



# **Toronto and Region Conservation Authority (TRCA)**

## **Performance Development Program Guide**

November 2022

## SUMMARY

### PERFORMANCE DEVELOPMENT PROGRAM GUIDE

TRCA's Performance Development Program is based on open and ongoing dialogue, feedback and support throughout an employee's career with TRCA. The guide is part of a comprehensive approach to establish employee objectives that are clearly aligned to organization and divisional priorities, illustrate competencies aligned to TRCA, provide ongoing feedback, recognize employee contributions to the organization and engage in development planning.

Through performance planning, objective setting, coaching, evaluation and development process, managers and employees have the opportunity to align the employee's work activities to TRCA's strategic priorities and values, and to promote collaboration and an open dialogue on performance and development.

Please contact the Human Resources Division or your Human Resources Business Partner (HRBP) if you have any questions regarding the Performance Development Program.

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## PURPOSE

Through the Performance Development Program, managers and employees will align employee work activities to TRCA's strategic and/or divisional priorities and goals, to promote collaboration and an open dialogue between managers and employees on performance, achievements, competencies and areas or opportunities for development and learning.

The purpose of the Performance Development Program (PDP) is to:

- ☐ Create and facilitate an open and collaborative dialogue between employees and managers throughout the year.
- ☐ Create a consistent process for managing and measuring performance across the organization.
- ☐ Identify and align employee expectations, objectives and performance to the strategic priorities of the division and organization.
- ☐ Establish agreed upon objectives and development goals.
- ☐ Define competency requirements that all employees are expected to demonstrate.
- ☐ Encourage employee involvement in their own professional development.
- ☐ Recognize employee performance, accomplishments and contributions to TRCA.
- ☐ Build and develop capabilities and support workforce planning.
- ☐ Recognize strengths and areas of opportunity in a positive and constructive manner.

## GUIDING PRINCIPLES

Managers and employees have a shared responsibility throughout the performance development cycle to establish objectives and development goals and actively participate in coaching discussions to enhance performance and development.

The performance cycle follows the calendar year and applies to all TRCA full-time employees and permanent part-time employees working 17.5 hours weekly. In addition, it applies to temporary employees with a contract of twelve (12) months or greater and who is working 35 or 40 hours weekly.

Managers are responsible for coaching and providing timely feedback, focusing on employee development and providing opportunities for continuous learning and development.

Employees are responsible for performing at their best to achieve their objectives, consistently demonstrate required competencies and focus on development and expansion of their capabilities.

## ROLES AND RESPONSIBILITIES

### Employees:

Employees have responsibility for their job requirements and for achieving the expectations of the role. Therefore, within the framework of the Performance Development Program, employees will:

- ☐ Be familiar with TRCA's vision, mission and strategic goals and objectives.

- ❑ Understand division/business unit plans and priorities for the year.
- ❑ Understand expectations including job responsibilities, objectives, competencies and development goals.
- ❑ Comply with the Performance Development Program Policy.
- ❑ Actively participate in performance process and provide input, suggestions and ideas for the creation and calibration of SMART objectives and developmental goals.
- ❑ Strive for achievement and development.
- ❑ Reach agreement with their manager regarding methods to support objective and developmental goal achievement.
- ❑ Self-assess and document performance and progress throughout the year to facilitate discussions and mid/year-end reviews.
- ❑ Actively participate in exploring opportunities and commit to development plans.

### Managers:

Managers (which includes all levels of management with direct reports) will facilitate ongoing coaching conversations with their employees and will actively participate in TRCA's Performance Development Program to achieve results by managing performance and providing ongoing and regular feedback. Managers are responsible for managing their employees and therefore within the framework of the Performance Development Program they will:

- ❑ Convey the importance and benefits surrounding the Performance Development Program to employees.
- ❑ Have a clear understanding of TRCA's vision, mission and strategic goals and objectives.
- ❑ Have a sound understanding and clearly communicate division/business unit plans and priorities for the year.
- ❑ Ensure all direct reports comply with the Performance Development Program Policy.
- ❑ Cascade, interpret and align organizational priorities and business unit plans and deliverables to employee objectives.
- ❑ Be aware of any planned or special projects that may need to be resourced and prioritized throughout the year.
- ❑ Initiate and schedule ongoing performance discussions, setting a collaborative tone, including mid-year and year-end performance discussions.
- ❑ Review any previous performance reviews or development plans for the employee.
- ❑ Collaboratively establish and document clear SMART objectives and expectations (including specific deliverables and timeframes) in conjunction the employee.
- ❑ Amend objectives as required due to changing priorities throughout the performance year.
- ❑ Engage, coach and motivate employees throughout the year via ongoing coaching conversations.
- ❑ Assess and differentiate performance, results, and outcomes.
- ❑ Assign performance ratings for all direct reports and document related information.
- ❑ Recognize and reward employees for their contributions.
- ❑ Commit to development goals to assist and facilitate employees in meeting their goals and potential.

