

Government of Nunavut

Performance Management

GUIDELINES FOR SUPERVISORS



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Government of Nunavut

Performance Management

Guidelines

Overview

Performance Management is an ongoing process where the supervisor and employee work together to plan, monitor, and review the employee's work objectives or goals and overall contribution to the organization. This process encourages continuous improvement where employees take responsibility for results. It also provides a forum for discussing the employee's training and development needs.

Performance management starts with the development of a **performance plan** that identifies for the employee what is to be accomplished and how during a specified period of time (the **performance period**). The plan is followed up with informal, on-going monitoring and feedback on progress towards the goals set in the performance plan. During this period a **midterm review** is conducted to comment on an employee's performance against the agreed upon goals and progress made against training and development activities. At the end of the performance period - usually a year - the supervisor and employee meet to summarize the accomplishments and challenges of the past year and complete a **performance review**. The performance review assesses employee performance against a variety of factors, outlines future training and development needs and establishes performance objectives and standards for the upcoming performance period.

Within the Government of Nunavut, performance management is ultimately aimed at achieving the strategic goals set forth in *Pinasuaqtavut*, through the development of employees' work-related skills, knowledge and experience, within the framework of Inuit societal values and principles - **Inuit Qaujimagatuqangit** (IQ). The IQ values most reflected in performance management are: *Ajiiqatigiingniq* - concept of consensus decision making, *Pilimaksarniq* - concept of skills acquisition, and *Piliriqatigiingniq* - concept of collaborative relationship of working for a common purpose.

Overview of the Performance Management Cycle

The Performance Management Cycle for the Government of Nunavut has three interrelated phases: planning, coaching, and review (see **Figure 1 on page 6**).

Planning

Effective planning allows for proactive communication and clarification of performance expectations between supervisors and their employees through the establishment of a performance plan. It ensures that various aspects of departmental and divisional priorities and employee job descriptions are reflected in the responsibilities assigned to employees.

Employees must have sufficient detailed knowledge of their performance expectations to be able to manage their workloads to achieve the desired results. The results need to be clearly defined in objectives/standards that are established at the beginning of the performance period. It is these objectives/standards that form the basis of the performance review, which is conducted at the end of the performance period.

An employee may require knowledge or skills that they currently do not have in order to complete an objective/standard. When this occurs, the employee will work with their supervisor to develop a training and development plan, which may include formal training courses or informal options such as on-the-job training, job shadowing, assigned reading, etc.

Coaching

The supervisor has an ongoing responsibility to ensure that the planned results are completed. This involves monitoring employee progress on their plan and revising the performance plan when necessary. The mid term review formally addresses employee progress on the **Performance Observations Form. (See Appendix)**

Also, the giving and receiving of feedback on employee results is critically important. Any comments made to employees throughout the year that acknowledged success or made constructive suggestions about ways to improve results should be documented.

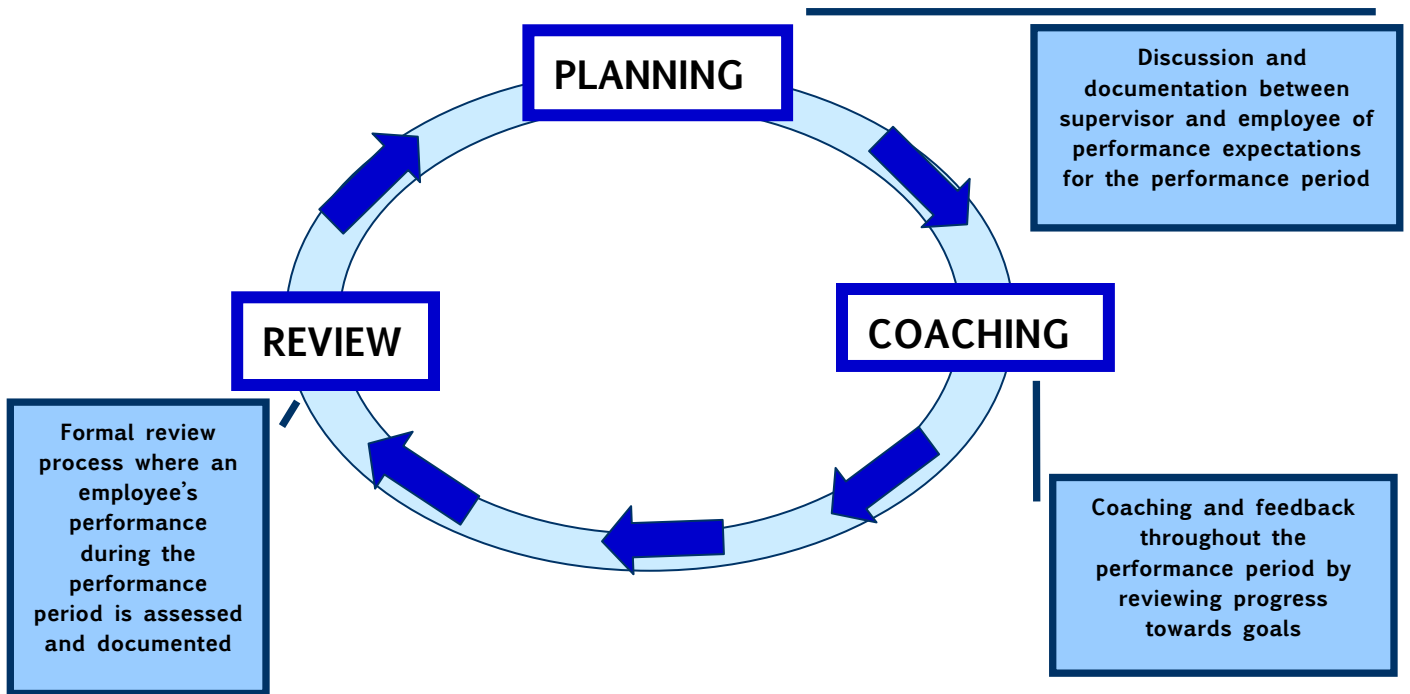
Review

An employee's performance review normally takes place at the end of the performance period. There should be no surprises for the employee during this phase of the performance management cycle. The employee and supervisors review the objectives/standards that were set at the beginning of the performance period and do an assessment of the results achieved. Then they both review any records of feedback that occurred between the supervisor and the employee. They consider what, if any, external factors beyond the employee's control may have led to less than satisfactory results. This review is completed using the **Performance Review Form (See Appendix)**.

<p>GN employees are entitled to an annual performance review. It is the responsibility of supervisors to ensure that this opportunity is provided.</p>

Figure 1.

The Performance Management Cycle



Planning (Ajjiiqatigiingniq)

The planning process involves the supervisor and employee mutually discussing and agreeing on the employee's responsibility areas and clearly defining the expected performance of each responsibility area in terms of work objectives and standards.

This process involves the development of a performance plan using the following steps:

1. Establishing links with strategic priorities contained in Departmental Business Plans and Main Estimates
2. Identifying responsibility areas of the position
3. Developing performance objectives or standards for the responsibility areas
4. Preparing a training and development plan
5. Confirming the employee's understanding and agreement

Establishing Links with Strategic Priorities

As a starting point, for a supervisor to prepare an employee's performance plan, he/she should first review existing strategic planning information for the GN, the department and the division or work unit such as:

- *Pinasuaqtavut*
- Guiding Principles of Inuit Qaujimagatuqangit
- Nunavut Land Claims Agreement (Article 23)
- Departmental or divisional vision and/or mission statements
- Goals and objectives of the department and/or division
- Departmental and/or divisional priorities
- The department's business plan and main estimates

It is important to ensure that individual employees realize and understand how their work contributes to the larger goals of the government department. This allows the employee to understand that they are an essential part of a larger team effort and that their work has an impact on the success of the department.

Identifying Responsibility Areas

By working together, the supervisor and employee identify the employee's major areas of responsibility using the employee's job description.

