

BEHAVIOURAL COMPETENCIES

for Canada's Substance
Use Workforce v. 3

**Performance Management
Tool for Educators**



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.

1. MODIFYING PERFORMANCE MANAGEMENT TOOLS FOR THE NEW OCCUPATIONAL CLUSTERS

Competencies have been developed for Canada's substance use workforce as a way to ensure that services are provided consistently across a wide range of practices, contexts and settings. They should be used to **inform the hiring process** (e.g., develop and refine job profiles, and interview and assess candidates against critical competencies), as well as to **evaluate job performance and identify professional development needs**. These competencies can be used to support job and service performance for regulated, unregulated and volunteer positions in the substance use workforce.

A performance management system is a mechanism that is designed to track the performance of employees and assist with:

- Communicating performance goals;
- Sharing performance-related information between management and employees;
- Fostering continuous learning and development; and
- Exploring career opportunities.

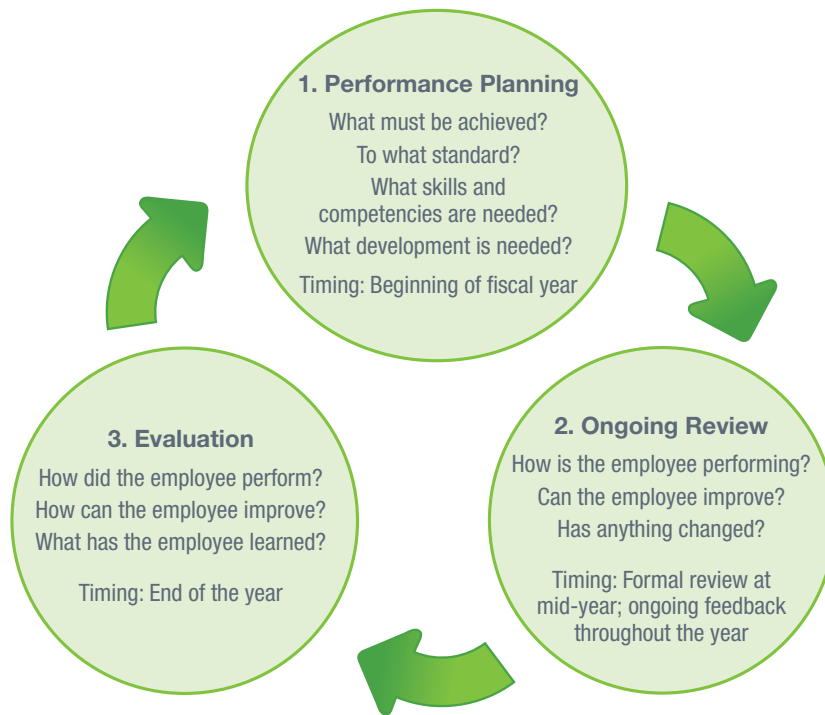
While there are different approaches that can be adopted for performance management purposes, a competency-based approach improves the overall transparency of the process. A competency-based approach provides clarity on not only *what* has been accomplished, but also on *how* the work was performed.

The performance management process includes three stages:

1. **Performance Planning:** Set goals for teams or individuals.
2. **Ongoing Review:** Monitor performance and feedback to ensure that teams or individuals are on track.
3. **Evaluation:** Complete assessment to determine how well the teams or individuals performed relative to the goals that were set. Additionally, plans are made to address future development needs.

The three stages of the performance management process are outlined in Figure 1.

Figure 1. Stages of the performance management process



The content included in this document should serve as a generic guide for managing the performance of employees who fall under the occupational cluster of interest (e.g., Systems Navigator, Educator, Person-to-Person Support, and Public Safety Personnel). Each occupational cluster has an associated competency profile that outlines the core **behavioural competencies** along with recommended **proficiency levels**. To further assist you in planning the initial review, sample performance objectives have been provided. They relate to the behavioural competencies in each job profile.

There can be many different positions that fall under each of the occupational clusters. Therefore, modifications may be necessary to ensure that the profile and associated tools are suited to the position of interest, organizational context and respective culture.

2. PERFORMANCE MANAGEMENT TOOLS FOR THE NEW OCCUPATIONAL CLUSTERS

New Occupational Cluster: Educator

This tool provides an overview of the performance management process for the Educator occupational cluster. This tool can serve as a template for conducting performance management reviews for the roles that fall within this occupational cluster.

This tool includes a selection of sample performance objectives for the behavioural competencies and the associated proficiency levels relevant to the suggested competency profile.

While this tool is intended to be a helpful template, it may not fully represent the position of interest. You are encouraged to tailor and personalize these tools as necessary to align with the organizational context and culture.

To ensure that the tool is well-suited to the position and the organization:

1. Review the tool, which includes the suggested competency profile for the occupational cluster to determine relevance.
2. If modifications are needed, adjust the competency profile to ensure that there is alignment with the job description and the organizational mandate. This includes reviewing the behavioural competencies in the suggested competency profile along with the associated proficiency levels.

Generally, the total number of competencies in a profile *will not exceed 12* and will consist of only core competencies (i.e., those that are essential to perform the job successfully).

Sample performance objectives are provided below. These objectives relate to the behavioural competencies in the occupational cluster competency profile. Typically, each performance objective relates to one or more of the competencies included in the profile.

Performance Management Tool for Positions Related to Educators

Position Title:

Employee Name:

Supervisor's Name and Title:

Review Period from *(Month/Year)* to *(Month/Year)*:

Date of Review *(Day/Month/Year)*:

Preparation Checklist

- Identify the position requirements and competencies using the available job description.
- Review the previous performance evaluation (if applicable).