## Human Resources:

The Human Resources Division is responsible for developing and supporting the Performance Development Program and providing the necessary tools, materials and guidance to facilitate the implementation of the program. Human Resources will:

- ☐ Develop and communicate the Performance Development Program Policy.
- ☐ Develop and support the Performance Development Program.
- ☐ Create tools, techniques and reference materials.
- ☐ Provide guidance and advice to managers and employees through the performance cycle.
- ☐ Drive the performance management cycle deadlines.
- ☐ Measure program success and assess future program requirements.
- ☐ Ensure alignment to other HR programs for consistency and strategic coherence.
- ☐ Maintain performance evaluation results on an aggregate basis for workforce planning.
- ☐ Contribute to the development of organizational performance metrics.
- ☐ Ensure compliance with the program and act on non-compliance issues.
- ☐ Measure outputs/metrics relating to the strategic priority *Invest in Our Staff*.

## Senior Leadership Team:

The Senior Leadership Team is responsible for establishing strategic and divisional priorities for TRCA and communicating the priorities and measures of success to employees. The Senior Leadership Team is responsible for ensuring compliance with the Performance Development program and will:

- ☐ Convey the importance and benefits surrounding the Performance Development Program.
- ☐ Ensure all direct reports comply with the Performance Development Program Policy.
- ☐ Establish performance measures and monitor results and success in achieving strategic and divisional priorities.
- ☐ Contribute to the development and cascading of organizational and divisional priorities.
- ☐ Ensure all direct reports comply with the Performance Development Program requirements.
- ☐ Act on non-compliance issues within their area of responsibility.

## PERFORMANCE DEVELOPMENT PROGRAM CYCLE

The Performance Development Program is a continuous cycle of activity consisting of planning, coaching, evaluating and developing. The process occurring yearly, commences with cascading of organizational strategic and business priorities and ends with the final year end performance discussion and establishment of developmental goals.

## The Performance Cycle:



**Phase I (December/January):** Senior leadership cascade organizational priorities and divisional objectives to support the Performance Development Program objective setting process.

.....Ongoing coaching conversations.....

**Phase II (January/February):** Employee and manager meet to establish objective setting for current year which includes alignment to TRCA's strategic and/or divisional priorities, job requirements, competencies and development. A maximum of five objectives should be set and the minimum is four. Within the five objectives, manager and employee can decide on how many objectives will be aligned to either the strategic plan or the divisional priorities.

**Two to three** objectives should be aligned to TRCA's twelve Strategic Priorities and **two to three** objectives should be aligned to divisional/business unit priorities (maximum of five total objectives). Manager and employee to review competencies aligned with the employee's position and establish tracking process for competency demonstration.

.....Ongoing coaching conversations.....

**Phase III (June/July):** Mid-year review meeting; employee and manager to assess progress to date and adjust as necessary. Manager completes the mid-year check-in reviewing both objectives, competency demonstration, and makes comments on progress. The employee will also be able to add comments on progress to date.

.....*Ongoing coaching conversations*.....

**Phase IV (November/December):** Year-end appraisal to discuss results and evaluate performance. It should be a re-cap of the manager feedback and coaching which takes place throughout the year. The employee completes a self-assessment first and then a discussion takes place with the manager. Development opportunities are identified and connected to performance gaps and enhancements, skill development, and/or key aspects of the employee's role; establish development goals (two to three) for the upcoming performance year. Manager completes year-end rating.

**Note:** Ongoing coaching conversations are to occur between the manager and employee throughout the performance year. It is through these discussions that performance and development are to be discussed so that there are no surprises and objectives are being achieved or recalibrated. Through these conversations, it is important to make note of examples of achievements or challenges through the year, these will serve useful for mid-year and year-end discussions.