Responsibility areas are those areas in which performance at the expected level is essential to the department's success in achieving its goals. The supervisor and employee must come to an understanding of what level of performance is expected for "good" performance.

To determine which areas are important, the following questions may be used as a helpful guide:

- How much of the employee's time is spent performing it?
- How would unsatisfactory performance in the responsibility area affect the department's effectiveness in achieving its goals?
- What is the impact of error to the division or department? Could inadequate performance contribute to loss of time and/or money, injury, or serious property damage?
- Are there legislation, policies, or contractual requirements that make adequate performance of the responsibility critical?

In identifying responsibility areas, remember to include both ongoing, repetitive functions that will continue indefinitely as core requirements of the job, special projects, assignments, and program improvement initiatives that are specific to the current performance period.

Example of responsibility areas:

- Conducting interviews (staffing consultant)
- Translating (interpreter translator)
- Data entry (data entry clerk)
- Facility security (correctional officer)
- IT maintenance (helpdesk technician)

Developing the Performance Plan

Setting S.M.A.R.T. Objectives and Standards

The next step is to develop statements of expected performance for each critical responsibility area. Performance objectives and standards are two of the most common methods to define expected results. Both objectives and standards are most useful when they are:

- **Specific**
- **Measurable**
- **Achievable**
- **Reasonable**
- **Timely**

Specific	Objectives/standards must express the action and results required so that both the staff member and supervisor can see clearly whether or not the objective has been achieved
Measurable	When setting objectives/standards, there must be some way of measuring and verifying whether the objective has been achieved and to what level
Achievable	Although they should provide challenge and development to the individual, objectives/standards also must be achievable
Reasonable	The objectives/standards must be relevant to the level at which the individual is at their career and to the priorities and workload of their particular area
Timely	Objectives/standards need to have clear time frames attached to them. Although the performance development and review process is annual, objectives can be set for longer time frames. This may be particularly appropriate for research-based objectives where objectives may be set for longer periods but reviewed at least on an annual basis

Objectives and standards identify targets for measuring performance results. From performance objectives and standards, supervisors can provide specific feedback describing the gap between expected and actual performance and insight on training and development needs.

Objectives

An objective is a statement of the results or outcomes an employee is expected to accomplish during the performance review period. Identifying objectives encourages the supervisor and the employee to continually look for ways to improve overall departmental effectiveness and efficiency, and link individual and departmental operations and results to overall priorities. Objectives set through a collaborative process between the employee, supervisor and department bring forth commitment (**Piliriqatigiingniq**). Clear, agreed upon objectives prevent surprises during the performance review.

A well written performance objective has six basic components:

- A clearly stated objective
- The required specific tasks to obtain the objective
- The expected results of the completed objective
- A timeline in which the objective should be completed or reviewed
- Anticipated constraints associated
- The actual results of how well the employee accomplished their objective

(See Objectives and Standards Setting Form in Appendix)

Example:

- *Submit by November 30, 2007, a report comprised of the total costs of airfare associated with duty travel for the department in the fiscal year 2004-05.*

Standards

A standard refers to a set of actions or behaviours that are required on an ongoing basis, and describes process rather than results. Standards are specifically tied to duties and responsibilities. Like objectives, well written standards have the same six basic components; that is, they must specify the standard, tasks involved, expected results, timelines, anticipated constraints, and actual results.

Example:

- *Prepare payroll documents for processing every second Tuesday for your respective departments by following the payroll guidelines and making any follow up inquiries with employees where necessary.*

Objectives and Standards – Advantages and Disadvantages

The advantages and disadvantages outlined below can give guidance on when to use objectives or standards or both.

Objectives – Advantages	Objectives – Disadvantages	Standards – Advantages	Standards – Disadvantages
Ties Department/Division objectives to employee’s objectives.	Can focus on annual results, while ignoring routine aspects of job.	Tied to job duties and responsibilities.	Can become too task oriented.
Specific to individual.	Care must be taken to ensure objectives are realistic.	Best when applied to any employee performing the same job duties.	Less flexible when responsibilities of a position change. If standards are not reviewed and updated regularly, it can hold the employee and unit back.
Facilitates employee and supervisor communication.	Can be compromised by changing circumstances. Too much flexibility.	Facilitates communication.	May not provide enough challenge for employee.
Future – oriented. Flexible.	Must be consistent with culture and can be time consuming to implement a fully	Makes it very clear how performance will be measured.	Takes time to develop.
Can be put into place for all employees, but more easily used for employees with a broader scope of responsibilities, and		Standards can exist for any job. They are particularly useful in jobs where for health, safety, legal and/or operational	

a mixture of non-routine and routine work.	integrated system.	requirements work must be done in a certain way. They are also more easily put into place for jobs that have a large number of routine tasks required.	
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For many positions, a combination of both objectives and standards is appropriate. For example, performance expectations for special projects or assignments can usually be expressed best in terms of objectives, while the ongoing, routine aspects of the job may be stated most effectively in terms of standards.

Preparing a Training and Development Plan (Pilimmaksarniq)

The planning process is completed by identifying, through discussion between the supervisor and employee, developmental objectives that are unique to the individual employee and to the current review period. These objectives should contribute to both the departmental objectives and the employee's career goals.

These will include personal development objectives directed towards enhancing the employee's capabilities in their present position or preparing them for possible future responsibilities and opportunities. These objectives are broken down into two areas. The first is **required training for current planning period** which includes general training for skills development and specialized training which is specific to position. The second is **career development training** which includes training identified by the employee for personal career development.

Training and development plans can work in integration with **Inuit Employment Planning (IEP)** and **succession planning** by identifying individuals for future positions/vacancies and providing related training and development opportunities.

The training and development plan also addresses previous training the employee has received and should detail whether this training has had an impact on personal development and the performance in their position.

It should be noted that all training and development activities are dependent on departmental and divisional budgets. Priority should be given to training required for the current planning period before focusing on career development training activities.

Examples:

Required training

General training: Microsoft Excel, database management, effective writing skills, Inuktitut keyboarding.

Specialized Training: complete requirements for certification as a Canadian Health Nurse, meet on a weekly basis with the supervisor of financial services and receive advice on your implementation of the new financial procedures within your division.

Career Development Training

Take on-line courses to obtain the Human Resources Professional certification, Enroll in Financial Modules 1-6 to learn about financial processes and systems used by the GN.

Priority (i.e. work release, financial support) is to be given to training activities that are required for the planning period.

Training activities should be detailed in the training and development and considered required if:

- Performance of main functions or the overall evaluation is rated as “Fair” or “Poor” as of the midterm review, annual review, or a significant time during the performance period; or
- The employee must acquire a new body of knowledge or skill in order to maintain performance at or above the “Good” level.

If a significant number of training requirements are identified for the Training and Development Plan, a supervisor can consider creating a **Learning Plan** with the employee.

A Learning plan is a documented process of identifying learning needs, choosing a learning goal, identifying actions the employee and department need to take to achieve the goal, determining how progress toward goal attainment will be measured, and establishing a timetable for the learning.

A Learning Plan is required to:

- Take ownership of learning and career development
- Assess strengths and identify the areas of further development
- Prioritize learning goals according to organizational and job needs as well as to establish personal learning priorities
- Identify learning opportunities that are available both within the Government of Nunavut (GN) and elsewhere

For more information on Learning Plans, contact the departmental human resources practitioner.

Confirm the Employee's Understanding and Agreement

The communication of performance objectives/standards and training and development plans at the beginning of the review period is essential for effective performance management.

The best way to ensure that the employee clearly understands and is committed to the performance plan is to involve them directly in each step of the process. This will result in a better understanding of the process from both perspectives and will instill a sense of ownership on the part of the employee. If it is not feasible to involve employees in the preparation of the performance plan, it is important to discuss the established responsibility areas and standards/objectives with them, describe how and why they were developed, and explain how the employee's individual performance goals relate to the organization's goals and priorities.

