



Cssea

managing
employee
performance
guide



Opening the door to a superior workplace.

Best Practices Series

The series is a collection of comprehensive guides recommending superior employment practices to CSSEA's member agencies.

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Managing Employee Performance Guide

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A

Section A

Introduction to the Guide

GUIDE'S PURPOSE

CSSEA created the Managing Employee Performance Guide to help member employers consistently manage employees' performance. The guide reflects CSSEA's strategic plan and its promotion of best workplace practices.

A best practice is defined as "a process or procedure that consistently produces superior results."⁺ This guide provides best practices information and materials necessary when managing employees.

GUIDE'S OBJECTIVES

The primary objectives of the guide are to provide members with the information and materials to:

- Link employees' results with the organization's goals and objectives.
- Set clear performance expectations which will help the employee know what needs to be done to be successful on the job.
- Define performance expectations which will help the program accomplish its objectives.
- Conduct regular check-in discussions which include status updates, coaching and feedback to allow the employer and the employee to identify problems early and change the course of a project or work assignment.
- Conduct a performance evaluation which should be a summary of the conversations held between the employer and the employee during the performance management cycle.
- Manage the probationary period and determine whether the employee is suitable for continued employment.

An effective performance management process, while requiring time to plan and implement, can save the employer and the employee time and energy. Most importantly, it can be a very effective motivator since it can help the employer and the employee achieve the best possible performance from both the employee and the organization.

An effective performance management process sets the foundation for rewarding excellence.

THE GUIDE AND THE COLLECTIVE AGREEMENT

For those CSSEA members whose employees are part of the bargaining unit, the following articles from the 2006 – 2010 collective agreement may affect the managing employee performance process. (Before proceeding, be sure to check the current collective agreement for any changes to the articles below or those referenced later in the guide.)

11.8 Probation

11.4 Right to Grieve Other Disciplinary Action

24.13 Evaluation Reports

Applicable sections of the guide explain how the above-noted articles may impact the managing employee performance process.

THE MANAGING EMPLOYEE PERFORMANCE PROCESS

The following chronological steps or elements are commonly associated with the managing employee performance process:

1. Planning: establish expectations of how the work is to be performed.
2. Checking-in: on-going communication between the supervisor and employee regarding performance progress.
3. Evaluating: reinforcing positive performance and identifying opportunities for improvement.

The following sections explain each of the above steps in more detail and describe the best practices for managing employee performance.

ASSESSING YOUR CURRENT PRACTICES AND PROCEDURES

How do your current practices and procedures compare with best practices? Audit your current system by grading yourself on the following statements:

1. The job standards are reasonable for the job being evaluated.
2. Job standards are reviewed and understood by the employee at the beginning of the appraisal interview.
3. The supervisors are trained and understand the process.
4. Evaluation covers the entire job, including the employee's duties, actions, behaviours and tasks.
5. The supervisors observe the employee on an on-going basis.
6. Coaching is stressed as an on-going priority for supervisors.
7. The interview is structured to allow the employer and employee to work together to discuss and improve performance.
8. Performance goals are periodically reviewed and followed up on.

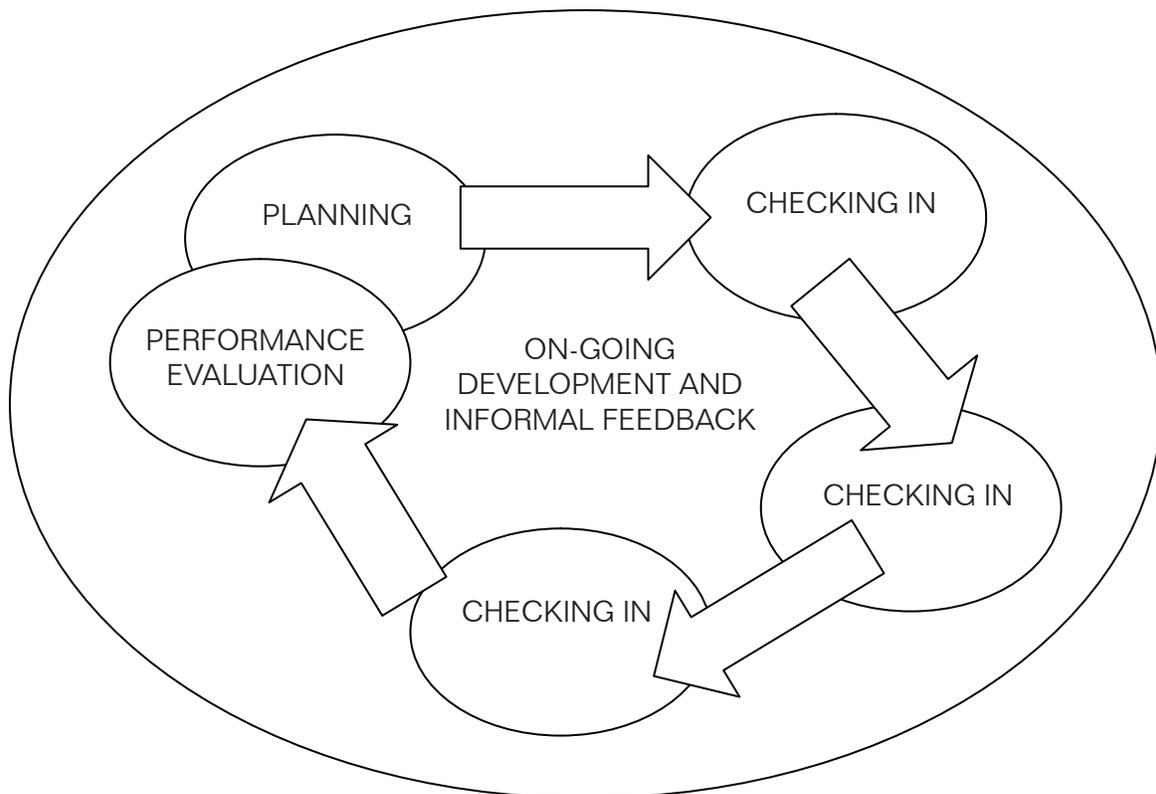
REFERENCE

+ Human Resources Professional Association of Ontario

Section B

Performance Management Cycle

Monitoring performance and providing feedback is not an isolated event focused in a performance evaluation but an on-going cycle that takes place throughout the year with discussions varying year-to-year based on changing objectives.



The cycle includes planning, checking-in and evaluating.

Planning: “What am I going to do?”

Planning is the first step in the performance management cycle and provides the foundation for an effective process. Planning helps to encourage commitment and understanding by linking the employee’s work with the organization’s goals and objectives.

The planning phase also establishes expectations of how the work is to be performed. Results, rather than activities, should be the focus in evaluating performance. Expectations should be clearly stated and results measurable.

To begin the planning process, the supervisor and the employee should review overall expectations which include collaborating on the development of performance objectives and updating individual development goals. The supervisor then develops a performance and development plan that directs the employee’s efforts toward achieving specific results to support organizational excellence and employee success.

Checking in: “How am I doing?”

This step distinguishes performance management as a process rather than the single activity of conducting a performance evaluation. The supervisor and employee must actively participate in an on-going communication process that allows for open dialogue regarding performance progress. In this way, performance issues are identified, acknowledged and addressed in a timely fashion. This will give the employee the opportunity to adjust performance behaviour(s), seek training to improve performance or otherwise correct the performance in question.

Goals and objectives are discussed throughout the year during check in meetings. This provides a framework to ensure employees achieve results through directing, coaching and mentoring.

Evaluating: “How have I done?”

Reviewing and evaluating is the third step in the performance management cycle. It includes:

- Comparing actual results against expected results and reviewing the means used and behaviours demonstrated in achieving those objectives.
- Receiving and providing feedback.
- Engaging in a constructive dialogue to reinforce positive performance and identify opportunities for improvement.
- Together, establishing new objectives for the next performance period.

The following sections explain the cycle in more detail and describe the best practices for managing employees.

Section C

Effective Communication

On-going communication regarding employee performance is critical to the performance management cycle. The ability to communicate effectively is a skill that can be leveraged at every step in the cycle from communicating performance expectations, establishing performance and development plans, monitoring employee performance and reviewing employee performance to encouraging or correcting employee performance.

THE COMMUNICATION PROCESS

Communication is a two-way process. It involves an exchange of information and ideas to all parties involved, either at a conscious or unconscious level. Whether intentional or unintentional, effective communication only occurs if the person receiving the message understands the information or idea the sender intended.

During the transmission of a message, two processes play a key role: content and context. Content is the actual words or non-verbal behaviours that make up the message. Context is the way the message is delivered, including the sender's body language, facial expression, hand gestures and emotional state.

Initially, information, ideas, concepts and feelings exist in the sender's mind and are formulated into a message. That message is encoded into words, tone of voice, gestures, facial expressions and body language. Once the receiver gets the message, it is translated into information or concepts the individual understands; however, it may not be exactly as it was intended.

The receiver has perceptual filters that help them make sense of the world and the message must pass through them. Other factors also influence the receiver's perception, such as physical and mental capabilities, past experience, preferred mode of communication and external noise.

To communicate effectively, you must monitor the words you use, as well as how you say them, with your tone and body language. By paying attention to these various aspects of communication, you can enhance the clarity of your communication. Further, by paying attention to the receiver, including their body language and vocal tones, you improve the communication process because you have a better understanding of the feedback you are being given.

Remember: A message has not been communicated unless it is understood by the receiver!

BARRIERS TO COMMUNICATION

When there is an exchange of information and ideas, the message will never be 100% accurate; however, by understanding what some of the obstacles are, managers and supervisors will be in a better position to remove some of them and better control the communication process.

Anything that impedes the understanding of a message is a barrier to communication. Many barriers exist, both physical and psychological:

- **Inattention:** we are often so preoccupied with our own issues and frames of reference that we are unable to attend to the other person and truly understand what is being said. We allow ourselves to be distracted and our attention shifts onto other matters.
- **Emotions:** as the sender of a message, our emotions impact what we say and how we say it. If our emotions are particularly strong, we run the risk of using words and tones that make it difficult for the other person to hear the true message. Defensiveness, guilt, projections and transference can all play a role in the quality of communication.
- **Language:** language as a barrier goes beyond the language we are speaking. Even when two people speak the same language, the same words can mean different things to each person. Further, different words can often mean the same thing and the name used depends on who is speaking. As such, the choice of words or language in which the sender encodes the message will influence the quality of communication. The use of special or technical language, jargon, acronyms and colloquialisms can lead to difficulties in communication.
- **Cross-cultural and gender differences:** workplaces are made up of people from different ethnic backgrounds, genders, socio-economic histories and life experiences. Voice intonation, silence and other non-verbal cues have different meaning and importance to different cultures. Communication styles and practices must be tailored to the audience.
- **Skill:** effective communication is a complex skill that involves speaking, listening, influencing, disclosing, informing and learning – all at once. It is a skill upon which most people can continuously improve.
- **Message:** people often become distracted when they focus on the words rather than the idea. Semantic distractions occur when a word is used differently from the way an individual would normally use the word or if a word is used inappropriately or incorrectly. In so doing, attention is focused on that particular word while the rest of the message gets missed.
- **Style:** difficulties in communication may arise because people have different ways of taking in and processing information, as well as interacting with the world around us. Eye contact, gestures and facial expressions are all factors that contribute to our communication style.
- **Personal perceptions:** people often perceive what they expect to perceive: they see what they want to see and hear what they want to hear. Perceptions determine which messages we select or screen out, as well as how the selected information is organized and interpreted.
- **Interpersonal relationships:** how we perceive communication is affected by the past experience with the individual.
- **Environment:** interruptions can often come in the form of loud noises and visual distractions.
- **Information overload:** people have a certain information processing capacity; that is, the amount of information they are able to process in a specific period of time. Too much information too quickly can result in information overload.

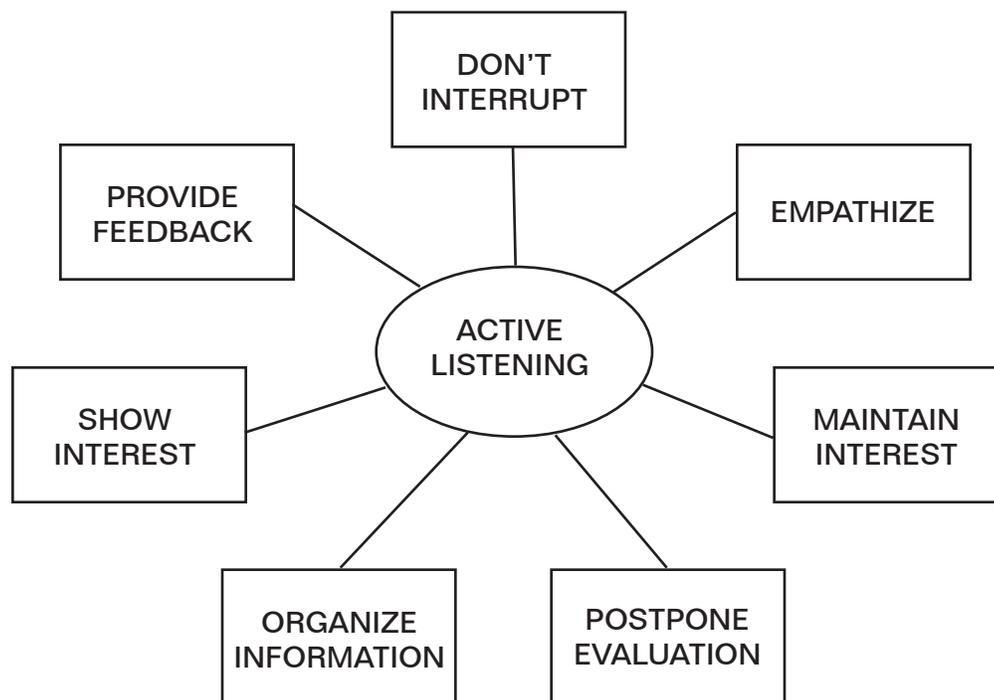
These barriers act like filters. A message is sent, proceeds through these filters and is then heard by the receiver. Filters like these muffle and distort messages. The way to overcome the filters' actions is through active listening and feedback.

