MyPerformance "It's about the Conversation"

Coaching Questions Review and Rating Phase	In the **Review and Rating Phase** conversations, supervisors and their employees will go back over the employee's results for the past year, linking back to the goals set in the initial planning conversation and all of the ongoing conversations you have had throughout the cycle.

These coaching questions can be used by supervisors and employees for the review phase. Choose the ones you like, or modify them to make them your own. Also, consider sending them to each other ahead of time to allow for preparation prior to the conversation.

Coaching Questions:

1. What areas do you feel you have excelled in, or projects you've been involved in that have been great successes?
2. Overall, how do you feel your performance has been?
3. What skills and competencies have you most enjoyed using?
4. What areas do you feel you could improve? What would help you improve?
5. What things did you feel got in the way that will be important to address for next year?
6. What opportunities are you looking for next year?
7. How am I (your supervisor) doing? What changes can I make to better support you?

Things to consider:

✓ Discuss how you each see the key work goal outcomes, the competencies displayed and any learning accomplishments.

✓ Aim for a shared understanding and discuss the final rating. Provide specific observable outcomes and behaviours that support your rating. Be curious if there is a difference of opinion: share each other's perspectives. Remember; it's okay to disagree.

✓ As a supervisor, if performance isn't what was expected, be prepared to explain what is needed to move to the next level, what behaviours they need to display, and how you will support growth.

✓ Learn from your results to evaluate and modify your approach and performance for the next cycle.

✓ As a supervisor, identify high performers and have a conversation to find out what they do. Use these learnings to support the growth of the rest of your team. Examine the results they are

getting, their approach, the processes they are following or not following, and what competencies and values they are demonstrating. Find out how you can keep them engaged and maintain their level of satisfaction.

✓ As a supervisor, help your employees see the value and impact of their work in a broader way. This is a great opportunity to share with them how their contribution made a difference to the bigger picture.

For more information on taking a coaching approach to performance management download the *MyPerformance Guides,* on **Goal Setting**, **Performance Conversations**, **Recognition**, and **Maximizing Results**.

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Having Effective MyPerformance Conversations

Performance Management 125

Participant Manual

BC Public Service Agency

BRITISH COLUMBIA
BC Public Service

Where ideas work

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Pre-Work

Checklist

Please complete the following pre-work before attending the workshop:

- ☐ Performance Management 101 (10 minute video from @Work)
- ☐ Performance Management 110: Making MyPerformance Work for Me (30 minute eLearning)
- ☐ Print this workbook off and bring it to the workshop on the day of the course.
- ☐ Complete the Key Work Goals activity on page 5 of this workbook.
- ☐ Complete the Learning and/or Career Development Goals activity on page 6 of this workbook.

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Key Work Goals Pre-Work Activity

It is essential that you complete this activity before you come to the workshop as you will be referring to this completed activity throughout the day.

Key Work Goal

Key Work Goal 1

Target Date:

Key Work Goal Description and Comments:

Measures:

Key Work Goal

Key Work Goal 2

Target Date:

Key Work Goal Description and Comments:

Measures:

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Learning and/or Career Goals Pre-Work Activity

It is essential that you complete this activity before you come to the workshop as you will be referring to this completed activity throughout the day.

Learning and Career Development Goal

Learning and Development Goal 1

Target Date:

Key Work Goal Description and Comments:

Measures:

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Workshop Materials/Notes

Welcome to Having *Effective MyPerformance Conversations.*

The desired outcome of this workshop today is that you will be more aware of how your performance conversations impact performance, productivity and engagement, and will be better equipped to improve those conversations and other fundamental performance management skills.

By the end of this workshop today, you will all be able to:

- Engage in meaningful performance conversations.
- Participate effectively in planning, focussing, reviewing and rating performance management conversations.
- Construct effective key work and learning goals (using SMART infused with HARD).
- Describe the purpose and function of the MyPerformance Profile.
- Describe the BC Public Service corporate values.
- Describe the BC Public Service competencies.
- Describe the MyPerformance rating scale and apply descriptors.

AGENDA	
	WELCOME TO PERFORMANCE MANAGEMENT 125
	UNDERSTANDING MYPERFORMANCE PROFILE: ITS PURPOSE AND FUNCTION
	COFFEE BREAK (15 min)
	HAVING MEANINGFUL MYPERFORMANCE CONVERSATIONS
	CREATING EFFECTIVE MYPERFORMANCE GOALS
	LUNCH (60 min)
	CREATING EFFECTIVE MYPERFORMANCE GOALS (cont)
	COFFEE BREAK (15 min)
	PERFORMANCE MANAGEMENT CONVERSATION TYPES
	DEBFRIEF

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Understanding MyPerformance Profile: Its Purpose and Function

Performance Engagement

Performance engagement is a process that strives to maximize performance and achieve common objectives through open dialogue, positive interactions and trusted feedback. It can also be used to describe a collaborative state of mind that boosts pride and job satisfaction by providing a greater sense of purpose and harmony in work/life balance.

Having an engaging performance conversation is key to successfully experiencing the process and achieving desired results. The MyPerformance Profile is use to record conversations about job expectations, work goals with measures, and the benefits of learning and development.

My Performance Profile: Its Purpose & Function

Our goal is for employees to have meaningful and effective performance conversations and create quality plans together, including:

- SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound) infused with HARD (heartfelt, animated, required and difficult).
- Standards that are appropriate and clear.
- Performance measures that are realistic and meaningful.

How Does MyPerformance Profile Fit In?
MyPerformance Profile is simply the place where you record the conversations about your goals, development opportunities, accomplishments, and assessments.

Your MyPerformance Profile is the OUTPUT of the overall performance conversations process.

MyPerformance Profile has the following sections related to your performance conversations:

- Key Work Goals.
- Learning and Career Development Goals.
- Ratings.
- Sign-off.

It also has links to key performance measures that should be included in your conversations, such as the corporate values and behavioural competencies.
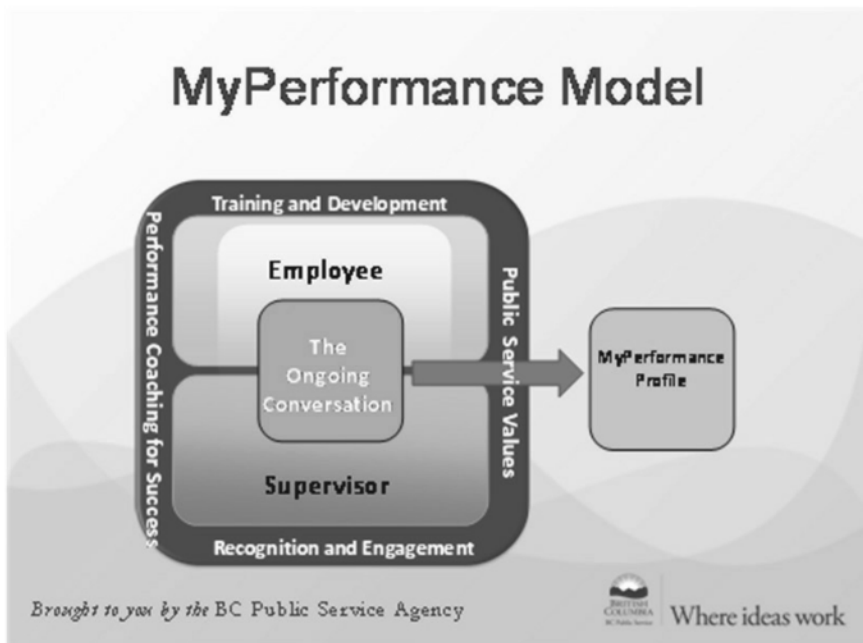

Figure 1. Building a MyPerformance Profile

The Three Phases (Life Cycle)

The MyPerformance process consists of an annual cycle (start time varies between ministries) made up of three phases. It's important to note that, while all of these phases should be completed, there is only one official sign-off on MyPerformance Profile - in the final phase called Review and Rating. MyPerformance Profile goal boxes expand to include everything that you and your supervisor would like to include with respect to goal setting.

The **Planning Phase** has four steps. In collaboration with your supervisor, you will:
1. Identify your Key Work Goals and corresponding performance measures.
2. Identify ways to demonstrate the Corporate Values.
3. Identify the Job-Related Learning or Behavioural Competencies you will focus on and develop.
4. Discuss your career goals, aspirations and any related development activities.