Documenting, Reviewing, & Updating

The employee, supervisor and departmental human resources practitioner should retain copies of the performance plan.

The employee and supervisor should establish a schedule to meet periodically to discuss the employee's progress in implementing the plan, any problems or obstacles encountered, and any actions required to assist the employee.

A formal midterm review should be held during the performance period to:

- Discuss and comment on the staff members progress in achieving the agreed upon objectives/standards or tasks to date
- Monitor progress on the staff members training and development plans
- Discuss and document any actions to assist the staff member to fully meet the requirements of the job (**See Performance Observations Form in Appendix**)

The employee should be made aware that the performance plan is changeable. It can and should be updated as required, to reflect changes in work assignments or priorities.

In some circumstances, reviews are completed where there has been no previous planning process with employees. In cases like this, care must be taken to ensure that performance expectations were clearly understood by employees during the review period. It is not fair to evaluate employees on performance if they have not been given adequate notice of performance expectations.

It is recommended that supervisors create a performance plan with an employee as follows:

- Probationary employees and other permanent employees new to the department or division should have a performance plan within 10 days of beginning employment in a position.

- Follow up meetings to the performance plan should occur no less than monthly with probationary employees for the first six months of employment and quarterly for the next six months for employees on 12 months probation.
- Employees in trainee positions (i.e. interns) should have performance plans within 10 days of initial employment.
- Employees whose main duties change significantly (either by promotion, transfer assignment or other actions) should have a revised performance plan within 10 days of the change.

Supervisors and employees should meet each year near the beginning of the performance planning period to review the existing performance plans and to make any revisions needed to complete the performance plan for the new cycle.

Coaching

Coaching is the process of providing ongoing support to employees throughout the performance period to help them successfully achieve the objectives and standards set down in their performance plan. This involves periodically reviewing the performance plan with employees individually, observing and documenting performance, and providing ongoing feedback. It also includes taking corrective measures with employees when the actual performance does not meet the agreed-upon standard. This may, at first glance, appear to be a challenge to a supervisor, who may have a large number of employees reporting to him/her and a significant operational role as well. However, failure to make performance planning meaningful through recognizing strong performance and intervening when plans go wrong can be highly de-motivating to employees. Employees can begin to feel that their efforts do not matter to the overall goals of the department.

The following are useful tips that may make the performance management process run more smoothly, increase management effectiveness and improve overall morale of the employees.

1. Create a system. A simple binder can make an excellent performance management tracking system. Place the performance plans for each employee who reports to you in a separate section of the binder. Then add a number of Performance Observations Forms (see Appendix) after each employee's performance plan. Each time you review an employee's performance plan with them or make an observation about their performance, note it briefly on the form. These observations can form the basis for the performance review scheduled for the end of the performance period.

2. Set a date. Set aside time on your calendar for at least once a month to review all employee performance plans and provide comments on the performance observations form. Be sure to share your performance observations with employees.

3. Keep performance plans up to date. Keeping performance plans simple makes them easy to maintain. The role of maintaining performance plans can be delegated to each employee, and reviews can be requested on a monthly basis. An increased focus on managing their own performance plan can help employees become more accountable and self directed in their work and overall performance.

4. Discuss the level of assistance required. Most employees will appreciate being given the go-ahead to implement their performance plan. During the planning process, the supervisor may ask the employee what type of support they think they need to accomplish the objectives and standards in their plan. Most employees will probably have only one or two areas that require particular attention, and these can shape their training and development plan for the performance period.

5. Give timely feedback. Feedback needs to be shared with employees soon after the event that caused it. Whether the feedback is positive or constructive, employees need to receive input on their performance.

Providing Feedback

The purpose in providing feedback is to help employees continue or develop good performance and change or improve unacceptable performance, by helping them to see the results of their work accurately and objectively.

To be effective, feedback should be honest, specific, constructive, balanced, and timely.

Honest. Employees cannot maintain or improve good performance or change unacceptable performance if they do not receive accurate feedback. Unclear feedback to an employee may create more serious problems in the long run.

Specific, factual, and related to performance, not personality. If feedback is too general (e.g., “You’re just going to have to work a little harder”) employees will not know what to do to maintain or enhance their performance. Likewise, if feedback evaluates the person (e.g., “You’re too aggressive”), rather than describing some aspect of their behavior, the employee will probably become defensive, and be left with no clear idea of how to improve their performance.

Specific, factual feedback:

- Describes what was expected
- Cites examples of how the employee’s performance met/exceeded/failed to meet expectations
- Points out the consequences of their performance— i.e., its impact on the achievement of individual and/or departmental goals

Constructive. Employees need to know not only what is wrong, but how it can be corrected. Constructive feedback provides information about how to change performance. For best results the supervisor should also involve the employee in suggesting solutions to performance problems.

Balanced. Providing balanced feedback means:

- Giving feedback on a regular basis
- Giving feedback when something is done right and not just when something goes wrong
- Avoiding information overload – giving too much feedback at one time, particularly when it’s negative

Timely. Feedback should be given as close as possible to the event that it concerns. Delayed feedback conveys the message that the performance (whether good or bad) wasn’t very important.

Identifying Performance Issues

Supervisors will often sense that there is a performance issue before they fully understand what factors are causing it. When this happens, it is helpful to step back and consider what actions should be taken and in what order.

The following table provides a structured and logical way to consider all of the possibilities before taking action.

Guidelines for dealing with performance issues

Area of Concern	Corrective Action
<p>Performance specifications</p> <p>Do performance standards exist? Do employees know what is expected and why? Do employees consider the standards attainable?</p>	<p>Clearly identify responsibilities Define expected performance (what, when, how well and why). Verify understanding through discussion and feedback from employee. Document.</p>
<p>Task interference</p> <p>Can the employee easily recognize when action is required? Are the job procedures and work flow logical? Are adequate resources available? Are there barriers to effective completion of the tasks outside of employee's control?</p>	<p>Restructure the position so that it has</p> <ul style="list-style-type: none"> • Clear inputs • a logical sequence of activities • minimal interference among tasks • sufficient resources • Remove barrier
<p>Consequences</p> <p>Are there any consequences for</p> <ul style="list-style-type: none"> • effective performance? • unsatisfactory performance? 	<p>Add positive consequences, remove negative consequences of desired performance where possible</p>
<p>Feedback</p> <p>Do employees receive information about their performance? Is the information they receive</p> <ul style="list-style-type: none"> • honest • specific • constructive • balanced • timely 	<p>Provide specific performance information through</p> <ul style="list-style-type: none"> • direct communication • information systems
<p>Knowledge/ skill</p> <p>Do employees have the skills and knowledge necessary to perform at the expected level? Do they know why the desired performance is important?</p>	<p>Provide on-the-job and/or classroom training. Provide job aids (manuals, checklists, etc.). Explain the "big picture" and how their work contributes to end results.</p>
<p>Individual Capacity</p> <p>Are employees, physically, intellectually, and emotionally able to perform?</p>	<p>Provide assistance to enable the person to improve their ability to do the job. Consider other employment options. Contact the human resources practitioner for advice.</p>

Conducting a Constructive Feedback Session

Sometimes it is necessary for supervisors to meet with employees individually to give them feedback on behaviour that is causing concern and affecting the productivity of the team. Many supervisors find it difficult to confront matters of this nature.

Supervisors need to keep in mind that changing an employee's difficult behaviour can be a tremendous benefit to the employee and his/her coworkers. Following the steps below can significantly improve the supervisor's chances of positively resolving the issue.

1. Prepare for the meeting

- Analyze the problem.
- Think through what you want to discuss.
- Hold the discussion in a location where there will be privacy and no interruptions.
- If you are emotionally upset about the problem, allow yourself time to calm down. Try to approach the discussion objectively and impersonally.

2. Set the climate

- Establish a positive and co-operative environment by using a non-threatening, matter-of-fact tone.

3. State the facts

- Describe the unacceptable performance in an objective, factual, nonjudgmental way, mentioning specific work related examples.
- Identify the negative impact on you, others, the work unit, department, etc. of the employee's performance.
- Describe expected results.