ACTIVE LISTENING

Hearing and listening are not the same thing. Hearing is the involuntary act of perceiving sound. Listening is the selective activity involving the reception and interpretation of sound and decoding the sounds into meaning.

Listening can be further broken down into two categories: passive and active. Passive listening is very similar to hearing. It occurs when the receiver lacks the motivation to listen carefully.

Active listening involves listening with a purpose, requiring the listener to attend to the words and non-verbal cues of the sender for understanding. It requires the same amount of or more energy than speaking and requires the receiver to hear the various messages, understand the meaning and then verify the meaning by offering feedback.



Characteristics of active listening include:

- Spending more time listening than talking.
- Not finishing the sentences of others.
- Being aware of biases.
- Not daydreaming or being preoccupied with personal thoughts during a conversation.
- Letting the other person talk and not dominating the conversation.
- Planning responses after the other person has finished speaking, not while they are speaking.
- Providing feedback without incessant interruptions.
- Analyzing by looking at all relevant factors and asking open-ended questions.
- Paraphrasing what the other person has said with the goal of understanding.

NON-VERBAL BEHAVIOURS OF COMMUNICATION

A large percentage of the meaning people derive from communication is obtained from the non-verbal cues the other person gives. Often a person can say one thing but communicate something completely different through vocal intonation and body language. These mixed signals force the receiver to choose between the verbal and non-verbal parts of the message. Most often, the receiver chooses the non-verbal aspects. Mixed messages create tension and distrust because the receiver senses that the communicator is hiding something or being less than candid. Non-verbal communication can comprise:

Visual: this is often called body language and includes facial expressions, eye movement, posture and gestures. We all read people's faces for insight into what they are saying or feeling. We also look at posture and gestures to provide cues about the communicator. These cues can indicate self-confidence, aggressiveness, fear, guilt or anxiety.

Tactile: this involves the use of touch to impart meaning. Examples include a handshake, a pat on the arm or an arm around the shoulder.

Vocal: the meaning of words can be significantly altered by changing the intonation of one's voice. Vocal meanings vary across cultures.

Physical space: most people have an area of personal space around them. Should a colleague or stranger stand too close, it can make us feel uncomfortable. Although it can vary from culture to culture, generally people prefer to reserve the space immediately closest to them for family and friends (approximately two to four feet). We feel most comfortable when business transactions occur outside of this area (four to twelve feet).

FEEDBACK AND EMPLOYEE PERFORMANCE

By providing regular feedback, employers can motivate and encourage employees to continue demonstrating appropriate behaviours and achieving required performance results. Employers can also use regular feedback as an effective tool when attempting to correct employee behaviour and improve performance.

GIVING AND RECEIVING FEEDBACK

How feedback is delivered has a significant impact on whether or not it is effective. It can be extremely personal and is thus highly relevant to the recipient. It provides the recipient with an opportunity to evaluate their behaviour, hear how they affect the world around them, consider changes to their behaviour and contemplate the consequences of making such changes.

Giving feedback is not easy. Although it should be an illuminating experience for the receiver, it can easily spiral into an emotional and defensive exchange if the person giving the feedback is unprepared or unfamiliar with the process. For a list of tips to follow when delivering or receiving feedback, see Appendix 1.

RELATED DOCUMENTS

Appendix 1 Effective Feedback

Section D

Performance Expectations

WHAT ARE THEY?

To facilitate employee success, you must first define what success is by outlining appropriate performance expectations. Performance expectations are best described as the expected result, product or outcome of the job responsibilities and tasks an employee performs. Performance expectations may also be related to behavioural criteria pertinent to the employee's work (e.g. working collaboratively, negotiating style).

To perform well, employees need to know what is expected of them.

STARTING POINT – THE JOB DESCRIPTION

In order for employees to know what is expected of them, they need to know their job duties and responsibilities. Job duties and responsibilities are best documented and outlined in job descriptions. Refer to Appendices 2 and 3 for samples. Job descriptions are living documents that include the job title, program/worksite, benchmark, grid level, reporting relationships and titles, dates of creation and/or revision, duties and responsibilities, qualifications, education and knowledge and training and experience.

Job descriptions are valuable communication tools for you and the employee. They help to:

- Recruit and select the best qualified candidates – the duties, responsibilities and qualifications outlined in the job description provide the basis for the job posting, interview questions, hiring criteria and screening process.
- Define the job and expected results.
- Summarize key duties and responsibilities for employees and supervisors/managers.
- Establish performance objectives and goals.
- Determine the best processes to accomplish tasks and projects.
- Identify knowledge, skills and abilities to develop.
- Establish appropriate training opportunities.
- Reward employees equitably and appropriately.

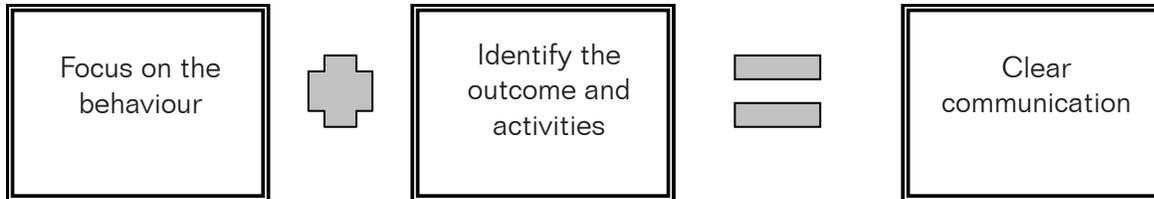
DEVELOPING PERFORMANCE EXPECTATIONS

When developing performance expectations, specific behavioural statements should be used that answer the questions what, how and why. The focus should be on specific behaviours and should not focus on attitudes and personality. This will reduce the risk of defensive reactions and hostile feelings. The focus should also be on the outcome of the behaviour. In determining the range of expected outcomes, you should consider the following questions:

- What outcome should the job produce?*

- What impact should the work have on the organization?*
- How do you expect the employee to act with clients and co-workers?*
- What are the organizational values the employee must demonstrate?*
- What are the processes, methods or means the employee is expected to use?*

This will provide the employee with an understanding of the rationale behind the direction and will strengthen the impact of the communication.



When working with employees to achieve performance expectations, goal-setting is essential. The purpose of setting goals is to give employees targets on which to focus. Setting mutually agreeable goals will ensure employee buy-in and motivation.

It is possible that an employee may not agree with a goal you know must be met. If this occurs, it is imperative the employee understand that future performance will be evaluated on the degree to which the goal is met.

Writing effective goal statements can be accomplished by using the SMARTS acronym.

S = Specific

- Goals are specific, significant and stretching, articulating exactly what must be done and/or identify specific results.
- Goals are well-defined and straightforward, helping focus individual efforts. Specific is the what, why and how.
- What are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build, etc.
- Why is this important?
- How are you going to do it?

M = Measurable

- Goals are measurable, meaningful and motivational.
- Goals specify what must be achieved in financial, chronological, quantitative or qualitative terms - not just the big-picture final target. Usually several short-term milestones can be built into the process.
- Establish concrete criteria for measuring progress. How will the individual know they have achieved success?

- Quantity specifies how much work must be completed within a certain period of time. For example, “enters 30 enrolments per day.”
- Quality describes how well the work must be accomplished and specifies accuracy, precision, appearance or effectiveness. For example, “95% of documents submitted are accepted without revision.”

A = Attainable

- Goals are attainable, agreed upon, achievable, acceptable and action-oriented.
- Goals are realistic in terms of the employee's control, timeframe and resources available.

R = Reasonable

- Goals are reasonable, relevant and results-oriented.
- Goals are sufficiently challenging and rewarding but are realistic in terms of what can really be achieved. This is not a synonym for “easy.”

T = Time-based

- Goals are time-based, tangible and trackable.
- Progress can be tracked with dates set for achieving milestones, results and completion.
- Timeliness answers the questions by when, how soon or within what period. For example, “All client in-take forms are completed within one working day of receipt from the client.”

S = Stretch

- Goals are challenging to achieve beyond the current levels and help raise the bar.
- Goals require true commitment to be achieved.

TIP

To ensure business results are tied to goal statements, add a “so that” statement to each goal.

For example, “Starting from my first shift, I will provide accurate and complete written records regarding clients’ daily activities and progress so that my team can provide the best level of care and service possible.”

Examples of SMARTS performance goals:

- “Departmental filing is to be kept current. Record requests are to be filled within one hour.”
- “Build and maintain positive and effective working relationships with clients.”
- “Administer medications to clients in accordance with their medication schedule.”
- “Provide emotional support to residents and their families in an empathetic manner.”
- “Report problems to the supervisor within a one-day period regarding client’s aggressive behaviour.”

- “Consistently participate in client-focused activities.”
- “Provide accurate and complete written reports regarding clients’ daily activities and progress.”
- “Meet with clients monthly to discuss goal-setting and program planning for living semi-independently.”

Performance expectations serve as a foundation for communicating on performance throughout the year. They also serve as the basis for assessing employee performance. When you and an employee set clear expectations about the results that must be achieved and the methods or approaches needed to achieve them, you establish a path for success. Appendix 4 is a template to use for identifying criteria for performance management standards.

FINALIZING PERFORMANCE EXPECTATIONS

Verify expectations

Performance expectations should be verifiable. Early in the performance management cycle, you, with input from the employee, should identify how and where evidence of the employee’s performance will be gathered.

Frequently expectations cannot be put into measurable terms easily or accurately. At this point, consider developing qualitative expectations which can generally be made verifiable by defining the criteria to be completed, behaviours to be demonstrated and/or target dates to be met. Quantitative expectations are the easiest to verify.

Specifying how performance expectations will be verified at the time the responsibility is assigned helps employees track their progress and makes check in meetings and performance status updates more focused and efficient.

Common ways to verify performance are:

- Specific work products (tangible evidence that can be reviewed without the employee being present).
- Reports and records, such as attendance, safety, inventory, financial records, etc.
- Checklists that can be completed by a client or supervisor listing specific, observable criteria that needs to be met in order for an expectation to be considered complete. Criteria usually require a “yes” or “no” answer, such as, “implement a new program by [x] date.”
- Direct observation.
- Commendations or constructive or critical comments received from clients or staff, including superiors, about the employee’s work.

Communicating performance expectations

By communicating performance expectations, you will be able to obtain desired results and outcomes from the employee. When you and the employee meet to discuss these performance expectations:

- Meet in a quiet place free from interruption.
- Have the employee's job description, as well as the organization's business plan and/or objectives, on hand.
- Explain why the job exists, where it fits in the organization and how the job's responsibilities link to objectives of the department and organization as a whole.
- Confirm the employee understands the duties and responsibilities of the position.
- Ask the employee for comments and suggestions on performance expectations.
- Finalize performance expectations with the employee and confirm the employee's understanding.
- Define performance expectations at each level of performance, e.g. meets expectations, exceeds expectations .

There are various times at which it is important to communicate performance expectations:

- When a new employee starts a job.
- When an existing employee starts a new job.
- At the start of the performance year.
- When job responsibilities change.
- When coaching will help an employee's performance.
- When providing on-going reinforcement.

Put expectations in writing

A written summary of your and the employee's discussions during the planning process serves as a record of the mutually understood expectations and helps focus feedback and minimize ambiguity when it is time to assess results.

RELATED DOCUMENTS

- Appendix 2 Sample Job Description for Community Support Worker
- Appendix 3 Sample Job Description for Residence Worker
- Appendix 4 Identifying Criteria for Performance Management Standards

E

Section E

Supporting Performance: Directing, Coaching and Mentoring

Throughout the performance management cycle, there should be on-going development which includes directing, coaching and mentoring. Coaching and mentoring incorporates supporting, delegating and motivating employees, providing feedback and handling any performance problems.

DIRECTING

Directing employees often takes the form of training but can quickly evolve into coaching. At first, it involves telling employees what to do, giving advice and demonstrating how something is to be done, followed by giving the employee the opportunity to try, observing their efforts and providing feedback. It is most useful when employees are developing new skills. Other examples of directive behaviours include:

- Setting goals and objectives.
- Planning and organizing work in advance.
- Identifying problems and concerns.
- Communicating job priorities.
- Clarifying the roles of the supervisor and employee.
- Setting timelines.
- Determining methods of evaluation.
- Checking and evaluating work.

COACHING

At a basic level, coaching is a leadership skill that is solutions-driven and involves investigating, listening, giving feedback, testing employee assumptions and helping the employee learn from experiences. It is a skill that is at the heart of supervision and includes watching, instructing, reminding, correcting and encouraging people. It is not an end; rather, it is a means to learn and develop.

