

DPMG

PERFORMANCE SUPPORT/PROFESSIONAL DEVELOPMENT TOOL
FACULTY OF HEALTH

*Performance enhancement supports
the President's Strategic Priority
5.0 Infrastructure and Support –
Building Institutional Capacities*

*and the Faculty of Health's Strategic Priority
5.0 Mobilizing Supports for Innovation*

INSTRUCTIONS

- Review Procedural Guide - DPMG
- Supervisor prepares for meeting as per guide and meets with Employee to review/discuss and together complete the Performance Support/Professional Development Tool
- Self and SP boxes to be filled in using assessment scale, not check marks
- Written comments are encouraged and in areas where “room for improvement” is identified, both employee and supervisor should comment on what strategies could be used to achieve improvement
- Sign and date
- Retain signed/dated original and send a copy to the Director of Human Resources, Faculty of Health
- NOTE - There is no expectation that all workplace examples will apply to all employees

Evaluations not signed and dated will not be considered and will be returned

EMPLOYEE

Employee Name _____

Employee Banner Number _____

Position _____

Supervisor _____

Unit _____

Review Period From/To: _____

Today's Date _____ Annual

ASSESSMENT SCALE

E Exceeds Expectations, frequently exceeds established departmental performance expectations

M Meets Expectations, consistently meets established departmental performance expectations

N Needs Improvement, does not meet departmental performance expectations on a consistent basis

U Unacceptable, does not meet departmental performance expectations at all

SELF-AWARENESS & PROFESSIONALISM

Being mindful of one's impact on others and managing thoughts, feelings and actions in an effective manner

SELF	SP
<input type="checkbox"/>	<input type="checkbox"/>

Workplace examples:

- Displays a positive and professional attitude
- Develops self awareness, social awareness and understands the impact on others
- Seeks and accepts feedback on interpersonal skills and approach
- Understands personal shortcomings and relates this awareness to others as appropriate
- Works to break down barriers, preconceived notions and personal shortcomings that interfere with effective interaction
- Demonstrates empathy
- Maintains composure and stamina under pressure and in difficult situations
- Ensures team's awareness and professionalism
- Acts as a guiding and stabilizing force for others

Comments:

INTEGRITY

Conducting oneself and activities according to the highest organization and ethical standards

SELF	SP
<input type="checkbox"/>	<input type="checkbox"/>

Workplace examples:

- Displays honesty and appropriate level of transparency
- Acts ethically and with fairness
- Demonstrates discretion and maintains confidentiality as required
- Follows through on commitments
- Is consistent and trusted by colleagues
- Demonstrates belief in others' good will and integrity
- Aligns behaviors with organizational values, mission and vision
- Uses one's authority for the good of the university and the people who work and learn here
- Maintains self-confidence and courage of convictions in the face of challenging situations
- Ensures team's activities, programs and services are carried out with principle and integrity (honestly, transparently, ethically, fairly, coherently, reputably)
- Ensures university policies, procedures and practices are developed and applied with principle and integrity (honestly, transparently, ethically, fairly, coherently, reputably)

Comments:

RESPECT AND INCLUSION

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Promoting respect and inclusion by working successfully with a wide variety of people and encouraging participation and involvement

Workplace examples:

- Listens and strives to understand others' concerns, perceptions, opinions or suggestions
- Examines own biases and assumptions
- Displays appreciation for and recognizes value of different opinions, roles, experiences, cultures and backgrounds
- Demonstrates empathy and effective interpersonal skills
- Designs participatory processes
- Appropriately involves and partners with others
- Develops cultural competence through ongoing learning and engagement
- Fosters a climate of openness, trust and solidarity among team members
- Models the desired behavior and enforces desired group norms
- Takes appropriate action to raise awareness, address issues and concerns
- Helps team members develop the necessary knowledge, skills and abilities to contribute to a respectful and inclusive workplace
- Seeks advice and support as needed
- Promotes the importance of respect and inclusion through key messages and communication vehicles

Comments:

ADAPTABILITY

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Adapting and responding positively to changing conditions, priorities, technologies and requirements. Recognizing new information and ideas with open-mindedness and willingness to alter opinions and behavior

Workplace examples:

- Keeps an open mind
- Does not judge new situations prematurely
- Questions assumptions
- Understands and accepts that change happens; is able to let go of old ideas, methods, roles, etc.
- Remains optimistic (yet realistic) and involved in times of uncertainty, ambiguity and transition
- Is flexible to changing working conditions and priorities

ADAPTABILITY (cont'd on next page)

ADAPTABILITY (cont'd)

- Works effectively with various individuals or groups and in a variety of situations
- Can adapt one's approach to varying needs or situations
- Re-evaluates own position in light of new information or situation