## OBJECTIVE SETTING – SMART GOALS

Effective objective setting is integral to the success of the Performance Development Program. The employee's job description, TRCA's vision, mission, and core values, along with TRCA's strategic and divisional priorities serve as starting points for defining objectives and expectations.

Objectives should cascade down through the organization to ensure alignment of the organization's strategic directions and division/business unit's priorities.

The manager and the employee should focus on a total of **4 to 5** critical and specific objectives which will have the greatest degree of impact in supporting the organization and division strategic priorities.

Managers should work with their employees to help define the objectives and establish a path or steps to help support achievement.

### When discussing objectives think about:

- ☐ *What are the key functions or job requirements?*
- ☐ *Which of TRCA's strategic priorities are most relevant to the employee's work?*
- ☐ *What are the divisional key priorities; which are most relevant to the employee's work?*
- ☐ *What core competencies are required to be demonstrated for the position?*
- ☐ *What specific contributions can the employee make to the organization?*
- ☐ *What are realistic targets or measures within the current environment?*
- ☐ *How can the objectives be achieved – what processes, approaches, tools, supports are required for success?*
- ☐ *What is the criteria for success?*



Performance objectives and development goals are defined using **SMART** principles:

<b>Specific:</b>	Stated in clear terms; specifies what needs to be done in a concise manner (who, what, why, when, where, how).
<b>Measurable:</b>	Objectives and goals have quantifiable targets and related dates.
<b>Achievable:</b>	Objectives and goals are within reach and attainable.
<b>Results orientated:</b>	Objectives and goals are within the employees' scope of control and are focused primarily on results rather than tasks.
<b>Timely:</b>	There are clearly defined timelines and deadlines.

## OBJECTIVE SETTING – VISION, MISSION, AND CORE VALUES

TRCA's vision, mission and core values should serve as starting points for defining objectives and expectations.

### OUR VISION

The achievement of safe and resilient communities.

### OUR MISSION

The provincial leader in conserving, restoring and managing natural resources to advance safe and sustainable development.

### OUR CORE VALUES

#### **INTEGRITY**

We are honest, ethical, and professional.

#### **COLLABORATION**

We achieve shared goals through a solution-oriented approach.

#### **ACCOUNTABILITY**

We are responsible for our actions, behaviours and results.

#### **RESPECT**

We recognize and value that our differences make us stronger and we commit to creating a diverse, equitable, and inclusive workplace that celebrates individual contributions to provide dignity for all.

#### **EXCELLENCE**

We maintain a high standard of performance and customer service, consistently striving to improve and produce quality work.

## OBJECTIVE SETTING – STRATEGIC PILLARS

TRCA's four strategic pillars and their desired outcomes should serve as starting points for defining objectives:

TRCA STRATEGIC PILLARS AND DESIRED OUTCOMES	
<b>Pillar 1- Environmental Protection and Hazard Management</b>	
Deliver provincially mandated services pertaining to natural hazards including flood and erosion.	
Leadership in greenspace conservation.	
Maintain healthy and resilient watershed ecosystem in the face of a changing climate.	
Balance development and growth to protect the natural environment ensuring safe sustainable development.	
<b>Pillar 2- Knowledge Economy</b>	
Research and development that drives innovation and climate-based solutions.	
Collaboration to advance a green transition.	
Advocacy and adaptability in the face of policy pressures.	
Integrate environmental considerations and science into decision making.	
<b>Pillar 3- Community Prosperity</b>	
Connect communities and nature to greenspace.	
A culture of diversity, equity and inclusion contributing to community wellbeing.	
Informed citizens are conservation champions.	
Inspired communities take environmental action.	
<b>Pillar 4- Service Excellence</b>	
A strong and skilled workforce.	
Provide and manage an efficient and adaptable organization.	
Responsive relationships and a trusted brand with a reputation for excellence.	
Transparent decision making and accountable results.	

## COMPETENCY DEMONSTRATION

TRCA has adopted a competency-based model in support of the Performance Development Program. Competencies are critical to achieving success and reflect the behaviours required to achieve our strategic priorities and focus on 'how' to get things done

Competencies are based on the behaviors that distinguish excellent performers and help to align individual behavior with business strategies. Furthermore, competencies enable organizations to develop and sustain a culture where people want to learn and develop. Competencies provide tools for self-development and reward employees when they acquire and demonstrate the mastery of relevant competencies.