> **Recommended Actions:**
> 1. Use of MyPerformance Profile
> 2. Agreement on the Key Work Goals

The **Focusing Phase** is about regular and ongoing conversations between you and your supervisor to ensure your work goals are still relevant and that progress is being made throughout the year.

> **Recommended Actions:**
> 1. Ongoing performance conversations
> 2. One (1) Formal Focus Meeting

In the **Reviewing and Rating Phase**, you and your supervisor will review and document achievement of the employee's pre-identified goals and actions. Supervisors conduct an evaluation of their employees' success in achieving the goals and demonstrating the Corporate Values. The Rating Scale is used to determine an employee's overall performance rating that best reflects the results achieved (Key Work Goals) and the Corporate Values they have demonstrated.

> **Mandatory Requirements:**
> 1. Application of the Rating Scale
> 2. Electronic Sign-off of the evaluation by the supervisor and the employee
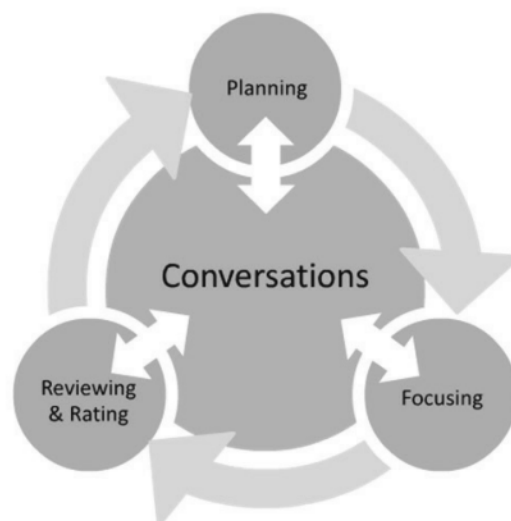
Figure 1. The Three Phases of the MyPerformance Life Cycle

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Our Shared Responsibilities

In the **Planning Phase** of the MyPerformance Profile cycle, we are all responsible for:
- Understanding the organizational goals that the workgroup most directly supports and discussing (either individually or as a group) how to align their MyPerformance Profile Key Work Goals.
- Having conversations to review and provide direction/input into their Key Work Goals.
- Ensuring Key Work Goals are supported by performance measures that are measurable and that describe "what success looks like".
- Discussing learning and career goals, aspirations and any related development activities.
- Clarifying and approving any supports or resources (including learning) identified as helpful or necessary to achieve Key Work Goals.
- Agreeing to implement their Key Work Goals in the MyPerformance Profile for the MyPerformance Cycle.
- Making a plan for on-going 'focusing' conversations.
- Deciding how the review and rating process that will occur at the end of the MyPerformance cycle, including how the Rating Scale will be applied to the demonstration of the Corporate Values and Key Work Goals (results).
- In addition, supervisors can share relevant portions of their profile to highlight how the employee goals should align with organizational goals.

In the **Focusing Phase** of the MyPerformance Profile cycle, we are all responsible for having frequent conversations about:
- Progress towards achieving goals.
- Any MyPerformance Profile adjustments that may be helpful.
- Identifying and accessing additional resources, assistance or supports necessary to help employees meet their goals.
- Feedback, guidance and coaching with respect to ongoing performance and development.
- Ensuring that when employees learning or development activities have been successfully completed there are opportunities to use the skills earned.
- Demonstrating support for success.

In the **Reviewing and Rating Phase** of the MyPerformance Profile cycle, we are all responsible for:
- Scheduling the Review and Rating conversation.
- Acknowledging successful achievements and results.
- Discussing a review of the employee's performance explaining how goals and Corporate Values were demonstrated and achieved.
- Identifying, reviewing, and explaining how goals were or were not met.
- Discussing and assigning a Rating of the employee's performance - using the Rating Scale.
- Ensuring their assessment of the employee's performance is objective, transparent and defensible.
- Signing off the review and rating.

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MyPerformance

Corporate Values and Behavioural Competencies

The BC Public Service has adopted six Corporate Values that describe the qualities we value in our colleagues and in our organization and provide us with a common language for describing how we do our various jobs. These six Corporate Values are under-pinned by the foundational value 'Integrity'. The values are:

- Teamwork
- Curiosity
- Passion
- Accountability
- Courage
- Service

integrity

TEAMWORK   CURIOSITY   PASSION   ACCOUNTABILITY   COURAGE   SERVICE

Corporate Values can:

- help shape and guide the culture of an organization;
- define how we apply ourselves as professional individuals, regardless of where we work or our individual roles in meeting the needs of British Columbians;
- reflect "who we are", "what we do" and "how we do it";
- allow us to follow through on the commitment we made in the Being the Best Corporate Human Resources Plan.

Corporate Values are the behaviours that we expect to see all public servants display, regardless of the type of work they do or their classification. Competencies differ from Corporate Values in that they are job specific and associated with the type of work you do. For the purposes of performance management, the Corporate Values and Competency Framework work together to assist individuals who strive for high performance.

Employees can choose from 57 BC Public Service competencies that describe a broad range of behaviours that support the following areas:

- Leading People
- Achieving Business Results
- Personal Effectiveness
- Interpersonal Relationships

There are also 17 Aboriginal Relations Behavioural Competencies that have been developed. The Aboriginal Relations competencies provide us with a roadmap for making behavioural shifts that help us achieve our commitments.

Who are the Aboriginal Relations Behavioural competencies for?
The competencies are for all of us who work in the BC Public Service because everything we do in the BC Public Service touches the lives of Aboriginal people in some way.

Whether or not we work in an Aboriginal Relations Branch, it is important to embrace these competencies, recognizing that the nature of our work as a provincial government has an impact on the Aboriginal people of the province.

MyPerformance

Competency Activity

Read the competency description and add a sentence describing a specific example of how you have demonstrated this competency in the work that you do. Determine what level you demonstrate in your work. You are not expected to have an example for all 5 levels; aim for at least level 1 and 2.

Holding People Accountable involves setting high standards of performance and holding team members, other government jurisdictions, outside contractors, industry agencies, etc., accountable for results and actions.

1. Wants Expectations Clear: • States concern that performance expectations are made clear and are understood. • Gives basic directions and requirements.	**Example:**
2. Sets Clear, Consistent Goals: • Gives a detailed explanation of the goal: what it looks like for the individual and the group.	**Example:**
3. Expects High Performance: • Jointly with staff in a "clear and firm manner" sets standards, request high performance, and quality in resources.	**Example:**
4. Holds People Accountable for Performance: • Discusses openly and directly with relevant others about performance. • Reviews performance against clear standards or expectations. • Expects individuals to hold themselves accountable.	**Example:**
5. Takes Effective Action on Performance: • Addresses performance problems in a timely way by assessing performance against standards and acting in a way to improve performance. • Provides recognition and reward for work well done.	**Example:**

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Continuous Development involves proactively taking actions to improve personal capability. It also involves being willing to assess one's own level of development or expertise relative to one's current job, or as part of focused career planning.

1. Updates Job Knowledge/Skills: • Keeps abreast of new information and developments or best practices in own field of expertise (e.g., by reading, liaising with organization and business core group contacts, or by attending learning events). • Stays current with new tools, methods, technologies or approaches that may potentially impact the overall business of the organization.	**Example:**
2. Initiates Self-Development: • Analyzes own performance to understand positive experiences and set-backs, and takes specific short-term action to improve performance in current job. • Applies learning on the job.	**Example:**
3. Actively Seeks Feedback for Performance Enhancement: • Actively seeks feedback from others including colleagues, customers/clients and managers, and integrates the results into personal development efforts.	**Example:**
4. Takes Responsibility for Personal Career Development: • Seeks out new information and opportunities to enhance competencies and integrates the results into own career planning. • Takes action to improve own abilities in line with career goals, including volunteering for "stretch" assignments and taking on increased responsibilities.	**Example:**

Planning, Organizing and Co-ordinating involves proactively planning, establishing priorities and allocating resources. It is expressed by developing and implementing increasingly complex plans. It also involves monitoring and adjusting work to accomplish goals and deliver to the organization's mandate.

