities that are less visible to the managerial employee than the other areas of coaching. This may include:

- sharing knowledge and experiences with the managerial employee;
- providing training for the managerial employee through organization-sponsored courses, outside seminars, or on-the-job experiences;
- assigning the managerial employee to special projects or committees to enhance knowledge and skills, or;
- serving as a resource to the managerial employee for ideas, connections within the organization, and problem solving.

As a direct supervisor guiding development, you look for the potential strengths and skills of the managerial employee and then identify ways to enhance them. Your performance coaching activities focus on the long-term development of the managerial employee.

## **3. Giving Feedback**

Giving feedback is an important aspect of managing and is most effective when done in the right environment. Be sure to:

- give feedback as close to the time of performance as possible;
- choose a location where you can minimize interruptions; and
- set aside an appropriate amount of time to deal with the issue at hand.

Feedback can be quick and informal (stepping into the managerial employee's office for a short chat) or complex and formal (a series of one-to-one meetings to discuss an ongoing project or behaviour). Effective feedback, whether positive or negative, has some common elements.

### **What is Effective Feedback?**

**Feedback is specific.** Feedback deals with facts (results, observations, or perceptions of objective achievement and/or behaviour that relate directly to the job).

**Feedback is timely.** It is most effect when given as close to the time of the event and/or behaviour as possible.

## **How Do You Give Effective Feedback?**

Feedback is never neutral. It involves making judgements and communicating something positive or negative about a managerial employee's performance. To make feedback effective, try to communicate judgement objectively, respect the individual, and call for action.

### **Communicate judgements objectively**

Focus on facts, observations, and results. Finding fault or assessing blame won't fix the problem and isn't really the issue.

- *Deal with behaviour, not personality.*
- *Offer negative feedback in a way that is not accusatory.* Focus on the quantity or quality of results, not on the person.
- *Reinforce productive behaviour with positive feedback.* Praise is an important tool. Always link praise to specific behaviours and outcomes. Make sure you recognize improved performance, especially if it's the outgrowth of previous feedback. Use public praise as a tool for motivating managerial employees.

### **Respect the individual**

- *Give feedback in a way that's understanding and considerate.* Avoid use of negative words, such as "always," "never," "neglect," "ignored," etc. These put the managerial employee on the defensive right away.
- *Use positive non-verbal feedback.* Maintain eye contact, nod, and smile in the feedback process. This creates a positive environment and encourages managerial employee participation.
- *Allow the managerial employee to react to your feedback.* Listen closely to how the managerial employee responds. Ask him or her to clarify any reactions which are unclear to you.
- *Give balanced feedback.* Sometimes total honesty can be devastating to a managerial employee, but realistic views do need to be communicated. Consider just how much you need to tell a managerial employee to be honest about behaviour yet maintain the motivation to improve. You don't do a managerial employee any favours by misrepresenting the quantity or quality of his or her work.

### **Call for action**

2. *Identify* with the employee ways to improve performance or ways to build upon good performance.
3. *Agree on a date* by which an improvement or a solution will take place.
4. *Summarize and confirm.* Review all the points discussed, and confirm the actions and timelines agreed upon. Be cordial as well as firm.

#### **4. Constructive Criticism**

Some people thrive on handing out criticism, however giving constructive criticism is difficult. Constructive criticism provides the managerial employee with facts and observations that are useful in improving performance.

#### **5. Problem Solving**

Solving problems is another key element of performance coaching. When work bogs down or tasks are blocked, the direct supervisor is responsible for providing a process for solving problems. The goal in problem-solving coaching is to have the managerial employee take ownership and responsibility for solving the problem. The direct supervisor serves as a resource. The direct supervisor helps identify but does not “take back” the problem. Problem solving sessions with managerial employees should include these elements:

- Define** Assess the problem objectively and try to define the problem and determine the cause. Dig until you get at the real issue. Don't spend time solving the wrong problem. Use time up front to determine the real problem. Has it occurred before? If so, how was it solved? Are we defining the problem or the symptom?
- Explore** Look for creative solutions to the problem. Brainstorm ideas with the managerial employees.
- Test** Test the feasibility of all the possible solutions identified. For each solution ask, Does it solve the problem? Is it reasonable? Do we have the resources for the solution? If not, can we recast the solution to fit the resources available?
- Decide** Select the solution that best solves the problem.
- Implement** Put the plan into action as quickly as possible. Agree on actions, responsibilities, and completion times. If you postpone, you may lose momentum.
- Follow-up** Monitor the managerial employee's progress, activities, and results. Provide specific feedback. Evaluate activities to see if they have solved the problem. If not, begin the process again incorporating what you've learned.