4. Listen

- Have the employee describe the situation as they see it (use active listening techniques).
- Be open to any new insights on the problem coming from the employee.

5. Obtain the employee's agreement that a problem exists

- Respond to denial, blaming of others, etc., by restating factual information and reviewing the negative impacts of the unacceptable behaviour.
- If necessary, specify the consequences for the employee if the problem is not corrected.

6. Agree on an action plan

- Ask the employee for their suggestions for solving the problem (use active listening skills).
- Offer your suggestions if necessary.
- Agree on a specific plan of action: have the employee tell you what they plan to do, how they plan to do it, and within what time period.
- Document the action plan.

7. Follow up

- Monitor results.
- Meet periodically to discuss progress.
- Provide positive reinforcement of any improvement.
- Offer your help.

Active Listening Techniques

A key component of the coaching process is the capacity to properly listen to individual employee issues, concerns and successes. Trusting that their supervisor honestly cares about them helps improve employee motivation and productivity. Active listening skills help supervisors understand perspectives on issues, so that the problem can be dealt with more effectively.

Try Using:

Open questions

- Ask questions that can't be answered by a "yes" or "no."
- Use words such as: what, where, when, who, why and how.

For example: "What do you think we can do about the problem?"

Reflective questions

- Summarize your understanding of what the employee has said, in order to clarify and confirm, for example:

Supervisor: "How are you doing on that report?"

Employee: "Well, (pause) not too well, I guess"

Supervisor: "You're discouraged by how slowly it seems to be going?"

Employee: "No, it's not that - I just don't see the point of it all."

Directive questions

- Request expansion or explanation on one particular point.
- Do not ask this type of question until you have obtained a complete expression of the employee's feelings and opinions and feel you understand their point of view as well as possible, for example:

Supervisor: "Since you agree that ..., what steps do you think could be taken to improve the situation?"

Neutral understanding

- Indicate acceptance without either agreement or disagreement by using head nods and remarks such as "uh-huh," "I see," "really," etc.
- Allow pauses either after a question to give the employee ample time to respond or after the employee has said something, to allow them to continue and expand on their point.

Avoid using:

Closed questions

- Do not ask questions that invite a one-word answer.

Leading questions

- Do not ask questions that suggest the answer the supervisor is looking for, i.e., “You don’t really believe that, do you?”

Derogatory phrases

- Do not use language that “puts down” the individual or implies that their comments are of no value, such as:

“If I were you ...”

“That’s ridiculous ...”

“Yeah, but ...”

“You don’t seem to understand ...”

“The trouble with you is ...”

“Whether you like it or not ...”

An Easy-to-Remember Guide for Providing Feedback

Sequence	Explanation
1. “When you...”	Start with a “When you...” statement that describes the behavior without judgment, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible.
2. “I feel...”	Tell how their behavior affects you. If you need more than a word or two to describe the feeling, it’s probably just some variation of joy, sorrow, anger, or fear.
3. “Because I...”	Now say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you.
4. (Pause for discussion)	Let the other person respond.
5. “I would like...”	Describe the change you want the other person to consider...
6. “Because...”	...and why you think the change will alleviate the problem.
7. “What do you think?”	Listen to the other person’s response. Be prepared to discuss options and compromise on a solution.

Observing and Documenting Performance

The performance standards or objectives that have been established during the planning phase provide the basis for evaluation. However, if the supervisor relies entirely on memory at the time of evaluation, there is a strong risk of an incomplete and inaccurate analysis. There is a tendency to remember recent events more vividly than

earlier ones and they may exercise a disproportionate weight in the evaluation (please refer to **Common Rating Errors** on page 28). Ongoing documentation of relevant examples of performance helps to ensure that the overall evaluation is fair and balanced. It also provides a useful information base for interim reviews and ongoing coaching discussions.

What to document

- “Critical incidents” of both inadequate and outstanding performance, noting:
 - **When** the incident occurred (time, date)
 - **Who** was involved
 - **What** happened
 - **What** was the impact or result (positive or negative)
 - **How** was it handled (what action did I take)
 - Praise or criticism received about the employee’s performance,
 - Specific examples of work output,
 - Spot-check observations of employee’s performance,
 - Attendance records,
 - Records of any disciplinary action taken and copies of related correspondence,
 - Records of discussions related to work performance and copies of related correspondence, and
 - Information about special activities or achievements that may be beyond the normal work expectations, but reflect directly or indirectly on their performance or potential.

Note: The performance being documented should also be discussed with the employee at the time and commended or corrected as appropriate.

Observed behaviour vs. assumptions

When documenting performance, include only factual information about observed behaviour. Avoid assumptions about the employee’s attitude or personality characteristics.

Summary

- Documentation is vital to an effective performance management review system.
- It is composed of written material covering the full range of the employee’s work behaviour and performance.
- It must be accurate and complete regarding both positive and negative (if any) aspects of performance.
- It must contain all relevant information and so should be written as soon as possible after the incident.
- It must contain an accurate factual account of observed performance, rather than what is guessed or inferred.
- Since it involves confidential information, it must be kept in a secure place.

Review

Review is the final phase of the performance management cycle. It provides an excellent opportunity for a supervisor to communicate with an employee about past performance, evaluate the employee's job satisfaction, and make plans for the employee's future development and performance.

The performance review summarizes the employee's contributions over the entire performance period. This information is documented in a **performance review form**, and a rating is assigned to factors that summarize the employee's overall level of performance. The performance review provides the basis for identifying an employees training and development needs.

If ongoing communication and feedback have been maintained throughout the performance period, the performance review discussion should hold no major surprises for either the employee or the supervisor. It should simply consist of summing up performance during the performance period.

If a supervisor plans to leave his/her position, due to retirement, transfer, resignation etc, a performance review should be completed for employees prior to leaving.

For employees on probation, a performance review should be completed half way through the probationary period and near the end of the probationary period to ensure the employee is meeting the requirements of the position and to identify any training needs.

Completing the Performance Review Form

It is recommended that a supervisor complete the performance review form and provide to the employee one week before holding a meeting to discuss the results. This time frame gives employees sufficient time to review how they have been evaluated, review their supervisor's comments on performance and make comments of their own regarding the evaluation.

The review form should provide an accurate account of:

- Actual performance in relation to the performance expectations previously established,
- Areas of performance requiring improvement, if any,
- Areas of superior performance, if any, and
- Specific actions planned in relation to employee training and development.

When writing comments on the form, avoid:

- **A long narrative:** brief comments that are to the point and job-related are communicated more effectively than lengthy descriptive statements,
- **Lack of validation:** evaluative comments must be supported by specific references to results achieved in relation to performance standards, and
- **Vague narrative:** evaluative comments should be clear, concise and concrete.

Rating Performance

The following rating scale guidelines are to be used in determining the employee's overall performance rating for each factor of the review form.

5-Far exceeds performance expectations

- Performance consistently and significantly exceeds all performance standards set with respect to all areas of responsibility.
- The employee has accomplished additional major projects and assignments, while continuing to exceed the performance standards set with respect to all regular areas of responsibility.
- The employee's work has involved an unusually high degree of pressure (arising from factors such as an extremely heavy workload, unusually demanding deadlines, work involving a high level of public scrutiny, or the requirement to demonstrate an exceptionally high level of professional expertise) over an extended period of time (one-half or more of the year).
- The employee is able, if circumstances require, to perform the job effectively and efficiently without direction.
- The employee is readily recognized by superiors, subordinates, and peers as exceptional on the basis of their performance in the past year.
- Any developmental activities identified for the employee are directed toward preparation for higher level responsibilities; no further development is required to meet the requirements of the current job.