1. Prioritizes Own Work: • Efficiently uses time and completes tasks/projects on time through the routine planning of own work and organization of resources. • Develops work plans considering the workgroup's objectives, responsibilities, accountabilities, timelines and resources. • Keeps appropriate people informed on progress of tasks/projects.	**Example:**
2. Prioritizes and Develops Plans for Other's Work: • Organizes and co-ordinates the allocation of staff, funds, technology, process and facilities. • Analyzes and interprets organizational goals and develops supporting objectives. • Monitors and evaluates the impact of the project on others and effectively communicates at appropriate stages.	**Example:**
3. Develops and Implements Plans for Complex Projects: • Develops operational plans and provides contingencies. • Establishes measures to assess progress against the plan. • Adjusts the plan appropriately and takes initiative to follow through rather than wait for problems to arise. • Recognizes problems, takes corrective/preventive action and keeps people informed of plans, progress, and decisions.	**Example:**
4. Helps Groups Plan, Organize and Co-ordinate their Work Effectively: • Develops and implements efficient work plans for complex projects. • Demonstrates a strong understanding of the relationships among various components of large-scale programs that cut across groups, organizing them so that resources are used most effectively. • Is prepared for, anticipates, and effectively deals with problems and roadblocks. • Demonstrates an in-depth understanding of the relationships between organizations and takes timely, strategic actions in facilitating groups and diverse areas working together effectively.	**Example:**

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Listening, Understanding and Responding is the desire and ability to understand and respond effectively to other people from diverse backgrounds. It includes the ability to understand accurately and respond effectively to spoken and unspoken or partly expressed thoughts, feelings and concerns of others. People who demonstrate high levels of this competency show a deep and complex understanding of others, including cross-cultural sensitivity.

1. Listens and Responds to Expressed Emotions: • Understands what people say and responds accordingly. • Asks questions to clarify what is expressed.	**Example:**
2. Understands and Responds to Unexpressed Emotions: • Reads body language and other non-verbal cues accurately and uses that understanding to structure and give an appropriate response. • Reiterates information to check understanding before drawing conclusions.	**Example:**
3. Understands and Responds to Underlying Issues: • Demonstrates the ability to see things from another's perspective. • Understands why people behave in a certain way in given situations; accurately assesses root causes of individual's behaviours. • Responds to people's concerns in a proactive manner that promotes long term solutions.	**Example:**
4. Anticipates and Plans for Future Interactions: • Anticipates and understands people's likely reactions to events or situations. • Uses that understanding to plan for effective interactions and to foster long-term positive relationships.	**Example:**

Open Listening is letting go of conventional means of listening. It means listening to and valuing the telling of stories, and letting pauses in conversation extend into silence rather than jumping in to dispute, agree, question, or move on. It is an awareness of personal bias or judgement and its effect on one's ability to hear. It is the desire and ability to set aside physical, mental and emotional distractions in order to be fully focused and listening respectfully and openly. It is staying open to the message even when conversations are filled with raw emotions like sadness or anger, and believing that each person's knowledge and reality is legitimate and valuable. Finally, it requires a willingness to reflect upon a story or message and to derive meaning from it based upon the situation in which it is shared.

Open Listening behaviour is demonstrated when one:	List some examples of **Open Listening** behaviour that you have demonstrated in your day-to-day work:
- Creates mental and physical space to fully listen without distractions. - Continually seeks understanding of the culture, protocol, and communication processes of Aboriginal people. - Uses silence as a means of communication. - Listens without dividing attention between listening and another task, such as typing on a computer or texting (multi-tasking). - Shows attentiveness, including the use of non-verbal techniques such as nodding one's head. - Seeks meaning beyond the spoken word. - Shows awareness of and sensitivity to subtle nonverbal cues. - Confirms understanding by reflecting, then paraphrasing, repeating or clarifying to ensure proper understanding. - Balances curiosity and need to ask questions with a willingness to share silence. - Builds rapport and introduces questions with a more conversational approach. - Asks questions in a manner that avoids the perception of an interrogative approach. - Demonstrates patience and respects the speaker's need for reflection. - Follows the lead of Aboriginal people in regard to protocol, such as appropriate eye contact. - Makes a conscious effort to defer bias and assumption when listening and responding. - Delivers messages clearly with a goal of shared understanding. - Allows for diversions from agenda as a means for providing background for the larger conversation. - Shows interest in hearing "stories" and understands their value in their underlying messages. May offer stories of one's own. - Makes use of opportunities to improve skills in the speaker's traditional or preferred language. - Demonstrates a complex understanding of the culture, issues and interests of the speaker. - When feeling ambiguity, respectfully seeks confirmation of intent.	

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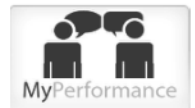
Having Meaningful MyPerformance Conversations

MyPerformance Conversations: Our Own Experiences Activity

Think about a meaningful performance review conversation experience that you have had as either a supervisor or as an employee:

- What happened?
- What did that feel like for you?
- Can you identify the components of a meaningful evaluation conversation?

At your table, share your answer. Assign a recorder and spokesperson.

Take note of what made the review conversations meaningful.

In your table grouping, record your answers here.

Non-judgmental feedback was given.
We were both well-prepared for the conversation.

From the experiences you shared with one another, what were some themes and/or good practices identified?

Share answers in large group and record your findings here:

BC Public Service Agency

Creating Effective MyPerformance Goals

Writing Goal Statements

An effective way to start thinking of goals statements is to structure each goal into the What, Why, and How of the goal:

- What: The concise, opening statement for your goal. Include performance measures that describe "what success will look like" when each action step is completed. Performance measures may include: indicators, outcomes, deliverables, targets and standards.
- Why: Defines why this goal is important to you and the organization. Describe the purpose and identify the results. Define what would have the greatest impact on you and your Branch/ Division/Ministry goals.
- How: The plan or actions you will take to achieve your goal.

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Creating a SMART Goal Activity

In this activity, you will modify one of your goals so that it is SMART – Specific, Measurable, Attainable, Relevant and Time-bound.

The table below shows an example of a general goal that lacks several characteristics of a SMART goal. By analyzing the goal against the SMART goals framework, the goal has been re-written as a SMART goal.

General Goal	SMART Goal
To increase the number of clients in the healthy lifestyles program.	*To recruit, assess and intake a minimum of 35 new clients for the spring 2015 offering of healthy lifestyles program by October 15, 2014.*

The analysis below shows how the revised goal meets the criteria of a SMART goal.

SMART Analysis		
S	**Specific:** Is it specific?	*Yes. The goal is narrowly focused on "35 new clients for the spring 2015 offering of healthy lifestyles program."*
M	**Measurable:** it measurable?	*Yes. The goal calls for the intake of "35 new clients" of clients to the program.*
A	**Attainable:** Is it attainable?	*Yes. The target number of clients is reasonable; it is not too high or too low.*
R	**Relevant:** Is it relevant?	*Yes. The healthy lifestyles program is strongly supported by the ministry.*
T	**Time-bound:** Is it time-bound?	*Yes. The goal should be met "by October 15, 2014."*

MyPerformance

Writing Key Work Goals Activity

	Write your Key Work Goal here: **Make it SMART – Use the table below to enhance one of your Key Work Goals to make it SMART:**	
S	**Specific:** How can you make it specific?	
M	**Measurable:** How can you make it measurable?	
A	**Attainable:** How can you make it attainable?	
R	**Relevant:** How can you make it relevant?	
T	**Time-bound:** How can you make it time-bound?	

SMART Goal
Rewrite your Key Work Goal below, using the information you entered in the table above:

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Current Research on Goal-Setting

By setting goals that motivate, are meaningful, are worthwhile, and that are aligned to organizational goals, you will have a clearer map to success. These important linkages to success are why MyPerformance places such importance on the role of collaborative goal setting during your performance conversations. MyPerformance allows you to focus your goals on both organizational and your own individual success.