#### **Summary**

Performance coaching and feedback are essential elements of ongoing performance management. This is the longest segment of the performance development cycle and the area that is least visible and structured but it is vital to the process. Using coaching throughout the year both prepares and shapes the formal performance evaluation. If it has been used well, the actual evaluation will hold no surprises for the managerial employee; it will summarize discussions you've had throughout the year. Coaching is complex and requires dedication and commitment.

Performance coaching touches all aspects of a managerial employee's performance. The immediate, daily tasks are recognized through feedback; ongoing activities are handled with problem solving and planning; and long-term responsibilities are shaped through positive coaching and guided development of the managerial employee.

Performed with skill, care, and persistence, performance coaching can help make managerial employees be more productive and happier while making your job more satisfying and rewarding.

## **APPENDIX E: TERMINOLOGY**

To maximize the benefits of the performance development process, it is important to understand the terminology used throughout the process:

### **Career Planning**

Professional or Career Development planning for the manager to meet the managers career aspirations this is supported through the identification of development goals of a manager. Staff Development describes four steps in career planning: dream; self awareness; discover work; plan.

### **Coaching**

Coaching is a guided relationship in which one person assists in the development of another person's competencies. While managers and supervisors typically coach their staff, peers and subordinates can also be coaches. Performance coaching is an on-going process whereby supervisors guide or facilitate the continuous improvement of an managerial employee's performance.

### **Competencies**

Competencies are any attitude, skill, behaviour, motive, or other personal characteristics that are essential to perform a job, or more importantly, differentiate superior performers from solid performers. (\*\***NOTE:** *for the first year or so competencies will be used very broadly and intuitively. Formalized competencies have not been developed at this time. Examples of ones to use could be "common leadership" objectives. As the organization becomes more experienced with the Performance Development Process this will take a higher profile*)

### **Departmental plan**

The Yukon Government Departmental Plans are the articulation of the Platform Priorities in conjunction with departments' ongoing core program responsibilities. Departmental plans serve as the basis for business and project planning, and provide the foundation for deputy minister and managerial performance development measures. Over the longer term, the Departmental Plans will also provide output and outcome measures for departmental accomplishments.

### **Development Goals**

Development goals are statements that support the achievement of work objectives. They answer the question, "What do I need to learn and develop in order to achieve my work and competency objectives?"

### **Government goals**

Governments set goals and priorities and communicate them to the public service. These goals and priorities are reflected in departmental corporate plans, which could include specific activities and may include targets.

### **Interim meeting**

The interim meeting is a mid-year review of the managerial employee's progress towards meeting objectives and development goals, and an opportunity to refine or re-focus the performance development plan for emerging developments.

### **Learning Activities**

Learning activities are the interventions that will help you achieve your development goals and could include self-learning such as reading and watching videos; on-the-job activities such as challenging

assignments, mentoring, working with other skilled employees; planned increases in job responsibilities; and learning programs such as skill-based training, workshops, professional meetings, external training, etc.

### **Learning Outcomes**

Learning outcomes are statements that describe specific outcomes of development goals. They answer the question, “*How have the development goals been achieved?*”

### **Objectives**

Objectives are concise, realistic statements of what results an individual, department or the government needs to achieve. Objectives must be stated in a way that clearly communicates what is to be achieved and assessed. For individual performance development purposes, work objectives are the key areas of work on which managerial employees will focus their efforts. These are typically identified through an understanding of the managerial employee’s role/accountabilities, government goals and priorities and departmental plans.

### **Performance year**

The performance year starts with the planning cycle on September 1<sup>st</sup> for deputy ministers and October 1<sup>st</sup> for managers. It includes a mid year, interim review and a final review at the end of the year (August 31<sup>st</sup> for deputy ministers and September 30<sup>th</sup> for managers).

### **Planning cycle**

The planning cycle is a continuous three part cycle: establishing work objectives and development goals; focussing; and final review.

### **Results Achieved**

Results achieved are statements that describe specific outcomes of work and competency objectives. They answer the question, “How have the work objectives been achieved?”

### **Success Measures and Targets**

Success measures and targets answer the question, “How will you know if the objectives have been met?” In other words, they describe what success will look like for this objective. The success measure describes the expected level of achievement and is used as a basis for differentiating levels of achievement. Measures should be challenging, yet realistic. They should seek improvement over past achievements within areas the managerial employee can control. Measures should include assessment of effectiveness, efficiency and service.

### **Supervisor**

Supervisor refers to the individual to whom a managerial employee directly reports. An appropriate supervisor should be identified for each managerial employee to ensure an effective dialogue takes place and a performance development plan is created.