Coaching is an open discussion between the coach and the employee aimed at having the employee achieve something new or better. It targets specific work behaviours geared toward ensuring the achievement of business objectives and must be handled with tact, professionalism and expediency.

When coaching employees, the supervisor must be directive, supportive and provide each employee with an instructive eye, setting aside his or her own ego, to see that employees have the resources, information and inspiration needed to perform their best work.

THE COACHING PROCESS

Step 1: assess the individual's current performance level

Above satisfactory performance

- Exceeds minimum satisfactory standards in most/many areas of job performance.
- Does more than is required in quantity and quality.
- Takes initiative.

Satisfactory performance

- Meets minimum performance standards in all areas of the job.
- Does what is required; does not particularly excel or take initiative.

Unsatisfactory performance

- Does not meet performance expectations in one or more areas.
- Determine source of or reason for unsatisfactory performance.

Step 2: the four coaching techniques

A. Training – a coaching technique used to:

1. Correct unsatisfactory behaviour.
2. Maintain proficiency.
3. Refresh skills.
4. Provide feedback.
5. Teach new employees.
6. Prepare for new assignments.
7. Teach new skills.

B. Counselling – a coaching technique used to:

1. Work with an individual to solve a problem - investigate and determine the root cause.
2. Conduct a counselling interview.
 - a. Prepare.
 - b. Schedule the meeting.
 - c. State the problem – then listen.
 - d. Ask clarifying questions and attempt to determine the root cause.

- e. Discuss alternative solutions.
 - f. Agree on a plan of action.
 - g. Follow up and encourage.
 - h. Don't give up - counsel again, if needed.
3. Know when to address the issue directly and when to refer.
 - a. If it is a serious personal problem, refer to:
 - i. Employee assistance program
 - ii. Appropriate community agency
 - b. If it is a performance issue, handle it.
 - c. If overwhelmed, seek assistance.

C. Challenging

1. Help the individual maximize her potential.
2. Build on existing strengths.
3. Address weaker areas.
4. Set attainable goals.
5. Encourage the individual to stretch.

D. Mentoring

1. Recognize above-average potential.
2. Help to fine-tune skills.
3. Provide leadership opportunities.
4. Provide exposure and the opportunity to learn new things.
5. Advocate on behalf of the individual.
6. Career planning.

Step 3: matching coaching techniques with current performance level

Above satisfactory performance - begin with mentoring

Satisfactory performance - begin by challenging

Unsatisfactory performance - any below satisfactory performance requires training and/or counselling

- If there is a skill deficiency - train.
- If there is not a skill deficiency - investigate and counsel.

TIPS FOR COACHING

A. Gathering information

1. Be inquisitive: seek more information and ask open-ended questions to clarify the situation.
2. Pay attention: listen carefully to what is being said and what is not.
3. Take notes: is information being omitted or minimized?
4. Watch and learn: observe body language, facial expressions and movements.

B. Use questioning to help the individual identify possible actions

1. What do you think you need to do?
2. What options do you have?
3. How do you think this should be handled?
4. Would you like (another) suggestion?
5. "What if" questions.

C. Gain agreement on an action plan

1. Identify steps and target dates.
2. Discuss potential obstacles and how they might be addressed or overcome.
3. Offer support and set up a time to follow up.

REMEMBER!

- Coaching is a dynamic process which responds to changing needs/performance.
- Effective leaders continuously monitor performance and adjust the approach as needed.
- If appropriate, use different techniques simultaneously with the same individual.
- Do not ignore problems.
- Training and counselling are not punitive.

For further information on coaching, see Appendix 5 for Characteristics of a Good Coach.

MENTORING

Mentoring programs can be utilized effectively as an additional resource in re-training and developing new and existing employees, particularly emerging leaders.

The mentor's role is to teach, advise, support, model, share knowledge and experience and provide a forum for feedback and communication within the organization. Although the mentor is a source of information and knowledge, mentoring is a power-free, mutually beneficial opportunity to learn and develop.

By providing insight into the organizational culture and imparting the best job practices, the mentor can assist new employees to better integrate into their jobs and view their employment positively. In this manner, the new employee's understanding and perspective of the organization is accelerated and lines of communication are opened.

For existing staff, mentoring arrangements can be very helpful in providing a supportive structure. A mentoring program can be used as a tool to help fine-tune skills, provide exposure and the opportunity to learn new things, facilitate employee relationships and connections, provide leadership opportunities, allow experienced workers to pass on their accumulated expertise and aid in recognizing above-average potential. Mentoring is an effective strategy to assist in the career development of employees.

What is a mentor?

A mentor is an individual who:

- Knows the organizational structure, policies and processes (both spoken and unspoken).
- Has a broad view and multiple working experiences.
- Knows the “politics” of the organization.
- Shares knowledge and experiences.
- Helps identify developmental opportunities within the organization and “opens doors.”
- Knows when to interpret and when to pass on wisdom.
- Generally tells, advises, instructs, suggests, gives opinions.
- Knows when and how to coach.

BUILDING A MENTORING ENVIRONMENT

A well-planned mentoring program can significantly improve an organization's culture. To create a mentoring environment, enthusiasm from and endorsement of senior management are vital. Without support from the top, the process will not be taken seriously.

Establish the purpose and goals of the mentoring program

Ensure the mentoring program is aligned with the organization's strategic goals by asking the question, “how can our business benefit from a mentoring program?” rather than “who needs mentoring?”

Tailor to the organization

There is no right way to create a mentoring program. It should be tailored to the characteristics of the organization and its employees.

Designate a facilitator

The mentoring program facilitator will monitor, coordinate and evaluate the program and report its effectiveness to the senior managers. The scope and nature of the program facilitator's role will vary depending on the nature of the program and the level of formality.

Solicit volunteers and identify mentors and those who need mentoring

It is necessary to develop a selection of potential mentors by asking people in the organization to nominate mentors. By compiling a large pool of qualified individuals, employees will be better matched with a suitable mentor. Matching is critical and means taking the time to consider how a mentor can complement the employee's personality, professional experience and future professional development.

Allowing employees to choose their own mentors is also an option. Self-selection can help ensure a good fit between the mentor and the person being mentored. However, a limitation of self-selection is that an employee may pick the "wrong" mentor.

When designating mentors and when matching mentors with employees, consider not only technical and professional skills, but temperament, personality, professional background and career ambitions of the participants.

Training

Training is an integral part of a successful mentoring program because it helps clarify the role and expectations of both the mentor and the individual. Educate employees on what makes a good mentor, what mentoring can do for them and how to make the most of the relationship. Additional training can include effective listening and questioning skills, conflict resolution, goal-setting and techniques for giving and receiving feedback.

Make meetings two-way discussions

Discussions between the mentor and employee should be a dialogue in which both individuals have the opportunity to voice their ideas and opinions. Key benefits are derived from one-on-one sessions.

TIP

To foster on-going relationships and to maximize a more collective and nurturing mentoring environment, encourage mentor lunches or coffee-break conversations.

Maintain flexibility

The program should be easy-to-use. Rigorous requirements and bureaucracy are not in keeping with the spirit of the mentoring process. Relationships should be power-free, mutually beneficial and voluntary.

Structured programs can include the requirement for clear and concise records of meetings, dates, progress and goals for the next meeting. Unstructured programs can include informal coffee-break meetings.

Although not a requirement, a good rule of thumb is to schedule monthly meetings for existing staff and bi-weekly meetings for new employees during their probationary period.

Building connections

The retention of staff is significantly tied to the relationships and interpersonal connections people have within an organization. A significant benefit of mentoring programs is that they help create those relationships and connections.

	MENTOR	COACH
Focus	Individual <ul style="list-style-type: none"> • focused on the person, their career and support for individual growth and maturity • a friend who cares about the individual and their long-term development 	Performance <ul style="list-style-type: none"> • job-focused • performance-oriented • specific skills for the task • directing the individual to an end result • strategically assesses and monitors the individual's progress • gives advice for effectiveness and efficiency
Role	Facilitator with no agenda <ul style="list-style-type: none"> • power-free • two-way mutually beneficial relationship • facilitator • friend and confidant 	Specific agenda <ul style="list-style-type: none"> • set agenda to reinforce or change skills and/or behaviour • specific objectives or goals for each conversation
Relationship	Self-selecting <ul style="list-style-type: none"> • the individual and the mentor have choices to continue, for how long, when they meet, how often and the focus of discussions 	Comes with the job <ul style="list-style-type: none"> • most frequently the individual's supervisor • part of the job description
Source of influence	Perceived value <ul style="list-style-type: none"> • mentor's influence is proportionate to the perceived value they bring to the relationship • based on mutual respect 	Position <ul style="list-style-type: none"> • has an implied or actual level of authority by nature of their position • can insist on compliance
Outcome	Affirmation/learning <ul style="list-style-type: none"> • listening and understanding, building trust, building confidence, empowerment 	Teamwork/performance <ul style="list-style-type: none"> • teamwork and harmony • increased job performance
Scope	Life <ul style="list-style-type: none"> • broader life and career issues 	Task-related <ul style="list-style-type: none"> • improvement of knowledge, skills, abilities to better perform a given task • responsible for follow-up • holds others accountable

RELATED DOCUMENTS

Appendix 5 Characteristics of a Good Coach

Section F

Managing Employees During the Probationary Period

WHAT IS THE PURPOSE OF THE PROBATIONARY PERIOD?

The last step of the recruitment and selection process is managing the probation period. It is an opportunity for you to become familiar with the employee and the competencies – knowledge, skills and abilities – the employee brings to the job. It is also an opportunity for the employee to become familiar with the organizational culture and job expectations and to demonstrate their qualifications and ability to do the job.

The probationary period is not simply a time for the employee to learn the job: it is a trial period during which the employee must actively demonstrate suitability for on-going regular employment.

As such, you have a significant responsibility to properly assess the employee's aptitude and competencies and to assess whether or not the employee possesses the requisite qualifications and suitability for on-going employment. Rather than adopting a wait and see attitude during this period, you must take an active role in the process and assess a variety of factors, including on-the-job work performance, attitude, work habits, productivity, attendance and punctuality, compatibility and any other factor connected to the performance of the job and your expectations.

HOW LONG IS THE PROBATIONARY PERIOD?

As outlined by the collective agreement, Article 11.8 (Probation), the probationary period for supervisory and professional employees is six months. For all other employees, the probationary period is three months.

PERFORMANCE MANAGEMENT CYCLE DURING THE PROBATIONARY PERIOD

Monitoring performance and providing feedback is not an isolated event. Rather, it is an on-going cycle that takes place throughout an individual's employment and begins during the probationary period.

The cycle includes planning, checking-in and evaluating.

1. Planning: "What am I going to do?"

As with longer-term employees, planning is the first step in the performance management cycle and provides the foundation for an effective process. Planning helps to encourage commitment and understanding by linking the employee's work with the organization's goals and objectives.

The planning phase also establishes expectations of how the work is to be performed. Results, rather than activities, should be the focus in evaluating performance. Expectations should be clearly stated and results measurable.

To begin the planning process, the supervisor and the employee should review overall expectations which include collaborating on the development of performance objectives and updating individual development goals. The supervisor then develops a performance and development plan that directs the employee's efforts toward achieving specific results to support organizational excellence and employee success. (Refer to section D – Performance Expectations.)

The planning process involves ensuring the employee:

- Has a clear understanding of the terms and conditions of the probationary period - the letter of employment should clearly set out the probationary period and indicate that confirmation in the position will be upon successful completion of the probation period.
- Receives an effective orientation.
- Receives an up-to-date job description that reflects the skills and abilities outlined in the job posting and indicates the associated job duties and responsibilities.
- Has a clear understanding of the employer's policies and procedures and any other terms and conditions of work relevant to the individual's position.

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2. Checking in: "How am I doing?"

The supervisor and employee must actively participate in an on-going communication process that allows for open dialogue regarding performance progress. By receiving on-going feedback, the employee is given the opportunity to understand expectations and standards and to ensure they are appropriately demonstrating suitability for the position.

In this way, performance issues can be identified, acknowledged and addressed in a timely manner. This also gives the employee the opportunity to adjust performance behaviour(s), seek training to improve performance or otherwise correct the performance in question. It also provides employees with the sense of whether or not they are on track and what they need to do in order to demonstrate suitability for continued employment.

- During the check in phase, it is crucial to determine whether or not the employee is clearly demonstrating the abilities and skills required for the job.
- It is good practice for you to formally schedule at least two formal follow-up sessions during the probationary period, whether the probationary period is three or six months.
- If the employee is not meeting performance expectations, you have an obligation to:
 - inform the employee that they are not meeting expectations.
 - advise the employee what she needs to do in order to improve and meet expectations.
 - give the employee a reasonable opportunity to improve.
 - inform the employee that her employment may be in jeopardy if she is unable to improve.
- When an employee is not meeting expectations, construct a plan that will support them in reaching the objectives outlined and provide them with a reasonable opportunity to do so - take these opportunities to resolve any concerns the employee may have.
- If the employee requires further training to improve knowledge, skills or abilities, take the steps necessary for the employee to receive the additional training.

3. Evaluating: "How have I done?"

Reviewing and evaluating is the third step in the performance management cycle during probation. It includes:

- Comparing actual results against expected results and reviewing the means used and behaviours demonstrated in achieving those objectives.
- Receiving and providing feedback.
- Engaging in constructive dialogue to reinforce positive performance and opportunities for improvement.
- Together, the supervisor and employee establish new objectives for the next performance period.