Important considerations:

- This rating is to be reserved for the few truly outstanding performers in a department, who excel in every aspect of their job. The number should not exceed a very small percentage of the total population.
- Due to the exceptional nature of this category, you are required to document specific examples of the individual's accomplishments during the evaluation period that justify this rating.
- An individual would not be expected to maintain this rating from year to year. In fact, repetition of the rating would suggest either that the standards set for the position are too low, or that the individual is underemployed in the position.

4-Exceeds performance expectations

- Performance *consistently exceeds* the expectations set with respect to most areas of responsibility, while performance of *all* other job requirements *meets* the standards.
- The employee's work has involved an unusually high degree of pressure (arising from factors such as an extremely heavy workload, unusually demanding deadlines, work involving a high level of public scrutiny, or the requirement to demonstrate an exceptionally high level of professional expertise) over a significant period of time (one quarter to one-half of the year).
- The employee functions efficiently and effectively with a minimum of direction.
- All work is consistently of high quality.
- All deadlines are met and many are surpassed.
- Errors are infrequent and of minimal importance.
- Any developmental activities identified for the employee are directed toward preparation for higher level responsibilities; no further development is required to meet the requirements of their current job.

3-Meets performance expectations

- Performance consistently meets the expectations set with respect to all areas of responsibility and occasionally exceeds the standards of some responsibility areas.
- When requested to do so, the employee readily accepts and carries out additional responsibilities as required, while continuing to meet the standards of all regular responsibilities.
- The employee requires no more than the expected level of supervision and on a day-to-day basis functions with minimal direction.
- There is balance between the quality and quantity of their work.
- Errors are few and seldom repeated.
- Deadlines are met except in circumstances beyond the employee's control.
- Any developmental activities identified for the employee are directed toward refining job skills that are already at the acceptable level or acquisition of new skills required by changes in the job requirements.

Important considerations:

- This rating should be given as an indication of *consistently dependable quality performance*.
- In a healthy work unit, the majority of employees are working at this level.

2-Falls short of performance expectations

- The employee's performance is uneven, meeting or even exceeding the standards set with respect to some areas of responsibility, but falling below the standards set for others, occasionally resulting in negative repercussions for the work unit.
- Priorities may be determined more by what the employee feels his/her strengths to be, than by the needs of the organization, resulting in some key aspects of the job being inadequately addressed.

- The employee requires more supervision than would be expected, given the level of the position.
- Work is occasionally late and/or productivity is somewhat below standard.
- Errors occur and/or are repeated more frequently than expected.
- Any developmental activities identified for the employee are directed toward improving current job performance in those areas in which the standards are not being met. The below standard performance is not serious enough to be a major cause of concern to the supervisor and can normally be remedied through coaching sessions.

Important considerations:

- This rating is appropriate for an inexperienced employee who requires further development and experience in their job in order to be able to fully meet the performance standards with respect to all aspects of the job, or an experienced employee whose performance in certain aspects of the job is below standard.

1-Fails to meet most performance expectations

- The employee has failed to meet the expectations set for most of the requirements of the position and their performance is clearly below the satisfactory level.
- Due to the clearly unsatisfactory level of the employee's performance, close supervision is required even on the more routine aspects of their work.
- This rating implies that the employee failed to complete projects or assignments of major importance or that they were improperly done, resulting in serious consequences for the work unit.
- An initial rating at this level would indicate the need for immediate performance coaching by the supervisor, aimed at the implementation of specific corrective measures to improve each unsatisfactory aspect of performance.

Important considerations:

- Ratings at this level, following implementation of developmental activities that have failed to bring about performance improvement, would indicate the need for the supervisor or manager to contact their human resources practitioner for further advice and options for the employee.

N-Non Applicable

- This factor is non applicable to the employee's area of work at the present time.

Performance Review Form Factors

The Government of Nunavut Performance Review Form is divided into 13 areas of evaluation which are referred to as factors. Each factor has sub-factors which are rated by checking off the appropriate box on the rating scale (5, 4, 3, 2, 1 & N).

1. Goals Achievement

Achieves predetermined or expected objectives/standards:

Predetermined objectives/standards are listed in the Objectives and Standards Setting Form and are agreed upon by the supervisor and employee at the beginning of the performance management cycle. In case the Objectives and Standards Setting Form was not completed earlier, the expected objectives or standards, as per prior discussion, maybe considered for this purpose. This sub factor measures the quantity or volume of achievement.

Performs work at a desired level of quality

This sub factor measures the level of quality at which objectives or standards were achieved.

Meets timelines on assigned tasks/objectives/standards

This sub factor measures the time taken in achieving the tasks, objectives or standards and whether they were achieved with the prescribed timeline, before or after.

2. Planning & Organizing

Develops clear plans that are consistent with goals

This sub factor measures the ability to plan work in line with the broader objectives/standards of the department/division.

Identifies & organizes priority activities

This sub factor measures the organizational skills by identifying key areas/priorities and working according to them.

Uses time efficiently

This sub factor measures the time management skills and the ability to complete (at least) the most important tasks on time.

3. Teamwork

Works collaboratively to achieve organizational goals

This sub factor measures the ability/behaviour to work effectively in a team, as a leader and/or an active member to achieve overall goals. This may be for projects or day to day operational assignments.

Solicits & incorporates good ideas from others

This sub factor measures the skills/willingness to look for ideas from others and incorporate good ideas after scrutiny.

Supports & acts in accordance with final group decisions

This sub factor measures the certainty and flexibility to support and implement the group decision after it has been reached (even if it may not be one's personal proposition/opinion in the decision making process).

4. Communication

Speaks clearly and effectively & Writes clearly and effectively

These sub factors measure the verbal and written command over the language to communicate effectively.

Interprets messages correctly & responds appropriately

This sub factor measures the ability to understand the verbal, as well as, non verbal messages (including body language) correctly and respond to them in a professional and pleasant manner.

Demonstrates openness in sharing information

This sub factor measures the ability/willingness to share official information openly, correctly and promptly to concentrated parties/stakeholders.

5. Client Orientation

Identifies & understands client needs

This sub factor measures the ability to identify and understand client needs from the point of clients' requirements/perception.

Provides timely & quality client services

This sub factor measures the ability to deliver the service to clients as per the agreed scope, quality and timeline.

Establishes & maintains pleasant relations with clients

This sub factor measures the overall client relations established through effective service delivery, client satisfaction and public relations.

6. Professionalism

Demonstrates professional competence & expertise

This sub factor measures the professional/technical competence and expertise of one's own profession used in the current position (example: Accounting, Medicine, Engineering, IT).

Operates within professional & organizational standards

This sub factor measures the conformity to one's own professional and GN/departmental rules, regulations, policies and code of conduct.

Is punctual and has a good attendance record

This sub factor measures the behaviour of showing punctuality and good attendance. Even authorized absenteeism can be considered negatively if it is on a regular basis and/or beyond a reasonable limit.

7. Creativity

Actively seeks to improve methods, programs & services

This sub factor measures the desire and efforts to look for ways to improve methods, programs and services, and not to be content by the status quo.

Offers new & different ideas/options to solve problems

This sub factor measures innovativeness, i.e. the ability and expertise to offer new ideas/options in work related issues.

Supports changes and new approaches

This sub factor measures the willingness and efforts to support and implement changes and new approaches and not resist them.

8. Commitment to Continuous Learning

Keeps abreast of new developments in own profession

This sub factor measures the accomplishments in one's professional knowledge and awareness of new developments in the profession.

Actively seeks professional & personal development

This sub factor measures the accomplishments in one's professional and personal skills (also called as hard/technical and soft skills).

Contributes to the learning of colleagues & subordinates

This sub factor measures the contribution and efforts in the learning process of others to accomplish an overall increase in knowledge and skills levels at the workplace.

9. Respect for Diversity

This sub-factor measures the employee's ability to work effectively with people from all backgrounds.

Treats all people fairly, with respect & in a friendly manner

This sub factor measures the behaviour in being genuinely fair, respectful and friendly in dealing with diverse people.

Promotes & practices Inuit societal values and principles

This sub factor measures the interests and efforts in promoting and practicing Inuit societal values as specified in Inuit Qaujimagatuqangit (IQ).