### Core Competencies:

Behaviours and attributes required of all TRCA employees for excellence across all levels and functions.

- Ideally these are the core competencies that new employees should have coming into the organization and that all existing employee demonstrate on a day to day basis.

### Leadership Competencies:

- Behaviours and attributes required for TRCA management (Directors, Senior Managers, Managers, and Supervisors).

### Senior Leadership Competencies:

- Behaviours and attributes required for TRCA senior leadership (Directors).

### Competency Model Overview:

	Core Competencies All Employees	Leadership Competencies	Senior Leadership Competencies
Integrity	•	•	•
Collaboration	•	•	•
Accountability	•	•	•
Respect	•	•	•
Excellence	•	•	•
Develop and Lead Talent		•	•
Champion Change		•	•
Communicate Effectively		•	•
Create Vision and Strategy			•
Impact and Influence			•
Drives Achievement and Innovation			•

## Competency Model Overview:

### Core Behaviours:

#### **Integrity**

Upholds a high standard of fairness and ethics in everyday words and actions. Conscientiously and reliably behaves in an ethical and honest manner in dealing with others, both internal and external to the organization. Fair in expectations of others and behaves towards others with equal fairness.

#### **Behaviours associated with this competency:**

- ☐ *Is ethical and honest in all business dealings.*
- ☐ *Is ethical and honest in all dealings with people.*
- ☐ *Is fair in expectations of others.*
- ☐ *Is worthy of the personal trust of others.*
- ☐ *Aligns words and actions.*
- ☐ *Delivers on commitments made and agreed upon deliverables.*

#### **Collaboration**

Effectively works with others across the organization and external to the organization toward a common goal. Works with the organizations best interest at the core. Builds and maintains broad cooperative work relationships with others without silos. Understands and leverages the different styles and perspectives of others to achieve high functioning team dynamics. Completes tasks for group projects in a timely and responsible manner and directly contributes to reaching group goals.

#### **Behaviours associated with this competency:**

- ☐ *Builds and maintains cooperative work relationships with others.*
- ☐ *Openly shares relevant and important information with appropriate individuals to assist in achievement of common goals.*
- ☐ *Listens to and values the input of others.*
- ☐ *Collaborates effectively in meetings and informal interactions.*
- ☐ *Commits to supporting the larger group effort.*
- ☐ *Assists others in the completion of their tasks to support group goals.*
- ☐ *Facilitates collaboration across teams to support organizations broader objectives.*

- *When conflict arises in team dynamics, facilitates dialogue to assist individuals to arrive at a mutually agreeable win-win solution.*

### **Accountability**

Maintains a high level of commitment to personally getting things done and taking responsibility for actions, behaviours and results. Assumes personal responsibility for effectively achieving outcomes. Honours work commitments by ensuring actions are consistent with words. Demonstrates responsible personal and professional conduct when holding self and others accountable.

#### **Behaviours associated with this competency:**

- *Complies with established control systems (i.e. Code of Conduct, policies and procedures) to achieve high quality and cost-effective results.*
- *Holds self-accountable to a high standard and will do what is right despite personal consequences.*
- *Delivers what has been promised.*
- *Assumes personal responsibility for achieving outcomes.*
- *Is dependable and responsible.*
- *Persists through challenges and finishes what has been started for the betterment of TRCA.*
- *Works on the 'right' tasks, those linked to the strategic or divisional priorities.*
- *Produces a high level of work output.*
- *Is transparent about errors and omissions.*

### **Respect**

Understands, accepts and is sensitive to individual differences. Treat people with respect and equally, regardless of gender, race, creed, place of origin, status, or level of position. Values others for their abilities, qualities and achievements and the contributions brought to the organization. Is open and accepting of the richness of differences among people. Treats others fairly and with dignity.

#### **Behaviours associated with this competency:**

- *Respects all people, regardless of race, gender, status, place of origin or other source of difference.*
- *Is open and curious to learn about differences among people.*
- *Treats people with courtesy, politeness, and kindness.*
- *Emphasizes the things that all people hold in common rather than focusing on differences.*
- *Promotes respect for differences among people and encourages tolerance and openness.*
- *Evaluates people based on objective merit rather than subjective bias.*
- *Is mindful of body language, tone of voice, demeanor and expression in all interactions.*

### **Excellence**

Promotes and maintains high standards of quality at work; anticipates customer/stakeholder needs and designs, promotes or supports the delivery of products and services that exceed customer expectations. Expands depth and breadth of knowledge, skills and experience in areas of expertise. Produces high quality work and encourages others to do so. Applies discipline and a detail orientation to work activities; continuously seeks ways to improve quality of products or services. Takes personal accountability for providing comprehensive and accurate service and advice to individuals both internal and external to TRCA.