Performance criteria to be assessed during probation may include:

1. **Knowledge of policies, procedures and programs:** demonstrates organizational awareness; knows administrative policies and procedures; has knowledge of business practices.
2. **Skills and abilities:** you should assess the relevant criteria required for the job which may include:
 - a. **Analytical and data analysis:** recognizes what information is critical; plans and conducts research and analyses in a deliberate and comprehensive manner; presents results in a clear and concise manner.
 - b. **Communication:** writes clearly; edits work for spelling and grammar; presents numerical data effectively; expresses thoughts clearly, both verbally and in writing; seeks out and develops work relationships; listens with empathy and responds professionally and diplomatically; responds accurately and promptly to questions; listens and gets clarification.
 - c. **Leading others:** prioritizes and plans work activities of others to meet program priorities and timelines; motivates others towards common goals, integrates changes, demonstrates ability to coach, mentor, train and develop others.
 - d. **Judgment, problem-solving and decision-making:** gathers relevant data; evaluates information based on appropriate standards; synthesizes facts, concepts and principles; alerts appropriate persons to emerging problems; is willing to make decisions and take responsibility for them; consults with appropriate people; supports and explains reasoning for decisions; makes timely decisions.
 - e. **Teamwork:** balances individual and program responsibilities; gives and welcomes feedback; contributes to building a constructive and positive work environment, ensuring cooperation and cohesion; facilitates groups in decision-making process.
 - f. **Work practices (includes attendance, punctuality, safety, organization of work area):** arrives at appointments and meetings on time; utilizes appropriate safety measures; maintains a professional and orderly work environment; ensures work responsibilities are covered when absent or appraises supervisor of pending responsibilities or upcoming deadlines; schedules time off in advance unless an emergency dictates otherwise; follows departmental procedures for requesting and reporting use of leave.
3. **Quality:** demonstrates accuracy and thoroughness; displays commitment to excellence; looks for ways to improve and promote quality; applies feedback to improve performance; monitors own work to ensure quality.

4. **Customer service:** acts/behaves in a manner that reflects respect, courtesy, appreciation, empathy, trust, inclusion and consultation; understands lines of reporting, responsibility and accountability; provides accurate information.
5. **Quantity:** completes work in a timely manner and tries to increase productivity.
6. **Planning and results:** prioritizes and plans work activities to meet program priorities and timelines; identifies needed resources; plans and utilizes existing and new resources efficiently; accommodates multiple demands for commitment of time, energy and resources; adapts to changing priorities, situations and demands; integrates changes.
7. **Creativity and innovation:** engages in creative problem-solving; thinks “globally;” knows how to re-engineer processes; is open and receptive to new ideas.

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HOW TO PREPARE FOR MEETINGS DURING THE PROBATIONARY PERIOD

Generally, it is the supervisor who is responsible for monitoring the new employee’s performance during the probationary period. As part of this monitoring process, it will be necessary for you to complete probationary reports.

At regular intervals throughout the probationary period, it is crucial that you conduct interim probationary reviews. See Appendix 6 for an example of what should be covered in an interim probationary review.

Step 1: advise the employee

From the outset of employment, a new employee should be advised there will be interim dates for check in and follow-up during the probationary period.

At least a week in advance, the employee should be advised of the date and time for the meeting. If possible, the date and time for the evaluation should be scheduled at a mutually agreeable time and location.

It is imperative the supervisor is aware of requisite timelines. In a unionized environment, it can be very costly to miss the end of the probationary period. If the employee is ultimately unsuitable, initiating a termination after the probationary period is complete will require you to prove just cause for the termination.

TIP!

For new hires, supervisors should make note of the check in and assessment meeting dates and the probationary period end date in their calendars!

Step 2: gather performance information

To ensure the supervisor has a clear understanding of the employee’s actual performance, the nature of the employee’s position and her work, information must be gathered.

Records and documents: formal records and documents include the individual’s job description, goals set from previous discussions, previous performance evaluations, letters of commendation, letters of expectation, records of disciplinary action and attendance records. Informal documents include memos, project reports, work samples, notes from one-on-one meetings, coaching sessions and informal discussions.

Throughout the review period, critical incidents and/or significant events where the individual was effective or ineffective should have been documented, including the date, who was involved, specific behaviours and the outcome.

Feedback from others: getting feedback from others includes clients, peers, direct reports and other supervisors. Ask for anecdotes and specific examples that demonstrate the quality of the individual's work.

Observations: interactions with co-workers and clients and on-the-job performance can be readily observed.

Step 3: write the probationary assessment

- Begin with a general statement summarizing how well the employee has been doing.
- Focus on specific examples: there should be an appropriate balance of positive and constructive feedback.
- Stick to the facts and separate fact from rumour or generalizations.
- Use short, familiar words with accurate, specific examples supporting the feedback.
- Be consistent with expectations for all probationary employees.
- Provide suggestions to assist the employee in meeting expectations.

Provide the employee with goals to meet for performance improvement. If the employee is having serious performance problems, detail what the employee is doing, specifically how the performance is not meeting required standards, what the employee must do in order to improve and set deadlines for compliance. If the employee's failure to improve may lead to disciplinary measures or termination, state this clearly. Follow up with a letter.

CONDUCTING PROBATIONARY ASSESSMENT AND CHECK IN MEETINGS

Step 1: logistics

- Room layout and seating are important elements and have an influence on atmosphere and mood. Sit at an angle to each other, 90 degrees ideally. Avoid sitting face-to-face as it can be seen as confrontational.
- Body language should be relaxed and open.
- Lean forward and use good eye contact. Avoid looking around and write only if making notes.

Step 2: set the stage

- Begin with a few minutes of casual conversation to help the employee relax.
- Discuss the purpose of the review and the rating system.
- Explain the discussion is a two-way discussion focused on performance and employment goals. It is an opportunity to provide feedback, plan performance goals and answer any questions the employee may have.

TIPS

- *Maximize eye contact.*
- *Listen attentively – stay present.*
- *Listen without judgment:*
 - *Be attuned to the employee's emotions.*
 - *Use a calm, patient and sincerely interested tone of voice.*
- *Choose words carefully – mean what you say and say what you mean.*
- *Be aware of non-verbal cues – posture, glancing at one's watch, appearing to be bored, hurried or agitated.*
- *Avoid interruptions – do not accept phone calls, interruptions to sign something or answer questions from outside except for extreme emergencies.*

Step 3: review the probationary assessment

- Speak slowly and clearly and use an appropriate tone of voice. Be open to what is not said and explore.
- Review the details in “digestible chunks” and allow the employee time to think through the information. Provide the employee with an opportunity to respond.
- Check periodically to ensure the employee understands what is being discussed.
- Be honest and direct.
- The overall tone should be as positive and constructive as possible. Use specific examples to support ratings. Provide more examples in order to support very high or very low ratings.
- Welcome and respond candidly to questions and complaints. With disagreements, develop a shared understanding. There may be times when others' opinions and those of the employee will not be alike. Ask the employee questions and, if appropriate, ask for specific examples that support their point of view.
- It is unlikely the employee will know what she should do in order to improve performance and meet expectations. As such, it is important to open up the discussion to help explore alternatives.
- When identifying concerns and discussing what could be done better, be constructive and listen to the employee's explanations.
- Eliminate a “you vs. me” attitude or “right vs. wrong” of a position. This can be accomplished by listening and acknowledging. Although opinions may differ, it is important the employee's position is understood. Ask open questions, such as, “Tell me more about...” or “What exactly happened...?”

TIPS

- *Be clear with the employee about the expectations of the organization.*
- *Avoid generalizations such as, "You always..." or "You never..." Avoid the general, "Everything is fine." This often leaves the message "We do not think enough of you to spend the time on this," or "The employee is less important than what I am doing."*
- *Avoid duplicity or telling the employee something in a vague manner because of discomfort or fear that the individual may react negatively.*
- *Avoid over-talking or rambling. If the employee is providing what is perceived to be negative information, remember to stop and listen.*
- *Avoid being or appearing to be condescending or highly emotional. Avoid being angry when giving feedback (especially when "in the moment").*

Step 4: summarize

- Summarize the strengths of the employee.
- Summarize areas for improvement, with specific examples of things to be done or actions to be taken, including the action plan and timeline.
- Always acknowledge what the employee says in the process and ensure she feels heard in the review.

Step 5: looking to the future and setting development goals

- Ask the employee for help in resolving problems. Focus on future performance and be sure the employee takes responsibility for improvement.
- Ensure there is a shared understanding of future expectations regarding performance. The plan should:
 - Be agreed upon and take into account the job responsibilities, the employee's career goals, the departmental and organizational priorities and the reviewed strengths and weaknesses.
 - Include short-, medium- and long-term goals.
 - Define the necessary support required for the employee to achieve the objectives. This can include training (courses and seminars, coaching, mentoring, secondment, shadowing, distance-learning, reading, watching videos, workshops, manuals and guides).
- Be careful to avoid committing to training expenditure before suitable approval, permission or availability has been confirmed. Raising false hopes is not helpful to the process.

Step 6: maintain self-esteem and set goals and follow-up dates

- Conclude on a positive note, emphasizing the benefits of the employee's dialogue. Express confidence in the employee's abilities.
- Thank the employee for her contribution to the meeting, her effort and commit to helping.
- Invite the employee to return with any questions or if she requires clarity in any area.

- Check with the employee if anything was missed or if there is anything else she would like to address.
- Decide upon follow-up procedures and set follow-up date(s).

Step 7: administration and follow-up

- Provide the employee with a letter confirming what was discussed in the meeting.
- If there is a need for a performance improvement letter, have the employee sign to ensure she understands what was discussed. See Appendix 7 for an example.

FINAL PROBATIONARY REVIEW

You will also be required to complete a final probationary assessment - Appendix 8 provides a sample format. You will once again need to meet formally with the employee to review progress. The steps outlined for the interim review apply to the final review.

SUCCESSFUL PROBATIONARY PERIOD

Upon successful completion of the probationary period, provide a letter to the employee confirming completion of the probationary period. Appendix 9 provides a sample letter.

UNSUCCESSFUL PROBATIONARY PERIOD

If there are concerns with the employee's performance and suitability for continued employment, contact your HRLR consultant as soon as possible to review appropriate steps. It is critical to initiate this contact early in the probationary period.

In very specific circumstances, it may be necessary to extend the probationary period in order to give the employee the opportunity to improve. Refer to Article 11.8(d) (Probation) of the collective agreement and see Appendix 10 – Sample Letter Extending Probationary Period.

In order to justify the dismissal of a probationary employee for unsuitability, you must satisfy the following elements:

1. The employee was clearly advised they must complete a probationary period as a condition of their employment contract.
2. The employee was clearly advised of the performance expectations they would have to meet in order to satisfy the probationary review.
3. The performance expectations were reasonable.
4. The employee was advised of their performance shortcomings before the probation period expired and instructed on how to improve.
5. The employee was warned that failure to improve could lead to dismissal.
6. The employee was given a fair opportunity to demonstrate improvement and, in fact, failed to do so.

TIP

If an employee is not suitable for continued employment, you should not delay taking action!

RELATED DOCUMENTS

- Appendix 6 Interim Probationary Review
- Appendix 7 Sample Performance Improvement Letter
- Appendix 8 Sample Final Probationary Letter
- Appendix 9 Sample Successful Probationary Period Letter
- Appendix 10 Sample Letter Extending Probationary Period

G

Section G

Performance Evaluations

Performance evaluations benefit both the organization and the employee whose performance is being appraised. The benefits of performance evaluations are:

- Promoting on-going communication and facilitating better working relationships, including gaining new information and ideas from staff.
- Providing useful feedback about employee job performance and facilitating individual success.
- Outlining necessary changes in performance and conduct in order to give the employee the opportunity to understand what is necessary to meet expectations.
- Providing employees with the opportunity to discuss individual objectives and standards in the planning stage and contribute new ideas so that agreement can be reached.
- Providing an historical record of performance, including the written acknowledgment of completed work and/or accomplishments and the written confirmation of matters regarding performance and conduct improvement.
- Translating an organization's mission into specific goals.
- Contributing to professional development by providing an opportunity to discuss individual employment goals and career advancement opportunities.

HOW PERFORMANCE EVALUATIONS CAN BE MADE MORE EFFECTIVE

Employees want to know how they are progressing. Feedback is necessary in order to improve and develop skills for their jobs. Performance evaluations can be made more effective by:

- Ensuring employees understand the review process. Explain the review process to new hires, including an explanation of the evaluation form, the criteria to be evaluated and how performance will be measured and tied to the evaluation.
- Communicating in clear and unambiguous terms.
- Tying the evaluation criteria directly to the job standards and goals established with the employee.
- Providing regular on-going feedback throughout the year. Matters discussed at this meeting should be a summary of the points discussed at various one-on-one meetings throughout the year. Specific issues should never be saved exclusively for the review session – the evaluation should never be a surprise.
- Quantifying the rating system to ensure consistency. The system and process must be accurate and fair to the greatest extent possible.
- Maintaining up-to-date employee records. Supervisors should keep regular notes regarding one-on-one coaching sessions, commendations and performance improvement discussions with employees throughout the year, including the specific matters addressed. Feedback from clients and other members of the organization should also be maintained.

THE PERFORMANCE EVALUATION PROCESS

Evaluations are not meant to be disciplinary in nature. Citing areas of improvement can be critical for providing a basis for later formal discipline but will not be accepted as an example of discipline in a formal proceeding. The two processes are inter-dependent but must not overlap.

