

Performance Review Process

The performance review process is an annual cycle that involves a combination of setting expectations, goals and measures for the year, with regular feedback and communication from the manager and employee that concludes with a formal review and rating against the established expectations and goals.

Process

1. Generally, the employee would complete a first self-assessment draft and submit it to their manager for review and comment.
2. The Manager will review the employee self-assessment and add their comments, adjust inaccurate or omitted core responsibilities/objectives/competencies and add their comments and ratings. Managers should meet with the employee to discuss their self-rating and provide initial feedback, but communication of final ratings is not to be made at this time.
3. Managers and GMs will meet to discuss the performance ratings of staff. This process is intended to provide managers with additional information from other departments prior to making final rating determinations and to assist the municipality in level setting of ratings.
4. Any managers intending to assign ratings of 1 or 4 are to be reviewed and approved by the department GM and HRD prior to communication with the employee.
5. At this point Managers will communicate with the employee the final rating, share the completed performance review and obtain sign-off on the review.
6. The manager will then submit the final signed-off review to HR, copying the employee in the email submission.

For the Town of Greater Napanee, we set expectations and measure against these expectations in 3 different categories

1. Core Duties and Responsibilities

These are the primary responsibilities of your role, the main purpose of the role. When measuring performance in this section, think did this individual deliver on the core purpose of the role, accurately, efficiently and within expectations for the position

Example: Nathan Napanee the Maintenance Mechanic is to maintain all equipment, schedule preventative maintenance, perform maintenance of vehicles and equipment and repair issues and failures as necessary to ensure the smooth and reliable operation of the Town's equipment.

The individual in the role is excellent at responding to breaks, and active issues and one of our best employees are repairing equipment, however, they are struggling to create and implement a preventative maintenance program to avoid breakdowns, a core element of the position and such should not be rated higher than 2-Satisfactory.

2. In year Goals and Initiatives

These are specific goals or initiatives assigned to or taken on by individuals within the role

Example: this year Nathan Napanee will develop and implement a preventative maintenance plan and schedule for all our fleet, public works and facilities equipment. While this is also a core responsibility it is something that has not been realized and as such can also be an objective

3. Behavioral and Technical Competencies

Behavior competencies are the traits and behaviors you exhibit or demonstrate while performing your job and objectives. We have established behaviour standards for the town of Napanee for all employees and expect our employees to meet them during the course of employment. The above sections are about what you did, this section is all about how you did it.

See the Behaviour Competency guide for additional detail on each competency and how to rate each.

Technical Skills

is a section that is available to highlight areas of individual expertise as well as areas that require additional, knowledge, practice and ability within the role. When using this section list the technical skill and describe the mastery or developmental needs.

Goal Setting

All goals are to be SMART, and acronym that means:



Specific

Objectives shouldn't be easily confused with each other, or baffle you about what you really want, so you'll need to be specific. When a goal is specific rather than broad, it removes any uncertainty while you or your team work through it. How can you get to the heart of what you want to achieve and make a targeted goal? By answering questions like:

- What do I/we want to accomplish?
- What steps do I/we need to take to get there?
- Who is responsible for completing each step of the goal?

Measurable

Tying in closely with how specific it is, you need to be able to measure your goals too. Quantify your aims with objective markers — like a number, deadline date, or percentage change. It will then be clearer when you've completed it — and you can make sure the progress you make along the way isn't lost in the weeds. Ask yourself:

- How should you objectively measure what you want to achieve?
- How will you track your progress toward completing the goal?

- Could someone else pick up your goal and understand what they'd need to see to know it was successful?

Achievable

If you set a goal that's too easy, you won't feel the same satisfaction achieving it. On the flipside, an objective that's too difficult can feel pointless to you or your team. Ultimately you're far more likely to accomplish your goals if you can find the middle ground between challenging and impossible. See if you can answer these questions about your goal:

- Can you/your team reasonably complete your objective?
- Is it a "stretch goal" — one that's purposefully challenging but still achievable?
- Is there any reason someone would be demotivated by this goal?

Relevant

If you want to focus on this goal above other targets, it should completely align with the wider direction you want to head in. When an objective is relevant, you're more likely to stay interested and feel inspired to complete it. Here are some questions to consider:

- Why are you setting this objective?
- How does this goal fit in with your wider aspirations?
- What would it mean to you to meet this goal?
- Am I assigning this goal to the right role (skills, ability)

Time-bound

No one likes an objective that drags on, never getting fully finished. Goals that don't have an end date can be susceptible to scope creep and unclear success metrics, too. So, when defining your objective, it's important to accompany it with a time limit. And if there are sub-tasks within the SMART goal, each one will need its own deadline within a clearly defined timeline. When setting your time limit, think:

- Are there any urgent factors that will determine when this goal needs to be met?
- Is this a realistic deadline for this goal to be completed?
- Do I need to factor in any times when I won't be able to work on the goal?

Check out our blog post for simple guidance on [how to make a project timeline](#).