A recent study* on goal setting has found that for a goal to be truly motivational the following aspects need to be in place. Listed in order of statistical importance:

1. I can vividly picture how great it will feel when I achieve my goals.

2. I will have to learn new skills to achieve my assigned goals for this year.

3. My goals are absolutely necessary to help this company.

4. I actively participated in creating my goals for this year.

5. I have access to formal training that I will need to accomplish my goals.

6. My goals for this year will push me out of my comfort zone.

7. My goals will enrich the lives of somebody besides me (customers, citizens, and the community).

8. My goals are aligned with the organization's top priorities for this year.

* http://www.leadershipiq.com/materials/LeadershipIQ-AreSmartGoalsDumb.pdf

Current Research on Goal-Setting Questionnaire

For each statement about goals, comment on the degree to which your past (and present) goals align with the statements. Use the next page if you need more room for your responses.

1. How will it feel/what does it look like when I achieve my goals?

2. What new skills will I have to learn to achieve my assigned goals for this year?

3. How are my goals absolutely necessary to help my organization?

4. How have I actively participated in creating my goals for this year?

5. How can I access any training I will need to accomplish my goals?

6. How will my goals for this year push me out of my comfort zone?

7. How will my goals enrich the lives of somebody besides me (customers, the community, etc.)?

8. How are my goals aligned with the organization's top priorities for this year?

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HARD Goals

General Goal	HARD Goal
To increase the number of clients in the healthy lifestyles program.	*To recruit new clients for the spring 2014 offering of healthy lifestyles program. The program will benefit the clients' health directly, and will demonstrate a commitment to a healthier and happier workplace.*

	HARD Analysis Example: The analysis below demonstrates how the goal meets the criteria of HARD.	
H	**Heartfelt:** Why do you care about this?	*Because a healthy and happy workplace will benefit everyone, including me.*
A	**Animated:** What will it look like if you achieve this?	*The new clients will demonstrate a motivation to be healthier.*
R	**Relevant:** Why is it necessary right now?	*This goal will help to nurture the values of a healthy workplace.*
D	**Difficult:** What do you have to learn in order to achieve this?	*This will be a difficult goal for me since the healthy lifestyle program is new. I will also have to learn how to develop an effective recruitment strategy.*

A Goal-Setting Framework: SMART infused with HARD

In the MyPerformance approach to goal setting, S-M-A-R-T goals are infused with H-A-R-D goals to make your goals even 'SMARTer' and enhance the level of focus, motivation and success you achieve through goal setting. H-A-R-D stands for: Heartfelt, Animated, Required, and Difficult.

Follow these principles to Create Goals:
- Principle 1: Align Goals to Business Strategy;
- Principle 2: Make Goals Specific and Animated;
- Principle 3: Make Goals Measurable and Heartfelt;
- Principle 4: Make Goals Attainable and Difficult;
- Principle 5: Make Goals Relevant and Required;
- Principle 6: Make Goals Time-bound;
- Principle 7: Track, Adjust and Acknowledge Progress toward Goals.

Goals with action steps that are SMART or HARD can be measured and therefore evaluated.

By following the principles of 'S-M-A-R-T infused with H-A-R-D', the outcome will be cascading goals, aligned from the top to bottom of the organization, which are both motivating and meaningful, and the key to success and high performance for employees and the organization.

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A Goal-Setting Framework: SMART infused with HARD Activity

In the MyPerformance approach to goal setting, SMART goals are infused with HARD goals to make your goals even 'SMARTer' and enhance the level of focus, motivation and success you achieve through goal setting.

Complete the table below by assessing the first example goal from the SMART activity against the 7 principles:

SMART/HARD Goal: To recruit, assess and intake a minimum of 35 new clients for the spring 2014 offering of healthy lifestyles program by October 15, 2014. The program will benefit the clients' health directly, and will demonstrate a commitment to a healthier and happier workplace.

1	Align Goal to Business Strategy	How does this goal potentially align to your business strategy?
2	Make Goal Specific and Animated	
3	Make Goal Measurable and Heartfelt	
4	Make Goal Attainable and Difficult	
5	Make Goal Relevant and Required	
6	Make Goal Time-bound	
7	Track, Adjust and Acknowledge Progress Toward Goal	How might you track your progress towards meeting or exceeding this goal?

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Complete the table below by enhancing one of your goals with the 7 principles incorporating SMART & HARD:

Write your newly developed SMART goal here:

1	Align Goals to Business Strategy	How does this goal potentially align to your business strategy?
2	Make Goal Specific and Animated	
3	Make Goal Measurable and Heartfelt	
4	Make Goal Attainable and Difficult	
5	Make Goal Relevant and Required	
6	Make Goal Time-bound	
7	Track, Adjust and Acknowledge Progress Toward Goal	How might you track your progress towards meeting or exceeding this goal?

Using the enhancements above, rewrite your Key Work Goal below:

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Writing Learning and/or Career Development Goals

Performance Goals: Key Work Goals vs. Learning & Career Goals

In MyPerformance Profile, there are tabs and sections for both work goals and learning and development goals. If your work goal requires learning something new, then there will be learning goals linked to that work goal that will be recorded in the learning and development section. By linking your learning and development goals to your work goals in MyPerformance Profile, you create both organizational alignment and individual motivation toward those goals. Remember that there are many different ways of learning and developing; be sure to note anything you plan to achieve from webinars to writing a Master's thesis.

Job-related learning

You, or your supervisor may identify learning that is necessary for you to be able to perform your current job assignments, or to enhance your job performance. Job-related learning must link directly to one or more of your Key Work Goals – "how" the learning will be accomplished is identified in the Learning and Career Development Goals section of MyPerformance. It may be accomplished in a variety of ways, which may include classroom or on-line courses, a workshop, employee mentoring or job-shadowing with a colleague who has the knowledge and/or the skills that need to be developed.

Career Development

You should take the opportunity and be prepared to discuss career development options and identify learning opportunities based on an assessment of your performance in relation to your needs as an employee and the needs of the organization. Learning assessments are conducted collaboratively. If your job performance is not satisfactory, you will determine with your supervisor the best way for you to gain the required competencies, knowledge, skills and/or abilities. Anyone who has 'achieved expectations' or higher on the rating scale is eligible for support to develop themselves towards achieving their public service career goals and aspirations.

Career development:

- Is voluntary;
- is intended to prepare the employee for more highly skilled positions, promotional opportunities; lateral positions or becoming an expert in their current role; and
- should be aligned with the objectives of the organization and the BC Public Service.

Formal and informal learning

Formal and informal learning opportunities that are personalized and targeted are better positioned to meet current and future needs. For example, employees in different roles at different stages in their careers have different aspirations that may require different learning goals and methodologies. Consider different delivery models when making learning plans and requests.

What kinds of learning opportunities could you access to help you meet your goals?

What if I am given key work goals by my supervisor?

Take this opportunity to discuss with your supervisor and enhance your key work goals if appropriate. Creating goals in collaboration with your supervisor will strengthen the goals, the outcomes, and the likelihood of you successfully achieving them. Alternatively, you can create a learning and/or career development goal that is personal and relevant to you.

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Writing a Career/Learning Development Goal Activity

The purpose of this activity is to provide you with an opportunity to enhance the pre-work goal that you brought with you today, incorporating SMART and HARD.

Write your Key Work Goal here: **Make it SMART – Use the table below to enhance your Career/Learning Development Goal to make it SMART:**		
S	**Specific:** How can you make it specific?	
M	**Measurable:** How can you make it measurable?	
A	**Attainable** How can you make it attainable?	
R	**Relevant:** How can you make it relevant?	
T	**Time-bound:** How can you make it time-bound?	
SMART Goal Rewrite your Career/Learning Development Goal below, using the information you entered in the table above:		

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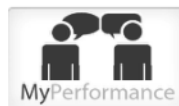
Complete the table below by enhancing your Career/Learning Development goal with the 7 principles incorporating SMART and HARD:

Write your newly developed SMART goal here:

1	Align Goals to Business Strategy	How does this goal potentially align to your business strategy?
2	Make Goal Specific and Animated	
3	Make Goal Measurable and Heartfelt	
4	Make Goal Attainable and Difficult	
5	Make Goal Relevant and Required	
6	Make Goal Time-bound	
7	Track, Adjust and Acknowledge Progress Toward Goal	How might you track your progress towards meeting or exceeding this goal?