Creating the evaluation form

To maintain the integrity of the evaluation process and ensure it is as consistent and objective as possible, you should use the same performance evaluation form for all jobs in a single classification.

Performance criteria

When defining the performance criteria to be assessed, identify criteria that capture the range of job duties and responsibilities for the position, are specific to organizational requirements and are consistent with the organization's goals and objectives. Refer to Appendix 11 for sample language for performance evaluations.

Some employers will use a rating system of numbers and others will use one of satisfactory or needs improvement. Careful consideration should go into the delivery of the message and the expectations you are setting out.

The following is a list of general performance criteria that apply to most jobs and are appropriate for consideration during an evaluation:

- Attendance and punctuality.
- Attention to detail.
- Work quality.
- Dependability (attentiveness, ability to follow instructions, ability to meet deadlines).
- Teamwork and professionalism.
- Initiative (willingness to take on new tasks and generate ideas).
- Communications skills.
- Leadership skills (if applicable).

Performance rating targets

When outlining performance rating targets, define what each rating looks like in terms of specific behaviours within each role. For example:

3 – Above target: performance frequently exceeded expectations in many areas of the performance category. An excellent performance that clearly stands out and delivers more than expected. Multiple examples must be given to support the rating.

2 – On target: performance has met all expectations in most of the areas of the performance category. A solid, well-rounded performance. Delivered what was expected. Examples must be given to support rating.

1 – Below target: performance met some but not all expectations in the performance category. Improvement is needed within a prescribed period of time in order to meet all expectations of the position.

The collective agreement

According to the collective agreement, Article 24.13 (Evaluation Reports), there must be a provision on the evaluation form that the employee sign it. The form must provide for the employee's signature in two areas, one indicating the employee has read and accepts the evaluation, and the other indicating the employee disagrees with the evaluation. The employee will sign only one area.

Preparing for the evaluation interview

Step 1: advise the employee

At least a week in advance, the employee should be advised of the date and time for the evaluation meeting* and given a self-evaluation form to complete and return prior to the meeting (Appendix 12 provides a sample form). The employee should be given a reasonable and appropriate timeline to complete and return the self-evaluation form. Purposes of the self-evaluation include:

- Giving the employee the opportunity to seriously consider how she has performed in meeting expectations.
- Providing the employee with the opportunity to identify individual performance objectives, employment goals and other matters she wishes to discuss.
- Preparing the employee for a participatory discussion with the supervisor about her performance.

* *If possible, the date and time for the evaluation should be scheduled at a mutually agreeable time and location and, whenever practicable, the evaluation meeting shall take place during the employee's regular working hours. Further to Article 24.13, where the evaluation interview is held outside the employee's working hours, the employee will be paid at the appropriate rate of pay.*

Step 2: gather performance information

To ensure the supervisor has a clear understanding of the employee's actual performance, information on the nature of the employee's position and her work must be gathered.

- **Records and documents:** formal records and documents include the individual's job description, goals set from previous discussions, previous performance evaluations, letters of commendation, letters of expectation, records of disciplinary action and attendance records. Informal documents include memos, project reports, work samples and notes from one-on-one meetings, coaching sessions and informal discussions. Throughout the review period, critical incidents and/or significant events where the individual was effective or ineffective should have been documented including the date, who was involved, specific behaviours and the outcome.
- **Feedback from others:** getting feedback from others includes clients, peers, direct reports and other supervisors. Ask for anecdotes and specific examples that demonstrate the quality of the individual's work.

- **Observations:** interactions with co-workers and clients and on-the-job performance can be readily observed.

Step 3: assess overall performance and avoid rater bias

The overall performance of the employee should be considered and common biases should be avoided:

- **Personal prejudice:** the tendency to allow personal characteristics, such as gender, ethnicity, cultural background, perceived class, etc., to play a role in the rating of the individual.
- **Leniency:** the tendency to be excessively easy (lenient) on the employee being assessed.
- **Severity:** the tendency to be excessively harsh (severe) on the employee being assessed.
- **Central tendency:** the tendency to avoid using high and low extremes in the rating scale. Most employees are rated as average because of this.
- **Attribution:** the tendency to see poor performance as more within the control of the individual and superior performance as more of an influence of external factors.
- **Halo effect:** the tendency to rate the employee high in all categories because she meets or exceeds expectations in one or two areas.
- **Devil effect:** the tendency to rate the employee low in all categories because she does not meet or is lower than expectations in one or two areas.
- **Other pitfalls:**
 - Evaluating the person and not the performance
 - Friendship
 - Wanting to be “liked” and/or seen as the “good guy”

Step 4: write the review

- Begin with a general statement summarizing how well the employee did in each category.
- Focus on specific examples in each category being assessed. There should be an appropriate balance of positive and constructive feedback.
- Stick to the facts and separate fact from rumour or generalizations.
- Establish the standard to which the employee is being compared (i.e. 1st year, 2nd year, etc.).
- Use short, familiar words with accurate specific examples supporting the rating assigned.
- Provide more examples in order to support very high or very low ratings.
- Be consistent with expectations for all employees.
- Provide suggestions to assist the employee in meeting expectations.
- Ensure funding is available and approval has been granted if training is required. Provide a list of suggested courses available.

- Provide the employee with goals to meet for performance improvement. If the employee is having serious performance problems, detail what the employee is doing, specifically how the performance is not meeting required standards and what the employee must do in order to improve. Set deadlines for compliance.
- For each rating, ask the following questions:
 - What message does the rating send?
 - Has the employee been rated consistently with his or her peers?
 - Does the evidence support the rating?

Step 5: prior to the meeting

- Review the employee's completed self-evaluation form and all relevant materials. If there is inconsistency, investigate and get more information: who, what, where, when and why.
- Logistics:
 - Schedule the room in advance.
 - Choose a quiet location.
 - Schedule a sufficient period of uninterrupted time – allow approximately one hour.

Conducting the evaluation interview

Step 1: logistics

- Room layout and seating are important elements and have an influence on atmosphere and mood. Sit at an angle to each other, 90 degrees ideally. Avoid sitting face-to-face as it can be seen as confrontational.
- Body language should be relaxed and open.
- Lean forward and use good eye contact. Avoid looking around and write only if making notes.

Step 2: set the stage

- Begin with a few minutes of casual conversation to help the employee relax.
- Discuss the purpose of the review and the rating system.
- Explain the discussion is a two-way discussion focused on performance and employment goals. It is an opportunity to provide feedback, plan performance goals for the next year and answer any questions the employee may have.

TIPS

- *Maximize eye contact.*
- *Listen attentively – stay present.*
- *Listen without judgment.*
 - *Be attuned to the employee's emotions.*
 - *Use a calm, patient and sincerely interested tone of voice.*
- *Choose words carefully – mean what you say and say what you mean.*
- *Be aware of non-verbal cues – posture, glancing at one's watch, appearing to be bored, hurried or agitated.*
- *Avoid interruptions – do not accept phone calls, interruptions to sign something or answer questions from outside except for extreme emergencies.*

Step 3: review the self-evaluation form

- Review the employee's self-evaluation form.
- Ask questions in order to ensure a greater understanding of the employee's point of view and the rationale behind each rating. Ask open questions, such as, "Tell me more about..." or "What exactly happened...?"

Step 4: review the evaluation

- Provide the employee with a copy of the completed performance evaluation form.
- Speak slowly, clearly and use an appropriate tone of voice. Be open to what is not said and explore.
- Review the details in "digestible chunks" and allow the employee time to think through the information. Provide the employee with an opportunity to respond.
- Check periodically to ensure the employee understands what is being discussed.

TIPS

- *Be honest and direct.*
- *The overall tone should be as positive and constructive as possible. Use specific examples to support ratings. Provide more examples in order to support very high or very low ratings.*
- *Welcome and respond candidly to questions and complaints. With disagreements, develop a shared understanding. There may be times when others' opinions and those of the employee will not be alike. Ask the employee questions and, if appropriate, ask for specific examples that support their point of view.*
- *It is unlikely the employee will know what she should do in order to improve performance and meet expectations. As such, it is important to open up the discussion to explore alternatives.*
- *When identifying concerns and discussing what could be done better, be constructive and listen to the employee's explanations.*

- *Eliminate a “you vs. me” attitude or “right vs. wrong” of a position. This can be accomplished by listening and acknowledging. Although opinions may differ, it is important the employee’s position is understood.*
- *Avoid generalizations, such as “You always...” or “You never...” Avoid the general, “Everything is fine.” This often leaves the message, “We do not think enough of you to spend the time on this,” or “The employee is less important than what I am doing.”*
- *Avoid duplicity or telling the employee something in a vague manner because of discomfort or fear that the individual might react negatively.*
- *Avoid over-talking or rambling. If the employee is providing what is perceived to be negative information, remember to stop and listen.*
- *Avoid appearing to be condescending or highly emotional. Avoid being angry when giving feedback (especially when “in the moment”).*
- *Be clear with the employee about the expectations of the organization.*

Step 5: summarize the overall rating

- Summarize the strengths of the employee.
- Summarize areas for improvement, with specific examples of things to be done or actions to be taken, including the action plan and timeline.
- Because you are communicating the final decision regarding performance, it is important that you use good resolution skills.
- Always acknowledge what the employee says in the process and ensure she feels heard in the review.

Step 6: looking to the future and setting development goals

- Ask the employee for help in resolving problems. Focus on future performance and be sure the employee takes responsibility for improvement.
- Explore professional development goals with the employee. Include both short- and long-term career planning. Performance is usually best when employees set their own goals.
- Ensure there is a shared understanding of future expectations regarding performance. The plan should:
 - Be agreed upon and take into account the job responsibilities, the employee’s career goals, the departmental and organizational priorities and the reviewed strengths and weaknesses.
 - Include short-, medium- and long-term goals.
- Define the necessary support required for the employee to achieve the objectives. This can include training (courses and seminars, coaching, mentoring, secondment, shadowing, distance-learning, reading, watching videos, workshops, manuals and guides).
- Be careful to avoid committing to training expenditure before suitable approval, permission or availability has been confirmed. Raising false hopes is not helpful to the process.

Step 7: maintain self-esteem and set goals and follow-up dates

- Conclude on a positive note, emphasizing the benefits of the employee's dialogue. Express confidence in the employee's abilities.
- Thank the employee for her contribution to the meeting, her effort throughout the year and commit to helping.
- Invite the employee to return with any questions or if she requires clarity in any area.
- Check with the employee if anything was missed or if there is anything else she would like to address.
- Decide upon follow-up procedures and set follow-up date(s).

Step 8: administration and follow-up

- Provide the employee with her copy of the evaluation.
- The employee must be given sufficient opportunity after the review to read and go over the evaluation.
- Upon receipt of the signed copy of the evaluation, ensure documents are filed appropriately.
- The evaluation must not be changed after the employee has signed it without the knowledge of the employee.

IMPLICATIONS IN A UNIONIZED ENVIRONMENT

Employees in a unionized environment have access to the grievance procedure. If an employee who has been dismissed files a grievance, you must be able to demonstrate the employee was informed she was not meeting performance expectations, advised of what was necessary in order to meet expectations, given a reasonable opportunity to improve and advised her employment may be in jeopardy if she did not improve.

Evaluations must be consistent with the way employees are treated on the job. For example, an arbitrator will question an employer's actions in terminating an employee whose performance was consistently rated as poor or mediocre but who was promoted. It is also just as damaging to give an employee an excellent performance evaluation and then terminate the employee for a single infraction. Either way, the employer will appear to be inconsistent and unfair and unfair employers often lose at arbitration.

If the performance management system is working, employees with excellent evaluations should not be terminated for poor performance and employees with poor performance should not be getting promotions.

RELATED DOCUMENTS

Appendix 11 Sample Language for Performance Evaluations

Appendix 12 Sample Employee Self-Evaluation Form

Section H

Performance Correction

There are times when employee performance does fall below the expectation or standard in a specific area of responsibility. Failing to deal with performance problems or dealing with them inappropriately can have a critical impact on the employee's success, the team's or department's success and the effectiveness of supervisors and/or managers.

Performance problem examples include:

- Failure to meet quantity/output.
- Failure to meet quality standards.
- Inability to meet realistic deadlines.
- Persistent lateness, unexplained absences.
- Lack of attention to detail resulting in errors.
- Excessive personal telephone calls.
- Inappropriate behaviour.

SHOULD AN EMPLOYEE'S POOR PERFORMANCE BE ADDRESSED?

Unresolved disciplinary issues can have a negative impact, particularly on productivity costs and morale, especially if you fail to take action.

One of the most common mistakes is to avoid dealing with poor performance. Few people welcome conflict and it is far easier to avoid than to confront, or at least it appears to be. In fact, avoiding a problem may actually result in:

- An assumption by employees that the standards of work performance are acceptable.
- Increased frequency and/or severity of the problems.
- Charges of favouritism from employees.
- A decline in morale among employees.

Issues that require disciplinary action do not develop overnight. In hindsight, in most cases, early warning signs were present. Addressing a problem at an early stage provides an opportunity for coaching and counselling. Signs of developing problems may include:

- Declining performance.
- Increased complaints.
- Interpersonal conflicts.
- Difficulty accepting constructive feedback.
- Behaviour that has a negative impact on the work group.