Suggested Competency Profile

Job Cluster	Example Job Titles
Educator	Teacher, Guidance Counsellor, Nutrition Educator, Substance Use Educator

Core Competencies	Proficiency Level
Adaptability and Flexibility	4
Analytical Thinking and Decision Making	3
Collaboration and Network Building	3
Continuous Learning	4
Creativity and Innovation	3
Culturally Safe and Anti-Opressive Practice	4
Developing Others	3
Effective Communication	3
Ethical Conduct and Professionalism	3
Interpersonal Rapport	3
Planning and Organizing	3
Self-Management	3
Self-Motivation	3
Teamwork and Co-operation	3



How to Use this Tool

INITIAL PLANNING: At the beginning of the performance cycle

(on or immediately following the anniversary date of the employee's hiring)

Meet with employee to discuss and agree on the key performance objectives and related competencies for the review period.

- The performance objectives can be task-, activity- or competency-based objectives (see Part A: Performance Planning and Review).
- In almost all cases, identified performance objectives (the “what” of the job) can be related to particular competencies required to achieve them (the “how” of the job).
- If this is the first year a performance review is being conducted, you may be unable to identify any learning and development needs. In this case, an initial discussion about what these might be and sharing any performance development concerns can occur.
- If this is not the first year, confirm the learning and development needs identified at the end of the previous cycle.



INTERIM REVIEW: During the cycle (six-month review or equivalent)

Meet with employee to review progress in achieving performance objectives and begin to identify areas for development. Formal reviews might also be conducted throughout this period; for example, when either the supervisor or employee changes jobs, when there is significant change in the existing job requirements or at the end of a key milestone.

- Performance objectives might need adjusting if work or priorities have changed since the beginning of the cycle (see Part A: Performance Planning and Review).
- If this is the first year a performance review is being conducted, work with the employee to begin to identify the learning and development needs (see Part B: Learning and Development).
- If this is not the first year, review the employee's accomplishment of the action plan so far and adjust as necessary (see Part B: Learning and Development).



How to Use this Tool

FINAL REVIEW: At the end of the cycle (on or near the anniversary date of the employee's hiring)

Meet with the employee to discuss and agree on the key performance objectives and related competencies for the review period.

- Record the employee's performance for each of the required competencies (see Part A: Performance Planning and Review).
- For each objective, discuss the extent to which objectives were achieved. This is recorded in the Results section.
- In the Rating section, use the rating scale provided at the end of this document to evaluate results.
- If this is the first year a performance review is being conducted, work with the employee to identify the learning and development needs and the required action plan for the following review cycle (see Part B: Learning and Development). The focus is on the most pressing learning needs (e.g., up to five areas for development).
- If this is not the first year, review the employee's accomplishment of the action plan throughout the previous year (see Part B: Learning and Development).



SIGN-OFF: At the end of the cycle (on the anniversary date of the employee's hiring)

- Prepare the final summary review and evaluation, and review the results with the employee (see Part C: Review and Overall Evaluation).
- With the employee, determine and agree to an action plan to enhance performance and results. This plan includes action to be taken by both the supervisor and the employee (see Part C: Review and Overall Evaluation).
- The employee comments on their own performance over the review cycle and the results (see Part C: Review and Overall Evaluation).
- The original of the completed form is placed in the employee's human resource file and the supervisor gives a copy to the employee.

PART A: Performance Planning and Review				
Related Competencies (Recommended Proficiency Level)	Sample Performance Objectives	Results Achieved	Rating	
			Supervisor	Self
Effective Communication (3) Interpersonal Rapport (3) Continuous Learning (4)	Recognizes one's impact on others, strives to manage biases and identifies strengths and limitations of all interactions with the goal of improving future interactions			
Collaboration and Network Building (3) Culturally Safe and Anti-Opressive Practice (4)	Promotes community uptake and awareness of substance use and other public service programs through enhancing and developing community needs-based education and resources that are focused on diversity, equity and inclusion			
Effective Communication (3) Collaboration and Network Building (3) Creativity and Innovation (3)	Facilitates an evidence-informed health education program to address substance use among young people			
Developing Others (3) Interpersonal Rapport (3)	Looks for ways to create safe spaces so that participants in education or awareness programs can safely contribute to group discussions			



PART A: Performance Planning and Review				
Related Competencies (Recommended Proficiency Level)	Sample Performance Objectives	Results Achieved	Rating	
			Supervisor	Self
Planning and Organizing (3) Adaptability and Flexibility (4) Self-Motivation (2)	Makes plans to address potential challenges in the development or delivery of an education or awareness program			
Ethical Conduct and Professionalism (3)	Maintains professional relationships with individuals participating in education or awareness programs			



PART B: Learning and Development			
Areas for Development	Action Plan or Development Options	Target Completion Dates	Results

PART C: Review and Overall Evaluation

- After discussion on Parts A and B, the supervisor prepares summary comments on the employee's overall performance during the review period and rates the employee's performance.
- The employee and supervisor agree on a mutual action plan, recording the actions to be taken by the supervisor and employee to achieve desired results (includes making funds, time and resources available, as necessary).
- The employee records summary comments on their own performance and the review process, as desired.
- Both the supervisor and employee sign the evaluation.

Rating Scale

4	Exceeds Expectations Exceeds requirements on most or all important elements of the objectives.
3	Meets Expectations Fulfilled requirements and met performance objectives within the standards for the position assessed.
2	Progressing Fulfilled some of the requirements of the objectives. Progress is being observed for the majority of objective requirements.
1	Needs Improvement Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation Needs Improvement Progressing Meets Expectations Exceeds Expectations

Supervisor Comments or Summary		
Mutual Action Plan		
Employee Comments		
Employee Signature	Supervisor Signature	Date (dd/mm/yy)