Behavioural Competencies

Innovation/Entrepreneurial Spirit

Identifying new and modified ways of working, processes, systems or outside-the-box thinking with the goal of advancing the town. Embracing the entrepreneurial approach means acting as if you are the owner and have a vested interest in efficiency, waste and performance and are willing to take action to ensure success.

Communication

Articulate both verbally and in writing across a range of technologies in a manner that builds trust, respect and credibility, including in-person and technology-assisted communication (e.g., video conferencing, texting, social media). Checks with the audience to ensure the message is received and mutually understood. Includes active listening skills (attending, being silent, summarizing, paraphrasing, questioning and empathizing), communicating with gender sensitivity, cultural humility and congruent non-verbal communication.

Accountability/Transparency

Accepting responsibility for your own actions and disclosing these actions in a transparent way. Maintaining decorum, respecting confidentiality, managing informed consent, operate in an ethical, financially responsible, and socially responsible way.

Decision Making

Gathering required information, involving the correct parties, reviewing different perspectives, options and approaches and analyzing each, and ultimately making the decision that is in the best interest of the municipality. Acting within scope of responsibility and aligned with policy, bi-law and procedure.

Problem Solving

Is able to identify problems and does not sidestep them. Employs an analytical and creative approach to addressing and resolving problems, draws on individual and collective knowledge and experiences.

Customer Service

Acting with a customer-first perspective, doing what you can to support your internal and external customers in a friendly, courteous manner. Good customer service requires, active listening skills, empath and understanding, problem-solving skills to ensure you understand the customer's needs and wants, the ability to communicate clearly what you can and will do, follow-up and follow through, positive attitude, patience and an ability to deescalate tense situations

Teamwork

The ability to work with others to define and work towards a shared goal, participating actively, sharing responsibility and rewards and contributing to the betterment of team capability.

Adaptability and Flexibility

Willingly adjust one's approach to meet the demands and needs of constantly changing conditions, situations and people, and work effectively in difficult or ambiguous situations.

Planning and Organizing

Identify and prioritize tasks, develop and implement plans, evaluate outcomes, and adjust activities to achieve objectives. Staying on top of tasks and initiative without needing to be reminded or have other follow up.

Work Ethics and Standards

Strong dedication to producing good quality work, minimal wasted time and effort, hold high standards of self never cutting corners and producing quality work.

Ambition & Motivation

Remain motivated and focused on goals take on new goals and see them through until the best possible results are achieved, with both passion for making a difference and persistence despite confronting obstacles, resistance and setbacks.

Trust and Integrity

Doing the right thing in the right way; it means adhering to town values. Trust is a belief that someone is honest and credible; trust is earned by being honest, having a positive intent, having strong competencies, and a track record of results.

Focus

Strong ability to stay focused, avoid distraction to be able to effectively execute a task, or juggle multiple tasks required varying degrees of focus at once.

Leadership Competencies **required for all leadership positions**

Exemplifying Integrity

Leading with integrity gaining the trust and confidence of others, through honesty, authenticity, acceptance of responsibility, and establishing a high level of performance. Acting fairly and impartially in your treatment of your peers, and your staff, avoiding favoritism and silos and leading by example

Ensuring Accountability

Ensuring follow through on commitments and making sure others do the same, act with a clear sense of ownership taking personal responsibility for decisions, actions and failures of self and members of your team. Establishing clear responsibilities, processes and monitoring work and measuring results and taking action when expectations have been missed. This also requires leaders to act and respond when they know accountability has been missed the absence of response is acceptance of action.

Motivating and Inspiring others

The ability to understand the motivators of individuals and groups and leverage these motivators to bring out the best in others, accomplish goals, and achieve success. Articulating a shared mission in a way that connects others to the shared goal offers a sense of common purpose beyond ones day to day tasks. *Share in the sacrifice, appeal to emotions, provide meaning and reason, be the change you want to inspire, tell a story, connect to values*

Leading Change

At the global level this requires understanding the change and communicating shared and consistent messaging to support the change, identify resistance and implementing measures to move beyond resistance.

At the individual level leading change requires the understanding of what needs to change, and the willingness to listen and understand individual excitement or resistance to change and adjust messaging and support accordingly. Successful change requires identifying resistance and the underlying reason for that resistance, skills, ability, knowledge, lack of understanding, or lack of personal interest and supporting individuals by addressing their needs to be able to move with the change.

Developing ability in others

Facilitate and motivate sustained learning and create learning opportunities and resources, as well as promote and respect others' ownership of learning outcomes. Includes the creation of a continuous learning environment that fosters positive growth in both work and public contexts among peers, individuals, families, communities and other groups.

Acting with a Town-wide Perspective

All leaders have a responsibility to act with the best intentions of the municipality, avoiding siloed decisions, this means a leader must look beyond their own department, team, budget and individual goals and examine each and the impact their decision will have for the entire municipality. What may be good for one team may have more negative impacts for another, leaders are expected to have a full understanding of the municipality, consult with the leadership team and act in the best interests of the municipality.