CAUSES OF PERFORMANCE PROBLEMS

To deal with a performance problem appropriately, the first step is to understand what the problem is. This requires analysis and investigation. There are four major causes of performance problems:

- **Knowledge or skills:** the employee does not know how to perform the process correctly and has a lack of skills, knowledge or abilities.
- **Process:** the problem is not employee-related, but is caused by working conditions, bad processes, etc.
- **Resources:** lack of resources or technology.
- **Motivation or culture:** the employee knows how to perform, but does so incorrectly.

METHODS FOR HANDLING POOR PERFORMANCE

The method you select will depend on the type of poor performance, seriousness of the issue and whether the poor performance is being repeated.

The methods are:

- Corrective counselling.
- Letter of expectation.
- Discipline (contact your HRLR consultant).

CORRECTIVE COUNSELLING

Counselling emphasizes cooperation between the supervisor and the employee in correcting inappropriate behaviour and taking steps to improve performance. For corrective counselling to work effectively, both the supervisor and the employee need to recognize the need for change and jointly work toward this end. When there is mutual recognition of roles and responsibilities, the employee is more likely to welcome the change.

Corrective counselling is most effective when implemented before the first step of the actual discipline process. However, there are instances when counselling will not be appropriate due to the severity (or culpability) of the behaviour. Examples of such instances include client abuse, life-threatening behaviour, theft and assault. In determining whether the counselling approach is appropriate and/or likely to be effective in a given set of circumstances, the employer must consider the:

- Employee's work and discipline record.
- Severity of the misconduct.
- Employee's attitude toward a solution.

If you have determined to adopt a counselling approach to correct an employee's behaviour, it is important to follow the process outlined in this section.

Information collection

When coaching an employee on a work performance issue, it is essential that all information relevant to the issue be collected and analyzed before meeting with the employee.

- Review the employee's past work and disciplinary history to determine if the behaviour is repetitive.
- Evaluate the severity of the behaviour in terms of consequences to client service, staff morale, workload of others, etc.
- Consult your HRLR consultant if required.

Meeting preparation

Review the collected information and spend some time preparing your comments for the meeting. Plan to speak clearly and concisely.

When setting up the meeting, ask yourself:

- Is the timing convenient for the employee?
- Does it take the employee away from a key task?
- Is the employee able to devote her full attention to the meeting?

The counselling meeting - a seven-step interview process

1. Identify the problem by describing the difference between present performance and the preferable expectations and standards.

If an employee's performance has deteriorated, describe the difference between past and present performance or behaviour. This allows for problem identification by putting the focus of the interview on the problem and the expected performance standards, thus leading to a possible solution. A non-confrontational attitude is key to making the interview productive.

2. Describe specifically the negative impact of the employee's current performance or behaviour on others and on the workplace.

This helps the employee understand the effects are not isolated. It draws the employee's attention to the operations of the entire organization and how she fits in.

3. Get the employee's view of the situation.

This gives you the opportunity to hear the employee's explanation, reasoning and/or understanding of the problem at hand. Use open-ended questions. Adopt a neutral attitude and encourage employee input by being interested and attentive to what the employee is saying. Keep the focus on the problem and do not voice any judgment on what you hear.

4. Ask for ideas on how the employee can correct the situation and add your own recommendations.

An employee's ownership of the solution to a problem increases the likelihood that the employee will implement that solution. Give the employee the opportunity to solve the problem without assistance. If the employee fails to arrive at any acceptable solution, you can assist by asking more directed questions and thereby prompt appropriate solutions.

5. Explain any and all steps you plan to take.

Any actions to remedy the problem should be related to the problem, the employee's length of service, performance and work record, discipline record, potential for change, and the goals of the organization. Actions may include closer supervision or further training. Depending on the nature of the problem, employees may choose to seek help through an employee and family assistance program, which may or may not be offered by the employer.

6. Agree on a plan of action and a date for follow-up.

The agreed-upon solution must be clearly communicated and understood. If possible, break the solution down into a series of steps or goals to be accomplished over a period of time. This plan of action should be put in writing and signed by both the employee and the supervisor. Set a follow-up date to discuss the progress toward the accomplishment of the agreed-upon goals.

7. End the interview on a positive note.

Thank the employee for their cooperation and for assisting in the development of a mutually agreeable solution and corresponding goals. Express your confidence in the employee's ability to meet the goals and remedy the situation.

Note: *Corrective counselling is not the appropriate time to advise the employee of the consequences of continued misconduct. Corrective counselling precedes the discipline process; it serves to lay the foundation of expectations.*

LETTER OF EXPECTATION

The purpose of a letter of expectation is to bring to the employee's attention the behaviours that are inconsistent with work expectations and to provide appropriate work expectations for the future. The intent is not to discipline or punish; rather, it is to help the employee understand appropriate work-related behaviours. Appendix 13 provides a sample letter of expectation.

A letter of expectation should provide clear expectations, identify appropriate behaviours and support the employee in her efforts to change and demonstrate desired behaviour in the future. The employee should not be cited for culpable behaviour and the tone should be supportive, constructive and positive.

Often, the line between a non-disciplinary letter of expectation and a letter of discipline can be unclear. The arbitration decision in *Re Hilton Villa Care Centre and BCNU (Denes Grievance)* (2003), 115 LAC (4th) 154, provides a few guidelines to assist in distinguishing between the two.

Performance letter of expectation	Disciplinary letter
Purpose: to counsel and communicate, to identify or clarify expected behaviours in performance of job duties.	Purpose: to correct poor performance or undesirable behaviour – assumes that discipline is needed to achieve correction.
Employer's intention: helpful, supportive.	Employer's intention: disciplinary.
Examples used only as a means to clarify inappropriate or acceptable behaviour.	Nature of employee's conduct: culpable, specific incident of poor performance or infraction of rule, policy or standard.
Support is offered by way of training and/or other resources.	Should be clearly stated to be disciplinary.
Develops, with the employee's input, mutual goals to encourage the employee's commitment to change.	Does the employee have the right to grieve the letter in order to respond effectively to it?
Focus: assumes behaviour will change in future when the employee understands what is expected and is supported in an effort to change.	Focus: expected behaviour is identified, but consequences are attached to present and any future failure to meet prescribed standards.
A review period is set to give feedback on progress of change.	May require compliance with provisions of the collective agreement, such as the presence of a union representative when discipline is imposed.
A future disciplinable offence will be treated with no reference to this letter as a foundation for any progressive discipline. This letter may only be used to show that the employee was made aware of the employer's requirements.	Negative impact on an employee's work record. Forms part of progressive discipline. Further incidents of a similar nature may be followed by further, possibly increased, discipline.

The burden of proving a prima facie case that the letter is disciplinary falls to the union. Once such a prima facie case is made, the burden then shifts to the employer to prove just cause for imposing discipline.

It is important to note that, per collective agreement Article 11.4(d) (Right to Grieve Other Disciplinary Action), documents relating to disciplinary action (i.e. written censures and letters of reprimand, etc.), "...other than official evaluation reports, shall be removed from the employee's file after the expiration of eighteen (18) months from the date it was issued provided there has not been a further infraction." Accordingly, non-disciplinary letters of expectation remain on file.

TIPS

- *Each letter is specific to the individual circumstances of the situation. Not every performance standard should be included; rather, expectations should capture the standards of performance that are relevant to the employee's position and situation at hand.*
- *Use care when citing specific examples. Examples should be used only as a means to clarify inappropriate or acceptable behaviour. Examples should also be included in speaking notes to be discussed with the employee. It is recommended that speaking notes be kept for record-keeping purposes.*

- *Do not cite the employee for culpable behaviour or discuss the employee's conduct in culpable terms (i.e. "you did xyz when you should have done abc") and do not refer to the employee's discipline history. Ensure the overall tone is not accusatory. The tone should be constructive, supportive and positive.*
- *Expectations of desired behaviour in future can be captured in broad language (i.e. the expectations cited following specific examples of policy or procedural breaches can be captured in the letter as, "all employees are expected to follow all of the agency's policies and procedures").*
- *Provide the employee with clear expectations, identify appropriate behaviours, demonstrate desired behaviour in the future and support the employee in her efforts to change.*
- *Provide information regarding what support, if any, you can provide (i.e. information regarding the Employee Family Assistance Program, training opportunities, etc). (For example, "Please advise us if there are specific courses or training programs you feel you require in order to meet the expectations of your position.")*
- *Do not refer to possible disciplinary action if the conduct persists (i.e. "Further conduct of this nature may result in disciplinary action up to and including termination").*

Every letter of expectation is specific to individual circumstances and, as such, expectations should capture the standards of performance relevant to the employee's position and the situation at hand. For more information, see Appendix 14 for sample language for a letter of expectation.

DISCIPLINE

For further information on performance correction, refer to the Self-Help Guide, *Performance Correction and Discipline*.

RELATED DOCUMENTS

Appendix 13 Sample Letter of Expectation

Appendix 14 Sample Language for a Letter of Expectation

Appendices

Managing Employee Performance Guide

Appendix 1

Effective Feedback

Be prepared

- Put time and thought into the process of preparation. Comments should be well-considered and thoughtful with regard to the consequences.
- Balance constructive or negative feedback with praise and positive comments.

Find an appropriate venue

- Ensure the discussion is held in a private place so that both parties can speak without distractions or interruptions.
- Cell phones should be off.
- Office telephones should be forwarded to voicemail.

Allow for preparation

- Ensure the person receiving the feedback is prepared.
- When setting up the meeting, give some insight into its purpose and, if applicable, the boundaries of the discussion.
- If the meeting is in response to a specific prompting event, feedback should be delivered as close to the event as possible.
- Brief her so she has clear expectations. If it is appropriate, give her time to prepare. For example:
 - Ask her to describe the objectives she has met and how she has done so.
 - Ask her to reflect on how she thinks she has done and why.
 - Ask her to reflect on how she thinks she is perceived and why.
 - Ask her to prepare a list of developmental needs or additional resources she thinks she needs to perform more effectively and why.

Create a supportive context

- Be sure she is receptive to the feedback before it is given.
- Prepare or copy any relevant documents, allocate sufficient time, secure an appropriate venue and provide water.
- Frame the communication carefully so she understands the speaker's perspective and what will be discussed.
- Be considerate. Tailor the tone and content to the individual.
- Offer understanding and empathy and encourage joint problem-solving.

- If she seems defensive, address it directly. “I sense you are uncomfortable with this process. Is there anything I can do to make it easier for you?” or “Anything we discuss today will be handled with discretion.”

Be positive

- Lead with something positive to demonstrate that certain behaviours are noted and valued.
- When delivering constructive or negative feedback, be sensitive to reactions. Respond with full attention and consideration.
- Be descriptive rather than evaluative. Focus on behaviour that can be changed rather than personality.
- Ask questions to get more specificity.
- Ensure the message is delivered in a non-threatening and encouraging manner.

Be direct

- Use “I” statements rather than hiding behind the views of a colleague or group. Avoid trying to be “the nice guy.”
- Describe the direct impact or consequences of the behaviour or conduct.
- Be specific and focused. Describe exactly what happened so that facts, not impressions, form the basis of the discussion. Provide specific examples.
- Avoid generalizations, such as always and never.

Ask for feedback on how the sessions went

- Even if the session was difficult, it can be an opportunity to build bridges and demonstrate willingness to learn and improve.
- Honour any agreements made during the meeting.
- If promises or agreements have been made during the meeting, stick to them.

Be a role model and lead by example

- Demonstrate the appropriate behaviour.
- Do not ask for something from others that organizational leadership is not prepared to do.
- Introduce a culture of on-going feedback rather than deferring issues.

RECEIVING FEEDBACK

When behaviour is criticized or questioned, it can feel like a personal attack. It is important to remain objective and view it as a potential learning opportunity. The following is a list of tips for receiving feedback.

Listen carefully

- Even if it feels like a personal attack, do not get defensive.
- Be open and listen without objections. Resist the urge to defend personal actions. Avoid interruptions and do not jump to conclusions.
- Listen carefully and try to understand the meaning of the feedback. Paraphrase what the speaker is saying to ensure understanding.

Ask questions

- Be responsive and willing to hear what is being said without turning the tables.
- Be engaged. Interact appropriately with the speaker and clarify what is being said and why.
- Ask for specific examples. Try to understand the personal behaviour that has led to the feedback.

Remain calm

- Be respectful. Recognize the value of what is being said and the speaker's right to say it.
- Resist the urge to argue and put aside negative emotions.
- If the atmosphere becomes tense, consider taking a few moments to regain composure.

2

Appendix 2

Sample Job Description for Community Support Worker

Job title	Community Support Worker
Program/worksites	Pathways Program
Benchmark	Community Support Worker
Grid level	10
Union	Yes
Reports to	Day Program Manager
Date prepared/revised	May 17, 2007

JOB SUMMARY

- Assists clients living semi-independently with their physical, economic, vocational, recreational, social, emotional and daily life skills development. Assists clients to achieve the greatest degree of independence and quality of life possible.

DUTIES AND RESPONSIBILITIES

- Participates in assessment, goal-setting and program planning, such as personal service plans for individuals living semi-independently. Documents key responsibilities and implements the plan. Provides input into the evaluation of the program.
- Evaluates clients' needs and develops short-term plans to meet such needs with the active participation of clients and their families.
- Assists clients to function more independently in their own homes and in the community. Assists clients with daily life skills, social skills and/or behaviour management. Teaches and assists clients with activities such as grooming, basic cooking, money management, shopping, household safety, pet care. Facilitates physical, recreational, educational, social and vocational activities.
- Recognizes, analyzes and deals with potential emergency situations, such as clients' aggressive behaviour to minimize potential harm to the clients and/or the public. Reports problems to the supervisor.
- Administers medication to clients in accordance with established policy.
- Ensures health and safety standards are maintained.
- Reviews and evaluates clients' progress and makes adjustments to programs as required. Provides feedback and support to clients and/or their families.
- Accompanies and/or transports clients to activities, such as appointments, shopping or leisure activities.
- Provides written and/or verbal reports regarding clients' daily activities and progress. Ensures that all required documentation is complete and accurate.