Using the enhancements above, rewrite your Career/Learning Development Goal below:

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MyPerformance Conversation Types

Planning Conversations

In MyPerformance, "It's all about the conversations". MyPerformance Profile is a tool to help you record the highlights of your performance conversation meetings. For the process to be meaningful to both the employee and supervisors, the MyPerformance tool is only used after having the MyPerformance conversation (Imagine how distracting filling out boxes during the conversation would be). MyPerformance Profile is designed to be flexible enough to capture many elements of great performance conversations, but it is always the conversations that drive the tool!

Planning conversations:
- allow for a common understanding and a clarified focus for day-to-day work;
- involve setting goals for the year and agreeing on performance expectations and measures; and
- ensure a strong foundation for successful performance conversations throughout the year.

To be prepared to engage in the initial "Planning" meeting, you need to review the organizational goals that your workgroup most directly supports in order to align your MyPerformance Key Work Goals with those of your organization. Supervisors can share relevant Key Work Goals with their employees in advance of asking them to draft their own.

Make sure you understand how to:
- write SMART infused with HARD goals;
- demonstrate the Corporate Values; and
- apply the rating scale.

You should come to a planning meeting with a draft Key Work Goal for discussion, input on action steps and performance measures, and identification of any learning or development that is required or being requested. The planning can be connected to your career goals and aspirations.

How to have a successful planning conversation:
- Agree beforehand on the time and purpose of the conversation so both of you can come prepared.
- Take a coaching approach (see the resource alerts on how to access courses and resources).
- Agree on key work goals and ensure they are aligned with organizational objectives. (Consider the principles of SMART infused with HARD goals).
- Consider what competencies and behaviours will need to be demonstrated by you to support your work goals.
- Discuss learning and development goals for the year.
- Offer supports as needed.
- Review the MyPerformance rating scale to help you see how you can achieve your work goals.

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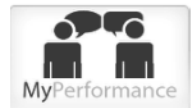
Focusing Conversations

Focusing conversations:
- track performance and learning goal status;
- offer support where needed;
- identify resources to help achieve goals; and
- recognize achievement toward goals.

High-performers:
- can be a model of motivation and positively influence others;
- appreciate being profiled as the "go to" person in the organization for specific skills and knowledge; and
- enjoy opportunities to hone or master their skills.

Solid performers are:
- key contributors to team outcomes and a positive and engaged work place;
- valued team players and contributors. Their accomplishments and behaviours should be recognized on a regular basis in order to demonstrate that the organization values and appreciates their skills and steadfast reliability.

Supervisors who build a positive and supportive relationship with new and growing employees will create a positive work environment. Use coaching conversations as an opportunity to acknowledge their achievements, behaviours and strengths and encourage further development.

Feedback

There are many ways of soliciting feedback on your performance at work. You can reflect and seek feedback on your demonstrated behaviours and skills in daily interactions from peers, colleagues, and your supervisor. Conversations are more meaningful and build a trusting relationship when you listen and seek to understand what is happening from the other's perspective.

Besides a direct conversation, other options include:

One-over-One Meeting (sometimes called Skip Level Meeting)

Employees can obtain feedback from their supervisor's supervisor at times when they need to address specific concerns or receive senior management feedback for another reason (e.g., a professional development request that has significant costs attached)..

Supervisors may obtain feedback from their supervisor, when they require support in preparing for performance conversations with their employees.

360 Feedback

Obtaining feedback from a variety of sources, including peers, direct reports and other supervisors; as part of a formalized development process.

Review Boards (for supervisors only)

Supervisors may obtain performance ratings and feedback from a Review Board, consisting of their supervisor and other superiors. Senior leaders may use this process to build and sustain leadership capacity in their organization, especially for succession or workforce planning purposes.

Reviewing and Rating Conversations

In a review and rating conversation, you will go over your results of the past year, linking back to the goals set in the initial planning conversation and all of the ongoing conversations throughout the cycle. Discuss with your supervisor how you each see the key work goal outcomes, the competencies displayed and any learning accomplishments. Focus on behaviours demonstrated. Aim for a shared understanding and discuss the final rating. If feedback has been given throughout the year, the overall assessment of your work shouldn't come as a surprise.

However, what if you don't agree on the rating, despite your best efforts? It's challenging when your supervisor's rating of your performance doesn't match with how you rate your own work. Your supervisor should provide specific observable behaviours to support their rating. Acknowledge both perspectives and really consider the information they are sharing.

Supervisors shouldn't feel pressured to respond right away, but should take the time to think the matter through and continue the conversation at a later date. This will ensure the final decision is a thoughtful one, based on all the information. It may be that the rating is changed. If not, your supervisor must be prepared to explain what you need to do to move up to the next level. What are the behaviours you need to display? How can your growth be supported?

The Rating Scale and Its Descriptors

Being able to apply the Rating Scale effectively depends on having clear work goals and action steps with performance measures to start with. When these are in place, the final evaluation determination then relies on the evidence of performance and your professional judgment. Be sure to refer to the rating guidelines since the integrity of the evaluation depends on maintaining these established "standards".

Background

The Rating Scale is part of the performance model, MyPerformance, and forms part of your MyPerformance Profile. The scale was developed through province-wide consultations with public service employees and through work with an employee design group. It is designed to describe employee performance and contributions, and to recognize the value of a diverse range of talents, skill sets, performance levels, and Corporate Values-based work behaviours. It is two-tiered to reflect the multi-dimensional aspect of how we, as individuals, achieve success using our unique attributes.

Focus of Conversation

The Rating Scale is both an assessment tool and a basis for discussion. It can provide a focal point for performance conversations during all phases of the performance cycle. You can begin discussing where you currently see yourself on the scale, where you might like to be, and have coaching conversations on what is necessary to achieve a higher rating. Supervisors will approve and sign off on a rating selection at the end of the annual cycle.

Organization of the Rating Scale

The Rating Scale is divided into four main categories: Exceeds Expectations; Achieves Expectations; Developing; and Not Performing. Under each main category are sub-categories that go into more specific detail on the nature of the employee's main contributions through their demonstrated contributions, competencies, and Corporate Values. The only category that does not have a more descriptive sub-category is Not Performing.

Selecting a Rating

Once your supervisor assesses your performance at the main category levels, your supervisor will then select the rating sub-category that best describes your performance. You will also have an opportunity to provide a self-assessment as part of the conversation. Descriptors within a category are all considered equal; there is no hierarchy to the sub-categories.

Examining your Goals against an Evaluation Standard for MyPerformance.

Part A: Consider the following elements in the evaluation of your performance with respect to your goal(s):

- Where do you see yourself on the rating scale with respect to your goals?
- How did you demonstrate the Corporate Values and key behavioural competencies?
- Did you achieve success in relation to the performance measure / criteria you set for goals?

	Demonstrates Outstanding Values	Developing Or Not Performing	Achieves Expectations	Exceeds Expectations
Corporate Values	Demonstrates Solid Values	Developing Or Not Performing	Achieves Expectations	Achieves Expectations
	Still Developing Values	Not Performing	Developing or Not Performing	Developing or Not Performing
		Did Not Meet Results	Met Results	Exceeded Results
		Work Results		

Where do you see yourself in the evaluation standard above? Why?

Part B: After you have examined your goals realistically against the evaluation standard, use the rating scale to determine which descriptor describes you and your performance best.

Exceeds Expectations	Achieves Expectations	Developing	Not Performing
Connector	Accomplished Contributor	Growing	Not Performing
Culture Motivator	Proven Leader	New to Position	
Exceptional Contributor	Subject Matter Expert	Mismatched Talent	
First-class Leader	Valued Mentor		
Innovative Expert	Valued Team Player		

RESOURCES

BC Public Service Corporate Values

TEAMWORK
Builds trust by respecting the contributions of others.
Encourages new ideas.
Contributes to larger goals and positive engagement.
Depends on supporting others and sharing information.

CURIOSITY
Seek better ways to achieve goals.
Pursue opportunities to learn and develop.
Welcome ideas from others.
Be willing to learn from failure as well as success.

PASSION
Taking pride in their work in service to the public.
Seeing ideas and people succeed.
Being a model of motivation and positive influence for others.

ACCOUNTABILITY
Setting clear goals and measuring success.
Staying focused on the outcomes government is trying to achieve.
Taking responsibility for decisions and completing tasks.
Being consistently proactive in decisions.
Showing the persistence and tenacity to overcome obstacles.