#### **Behaviours associated with this competency:**

- *Listens to and values customer/stakeholder needs, suggestions and feedback; anticipates customer/stakeholder requirements.*

- ☐ *Develops or customizes products and services to better meet the needs of customers/stakeholders.*
- ☐ *Is disciplined and diligent and always attempts to do the best job possible.*
- ☐ *Consistently produces high quality work; encourages other to work at a high standard of quality.*
- ☐ *Demonstrates and shares expert knowledge and capabilities in all situations.*
- ☐ *Provides sound guidance and advice in area of expertise.*
- ☐ *Continually seeks to remain current or upgrade knowledge and skills; capitalizes on continuous learning opportunities to expand knowledge and skill.*
- ☐ *Actively seeks out the current and emerging business and industry trends and best practices to provide sound solutions and advice.*

## Leadership Competencies:

### Develop & Lead Talent

Directs and leads others to accomplish organizational goals and objectives. Manages development and performance, provides constructive and respectful feedback to encourage and enable performance excellence. Leads by example, sets clear and achievable goals. Fosters an environment that inspires and motivates others and that is respectful and trusting. Exemplifies professionalism and establishes an environment that promotes expression of diverse perspectives and fosters cooperation and collaboration between others.

#### Behaviours associated with this competency:

- ☐ *Models expected behavior and remains consistent with words and actions.*
- ☐ *Exemplifies ethical practices, professionalism and personal integrity.*
- ☐ *Demonstrates a sincere interest in the development and success of others.*
- ☐ *Takes the time to identify individuals' strengths and development opportunities, provides honest and sound feedback and coaches individuals to perform at their highest levels.*
- ☐ *Sets clear expectations, coaches, monitors and evaluates performance.*
- ☐ *Invests time and resources to support continuous learning.*
- ☐ *Engages employees to gather ideas and input to build cohesive teams.*
- ☐ *Sets challenging expectations for self and sets high but achievable expectations for others.*

### Champions Change

Proactively supports, leads and implements change initiatives effectively cross functionally and external to the organization. Leads change efforts through consistency in words as well as actions. Supports those affected by the change and takes personal responsibility to ensure the changes are successfully implemented. Is adaptable to changing situations and adjusts priorities as changes occur within the business and organization. Is agile and flexible in changing circumstances and remains open to shifting ways of doing business.

#### Behaviours associated with this competency:

- ☐ *Readily adapts and adjusts to new or changing circumstances; modelling change adaptation.*
- ☐ *Supports others through the adoption of change.*
- ☐ *Accepts change openly and willingly.*
- ☐ *Continuously seeks opportunities to improve efficiencies and effectiveness by adopting new methods, processes, etc.*
- ☐ *Is willing to repeatedly change course or change priorities to meet business objectives.*
- ☐ *Anticipates the need for change.*
- ☐ *Actively promotes change initiatives in group and/or organization wide.*

- *Assumes personal responsibility to see that necessary changes are adopted and effectively implemented.*

### **Communicates Effectively**

Drives clarity and understanding through consistent, clear and transparent messaging. Adjusts style, delivery and communication medium based on the situation, audience, needs and objectives. Utilizes active listening to gain insight and comprehension and facilitate common understanding. Messages decisions, opportunities and issues in a clear, concise, logical and timely manner. Encourages and facilitates open discussion through the building of trust and conveying of strategic intent. Consistently aligns actions with values and intentions for powerful communication.