- Identifies social, economic, recreational, physical, vocational and educational services in the community that will meet clients' needs. Maintains liaison with other agencies, professionals, government officials and the community.
- Performs other related duties as required.

QUALIFICATIONS, EDUCATION AND KNOWLEDGE

- Diploma in a related human/social service field.

TRAINING AND EXPERIENCE

- One (1) year recent related experience.
- An equivalent combination of education, training and experience will be considered.

Appendix 3

Sample Job Description for Residence Worker

Job title	Residence Worker
Program/worksite	25th Avenue
Benchmark	Residence Worker
Grid level	10
Union	Yes
Reports to	Residential Manager
Date prepared/revised	May 17, 2007

JOB SUMMARY

- Assists residents to live successfully in residential settings such as group homes. Ensures that residents' physical, emotional, social, educational and medical needs are met. Assists residents in enhancing quality of life with activities of daily living and development of life skills.

DUTIES AND RESPONSIBILITIES

- Participates in the assessment, goal-setting and program planning (personal responsibilities service plan) for the individuals living in a residence. Documents, implements and provides input into the evaluation of the program.
- Provides life skills training, such as meal preparation, housekeeping, personal care skills and personal finance, and implements personal service plans.
- Assists residents with activities of daily living, such as feeding, lifts, transfers, hygiene, grooming and toileting. This may include transfer of function duties, such as gastrostomy feeding, tracheotomy management and suction and bowel management.
- Participates in various resident-focused activities in accordance with care plans.
- Recognizes, analyzes and deals with potential emergency situations such as residents' aggressive behaviour to ensure no harm comes to the resident and/or the public. Reports problems to the supervisor.
- Administers medication to residents in accordance with established policy.
- Assists with case management by identifying potential problems and reporting any difficulties. Provides input to counsellor or professional with regard to the development of appropriate program plans to achieve residents' objectives. Contributes to the evaluation of residents' progress and prepares reports.
- Provides emotional support and feedback to residents and their families.
- Transports and assists residents to appointments, shopping or leisure activities.
- Performs residence maintenance and housekeeping duties, such as laundry, sweeping, mopping floors, mowing lawns, inventory, shopping, cleaning equipment and food services.

- Maintains reports such as statistics, logbooks and daily activities on residents.
- Identifies social, economic, recreational and educational services in the community that will meet residents' needs. Maintains liaison with other agencies, professionals, government officials and the community.

QUALIFICATIONS, EDUCATION AND KNOWLEDGE

- Certificate in a related human/social service field.

TRAINING AND EXPERIENCE

- One (1) year recent related experience.
- An equivalent combination of education, training and experience will be considered.

Appendix 4

Identifying Criteria for Performance Management Standards

NAME _____ DATE _____

SMARTS PERFORMANCE GOALS

- S = Specific
- M = Measurable
- A = Attainable
- R = Reasonable
- T = Time-based
- S = Stretch

SKILL OR ABILITY AREA

SPECIFIC TASK (what is the task or objective - attach details if applicable)

MEASURES (standards and parameters)

ATTAINABLE (is it?)

REASONABLE (is it?)

TIME-BASED (start/finish dates)

STRETCH (does it challenge?)

COMMENTS AND ACTION ITEMS (follow-up notes - attach details if appropriate)

Appendix 5

Characteristics of a Good Coach

STRIVES TO BE A COMMUNICATOR

A coach strives to be a great communicator. A coach needs to know that her personality may act as a bias or filter that does not allow for an absolutely clear and direct message. The receiver then filters the information through their own biases and personality.

To be a good communicator, you need to be able to:

Read and empathize with others

To read others, you must have the ability to be aware of, understand and appreciate the feelings of others. Studies show that when you indicate you understand and appreciate others, the feelings will be reciprocated. Reading others creates a connectedness between people that leads to more effective communication.

When you read others, you are better able to tune into them and respond to their needs or goals. Being able to read others also builds trust and is crucial for an effective coaching relationship.

To fully receive the messages others are sending, you need to let go of your own personal agenda, stay focused on what is being said and pay attention to non-verbal messages.

Communicate with flexibility

Communicating with flexibility means having a full range of emotional expression and being able to adapt what you say based on what is best for the situation. It is about knowing when to express your genuine emotions and when to modify or suppress your expression, depending on the circumstances.

Two ingredients for communicating with flexibility are:

- Showing emotion - it can be constructive to show emotion and is a way to share information. This does not mean you have to be aggressive. When you show how you feel about a situation, you bring heightened awareness to areas an employee needs to develop in an assertive but helpful way.
- Being appropriate - timing is important when you are giving feedback. Being too blunt can cause an employee to shut down.

IS DELIBERATE AND PREPARED

- Prepare a personal vision - in addition to the day-to-day issues, consider longer-term thinking and career development with the employee.

- Ask what are the goals and intentions of coaching this individual? If there is inconsistency or negative comments from others on this individual, investigate and get details. Find out why and how they came to these conclusions. What exactly did this person do? When did it happen? Do you have evidence illustrating the problem?
- Consider suggestions, options and strategies the employee can undertake. Find out other traits about the person, both personally and professionally. Find out their frustrations, plans and goals.
- Review information and have the comments documented in detail. Consider how they can be reviewed with the employee in a positive way. Reviews are stressful and even the most confident, bright and talented employee has some concern of what others may think of them. Be collaborative and inclusive in a session. More junior or newer employees will find this the most difficult session to deal with.

MAKES THE COACHING PROCESS MUTUAL

- In order to be effective, coaching needs to be agreed upon. A key to making the coaching relationship successful is mutual respect, not only in being polite, but in truly seeing the other person as important and multi-faceted.
- Check your own mindset. You need to make sure you are in the right frame of mind. If you are impatient for action or unsure of what needs to happen, coaching attempts could create a negative impact.
- Identify the employee's readiness. Determine if they are receptive to coaching at the moment. If they are feeling particularly insecure or off balance, coaching may be detrimental. Sometimes it is too early to coach. Knowing what stage of development the employee has reached is important.
- Ensure you are clear about any formal policies and procedures and go over any procedural areas to be covered. Talk about professional conduct, including ethics and professional responsibilities, and give examples of situations that may arise.
- Be creative but mindful of fears, insecurities and reluctance to take them to the next level. Speak about these and share information on how you and the employee can work together.
- Ask for and give frequent feedback. Be specific, sincere and constructive. Ask how to make suggested improvements or changes. What else could you be thinking of or working on?
- Have a balanced give and take. In other words, don't do all the talking. Ask the employee for their perspective, goals and motivations.
- Make agreements. On coaching interactions, ensure you have an action plan and a follow-up time. Always follow through on commitments.

IS ALWAYS LOOKING FOR OPPORTUNITIES TO COACH

- See mistakes as learning opportunities. Everyone makes mistakes and the goal is to learn from them. Exploring what could take place next time is a great coaching opportunity.
- Reinforce positive performance by identifying which actions are good and what they should build on.
- Deal with performance problems. If someone does not know how to do the job, fails to organize the workload or quality is dropping, address the issue.
- Find new ways to assist people to be successful both in and out of the organization.

IS AVAILABLE AND ACCESSIBLE

- Lets people know when and how they can meet with you.
- When you book meetings, try to meet outside the office. Outside of meeting times, drop in just to chat for a few minutes.

Appendix 6

Interim Probationary Review

The purpose of this review is to provide feedback to the employee regarding performance and to identify any areas requiring development prior to completion of the probationary period.

Please complete this form no later than _____ and forward to _____.

Employee name _____

Position _____

Program/worksite _____

Grid level _____

Step _____

Start date _____

Review date _____

Probationary period 1 month 2 month 3 months 4 months 5 months 6 months

Manager _____

Title _____

THIS SECTION TO BE COMPLETED BY EMPLOYER

1. Was the employee provided with a job description?

Yes No

2. How much time was spent training the employee? Please attach a copy of the employer's training plan.

Yes No

3. Has the employee effectively integrated into the culture and especially her work team?

Yes No

4. Does the employee appear to have an understanding of the job duties and the ability to perform them?

Yes No

5. Does the employee have the skill level required to carry out the duties of the position?

Yes No

6. Is the employee punctual?

Yes No

7. Does the employee complete her shift?

Yes No

8. Have you spoken to the employee about any areas of concern and provided further coaching?

Yes No

9. If there were any areas of concern, did any extenuating circumstances exist that would have prevented the individual from performing at an acceptable level for a new employee (i.e. lack of equipment or staff shortage in order to provide training)?

Yes No

If yes, please explain.

10. Additional Comments

Employee's signature _____

Date _____

Manager's signature _____

Date _____

Appendix 7

Sample Performance Improvement Letter

May 8, 2007

Anne Employee
123 - 4567 Street
City, BC V1V 1V1

Dear Anne:

This letter serves to confirm our meeting on <DATE>. As discussed throughout your probationary period, you have had a number of meetings with your supervisor regarding your performance as a <JOB TITLE> in the <PROGRAM>. During those meetings, you were informed that your performance was not meeting requisite performance expectations in the following areas:

- 1.
- 2.
- 3.

In order to meet the requisite performance expectations and successfully complete probation, you are required to:

- 1.
- 2.
- 3.

** Please note the criterion must match the identified problems. Goals should be listed, not solutions.*

In order to assist you in this effort, the following plan has been designed:

- 1.
- 2.
- 3.

** Examples:*

- *You and your supervisor will meet and review your job description. A copy is attached for your convenience.*
- *You are required to review the Policy and Procedure Manual, Operations Manual and protocol agreements regarding the clients you regularly support. Copies can be found in the administration office.*

- *You are required to review the training materials from the Occupational First Aid Course – Level 1 you attended on <DATE>.*
- *You are required to complete a write-up on the appropriate de-escalation techniques and effective communication strategies that diffuse and safely resolve emerging crisis situations.*
- *Other examples include extra reading, research, write-ups to be turned in, meetings with supervisors, advisor/mentor, etc.*

In order to review your progress, we will meet for one-on-one meetings once a week at 1 pm on Fridays for the next 3 weeks.

If you are unable to bring your performance up to the required standards by <REASONABLE DEADLINE>, we will review the situation and further action may be taken. It is imperative you understand that meeting performance expectations is critical for you to successfully complete your probationary period and to continue working at <AGENCY NAME>.

I am confident that once you have improved upon and achieved the above expectations, we will be able to offer you continued employment. I am available to assist you in meeting these expectations. I encourage you to speak with me directly if I can be of help to you or if you require other resources.

Sincerely,

Program Manager

I have reviewed, read and understood the conditions of this letter.

Employee _____ Date _____

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Appendix 8

Sample Final Probationary Review

EMPLOYEE INFORMATION

Employee name _____

Position _____

Program/worksite _____

Manager _____

Review period from _____ to _____

RATINGS 1 = Significantly below target 2 = Below target 3 = On target 4 = Above target 5 = Significantly above target

Job knowledge

Comments _____

Work quality

Comments _____

Teamwork

Comments _____

Attendance

Comments (punctuality, follows schedule, completes hours, etc) _____

RATINGS 1 = Significantly below target 2 = Below target 3 = On target 4 = Above target 5 = Significantly above target

Initiative
Comments

Communication
Comments (listening skills, etc)

Dependability
Comments

OVERALL RATING _____

EVALUATION

Strengths

Areas for development

Goals and objectives (as agreed upon by employee and supervisor)

Achievements, accomplishments and responsibilities (completed by employee)

Career development

Additional comments

VERIFICATION OF REVIEW

By signing this form, you confirm this review has been discussed in detail with your supervisor. Signing this form does not necessarily indicate you agree with this evaluation.

Employee _____ Date _____

Supervisor _____ Date _____

Appendix 9

Sample Successful Probationary Period Letter

May 8, 2007

Anne Employee
123 - 4567 Street
City, BC V1V 1V1

Re: Successful Completion of Probationary Period

Dear Anne:

I am pleased to confirm that you have successfully completed your probationary period as a <JOB TITLE> at <AGENCY NAME>.

You have demonstrated <COMMENTS ABOUT PERFORMANCE> over the <INSERT PERIOD OF TIME>.

In particular, I would like to acknowledge <AREAS OF STRENGTH, SPECIAL CONTRIBUTIONS, ETC.>

We look forward to continuing to work with you. I hope your success will continue throughout your career with <AGENCY NAME>.

Congratulations and thank you for a job well done!

Yours truly,

Program Manager

Appendix 10

Sample Letter Extending Probationary Period

May 8, 2007

Anne Employee
123 - 4567 Street
City, BC V1V 1V1

Dear Anne:

This letter serves to confirm our meeting on <DATE>. As discussed, your probationary period has been extended until <DATE> in accordance with Article 11.8 (Probation) of the collective agreement.

Throughout your probationary period, you have had a number of meetings with your supervisor regarding your performance as a <JOB TITLE> in the <PROGRAM>. During those meetings, you were informed that your performance was not meeting requisite performance expectations in the following areas:

- 1.
- 2.
- 3.