COURAGE
Take thoughtful risks in generating and implementing ideas.
Be biased towards action.
Apply imagination.
Empower others to take initiative even in uncertain times.
Look beyond the process to see the possible.
Pursue a vision for the future.

SERVICE
Maintaining a clear focus on creating positive outcomes for citizens.
Working collaboratively across government to enable success.
Valuing different viewpoints.
Placing organizational objectives ahead of personal goals.

And always with **INTEGRITY**

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BC Public Service Competencies

The Public Service Competencies describe a broad range of behaviours that support the following areas:	Competencies that support **LEADING PEOPLE**	Competencies that support **ACHIEVING BUSINESS RESULTS**	Competencies that support **PERSONAL EFFECTIVENESS**	Competencies that support **INTERPERSONAL RELATIONSHIPS**
Leadership Competencies for **EXECUTIVES AND DIRECTORS** (Strategic/Business Leadership Bands)	Motivating for Peak Performance Promoting Empowerment Developing People Building Team Orientation	Vision and Goal Setting Designing Strategy and Structure Creating and Managing Change Corporate Intrapreneurship	Seeking and Using Feedback Fostering Trust Solving Problems Creatively	Building Strategic Alliances Negotiating/Conflict Management Communicating Effectively Handling Crises
Competencies for **MANAGERS, SUPERVISORS AND STAFF** (Applied Leadership Band and Union Staff)	Change Leadership Change Management Developing Others Empowerment Holding People Accountable Leadership	Analytical Thinking Business Acumen Conceptual Thinking Decisive Insight Long Term Focus Managing Organizational Resources Planning, Organizing, Coordinating Problem Solving/ Judgement Strategic Orientation	Building Partnerships with Stakeholders Commitment to Continuous Learning Concern for Order Continuous Development Expertise Flexibility Improved Operations Initiative Innovation Integrity Organizational Commitment Reflecting on Difficulties Results Orientation Self Confidence Self Control	Concern for Image Impact Conflict Management Customer/ Client Development Engaging External Partners Impact and Influence Information Seeking Listening, Understanding and Responding Organizational Awareness Partners with Stakeholders Relationship Building Teamwork and Cooperation Service Orientation

THE RATING SCALE AND ITS DESCRIPTORS

EXCEEDS EXPECTATIONS: is exceeding expectations of job performance and is demonstrating exceptional corporate

Connector:
- works collaboratively to enable success
- is excellent at supporting others and sharing information
- maintains a clear focus on creating positive outcomes, encourages new ideas and is consistently proactive

Culture Motivator:
- is a model of motivation and positive influence for others
- serves as a valued mentor or advisor
- contributes to strategic goals and positive engagement

Exceptional Contributor:
- takes thoughtful risks, sets clear and often stretch goals and is accountable for results
- seeks out opportunities to learn and take on more responsibility
- consistently demonstrates the potential and desire to take on new and more challenging work

First-class Leader:
- is an inspiring leader who contributes to the development of others
- serves as a role model within the organization who takes pride in the achievements of their team
- builds trust and places organizational objectives ahead of personal goals

Innovative Expert:
- demonstrates a dedication to expanding expertise
- finds innovative ways to connect and apply that expertise
- seeks better ways to achieve goals, applies creativity and pursues a vision for the future

ACHIEVES EXPECTATIONS: is meeting expectations of job performance and is demonstrating solid shared corporate

Accomplished Contributor:
- can be counted on to do their job
- has mastered the duties associated with the position
- is a strong contributor who may go above and beyond in some areas

Proven Leader:
- demonstrates a level of leadership that is an asset to the organization
- may exhibit strengths in demonstrating the shared corporate values of courage and/or accountability in achieving their work goals
- is a capable leader who is achieving expectations both as a supervisor and as an employee

Subject Matter Expert:
- is a "go to" person on this topic(s) within the organization and maintains expertise in a particular field
- can be counted on to deliver context, relevant information and recommendations
- may exhibit strengths in demonstrating the shared corporate values of curiosity and/or accountability

Valued Mentor:
- is vital to knowledge and/or culture transfer and maintenance in the organization
- may exhibit strengths in demonstrating the shared corporate values of teamwork and/or service in achieving their work goals

Valued Team Player:
- is a key contributor to team outcomes and a positive and engaged work place
- is a model of motivation, positive outcomes and shared knowledge
- may exhibit strengths in demonstrating the shared corporate values of passion and/or team work

DEVELOPING: is not currently achieving all expectations but has the potential and the motivation to do so, and is developing an understanding of corporate values.

Growing: has demonstrated a commitment to improvement and is putting in the effort required

New to position: is still in the probationary period or has been in the position for too short a time to accurately evaluate performance

Mismatched talent: is not currently meeting all expectations but has potential and desire to be more engaged and productive in a different position

NOT PERFORMING: is not meeting expectations.

Not Performing:
- needs significant improvements in either the shared corporate values or job performance, or both
- does not demonstrate adequate motivation to improve

Performance Conversation Tips for Employees

Having regular performance conversations is a great way of engaging your supervisor in your professional development and career progression. For more effective and meaningful performance conversations, try these 10 suggestions[1]:

Be prepared
- identify specific performance areas you want to clarify or talk about
- decide both what you're going to say and how you're going to say it

Lead with the positive
- thank your supervisor for their commitment to the conversation and support they provide
- describe the value of your supervisor's role in supporting your delivery of key work goals

Be open and authentic
- objectively assess your own job performance, supporting your feelings with facts
- address your supervisor in a sincere, fair and respectful manner

Be clear and consistent
- describe your work efforts and specific areas for growth, focusing on actions and results
- summarize WHAT work you delivered based on quantity and quality relative to the job requirements; then HOW you performed --this addresses how you displayed the public
- service values at work

Make it a two-way conversation
- engage in an open discussion with an agreed upon agenda
- ask questions that seek your supervisor's ideas; invite them to share any concerns

Be a good listener
- remember to be an active listener; pay attention to supervisor's verbal and nonverbal cues
- avoid interruptions and manage distractions to stay focused on the conversation

Address what's important to both you and the supervisor
- describe how you think your strengths and interests can be more effectively used at work
- explore any other aspects of the job or organization that are important

Discuss work/life balance
- discuss your needs related to work/life balance, particularly stress or workload issues
- offer solutions and ideas to address any pressures that impact on you or the team

Co-create a career plan
- discuss what future opportunities might be possible for you
- share ideas in developing a plan for your career advancement

Review regularly
- request regular reviews to improve your performance and set new goals for development
- keep communication lines open; quickly address any matters that come up

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1 Revised from J. Bellamy's (BC Government) adaptation of Dun & Bradstreet Credibility Corp, http://smallbusiness.dnb.com/human-resources/workforce-management/1385-1.html

It's important that employees take initiative in their performance conversations. This is your opportunity to reflect on your accomplishments, receive feedback about how you are doing, as well as provide feedback to your supervisor on how they are doing. If there is anything you are not clear about, be sure to ask your supervisor. To get you started, consider these questions when preparing for your performance conversation.

Sample Employee Questions:

Ask Yourself:

1. What is the purpose of my job and how does my job support the team's goals for the year?

2. Am I clear about my supervisor's expectations with regard to my performance objectives?

3. Have I adequately prepared for the questions that I anticipate my supervisor may ask me during the performance conversation?