## APPENDIX F: SELF-REVIEW QUESTIONNAIRE

<b>What factors helped or hindered you in your job over the year?</b>	
<b>Helped</b>	<b>Hindered</b>
<b>What part of your role do you do best?</b>	
<b>What part of your role do you do least successfully?</b>	
<b>How would you summarize your overall development during the last year?</b>	
<b>In what aspects of your current job do you need more experience and/or training?</b>	
<b>Experience</b>	<b>Training</b>
<b>What do you think your learning and development goals should be for the coming year?</b>	
<b>What career opportunities are you interested in for further training and development?</b>	

**APPENDIX G:**

**DEPUTY MINISTERS**

**YUKON GOVERNMENT PERFORMANCE DEVELOPMENT DOCUMENT**

<b>Name:</b>	<b>Job Title:</b>
	<b>Period From/To:</b>

<b>Yukon Government Goals and Departmental plan</b> <i>(Which Yukon Government goals are relevant to your role? What Departmental plan goals have you established?)</i>		
<b>Work Objectives (top 3 to 5)</b> <i>What are the key objectives committed to for the year?</i>	<b>Success Measures and Targets</b> <i>How will you know if the objectives have been met?</i>	<b>Results Achieved</b> <i>How have the work objectives been met?</i>
		Interim Year-End
		Interim Year-End
		Interim Year-End
		Interim Year-End

<b>Common Corporate Deputy Minister Goals</b>	<b>Success Measures and Targets</b> <i>How will you know if the objectives have been met?</i>	<b>Results Achieved</b> <i>How have the work objectives been met?</i>



**PLANNING MEETING**

\_\_\_\_\_  
*Managerial employee's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervisor's Signature*

\_\_\_\_\_  
*Date*

**INTERIM MEETING**

\_\_\_\_\_  
*Managerial employee's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervisor's Signature*

\_\_\_\_\_  
*Date*

**YEAR-END MEETING**

\_\_\_\_\_  
*Managerial employee's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervisor's Signature*

\_\_\_\_\_  
*Date*

**ASSESSMENT SCALE**

<b>Developing</b>	<b>Fully Contributing</b>	<b>Outstanding</b>
Performance meets some, and is below other requirements of the objectives. There is need for further improvement or experience on the job before performance fully meets the expected objectives.	Performance is consistently solid and reliable. Performance fully meets objectives in key areas and sometimes exceeds requirements.	Performance consistently exceeds requirements in all core objectives and exceeds most defined expectations. Individual demonstrates a model of excellence for others. Peers, direct reports, and/or higher level management can readily recognize this level of performance.

**APPENDIX G:**

**MANAGERS**

**YUKON GOVERNMENT PERFORMANCE DEVELOPMENT DOCUMENT**

<b>Name:</b>	<b>Job Title:</b>
<b>Supervisor Name:</b>	<b>Period From/To:</b>

<b>Yukon Government Goals</b> <i>(Which Yukon Government goals are relevant to your role?)</i>	<b>Departmental Plan</b> <i>(Which Departmental Plan goals are relevant to your role?)</i>
<b>Branch Plan</b> <i>(Which Branch plan goals are relevant to your role?)</i>	

<b>Work Objectives (top 3 to 5)</b> <i>What are the key objectives committed to for the year?</i>	<b>Success Measures and Targets</b> <i>How will you know if the objectives have been met?</i>	<b>Results Achieved</b> <i>How have the work objectives been met?</i>
		Interim Year-End
		Interim Year-End
		Interim Year-End
		Interim Year-End
		Interim Year-End
		Interim Year-End
<b>Competency Goals (Optional)</b>	<b>Success Measures and Targets</b> <i>How will you know if the objectives have been met?</i>	<b>Results Achieved</b> <i>How have the work objectives been met?</i>



**PLANNING MEETING**

\_\_\_\_\_  
*Managerial employee's Signature*                      \_\_\_\_\_ *Date*                      \_\_\_\_\_ *Supervisor's Signature*                      \_\_\_\_\_ *Date*

**INTERIM MEETING**

\_\_\_\_\_  
*Managerial employee's Signature*                      \_\_\_\_\_ *Date*                      \_\_\_\_\_ *Supervisor's Signature*                      \_\_\_\_\_ *Date*

**YEAR-END MEETING**

\_\_\_\_\_  
*Managerial employee's Signature*                      \_\_\_\_\_ *Date*                      \_\_\_\_\_ *Supervisor's Signature*                      \_\_\_\_\_ *Date*

**ASSESSMENT SCALE**

<b>Developing</b>	<b>Fully Contributing</b>	<b>Outstanding</b>
Performance meets some, and is below other requirements of the objectives. There is need for further improvement or experience on the job before performance fully meets the expected objectives.	Performance is consistently solid and reliable. Performance fully meets objectives in key areas and sometimes exceeds requirements.	Performance consistently exceeds requirements in all core objectives and exceeds most defined expectations. Individual demonstrates a model of excellence for others. Peers, direct reports, and/or higher level management can readily recognize this level of performance.