#### **Behaviours associated with this competency:**

- *Attends to verbal and non-verbal cues that create a deeper understanding of communications.*
- *Ensures messages are clear and concise using precise language that accurately reflects and expresses what needs to be conveyed and achieved through the communication.*
- *Ensures words and actions are aligned congruently.*
- *Adapts communication style, both written and verbally, for simple and complex issues, to enhance understanding for a range of audiences.*
- *Engages in actively listening, allowing others to speak without unnecessarily interrupting.*
- *Asks clarifying questions that elicit clearer or more detailed information and confirms understanding to make informed decisions.*
- *Builds trust and fosters accountability through transparent, clear and concise communications.*
- *Takes perspective into account when communicating; recognizing one's positions, motivations and needs and the related filters we listen through.*
- *Demonstrates a strong presence and appropriate tone when communicating in large forums often in pressure situations.*

### **Senior Leadership Competencies:**

#### **Create Vision and Strategy**

Leads and defines the future and charts a path forward to optimizing TRCA success. Utilizes vision to guide strategy and strategy to define action. Capitalizes on depth and breadth of knowledge to build on diverse ideas and perspectives and create consensus around vision. Skilled at understanding and communicating context of strategy and vision, holistically factoring in the economic, social and political environment.

#### **Behaviours associated with this competency:**

- *Communicates vision, strategies and priorities with clarity and conviction and sets clear expectations and deliverables to ensure the success of the organization.*
- *Frames emerging issues and provides advice that reflects a thorough and holistic understanding of the environment, implications and impact.*
- *Considers the impact of the economic, social and political environment on organizational and divisional priorities.*
- *Engages others to develop clear, concise and viable strategies for implementation in support of the organization.*
- *Effectively work across boundaries and organizational divisions.*
- *Contributes expertise and insight to the development of organizational strategic priorities, divisional plans and the overarching operations.*



## Impact and Influence

Utilizes influence, credibility and a compelling position to aid others in adopting a specific course of action. Takes a variety of actions to influence others to address issues or concerns. Influences others without being excessively aggressive or pushy. Establishes a sound understanding of organizational awareness and audience and modifies methods of impact and persuasion accordingly. Builds strong partnerships, is confident and communicates effectively.

### Behaviours associated with this competency:

- ❑ *Establishes ideas, points of view or desired outcomes that others need to adopt.*
- ❑ *Is a decisive decision maker.*
- ❑ *Does background work and develops information necessary to support one's position.*
- ❑ *Attempts to understand one's audience and adapts message to fit the audience.*
- ❑ *Identifies those issues most important and persists on these until objectives are met.*
- ❑ *Understands key stakeholder impacts and interests, taking them into consideration when forming positions.*
- ❑ *Has the courage and strength of purpose to utilize persuasion where appropriate.*
- ❑ *Expresses opinions confidently and persuasively; instills confidence in their abilities through the eyes of others.*

## Drives Achievement and Innovation

Possess a drive to pursue greater opportunities and challenges. Leads teams to develop innovative projects and programs in support of organizational excellence. With a strong acuity for fiscal accountability, incorporates financial awareness in all actions. Results focused with an unwavering enthusiasm for driving TRCA success.

### Behaviours associated with this competency:

- ❑ *Capitalizes on both formal channels and informal networks to achieve goals. Forms alliances with key stakeholders to achieve objectives.*
- ❑ *Drives self and team to exceed a standard of excellence, looks for ways to learn how to do things more effectively and sets challenging goals and takes calculated risks.*
- ❑ *Views old problems in new ways and has innovative approaches to solving those problems.*
- ❑ *Connects seemingly unrelated ideas, events, and circumstances to find global solutions to individual problems, ensuring fiscal responsibility in the process.*
- ❑ *Possess the tenacity to attain objectives despite obstacles and setbacks.*
- ❑ *Fosters an environment where employees see opportunities for creative problem solving while staying within the parameters of sound practice.*
- ❑ *Thinks in terms of desired outcomes and holistically across the organization, not just reactively with quick solutions. Finds ways to turn the ideal into reality.*
- ❑ *Encourages new ideas, methodologies, and procedures in support of innovation.*

## EFFECTIVE PERFORMANCE DISCUSSIONS

While feedback on performance is essential throughout the year, establishing a positive performance discussion will lay the foundation for the performance management cycle from the planning and goal setting stage to the evaluation and feedback stage. Establishing the dialogue and the tone in a positive and collaborative manner will help to create an effective performance development environment.



## Tips for successful performance discussions:

- ❑ Come prepared to the meetings, review all performance elements, be accurate in your individual assessments, anchor your assessments on relevant examples and accurate information.
- ❑ Create a successful performance discussion environment – have a focused discussion in a private area or office (not in a collaborative space).
- ❑ Be engaged, give the discussion priority and importance by allocating enough time, not rushing through the discussion and turning off distractions (cellphones, email).
- ❑ Establish a balanced two-way conversation, both parties should be doing as much listening as talking.
- ❑ Be professional and respectful throughout the discussion.
- ❑ Engage in active listening; be present in the conversation and understand what is being said by actively seeking clarification.
- ❑ Remain objective and evidence based, accepting of feedback and open to changing your assessment based on points and evidence shared during the discussion.
- ❑ Summarize results and document any action items.