4. Have I clearly written my achievements?

5. Am I ready to provide an update about my current progress toward key work goals?

Ask Supervisor:

1. What updates in the organization do I need to know about that should be reflected in my current performance targets?

2. Among my key work goals, what are the current and upcoming priorities that are not reflected?

3. What does success look like to you in the remaining months of the performance period?

4. Please provide me with feedback about what you've observed regarding my demonstration of the Corporate Values.

5. What career opportunities do you see for someone with my background?

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Performance Conversation Tips for Supervisors

Having regular performance conversations is a great way of engaging employees, providing feedback, and let them know they are appreciated and supported in their career progression. For more effective and meaningful performance conversations, try these 10 suggestions[1]:

Be prepared
- identify specific performance areas you want to recognize or talk about
- decide both what you're going to say and how you're going to say it

Lead with the positive
- reaffirm the employee's strengths, regardless of performance level
- describe the value of the employee's contributions to your organization

Be open and authentic
- evaluate job performance and not the person; focus on facts and behaviours
- address employees in a sincere, fair and respectful manner

Be clear and consistent
- affirm top performers' efforts; discuss areas for growth with all employees
- evaluate first *what* work was delivered based on quantity and quality relative to job requirements; then *how* the employee performed – this addresses how the public service values were displayed at work

Make it a two-way conversation
- engage in an open discussion with an agreed upon agenda
- ask questions that seek the employee's ideas and input; allow them to voice their concerns

Be a good listener
- remember to be an active listener; pay attention to verbal and nonverbal cues
- avoid interruptions and manage distractions

Address what's important to the employee
- describe how the employee's strengths and interests can be included in their job
- explore other aspects of the job or organization that are important to the employee

Discuss work/life balance
- discuss employee's work/life balance, particularly stress or workload issues
- encourage the employee to explore their own solutions to solve any pressures

Co-create a career plan
- create a plan for the employee's career advancement together
- discuss what future opportunities might exist for the employee

Review regularly
- conduct regular reviews with the intention of improving employee engagement
- keep communication lines open; deal quickly with any matters that come up

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[1] Revised from J. Bellamy's (BC Government) adaptation of Dun & Bradstreet Credibility Corp, http://smallbusiness.dnb.com/human-resources/workforce-management/1385-1.html

If an employee feels acknowledged, appreciated, and fairly rewarded for past efforts, they will know they are a valuable asset to the continuing success of the BC Public Service. Asking powerful questions that facilitate engagement and allow employees to be truly acknowledged in a performance conversation is an important part of the supervisor role.

Sample Supervisor Questions:

Ask Yourself:

1. Have I set aside appropriate, sufficient and uninterrupted time for the conversations?

2. What conversations do I need to have to express my performance expectations?

3. What is the basis for my feedback to a team member? Have I clarified performance goals and standards with them?

4. Do I have any updates to give team members regarding changes in the team's priorities?

5. What is going well? What can we celebrate so far?

Ask Employee:

1. What was your favorite task/role/project (in the past 12 months or quarter) and why? What made it so special or successful? What did you do to make it work so well?

2. How do you like to be recognized for a great job? How do you like to hear/know that you have done a great job?

3. How would you rate yourself for each of the professional values? Which do you feel is your strongest? Which would you like to develop?

4. Looking back over the year, what areas would you focus on for improvement or do differently in the future?

5. What feedback do you have for me – what could I be doing differently or better to support you in your work or professional development?

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Key Work Goal *(in SMART goal format)*

Key Work Goal 1 (e.g. for a Branch Manager)

Target Date: April 15, 201x

Key Work Goal Description and Comments:

To support planned branch activities, required branch training, and staff learning and development plans to prepare for the launch of our new business model in Spring 201x.

Measures:
1. Host two branch training days.
2. All staff takes relevant online learning course.
3. All staff pass new process accuracy test.

Key Work Goal *(in SMART infused with HARD goal format)*

Key Work Goal 1 (e.g. for a Branch Manager)

Target Date: April 15, 201x

Key Work Goal Description and Comments:

To create, nurture, and sustain a highly engaged work environment where staff members are empowered to be expert in their field, fully competent in their processes, innovative in their thought, and passionate about their outcomes, in support of our innovative new business model to be launched to citizens in Spring 201x.

Measures:
1. Create a learning and development committee for staff to plan how to achieve required learning goals.
2. All staff take and review online learning course and demonstrate new learning.
3. Have individual learning and development conversations to align best skills sets and interests to key functions.
4. Actively recognize high performers and reward innovative risks.
5. New business process is launched with a greater than 90% satisfaction rate.

Key Work Goal *(in SMART goal format)*

Key Work Goal 1 (e.g. for a Branch Manager)

Target Date: May 15, 201x

Key Work Goal Description and Comments:

To delegate at least 4 more projects this year to my direct reports who have shown the competency and proficiency to lead a project.

Measures:
1. Delegate 4 projects.
2. Ensure successful completion of 4 projects.

Key Work Goal *(in SMART infused with HARD goal format)*

Key Work Goal 1 (e.g. for a Branch Manager)

Target Date: May 15, 201x

Key Work Goal Description and Comments:

Through taking a coaching approach, empower my direct reports to take on more autonomy and ownership of at least 4 new projects, allowing for increasingly higher levels of responsibility, developing their confidence and leadership capacity.

Measures:

1. My direct reports take on new levels of responsibility.
2. Employees are clear on their roles and understand their authority to make decisions and take appropriate action.
3. A minimum of 4 projects have been delegated and successfully completed.
4. I have more time to devote to business planning and strategic outcomes.

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Key Work Goal *(in SMART goal format)*

Key Work Goal 1 (e.g. for a Business Consultant)

Target Date: January 15, 201x

Key Work Goal Description and Comments:

To design a new business process map for the division to be ready at least one month prior to the launch of our new services in February 201x.

Measures:
1. All divisional areas have been consulted, provided input, and have approved.
2. Business process map is created as the key deliverable and posted on intranet.
3. Offer two training sessions to staff.

Key Work Goal *(in SMART infused with HARD goal format)*

Key Work Goal 1 (e.g. for a Business Consultant)

Target Date: January 15, 201x

Key Work Goal Description and Comments:

To create an innovative business process map that applies the best practices of a Lean approach, organizational development, and employee engagement in order to best prepare the division for the launch of our new service model in February 201x.

Measures:
1. All divisional areas have been actively engaged in providing input, ideas, and have committed to continuous improvement of the process.
2. The business process map is streamlined, aligns with best practices, and engages staff.
3. All staff are fully trained through a variety of methods to ensure understanding, and have the tools they need to ensure success.
4. Customer satisfaction scores demonstrate an increase over first two quarters of implementation.

Key Work Goal *(in SMART goal format)*

Key Work Goal 1 (e.g. for an Administrative Assistant)

Target Date: January 15, 201x

Key Work Goal Description and Comments:

To meet the branch goal of ensuring all customer requests are processed within 48 hours.

Measures:

    1. At least 90% of tickets in our customer management system have been replied to within 48 hours.

Key Work Goal *(in SMART infused with HARD goal format)*

Key Work Goal 1 (e.g. for an Administrative Assistant)

Target Date: January 15, 201x

Key Work Goal Description and Comments:

To meet or exceed the branch goal of providing outstanding client service within a 48 hour window, following the 3 R's of client service excellence (responsiveness, reliability, and relationships), in order to facilitate the best outcomes for our valued customers.

Measures:
    1. 90% of clients report that service requests are responded to within 48 hours.
    2. Our overall customer satisfaction rating is 90% or higher.

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Key Work Goal *(in SMART goal format)*

Key Work Goal 1 (e.g. for an Program Coordinator)

Target Date: October 15, 201x

Key Work Goal Description and Comments:

To recruit, assess and intake 35 new clients for spring 2014 offering of healthy lifestyles program.

Measures:

1. 35 new clients accepted and registered by Oct 15, 201x.

Key Work Goal *(in SMART infused with HARD goal format)*

Key Work Goal 1 (e.g. for a Program Coordinator)

Target Date: October 13, 201x

Key Work Goal Description and Comments:

To identify and prepare 35 new candidates to embrace the challenges and benefits of our healthy lifestyles program, by creating a dynamic marketing outreach, updating the program to be inclusive of new demographic realities, and providing transitional support to set the 35 up for success.

Measures:
1. 35 new clients are accepted and registered.
2. New clients are demonstrating motivation to succeed by completing all assigned pre-work.
3. Program retention is 90% or above for the first 3 months of the program.