10. Judgment/Decision-Making

Identifies key issues & root problems

This sub factor measures the understanding of key issues and root problems in relation to overall operations of the unit.

Analyses information & assumptions objectively

This sub factor measures the analytical ability to approach to problem solving.

Makes decision based on merits/demerits of alternatives

This sub factor measures the skills and experience to choose between alternatives and evaluate impact of decisions.

11. Leadership

Demonstrates understanding of goals & current issues

This sub factor measures the understanding of goals and current issues that influence/affect present and future work productivity.

Provides direction & environment for achieving goals

This sub factor measures the insight and technical expertise to direct others on assigned tasks and provide the appropriate environment, tools and infrastructure to achieve desired goals/results.

Reacts with calm and certainty in difficult situations

This sub factor measures the maturity, objectivity and mental balance when faced with difficult and/or unpleasant situations.

12. Managing Performance

Ensures clarity of roles & responsibilities to staff members

This sub factor measures the ability to supervise employees with minimum conflict and overlap of activities.

Delegates & monitors employee performance appropriately

This sub factor measures the skills to delegate and control functions and monitor employee performance/activities.

Provides regular performance feedback & coaching to staff

This sub factor measures the ability to provide feedback and coach/develop subordinates on a regular basis.

13. Financial Management

Maintains and documents an accurate account of finances

This sub factor measures the ability to keep and update accurate records of finances whether it is in electronic or hardcopy form.

Processed documentation is correct and properly allocated

This sub factor measures the accuracy of processing financial documents and allocating those funds appropriately.

Ability to plan, budget and forecast funds allocated

This sub factor measures the ability plan for the future with the funds and finances that have been allocated to forecast potential expenditures.

Common Rating Errors

The main cause of inaccuracy in rating is subjectivity. The following are some examples of subjective error to be avoided.

Recency Effect: This error occurs when a rater considers mainly the most recent actions or performance (good or bad) of his/her employee.

Halo Effect: This happens when a rater's personal opinion about the employee sways the rater's measurement of the employee's performance. Sometimes, a rater gets carried away by the employee's performance on one factor (good/bad) and tends to rate the employee with that predominant influence on other factors. For example, if an employee is excellent in Communication, the rater may get impressed and rate the employee higher on even other factors, such as, Creativity, Professionalism; whereas, in reality, the employee may not be that good a performer on Creativity and Professionalism factors. This error is common especially when the rater is a friend of the employee or likes (or dislikes) the employee for personal reasons.

Central Tendency: This error occurs when a rater does not like to judge his/her employees as effective or ineffective, so he/she avoids checking extremes (such as, Poor or Excellent) and instead places his/her check-marks near the center of the rating range.

Leniency/Strictness Biases: These biases occur when a rater is either too easy or too harsh in evaluating his/her employee's performance.

Contrast: This error occurs when an employee's evaluation is biased either upward (+) or downward (-) because of comparison with the performance of another employee, who was evaluated just previously. For example, an average employee may appear especially productive when compared with a poor performer. However, the same employee may appear unproductive when compared with a star performer.

Similar-to-me: This error occurs when a rater inflates the evaluation of an employee with whom he/she has something in common (such as, coming from the same school/church/community, like the same sport, etc).

Personal Prejudice: A rater's dislike for a person or group may distort his/her ratings adversely. This error is of a serious nature and may be construed as a case of discrimination, leading to grave consequences.

Corrective Actions

The above errors can be eliminated by:

- Keeping an on-going record of employees' performance
- Being aware of the above errors and making conscious efforts to remain fair objective, consistent and professional in performance assessment

- Comparing assessment of all employees and then rationalizing them to remove any biases, prejudices and/or distorting effects/tendencies

Preparing for the Performance Review Meeting

Careful advance planning is essential in order to achieve the best results from the performance review meeting in terms of positive impacts on subsequent performance (and to avoid any unintended negative consequences). The following are some suggested steps to follow in preparing for the meeting:

1. Schedule a time and place for the meeting that will provide sufficient time and privacy with no interruptions.
2. Notify the employee of the meeting with sufficient advance time to prepare for it.
3. Ask the employee to prepare for the meeting by reviewing their performance in relation to the previously agreed-upon performance standards and work objectives.
4. Review the standards of expected performance in each responsibility area and the results achieved in relation to each, referring to all records on hand pertaining to the employee's performance, such as:
 - The employee's previous performance review form, if available
 - The standards and objectives set at the beginning of the review period and any additions or modifications that have been made since they were originally set
 - All notes made during the review period to document your observations of positive/negative incidents of performance, action taken, and subsequent performance
 - Notes made to document any performance review sessions, coaching sessions, or action planning discussions held with the employee during the period under review
5. Identify any factors beyond the employee's control that affected performance.
6. Identify the areas of greatest achievement; the most valuable contributions to the unit's output; aspects of the job in which standards were exceeded.
7. Identify any areas of below-standard performance.
8. Identify possible performance improvement or employee development strategies to improve below standard performance and/or improve existing strengths.
9. Plan the opening. Decide whether to spend a few minutes on "small talk" or to begin by outlining the purpose and sequence of the meeting right at the beginning. Use whichever approach is most natural for you and will make the employee feel most comfortable.
10. Plan the sequence of the review discussion. One frequently used approach is to structure your discussion following the sequence of the performance review form format, first requesting the employee's self evaluation on each item, then providing your own review and discussing any major differences to reach consensus before moving on to the next item.
11. Plan the conclusion. Decide how and when you want to end the meeting, for example by summarizing areas of agreement, areas of disagreement (if any), changes to be made to the draft review report (if any), and what you want to happen next (follow-up session to set new objectives, to discuss performance improvement plans, etc.).

12. Make an agenda for the meeting, indicating the points to be covered and the sequence you plan to follow during the meeting.
13. Have all documentation supporting your evaluation organized and accessible to you during the meeting.

Conducting the Performance Review Meeting

The following is a suggested sequence for conducting the performance review meeting. It can be modified as appropriate to suit the particular circumstances and personal style of the individual supervisor.

1. Establish an atmosphere that is friendly, relaxed, and informal.
2. Clearly explain what you want to accomplish during the discussion. This should be stated in positive terms. For example, *(i)* to review performance in relation to each of the performance expectations set earlier, *(ii)* to review overall performance, and *(iii)* to discuss future performance and plan activities that will further develop the employee's strengths and skills.
3. Encourage employees to participate in the discussion. Make it clear that you want and need their input to obtain a complete and accurate image of their performance.
4. Ask the employee to give an evaluation of their performance in relation to each responsibility area.
5. Describe your evaluation of the employee's performance using the performance expectations set for each area of responsibility, referring to specific incidents or events related to the employee's behavior.
6. Mutually discuss and reach agreement on the performance review.
 - Ask the employee to indicate those parts of your evaluation with which they agree or disagree.
 - Ask the employee to validate their disagreement with your evaluation by providing concrete evidence and specific examples.
 - Elaborate or go over specific behavioural incidents that support your evaluation
 - Maintain your position on any area of disagreement if you feel that it is justified in light of all the information that has been brought forward, attempting to get the employee to understand and accept your reason, even if they do not agree with your conclusions.
 - Change your original performance review if their input convinces you that it was inaccurate.
7. Encourage consensus and shared understanding; avoid confrontation and argument. Even though differences of opinion are to be expected, it is essential to keep the communication lines open and to maintain feelings of shared respect. The following techniques are useful in promoting consensus and reducing confrontation:

Be yourself. The nervousness and anxiety for both parties created by some performance review meetings may force each of the participants into their formal workplace roles because they seem safer and more impersonal. Try to prevent this from happening by being open and friendly, using a relaxed communication style, and sharing personal experiences, where appropriate. The employee will communicate more freely if they can relate to you as a person, not just as "the Supervisor."