Performance conversations can be difficult; knowing what to say and how to say it can be a challenge. Below are ‘conversation starters’ to assist you in facilitating and engaging during performance discussions:

<b>Performance Discussion Starters for Employees</b>	<b>Performance Discussion Starters for Managers</b>
How do you feel my performance year went?	How do you feel the performance year went?
Here are some performance and competency examples to support my ratings, did you have any questions on them?	How did you rate yourself in terms of the set objectives and competencies? Did you have examples to support your ratings?
Can you provide me with some specific examples of how I can approve on my competencies?	How are you feeling about how well you have consistently demonstrated X competencies?
<b>Performance Discussion Starters for Employees</b>	<b>Performance Discussion Starters for Managers</b>
Can you identify the areas that you think went well this year?	Share with me some context or examples relating to your objectives and competency demonstration?
What areas do you feel I have most improved in? Can you provide examples?	What areas do you think you excelled in? Why?
What areas do you think I should focus on for improvement or where I have opportunity?	Are there areas where you need more growth or have room for improvement? What are they and why?

What are the areas of growth for me in the coming year?	I have seen you demonstrate X effectively and consistently, where did you learn it/how did you get there?
Did others provide feedback into my performance? Are there any recommendations stemming from that?	Sometimes I have observed X is not consistently demonstrated, what's preventing you? What can we do to change this?
For my development goals I achieved X, can we discuss what areas to focus on next year for development?	What do you see as the next action areas?
What opportunities exist to help me reach the next level in my career?	Since our mid-year review how have you actioned the items we discussed?
What do you see as the next action areas?	What are your career interests?
What are the division/business unit priorities for the next year and beyond?	Tell me about how you have been progressing in your developmental actions?

It is recognized that there may be times when employee feedback may be critical to change behaviours or to improve performance. These discussions can be difficult, in addition to the above tips, the manager should consider:

- ☐ Clarifying and explaining performance or behavioural concerns and why it is a concern. Include specific examples, facts, data, information as appropriate.
- ☐ Outlining clear expectations and examples of what constitutes appropriate behaviour or performance.
- ☐ Promoting discussion and dialogue and engaging the employee in talking about the concerns / issues to gain their insights.
- ☐ Arrive at an agreed upon course of action to address the performance or behavioural concern.

Post-performance discussion ensures you follow through with what was discussed at the meeting and supports the ongoing coaching conversations taking place.

## BASIS OF EVALUATION

Performance evaluation and rating is an important element in being transparent and accountable in support of ongoing coaching conversations and development focus. The purpose of the year-end review is to focus on achievements and outcomes and identify development opportunities.

When completing the evaluation, the manager and the employee may take into consideration any appropriate indicators to assist in quantifying results, outputs or achievements. In addition, qualitative based inputs are also important to aid in the evaluation of the employee's performance (e.g. customer comments, peer reviews, etc.).

## PERFORMANCE EVALUATION PROCESS

The year-end evaluation includes evaluation of two key sections of the PDP:

- ☐ Objectives
- ☐ Competencies

Evaluation is assessed using the Performance Evaluation Rating Matrix, a numeric 1-4 rating scale. The scale is anchored with definitions of each performance level and complimented with examples of behaviours exhibited when performing at each level in the rating scale. This matrix is used in the assessment of the objectives and competencies:

Performance Evaluation Rating			
Does Not Meet Expectations (DNME) 1	Partially Meets Expectations or Developing Towards Expectations (PME) 2	Consistently Meets Expectations (ME) 3	Continually and Consistently Performs Above Expectations (AE) 4
<ul style="list-style-type: none"> <li>Expected behaviours are seldomly demonstrated;</li> <li>SMART objectives were not set or were not met;</li> <li>fails to meet the criteria of the job;</li> <li>falls short of performance targets;</li> <li>provides inadequate support for the mission, vision or strategic objectives of the organization;</li> <li>performs below the beginner or developmental stage of demonstrable knowledge, skills and abilities; and</li> <li>exhibits deficient work and competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Developmental opportunity to consistently demonstrate desired behaviours;</li> <li>delivers on some but not all established SMART objectives;</li> <li>requires improvement to fully meet performance targets;</li> <li>provides basic support to the mission, vision or strategic objectives of the organization;</li> <li>developmental stage of demonstrable knowledge, skills and abilities;</li> <li>exhibits some but not all</li> </ul>	<ul style="list-style-type: none"> <li>Expected behaviours demonstrated consistently;</li> <li>consistently meets established SMART objectives;</li> <li>achieves results at a level that meets performance targets;</li> <li>demonstrates commendable support to the mission, vision or strategic objectives of the organization; and</li> <li>demonstrates fully proficient knowledge, skills and abilities, required work, and competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Mastered behaviours, viewed as a role model;</li> <li>Exceeds in delivering on the established SMART objectives;</li> <li>sustains consistent exemplary performance throughout the review period;</li> <li>provides excellent service in support of the mission, vision or strategic objectives of the organization;</li> <li>consistently exceeds and sometimes far exceeding the criteria of the job;</li> <li>consistently demonstrates initiative for the benefit of the organization, their division and business unit; and</li> <li>demonstrates full mastery of knowledge, skills and abilities,</li> </ul>

	competencies and work; and <ul style="list-style-type: none"> <li>requires guidance and training to improve performance.</li> </ul>		required work, and competencies.
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Other criteria to support in distinguishing between ratings include:

- ☐ **Frequency:** how often behaviours, skills, competencies are demonstrated
- ☐ **Consistency:** behaviours, skills, competencies demonstrated at one performance level or multiple levels
- ☐ **Accuracy:** how effective and accurate behaviours, skills, competencies are demonstrated
- ☐ **Importance:** behaviour priority is balanced against situation
- ☐ **Impact:** how significant the contribution was on outcomes/results

As part of the year-end evaluation process both the employee and manager complete their ratings and include demonstrated examples of when behaviours, skills and competencies have been illustrated. The two ratings are intended to foster a discussion on performance. Based on the discussion, evaluations may be adjusted as needed. Ultimately, the final rating will be the responsibility of the manager.

## EMPLOYEE CAREER AND DEVELOPMENT PLANNING

Career discussions should take place during the year-end review in order to ensure alignment with the creation of development goals and in support of workforce planning. Managers and employees should discuss the employees career plans, areas of interest and aspirations and review the below questions as part of the discussion:

- ☐ I am satisfied with continuing to develop within the current position.
- ☐ I am interested in other opportunities in my current career path.
- ☐ I am interested in opportunities outside my current career path.
- ☐ I plan to retire in the next 1 to 2 years.

Through the performance cycle and evaluation, gaps and opportunities are identified both to support employee development in their current role as well as future career planning development. Managers and employees should work collaboratively in establishing **two to three** developmental goals to focus on in the upcoming performance year. Development goals are a tool to aid employees in career and professional development with the primary purpose of improving employee job performance and supporting employees to reach short and long-term career development goals.

When setting developmental goals, the SMART method (specific, measurable, achievable, results orientated and timely) should be utilized and clear actions documented to support the achievement of the goals. Goals should be reviewed throughout the performance year to ensure progress is on track and documented.

When establishing developmental goals consider the vast range of learning, knowledge gaining and capacity building forums available, including:

- ☐ Special projects
- ☐ Stretch assignments
- ☐ Research projects
- ☐ One-on-one coaching or mentoring
- ☐ Peer to peer knowledge sharing
- ☐ Local network groups
- ☐ Working directly with subject matter experts (SME's)
- ☐ Job shadow opportunities
- ☐ Self-directed learning
- ☐ Ted Talks and online learning forums
- ☐ Formal training
- ☐ Professional forums

## REVIEWS AND APPROVALS

The following reviews and approvals are required:

- ☐ At the beginning of the performance year, the employee and manager establish and agree on 4 to 5 objectives tied to TRCA strategic and/or divisional priorities and review required competencies for the employee's position.
- ☐ Mid-year review - employee and manager comment on performance progress, specifically objectives, competency demonstration and development goals.
- ☐ Year-end review - manager and employee:
  - Conduct preliminary evaluations
  - Review the yearly performance
  - Manager facilitates career and developmental discussion
  - Manager finalizes the performance rating
  - Development goals established for the next performance year