BRITISH
COLUMBIA
BC Public Service

Resources

Go to MyHR and visit the Performance Management section for a series of videos, guides, web pages, and access to the MyPerformance Profile tool to complete your Profile. In addition to this document, a number of resources are available if you need further assistance:

Government Resources

Developing the Best: A Corporate Learning Strategy for the BC Public Service
   http://www2.gov.bc.ca/myhr/topic_hub.page?ContentID=b282416b-5e84-22e0-3da1-23695bf5ad3c

Competency Resource Centre- Behavioural Competency Dictionary
   http://gww.bcpublicservice.gov.bc.ca/competencies

Aboriginal Relations Behaviour Competencies
   http://www2.gov.bc.ca/myhr/content_hub.page?ContentID=ee6403bc-acf5-c65f-a0b3-cc5d51fe63c9

Corporate HR Plan called Being the Best
   https://gww.gov.bc.ca/org/hr-plan

Government's Strategic Plan
   http://www.bcbudget.gov.bc.ca/2011/stplan/2011_Strategic_Plan.pdf

Human Resource Policies including the Standard of Conduct
   http://www2.gov.bc.ca/myhr/content_hub.page?ContentID=bf80ec34-f854-b8a2-6dfb-88a98315a6c0

A MyPerformance Guide to Performance Conversations
A MyPerformance Guide to Goal Setting
A MyPerformance Guide to Employee Recognition
A MyPerformance Guide to Maximizing Results
   http://www2.gov.bc.ca/myhr/article.page?ContentID=589a22f7-1f78-fce5-3007-8819f73c9a77

MyPerformance Rating Scale
   http://www2.gov.bc.ca/local/myhr/documents/performance_management/myperformance_rating_scale.pdf

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Selected Resources on Performance Management

The following list of resources is provided to assist you in learning about performance management.

Book Resources:

Chevalier, Roger. A Manager's guide to improving workplace performance. New York: AMACOM, 2007.

Offers a practical, step-by-step approach to guiding employees to excellence by analyzing their problem areas, developing creative solutions, and implementing change. Using case studies and real-life examples, he shows supervisors how to take their employees from good to great by: Using tools like the Performance Coaching Process, Performance Counselling Guide, and Performance Analysis Worksheets; Tailoring the amount of direction and support to an employee's specific abilities and motivations; Applying the Situational Leadership model to teams and individual employees.

Folkman, Joseph R. The Power of Feedback: Turning Feedback from Others into Personal and Professional Change. Hoboken, NJ 2006 Wiley and Sons.

This book is a powerful contribution on the subject of feedback. Folkman has departed from conventional wisdom that has us find weakness and shortfalls in skills and aptitudes and providing prescriptions for improving performance by dealing with the deficiencies. He has taken an Appreciative approach that focuses on identifying strengths and helping individuals grow and leverage those into improved performance and greater job satisfaction. The research shows that this approach is by far more effective for organizations than fixing weaknesses.

Hale, Judith. Performance consultant's field book: tools and techniques for improving organizations. 2nd edition. San Francisco: John Wiley & Sons, 2007.

This field book will help trainers, training managers, and internal and external consultants working in partnership with clients to identify barriers to performance and explores a suite of solutions, and work collaboratively to get new procedures, technology, behaviours, and ideas adopted. Step-by-step, the book details the techniques you need to conduct performance interventions and offers a customizable collection of worksheets, flowcharts, planning guides, and job aids. It provides practical guidance and proven tools to help analyze an organizational environment, diagnose performance problems, identify barriers to performance, select appropriate interventions, and measure intervention success.

Klatt, Bruce; Murphy, Shaun; Irvine, David. Accountability: Getting a Grip on Results. 2nd rev.ed. Calgary, Alta. Bow River Pub, 2005.

The book presents a new, modern face to some age-old organizational problems: How are personal responsibilities carved out of a complex organizational mission? How are these individual responsibilities aligned for effective action? How are individuals held accountable for outcomes - with no excuses? How does one ensure nothing 'falls between the cracks?' The authors have succeeded in supplying not only a template for achieving accountability agreements, but the inspiration to do so.

Leary-Joyce, Judith. The Psychology of Success: Secrets of Serial Achievement. Pearson Education Limited, 2009.

The book shows how you too can live a life of many peaks. By speaking to a wide range of people who have experienced both success and failure, Judith Leary-Joyce has uncovered the secrets of serial achievement. Some of these people have already achieved many different career and life peaks, some are still getting there and others have resigned themselves to never making it. By drawing on these studies, and her extensive experience as a psychologist and business coach, Judith sets out a clear path for you to follow in your quest to live the most satisfying and rewarding life you can. This book will help you: Identify the emotional drivers that help you move forward and those that hold you back; Explore the attitudes of real life people who are successful and what can be learned from their experience; Address your assumptions about life and work, and discover how to 'peak' in different ways, at different times

London, Manuel. Job feedback: giving, seeking, and using feedback for performance improvement. 2nd ed. Mahwah, N.J.: Lawrence Erlbaum Associates, 2003.

This work demonstrates how managers can be more effective in gathering and processing performance information about subordinates, making ratings on performance appraisals and multisource feedback surveys, and feeding back this information in a way that is nonthreatening and leads to productive changes in behaviour. It also shows how employees can gather, accept, and use meaningful performance information from appraisals, surveys, and informal discussions to change their own behaviour. This second edition includes new chapters devoted to person perception, multisource feedback, team feedback and feedback in multicultural organizations.

Managing performance to maximize results. (Results-driven manager series). Boston: Harvard Business School Press, 2007.

As a manager, you tackle a wide range of responsibilities. Evaluating your employees' performance arguably counts among the most crucial of your managerial tasks. After all, performance assessment enables you to generate valuable results for your company. This powerful guide shows managers how to develop high-performing employees by making both formal and informal performance assessments and feedback part of your everyday interactions.

Mogolia, Tony. Partners in Performance: Successful Performance Management. Menlo Park, ca Crisp Publications 1997

This is a relatively short, practical how-to-learning tools. It is clear and to the point with good exercises, tools, demonstrations and cases. Supervisors and Managers can use this tool as a self-study course, a refresher and a tool to prepare for meetings with employees.

Shepard, Glenn. How to make performance evaluations really work: a step-by-step guide complete with sample words, phrases, forms, and pitfalls to avoid. Hoboken, N.J.: John Wiley, 2005.

The motivations and values of the newest generation entering the workforce are different from those of previous generations. You may be baffled about how to motivate or connect with this new generation. Learn how to modify the evaluation process based on the values of the new generation in How to Make Performance Evaluations Really Work. You'll find step-by-step guidelines for evaluating and motivating employees. Learn what mistakes to avoid, what the legal pitfalls to watch for, and get numerous sample ready-to-use evaluation forms and sample phrases you can use as is or customize and make your own.

Whitmore, John. Coaching for Performance, 4th ed. Nicholas Brealey Publishing, 2010.

Good coaching is a skill that requires a depth of understanding and plenty of practice if it is to deliver its astonishing potential. This extensively revised and expanded new edition clearly explains the principles of coaching and illustrates them with examples of high performance from business and sport. It continuous to follow the GROW sequence (Goals, Reality, Options, Will) and clarifies the process and practice of coaching by describing what coaching really is, what it can be used for, when and how much it can be used, and who can use it well. Coaching for Performance raises the bar of coaching with the addition of new chapters elaborating on advanced transpersonal coaching, the crossover between coaching and leadership, evolution and social responsibility, the future of coaching and its applications in times of crisis and change.

Zenger, David. Zengage: How to get more INTO your work to get more OUT of your work. David Zinger, 2010.

The book is a fusion of zen and engagement – zengage. The focus is on employee engagement to help people get more into the work so that they will get more out of the work. The powerful and pithy statements are invitations to fully engage in the work, working relationships, and the organization. Hear the statements inside your head, move them through your heart, and let them come out of your hands in the doing of work. For powerful engagement, we need head, heart, and hands united in engagement.

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Web Resources:

Gallup. Saving Campbell Soup Company. The Gallup Management Journal, 11 February 2010.

http://gmj.gallup.com/content/125687/saving-campbell-soup-company.aspx

> This is an interview with Douglas Conant, President of Campbell Soup Company on how the high-energy leader turned around the iconic business by winning in the workplace – and in the marketplace. The ethos is that "you can't win in the marketplace unless you win in the workplace." He courted employees' trust, building bit by bit, until he created an extraordinarily engaged company.

Pink, D. Dan Pink on the surprising science of motivation. 2009. TED Talk. TED: Ideas worth spreading.

http://www.ted.com/talks/dan_pink_on_motivation.html

> Career analyst Dan Pink examines the puzzle of motivation, starting with a fact that social scientists know but most managers don't: Traditional rewards aren't always as effective as we think. Listen for illuminating stories -- and maybe, a way forward.

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