In order to meet the requisite performance expectations and successfully complete probation, you are required to:

- 1.
- 2.
- 3.

** Please note the criterion must match the identified problems. Goals should be listed, not solutions.*

In order to assist you in this effort, the following plan has been designed:

- 1.
- 2.
- 3.

** Examples:*

- *You and your supervisor will meet and review your job description. A copy is attached for your convenience.*

- *You are required to review the Policy and Procedure Manual, Operations Manual and protocol agreements regarding the clients you regularly support. Copies can be found in the administration office.*
- *You are required to review the training materials from the Occupational First Aid Course – Level 1 you attended on <DATE>.*
- *You are required to complete a write-up on the appropriate de-escalation techniques and effective communication strategies that diffuse and safely resolve emerging crisis situations.*
- *Other examples include extra reading, research, write-ups to be turned in, meetings with supervisors, advisor/mentor, etc.*

In order to review your progress, we will meet for one-on-one meetings once a week at 1 pm on Fridays for the next 3 weeks.

If you are unable to bring your performance up to the required standards by <REASONABLE DEADLINE>, we will review the situation and further action may be taken. It is imperative you understand that meeting performance expectations is critical for you to successfully complete your probationary period and to continue working at <AGENCY NAME>.

I am confident that once you have improved upon and achieved the above expectations, we will be able to offer you continued employment. I am available to assist you in meeting these expectations. I encourage you to speak with me directly if I can be of help to you or if you require other resources.

Sincerely,

Program Manager

I have reviewed, read and understood the conditions of this letter.

Employee _____ Date _____

Appendix 11

Sample Language for Performance Evaluations

BASIC EXPECTATIONS

- Punctuality/follows schedule/completes hours of shift.
- Demonstrates responsibility and appropriate use of sick and other leave time/benefits, follows appropriate procedure to advise regarding sick and leave requests within appropriate timeframes.
- Demonstrates positive attitude toward program and position.
- Demonstrates a positive and caring attitude toward program clients.
- Role models appropriate hygiene and self-image.
- Organizes time efficiently.
- Ensures physical safety of clients.
- Demonstrates positive attitude toward program mandate and philosophies.
- Demonstrates appropriate client confidentiality principles.
- Takes responsibility for cleaning of facility.
- Ensures appropriate supervision of clients.
- Promotes a comfortable and respectful work atmosphere.
- Demonstrates personal motivation in developing and delivering services.

SERVICE ROLE

- Role models effective communication with children, youth and families.
- Role models appropriate conflict resolution with clients and caregivers.
- Role models appropriate and positive interactive behaviour with clients and families and in the community.
- Supports clients in developing a healthy lifestyle.
- Supports clients in developing age appropriate life skills.
- Provides support, orientation and encouragement to families to engage in needed community services.
- Assists caregivers and clients to identify and address barriers to improving relationships.
- Provides consultation or support to caregivers and clients in cooperation with the contractor.
- Able to employ a variety of assessment techniques.

- Provides individual counselling and parenting support services to caregiver of referred client.
- Provides one-to-one counselling, mediation and children's groups to clients and families.
- Provides/implements children's groups as scheduled.
- Identifies and builds on clients' strengths.
- Demonstrates personal motivation.
- Follows through with clients' consequences consistently.
- Deals with clients in a caring manner.
- Able to deal with clients' ethnic diversity/sexuality issues in an objective, professional and caring manner.
- Prepares for sessions with clients to ensure focus on clients' goals.
- Uses sessional time with clients to pursue clients' therapeutic goals.

CASE ADMINISTRATION PRACTICES

- Monitors and tracks client contacts and service activities per program procedures.
- Cooperates with contractor staff, clients, caregivers and other service providers in developing family support.
- Completes client intake/intern/discharge reports and other case administration and procedures within program guidelines and timeframe.
- Writes clear, concise professional reports.
- Sets specific sessional goals, records sessions accurately.
- Organizes files in a professional manner and in required formats.
- Utilizes agency computer software for client information management.

PROFESSIONAL LIAISON

- Acts as a client and family advocate in liaison with community resource professionals.
- Presents a professional image in liaison with community resources and service providers.
- Works toward building a professional image of the program in the community.
- Collaborates with contractor staff and other service providers to facilitate the coordination and integration of program services.
- Prepares adequately for case conferences referral/intake/discharge meetings.
- Presents information in a concise, organized manner.
- Demonstrates understanding of clients' needs and behaviour.

- Able to articulate therapeutic interventions oriented toward clients' goals.
- Contributes to client service planning and review meetings.
- Ability to facilitate client case conferences.
- Liaises with other community service providers to coordinate needed services to the clients.

ORGANIZATIONAL ROLE

- Cooperates with program director in planning, prioritizing and completing daily tasks and service activities.
- Cooperates with program director in the development of program services.
- Cooperates with contractor resources team in developing services.
- Demonstrates accountability/responsibility for program expenditures.
- Cooperates in the on-going evaluation of program services and quality assurance procedures at the client/case level.
- Contributes to the development and maintenance of a healthy and safe work environment.
- Complies with agency policies and procedures.
- Contributes to the development and quality of agency services.
- Complies with ethical standards.
- Promotes organizational cooperation and a healthy agency environment.

TEAM-RELATED PRACTICE

- Exchanges relevant information with staff team.
- Supports co-workers in crisis situations.
- Supports co-workers in their professional development.
- Contributes to staff meetings and program planning.
- Contributes to high staff morale.
- Seeks feedback from co-workers re performance/events.
- Provides feedback to co-workers.
- Can be expected to resolve issues with team members.
- Expresses concerns/issues to team in constructive manner.
- Demonstrates sensitivity to diversity issues in interactions with agency staff and in working in the community.

PROFESSIONAL DEVELOPMENT

- Able to isolate personal issues and stress from job performance.
- Able to articulate basis of own behaviours/interventions with client.
- Identifies professional strengths and weaknesses.
- Works consultatively with supervisor and co-workers to identify and monitor areas of professional growth.
- Monitors self-performance.
- Develops and follows through on personal professional development plan.
- Works toward developing the quality of care and accessibility of services for children, youth and families.

USE OF SUPERVISION

- Seeks formal and spontaneous supervision time.
- Brings own issues to supervision sessions.
- Seeks feedback on performance in specific contexts.
- Able to challenge supervisor constructively when disagreements arise.
- Able to accept constructive criticism and feedback.
- Implements feedback in professional practice.
- Works toward a cooperative, trusting working relationship.
- Promotes cooperation and acceptance of program director's direction and management objectives with agency staff/program team.

ASSESSMENT OF PROGRAM DIRECTOR

- Provides supervision time as needed or requested.
- Promotes independence in professional practice.
- Provides constructive feedback re performance/intervention, etc.
- Promotes team spirit and morale.
- Addresses staff issues constructively.
- Promotes trusting supervisory relationship.
- Supports staff in performance of professional responsibilities.
- Able to receive constructive criticism or feedback from staff.

Appendix 12

Sample Employee Self-Evaluation Form

EMPLOYEE INFORMATION

Employee name _____

Position _____

Program/worksite _____

Manager _____

Review period from _____ to _____

GOALS

Describe the goals you set out to accomplish for this time period.

Which goals did you accomplish?

Which goals did you not accomplish and why?

What other objectives did you complete beyond your set goals?

Of which achievements are you most proud?

Please return to _____ by _____

Appendix 13

Sample Letter of Expectation

May 8, 2007

Anne Employee
123 - 4567 Street
City, BC V1V 1V1

Re: <JOB TITLE>, Letter of Expectation

Dear Anne:

This letter serves to follow up our meeting on <DATE>.

As discussed, our agency is responsible for the health and wellbeing of the clients. Therefore, the employees of our agency must conduct themselves in such a way as to command a high degree of care, trust, confidence and respect.

In order to ensure we are clear regarding our expectations of you as a <JOB TITLE>, we are enclosing copies of the relevant policies and procedures for you to review. For your reference, we have also included a copy of the job description. It is expected that you will refer to these documents for additional detailed information and standards, as required.

Further to our conversation, and as we expect of all staff when performing their duties, you are required to:

- Conduct yourself in a professional manner that promotes a comfortable, professional, respectful work atmosphere, positive communication, cooperation and a positive team environment. It is expected that you will be positive, pleasant, helpful, courteous, respectful and compassionate in your dealings with other staff, clients, the general public, ministry representatives and other contacts you may encounter.
- Act as a positive role model to clients by demonstrating behaviours that are beneficial for clients to adopt, including demonstrating respect for others and utilizing appropriate language.
- Complete your job duties and responsibilities in adherence with agency standards, rules, regulations and policies and as directed by your house supervisor.

We are confident you are able to meet the above requirements. We are committed to working with you and supporting you in your role as <JOB TITLE>. Please be assured this letter is written for the purpose of recording that the expectations described in this letter have been communicated to you. This letter is a non-disciplinary document and will not be used during any subsequent proceedings, other than for the sole purpose of establishing that you have been advised of the expectations described in this letter.

If you have any questions or would like to discuss this further, please do not hesitate to contact me at <PHONE NUMBER>.

Yours truly,

Program Manager

This confirms that I have read, understand and agree to adhere to the standards of performance expected of me in the position of <JOB TITLE> as outlined above.

Name _____ Date _____

Signature _____

Appendix 14

Sample Language for a Letter of Expectation

CONDUCT AND WORK BEHAVIOUR

- Employees are expected to conduct themselves in a professional manner that promotes a comfortable, professional and respectful work atmosphere.
- Employees are expected to behave in a professional manner that promotes good communication, cooperation and a positive team environment. It is expected that employees will be positive, pleasant, helpful, courteous, respectful and compassionate in their dealings with other staff, clients, the general public, ministry representatives and other contacts they may encounter.
- The use of abusive language, showing disrespect or engaging in sexual conduct or other forms of harassment are considered to be serious infractions and will not be tolerated.
- All employees will wear clean clothes suitable for the work performed. Employees must be suitably dressed and groomed.
- Employees are expected to report to their employers all matters of personal conflict of interest, abuse, breach of confidentiality and ethical dilemmas.
- Use of the communications systems must be for business purposes only and must be lawful, ethical and consistent with the organization's professional reputation, standards, policies, procedures and guidelines. In using all communications systems, each staff member must exercise good judgment and follow the related policies. Non-employees are not permitted use of or access to the communications systems, including internet and email, without the approval of the employer. Employees will not use the organization's name, address or delivery service for personal mail.
- If it is necessary to make a personal telephone call, it should be done at a break time unless it is an emergency situation.

SAFETY

- A safe and healthy work environment for all employees is vitally important to the successful operation of our agency. We are committed to providing a safe work environment that is designed, constructed, operated and maintained in accordance with established occupational health and safety standards.
- All employees are expected to drive in a responsible, safe manner and to comply with all applicable legislation while operating a vehicle in the course of their work. All traffic violations must be reported immediately to the employer within 48 hours of the violation.

- Employees are required to work in a safe manner following the requirements of WorkSafeBC and will attempt to foresee and prevent unsafe situations. Employees will ensure they attend related safety training programs as directed by their employer.
- All employees are expected to observe all policies, rules, signs and instructions relating to personal safety.
- At no time should an employee engage in any activity that endangers the safety of or causes injury to herself, other employees or clients or damages property or equipment through negligence.
- No job or task is so important that it cannot be performed without taking full account of the health and safety risks involved and protecting against these risks by taking every precaution reasonable in the circumstances.
- All employees who have questions or concerns regarding safety should discuss their concerns with the supervisor or a member of the Joint Occupational Health and Safety Committee.
- If an employee has reason to believe the work to which she has been assigned may endanger her personal safety or the safety of anyone else, she should speak directly with her supervisor in order to address any questions and/or concerns.

ATTENDANCE

- It is the responsibility of every employee to attend work as scheduled on a regular and consistent basis. Employees are expected to be punctual and ready to commence work at the start of their scheduled shifts and to remain on duty until the stipulated quitting time.
- Employees who are unable to report to work at the scheduled time must advise their employer in advance so that necessary arrangements can be made.
- Employees must, at the request of their employer, provide verbal and/or written details of their hours worked. Timesheets must be completed accurately within a pay period.
- In accordance with the collective agreement, employees who fail to report to work for three consecutive working days without informing the employer of the reason for their absence will be presumed to have abandoned their position. An employee shall be afforded the opportunity within ten days to rebut such presumption and demonstrate there were reasonable grounds for not informing the employer.
- Employees who are incapable of providing regular, consistent attendance may fail to meet the requirements for continued employment.
- Attendance is considered a criterion of performance and may be measured when assessing overall employee performance at work.
- Employees are encouraged to take personal responsibility for preventing illness and take precautions to protect themselves and others from contracting an illness. Employees must report any incidence of communicable disease to their employer.

JOB DUTIES AND RESPONSIBILITY EXPECTATIONS

- All client files are to be organized in a standard way to meet accreditation standards and legal requirements, to simplify the job of other staff by making information clear and accessible and to facilitate the reporting and record review process.
- Contact logs maintained by the employee should be complete, up-to-date, factual, written legibly, completed immediately after contact, contain all necessary information and incidents in sufficient detail to reflect all interactions and to prepare necessary progress notes, monthly summaries and statistics.

Appendix 15

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For copies of the forms found in this guide or for a copy of the Managing Employee Performance Guide itself, visit the *Best Practices* webpage at cssea.bc.ca under *HRLR Resources*.