Demonstrate respect for the individual. It is essential (especially with low performers) that the supervisor clearly communicates their respect for the person's ability to do the job well. Referring to specific incidents in which the person was effective, asking their opinion, and involving them directly in the setting of performance expectations are all ways of demonstrating respect. In a situation where developmental action is required, the employee must be directly involved in determining appropriate solutions to the performance problem that has been identified. For example, telling a person to attend a workshop is far less productive than having the person tell you that they need it and want to attend.

Listen to the employee. Use "active listening" techniques (page 19) to assist in maintaining two-way communications and resolving disagreement.

Do not interrupt. If both of you happen to start talking at the same time, you should be the one to stop and encourage the employee to go ahead. This signals to the employee that you respect the value of what they have to say.

Focus on performance not personality. Performance should be evaluated, discussed, and reported in terms of concrete results achieved in relation to previously established expectations. Criticism of personality characteristics or attitudes is counter-productive in its impact on performance and tends to undermine the supervisor-employee relationship. If there are obvious difference between what the person says they have accomplished and what they really have accomplished, point this out in an unemotional, concrete, and factual way. Choose language that is non-confrontational. You must remain calm. Do not get involved in heated discussions or arguments. Let the facts of the case speak for themselves.

Focus on the future not the past. Past performance must obviously be discussed but a positive, problem-solving approach should be taken, emphasizing what can be learned from past experience that will help the employee be more effective in the future.

Place at least as much emphasis on the positive aspects of the employee's performance as on the negative. Every employee has some strengths. The sense of value and confidence that results from receiving full credit for the positive areas of performance helps the employee to respond more openly to the need for improvement in other areas.

8. Indicate your rating of the employee's overall performance and outline the specific reasons for the rating, referring to the rating definitions stated earlier and how they relate to the employee's performance.

9. Summarize your evaluation of the employee's performance in terms of strengths and areas where improvements should be made. Discuss and reach agreement on these.

10. Jointly identify and agree upon development activities that will help the employee make better use of their strengths and improve their skills in those areas that require improvement.

11. Conclude the meeting on a positive note.

- Thank the employee for their contribution, referring specifically to any areas in which their input was particularly helpful, i.e., providing a more accurate account of their performance, analyzing strengths and weaknesses, training and development planning, etc.

- Indicate that you will be providing a copy of the final review form to the employee for their comments and signature.
- Outline the process for review and final approval of the performance reviews at the senior management level of the department.
- Assure the employee of your full support in carrying out the training and development activities that have been planned for the next review period.
- Ask the employee to begin identifying expected results and performance expectations for the next review period.
- Schedule a specific time to meet again to finalize the performance expectations for the next period.
- Ask the employee if they have any final questions or comments.

Follow-up Activities

12. Evaluate the way in which you conducted the meeting, and make notes on any aspects that you would handle differently the next time.

13. Prepare a final copy of the review form, incorporating any changes that may have resulted from the discussion, and including any training and development plans that have been established with the employee.

Completing the Performance Review – Signing Off

Once a final copy of the review form has been prepared, the supervisor should sign the document and then provide it to the employee and ask them to add any comments they may have concerning the form. The employee should then sign the form to indicate that they have reviewed and discussed it with you.

The supervisor should then provide the review to his/her supervisor (**next level manager**) for review and approval. The next level manager is responsible for:

- Ensuring that performance reviews are conducted fairly and accurately and that standards are consistently applied across the department
- Ensuring that training and development plans are realistic and to approve them accordingly
- Resolving cases of supervisor-employee disagreement
- Ensuring that established goals are in accordance with the broader objectives of the division
- Following up on any recommendations of the immediate supervisor that require their authority

The next level manager directly supervises the supervisor performing the review on their employees.

Examples:

- A Communications Manager is performing the review on their Communications Officer. The next level manager that would sign the review form would be the

supervisor of the Communications Manager, who could be the Director of Communications.

- A Director of Human Resources is performing a review on their Human Resources Manager. The next level manager that would sign could be the Deputy Minister or Assistant Deputy Minister depending on who the Director is reporting to.

Resolving Performance Review Differences

Disagreements between the next level manager and the immediate supervisor who prepared the performance review should *not* be recorded on the form. The next level manager should discuss any significant areas of disagreement with the immediate supervisor and provide them with the opportunity to defend the performance review. If the next level manager's concerns persist, it may be necessary to request that the immediate supervisor revise and resubmit the report.

If an employee refuses to sign the document after the review procedures have been followed, the supervisor must indicate on the form that the employee refused to sign and inform the employee that the performance review will be placed in their personnel file.

Filing the Performance Review

After receiving all required signatures, the original copy of the performance review is placed in the employee's personnel file with the Department of Human Resources, Staffing Division. Copies should also be retained by the supervisor and the employee.

Completed performance review documents are considered strictly confidential. They are not to be shared beyond the employee, the immediate supervisor, the next level supervisor and human resources staff without the consent of the employee.

Glossary

Aajiiqatigiingniq: Consensus - Decision Making

The concept of consensus decision-making relies on strong communication skills and a strong belief in shared goals. All employees are expected to become contributing members of their community and to participate actively in building the strength of Inuit in Nunavut. Being able to think and act collaboratively, to assist with the development of shared understandings, to resolve conflict in consensus-building ways, and to consult and respect various perspectives and worldviews, are expectations that cross all employment areas.

Business Plans: Formal statements of a set of business goals, the reasons why they are believed attainable, and the plan for reaching those goals. They may also contain background information about the department or division attempting to reach those goals.

Career Development Training: Training identified for personal career growth.

Inuit Employment Planning (IEP): An action plan consistent with Inuit Societal Values or Inuit Qaujimajatuqangit to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level by complying with Article 23 of the Nunavut Land claims Agreement.

Inuit Qaujimajatuqangit: Inuit traditional knowledge.

Learning Plan: A documented process of identifying learning needs, choosing a learning goal, identifying actions the employee and department need to take to achieve the goal, determining how progress toward goal attainment will be measured, and establishing a timetable for the learning.

Main Estimates: Formal statements which provide the financial justifications for business plans.

Midterm Review: A formal review of an employee's work objectives/standards and their training and development objectives held at the midpoint of the performance period.

Next Level Manager: The individual that directly supervises the supervisor performing the performance review on their employees.

Objective: A statement of the results or outcomes an employee is expected to accomplish during the performance review period.

Performance Management: The ongoing processes where the supervisor and employee work together to plan, monitor, and review the employee's work objectives or goals and overall contribution to the organization. This process encourages continuous improvement where employees take responsibility for results. It also provides a forum for discussing the employee's training and development needs.

Performance Observations Form: Used to discuss and comment on the staff members progress in achieving the agreed upon objectives/standards or tasks to date, monitor progress on the staff members training and development plans discuss and document any actions to assist the staff member to fully meet the requirements of the job.

Performance Period: A period of time agreed upon by the employee and supervisor where the employee will accomplish what is set in their performance plan.

Performance Plan: An agreement between the employee and supervisor for the performance period which includes establishing links with strategic priorities, identifying responsibility areas of the position, developing performance objectives or standards for the responsibility areas, preparing a training and development plan, and confirming the employee's understanding and agreement.

Performance Review: A summary of the employee's contributions over the entire performance period. The employee's performance is assessed against a variety of factors, future training and development needs are outlined, and performance objectives for the upcoming performance period are established.

Performance Review Form: The formal document where an employee's performance during the performance period is assessed.

Pilimmaksarniq: Concept of Skills and Knowledge Acquisition

The concept of skills and knowledge acquisition and capacity building. Building personal capacity in Inuit ways of knowing and doing are key expectations for employees. Demonstrating empowerment to lead a successful and productive life, that is respectful of all, is a powerful end goal of our government.

Piliriqatigiingniq: Concept of Collaborative Relationship or Working Together for a Common Purpose

The concept of developing collaborative relationships and working together for a common purpose. The essential Inuit belief that stresses the importance of the group over the individual should pervade all our teaching. Expectations for employees will reflect working for the common good, collaboration, shared leadership and volunteerism. Piliriqatigiingniq also sets expectations for supportive behaviour development, strong relationship-building and consensus-building.