Comments:

KNOWLEDGE AND CRITICAL THINKING

Being knowledgeable and current in one's area of expertise and on issues affecting the University. Having and developing the necessary cognitive abilities for effective research, interpretation, analysis, problem solving and decision making

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Workplace examples:

- Demonstrates job knowledge and subject matter expertise required to effectively perform duties and responsibilities
- Demonstrates contextual knowledge and understanding of relevant university policies through proper application
- Obtains necessary information to make effective decisions
- Analyzes and evaluates information and situations
- Demonstrates intellectual curiosity and motivation to expand one's knowledge, expertise and thinking skills
- Establishes processes for sharing expertise and effective flow of information
- Thinks analytically, identifies key issues, relationships or objectives, evaluates opportunities, makes sound inferences from available information and draws logical conclusions
- Can make decisions based on complicated or limited information
- Makes complicated ideas or situations clear, simple and easily understandable by others
- Understands cause and effect interrelationships
- Develops acute organizational awareness and deep contextual understanding
- Thinks conceptually through creative, conceptual or inductive reasoning, identifies patterns or connections between situations that are not obviously related, and identifies key or underlying issues in complex situations
- Is able to help create a shift in others, starting a new line of thought or moving people towards a new mindset

Comments:

COMMUNICATION

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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The ability to receive and transmit information and ideas effectively and in a way that reaches, connects with and has an impact on the audience

Workplace examples:

- Listens effectively
- Asks relevant questions to clarify needs and deepen understanding
- Expresses oneself effectively (clearly, consistently, coherently, persuasively), both orally and in writing
- Is aware of and can use various communication styles to reach intended message receiver
- Is conscious of and responsive to non verbal communication skills
- Is responsible to inquiries in a timely and effective manner
- Communicates with tact and professionalism
- Stays informed and keeps others informed as appropriate
- Fosters open communication by encouraging, mentoring and coaching others to share ideas freely
- Reviews and disseminates important information
- Keeps people affected by organizational decisions informed of what is happening
- Explains reasons for decisions
- Delivers consistent messages that reinforce the Schools/College, University/Faculty's priorities
- Adapts communication approach according to audience or situation
- Demonstrates appropriate communication skills during difficult conversations and conflict situations
- Interprets complex and sensitive information to develop and deliver key messages
- Is adept at understanding the underlying needs, interests and issues
- Ensures communication efforts meet the needs of various groups

Comments:

SERVICE

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Anticipating and responding to the needs of those we serve (students – current and prospective, colleagues, internal and external clients and stakeholders and our community)

Workplace examples:

- Listens to stakeholders and demonstrates an understanding of diverse needs
- Communicates with stakeholders in a timely manner
- Builds strong service networks with partners by establishing long-term, mutually beneficial relationships
- Demonstrates an understanding of own roles and responsibilities and those of other parties involved in providing services and works with others to provide integrated services

SERVICE (cont'd on next page)

E Exceeds Expectations | **M** Meets Expectations | **N** Needs Improvement | **U** Unacceptable

SERVICE (cont'd)

- Mobilizes staff and resources to meet strategic goals and organizational objectives linked to service strategies
- Demonstrates flexibility in negotiating mutually beneficial solutions with stakeholders while complying with relevant policies, regulations and procedures
- Leads others in developing a strong stakeholder service culture that reflects transparency and accountability
- Gives guidance and constructive feedback to those involved in delivery of services and supports learning opportunities to improve services
- Recommends strategic directions and new service offerings to meet and anticipate stakeholder needs

Comments:

THINKING AND ACTING STRATEGICALLY

Thinking conceptually about the big picture in which direction the organization should be headed, developing long term plans with senior leaders to achieve the desired outcomes and linking daily work to long-term vision

Workplace examples:

- Demonstrates fundamental grasp of current organizational context, strategy and objectives
- Clearly understands operational strategy and objectives and linkages to organizational strategy
- Uses strategic knowledge to add value and participate whenever possible
- Sets individual objects in alignment with broader objectives
- Plans, prioritizes, breaks down tasks and carries out day to day work accordingly
- Regularly reviews own plans and actions and against broader objectives and makes adjustments as required
- Helps team members prioritize and link daily work to broader objectives
- Regularly reviews team actions against broader objectives and strategy, communicates progress towards strategy and helps to correct course of action as required
- Considers how current policies, procedures, practices and organizational culture might be affected by new strategic directions
- Ensures the planning and monitoring of a course of action to achieve the long term objectives
- Makes and implements decisions based on organizational values, principles and data

Comments:

SELF SP

RELATIONSHIP BUILDING

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Identifying, building and maintaining formal and informal relationships and networks that add value to others, support the achievement of role related objects and further the interests of the Schools/College, Faculty/University

Workplace examples:

- Builds rapport by listening to others' needs and interests, understanding differences, and finding common ground
- Identifies opportunities to assist and serve others, internally and within the broader community through collaboration
- Takes the initiative to connect with others and seeks opportunities for establishing new relationships by attending appropriate forums
- Builds, maintains and leverages key relationships inside and outside the organization that will help advance team
- Shares relevant information with partners
- Helps team members identify and build key relationship and networks inside and outside the organization
- Ensures team members' strengths are used whenever possible to serve and contribute to the community

Comments:

RESOURCE AND PROCESS MANAGEMENT

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Effectively managing resources (people, funding, materials and space) to achieve organizational goals

Workplace examples:

- Guides one's performance through effective self management
- Uses resources effectively
- Mobilizes resources to get things done
- Ensures systems are aligned to support the strategy
- Delegates appropriately
- Provides leadership in effective management and stewardship of resources
- Seeks process improvements
- Is aware of key internal and external resources in relation to own role
- Demonstrates a good understanding of the collective agreements, handbooks, university policies and procedures and manages resources accordingly
- Knows how and when to influence policy development to balance limited resources against outcomes

Comments:

ACCOUNTABILITY FOR PERFORMANCE AND RESULTS

Taking ownership and accountability for delivering the agreed upon results and improving individual, team and organizational contribution.

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Workplace examples:

- Takes ownership of duties and initiative for getting things done
- Communicates goals and achievements
- Identifies necessary supports for effective performance
- Meets performance expectations and deadlines (quality, quantity and time commitments)
- Acknowledges and takes responsibility for errors and takes appropriate corrective action
- Works to identify what matters most to meet the needs
- Seeks to reduce inefficiencies and barriers to performance
- Establishes clear expectations, monitors progress, and provides support to generate positive results through regular performance conversations
- Recognizes achievements and contributions
- Inspires enthusiasm in others to perform at their best
- Follows through on commitments
- Holds self and team accountable for setting and meeting goals
- Provides appropriate level of autonomy
- Removes barriers to and fosters inter-unit collaboration
- Resolves conflict that impede team performance
- Makes difficult decisions and anticipates impacts of decisions on people

Comments:

DEVELOPMENT

Working genuinely to foster individual, team and organizational development and building capacity.

SELF SP

<input type="checkbox"/>	<input type="checkbox"/>
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Workplace examples:

- Pursues continuous improvement and growth
- Actively seeks feedback
- Identifies opportunities for growth and develops learning plans
- Takes responsibility for teaching and learning from others
- Fosters the long term growth of others
- Provides constructive feedback to encourage ongoing development
- Expresses positive expectations regarding team members' developmental future and potential
- Creates environment for team effectiveness, where strengths are known and building upon and learning is shared
- Facilitates the transfer of learning in the workplace

DEVELOPMENT (cont'd on next page)

E Exceeds Expectations | **M** Meets Expectations | **N** Needs Improvement | **U** Unacceptable

DEVELOPMENT (*cont'd*)

- Is aware of individual and team learning needs
- Helps individuals and team with specific learning plans to reach development goals
- Ensures appropriate allocation of resources for development in support of achieving organizational goals
- Ensures policies and practices align with the creation and development of a learning organization and actively seeks to remove barriers to learning and/or transfer of learning

Comments:

PROFESSIONAL DEVELOPMENT PLAN

Employee, do you feel that faculty, your supervisor, or the colleagues with whom you work closely are supportive, and do they provide you with the tools you need to carry out your responsibilities successfully? If not, please explain and discuss with your supervisor a plan in how this can be improved.

What are the supervisor/employee agreed upon professional development goals for the ensuing 12 month period?

Have the previous professional development goals for the previous 12 months been met? If not, please explain.

ADDITIONAL COMMENTS

Self Comments (attach separate sheet if required)

Supervisor Comments (attach separate sheet if required)

AGREEMENT OF PERFORMANCE SUPPORT/ PROFESSIONAL DEVELOPMENT TOOL

Employee

I agree with the content of this performance review: Yes No

If you have indicated “No”, please comment in the section below the areas of your disagreement.

I have received this performance review and have reviewed it with my Manager/
Supervisor. I understand the information contained and acknowledge that this
document will become a permanent part of my employee file.

Signature _____

Date of review meeting _____ (MM/DD/YYYY)

Supervisor

I feel comfortable that the employee understands this review and professional development
plan. I have also explained that this will become a permanent part of the employee's file.

Signature _____

Date of review meeting _____ (MM/DD/YYYY)