Pinasuaqtavut: The Government of Nunavut's guiding document to improve health, prosperity, and self-reliance of Nunavummiut.

Required training: Training which includes general training for skills development and specialized training which is specific to position that is taken during the performance period.

Standard: A set of actions or behaviours that are required on an ongoing basis, and describes process rather than results. Standards are specifically tied to duties and responsibilities.

Succession Planning: Identifying individuals for future positions/vacancies and providing related training and development opportunities.

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Guiding Documents

PINASUAQTAVUT GOALS & VALUES OUR COMMITMENT TO BUILDING NUNAVUT'S FUTURE

WORKING TO IMPROVE THE HEALTH, PROSPERITY, AND SELF-RELIANCE OF NUNAVUMMIUT.

GOAL: Healthy Communities

Values that will guide us are:

- People come first;
- People are responsible and accountable for their own well being;
- We will provide for those who are not able to care for themselves;
- We must provide options and opportunities which build the strengths of Individuals, families and communities;
- We will respond to the challenges of substance abuse, violence and loss as individuals, families and communities;
- Building the capacity of communities will strengthen Nunavut;
- All levels of government working together will strengthen Nunavut

GOAL: Simplicity & Unity

Values that will guide us are:

- Inuit Qaujimagatuqangit will provide the context in which we develop an open, responsive and accountable government;
- By developing programs and services which are fair, understandable and easy to access, we will encourage public participation and create accountability;
- Every activity and expense must have a productive purpose;
- Simplicity does not mean uniformity – diversity in approach can build on unique strengths, resources and ways of doing things;
- Co-operation will be the operating standard at every level.

GOAL: Self-Reliance

Values that will guide us are:

- We will work within our means;
- We will incorporate Inuit societal values into new strategies to participate actively in the sustainable development of our economic resources;
- We will build on our strengths, respecting and highlighting the unique elements of our residents, communities, and the environment and economy in Nunavut;
- Nunavut residents will receive every opportunity to benefit from public dollars spent in and by Nunavut;
- We will work within the framework of the Nunavut Land Claims Agreement in planning and developing government programs and services;
- Nunavut will contribute to our country as a committed and active participant in the life of Canada and to the circumpolar world as an active arctic neighbour.

GOAL: Continuing Learning

Values that will guide us are:

- Learning is a lifelong process;
- It is important to recognize the value of teaching and learning at all levels and from all sources: elders, families, youth, schools and community learning centres, and moving out to apprenticeships, college and university programs;
- Equal opportunity and equal access across Nunavut is fundamental to our success;
- Land and language skills and respectful pride in our cultures and languages are fundamental for adults and children;
- Our education system will be built within the context of Inuit Qaujimajatuqangit;
- Children should be able to receive instruction in their first language;
- Respect for individuals is the basis of effective learning and a healthy workplace.

ARTICLE 23

INUIT EMPLOYMENT WITHIN GOVERNMENT

PART 1: DEFINITIONS

23.1.1 In this Article:

"government employment" includes

(a) positions in the federal Public Service for which Treasury Board is the employer,

(b) positions in the territorial Public Service for which the Commissioner is the employer, which shall include positions in the Northwest Territories Housing Corporation, and positions for which a Municipal Corporation is the employer;

"government organization" means a department or similar body within Government in the Nunavut Settlement Area;

"in-service training" means training provided to persons working in government employment;

"Inuit employment plan" means a plan designed to meet the objective of these provisions in accord with the process set out in Part 4;

"pre-employment training" means training provided to persons not employed by Government in anticipation of government employment;

"representative level" means a level of Inuit employment within Government reflecting the ratio of Inuit to the total population in the Nunavut Settlement Area;

this definition will apply within all occupational groupings and grade levels;

"systemic discrimination" means policies or practices, which are not intended to discriminate, but which have a disproportionate and adverse effect on members of designated groups, and for which there is no justification;

"under-representation" means a level of Inuit employment within Government in the Nunavut Settlement Area that is lower than the ratio of Inuit to the total population in the Nunavut Settlement Area.

PART 2: OBJECTIVE

23.2.1 The objective of this Article is to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level. It is

recognized that the achievement of this objective will require initiatives by Inuit and by Government.

- 23.2.2 In pursuit of this objective, Government and the DIO shall cooperate in the development and implementation of employment and training as set out in the Agreement.

PART 3: INUIT LABOUR FORCE ANALYSIS

- 23.3.1 Within six months of the date of ratification of the Agreement and as a basis for the development of initiatives contemplated in this Article, the Government shall, with the participation of the NITC, undertake a detailed analysis of the labour force of the Nunavut Settlement Area to determine the availability, interest and level of preparedness of Inuit for government employment. The data shall be maintained and updated on an on-going basis.
- 23.3.2 The purpose of the analysis in Section 23.3.1 is to assess the existing skill level and degree of formal qualification among the Inuit labour force and to assist in formulating Inuit employment plans and pre-employment training.
- 23.3.3 It is understood that the analysis in Section 23.3.1 will incorporate and build upon existing data wherever possible.

PART 4: INUIT EMPLOYMENT PLANS

- 23.4.1 Within three years of the date of ratification of the Agreement, each government organization shall prepare an Inuit employment plan to increase and maintain the employment of Inuit at a representative level.
- 23.4.2 An Inuit employment plan shall include the following:
- (a) an analysis to determine the level of representation of Inuit in the government organization and to identify areas of under-representation by occupational grouping and level and regular full-time and regular part-time employment status;
 - (b) phased approach, with reasonable short and medium term goals, in the form of numerical targets and timetables for employment of qualified Inuit in all levels and occupational groupings where under-representation has been identified; such goals to take into account the number of Inuit who are qualified or who would likely become qualified, projected operational requirements, and projected attrition rates;
 - (c) an analysis of personnel systems, policies, practices and procedures in the organization to identify those which potentially impede the recruitment, promotion, or other employment opportunities of Inuit;
 - (d) measures consistent with the merit principle designed to increase the recruitment and promotion of Inuit, such as:

- (i) measures designed to remove systemic discrimination including but not limited to
 - removal of artificially inflated education requirements,
 - removal of experience requirements not based on essential consideration of proficiency and skill,
 - use of a variety of testing procedures to avoid cultural biases,
 - (ii) intensive recruitment programs, including the distribution of competition posters throughout the Nunavut Settlement Area, with posters in Inuktitut as well as Canada's official languages as required,
 - (iii) inclusion in appropriate search criteria and job descriptions of requirements for an understanding of the social and cultural milieu of the Nunavut Settlement Area, including but not limited to
 - knowledge of Inuit culture, society and economy,
 - community awareness,
 - fluency in Inuktitut;
 - knowledge of environmental characteristics of the Nunavut Settlement Area,
 - northern experience,
 - (iv) Inuit involvement in selection panels and boards or, where such involvement is impractical, advice to such panels and boards,
 - (v) provision of counseling services with particular attention to solving problems associated with accessibility to such services,
 - (vi) provision of in-service education assignment and upgrading programs adequate to meet employment goals,
 - (vii) promotion of apprenticeship, internship and other relevant on-the-job training programs,
 - (viii) special training opportunities,
 - (ix) use of measure which are found to be successful in achieving similar objective in other initiatives undertaken by Government, and
 - (x) cross-cultural training;
- (e) identification of a senior official to monitor the plan; and
 - (f) a monitoring and reporting mechanism on implementation of the plan.

23.4.3 All employment plans shall be posted in accessible locations for employee review.

23.4.4 Notwithstanding the overall objectives of this Article, it is understood that some organizations may employ so few persons in the Nunavut Settlement Area that strict application of the above measures may not be practicable.

Appendix

- Objectives and Standards Setting Form
- Training and Development Plan
- Performance Observations Form
- Performance Review Form