



Human Resources Handbook for Feedback and Development Program

April 2011

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Introduction:

This program and tools will provide information that will guide Chairs, Department Heads, Managers and Supervisors to deliver effective feedback and assist with development action planning for staff when requested. This program will not replace existing evaluation process in existence at the College

1. COLLEGE MISSION

Selkirk College will develop empowered, effective citizens through rewarding educational and life experiences that are built on our Region's distinct identity.

2. COLLEGE VISION

Our vision is to be a Regional Community College that inspires, engages and enables learners to be valuable contributors to their communities and to society as a whole. Recognizing the value of mutually beneficial relationships, we will provide collaborative leadership in the communities we serve.

This Vision is rooted in our vivid sense of place that is more than mere location. It is a composite of our people, history, culture, values, lifestyle and landscape. It is a strength that will define us, give us direction and provide us with unique opportunities.

3. COLLEGE VALUES

We uphold the following values:

| | |
|--------------------------------------|--|
| Quality: | To provide quality in our teaching, service and programs. |
| Access: | To open doors for learners and build understanding and acceptance of diverse learner needs. |
| Discovery: | To inquire about the world and our place in it; address challenges with creative solutions; and inspire the imagination, spirit and mind. |
| Environmental Responsibility: | To conserve our natural environment and use natural resources responsibly. |
| Healthy Relationships: | To cultivate healthy relationships; connect to the local and global communities; and value the contributions and celebrate the accomplishments of learners, employees, alumni and community members. |
| Positive College Environment: | To maintain a positive and healthy environment where employees and learners can contribute and develop. |
| Integrity: | To uphold honesty, respect, fairness and equality in all of our pursuits. |
| Inclusive Culture: | To foster harmony and understanding, and celebrate our heritage, artistry and diversity. |
| Leadership: | To lead by serving with enthusiasm, inspiration and purpose; by responding to the needs of learners and the community; and by providing informed effective direction for the future. |

4. COLLEGE STRATEGIC PRINCIPLES

The following Strategic Directions will guide our actions in this program:

Teaching and Learning: Our Fundamental Activity

Exemplary teaching and outstanding learning experiences are and will continue to be the fundamental activities of Selkirk College. Our learning opportunities will be responsive to diverse needs. Applied research and innovative programming will enhance learning opportunities for students.

- Selkirk College will be known for its teaching excellence, outstanding learning experiences and program relevance.

Employees: Key to Our Success

Employees are essential to the success of learners and of our College. Our well-being and the environment in which we work together will be enhanced with opportunities for personal and professional development.

- Selkirk College will be known as an employer of choice in the region and the sector.

5. INTRODUCTION

Selkirk College values the contribution of the employees in working towards the Mission, Vision and Values of the College. The College has established a Feedback and Development Program (FAD) that provides a process for employee feedback and planning on an annual basis and sets the foundation for achieving and acknowledging excellence. The value of the FAD is the process is the ongoing communication which occurs between supervisor and employee throughout the year in support of accomplishing, employee goals and the strategic objectives of the College. The process includes clarifying expectations, identifying goals, setting objectives, providing feedback, and reviewing results. In addition, the FAD allows the College employees to ensure they have the skills to succeed both in their present position and potential future opportunities.

This handbook is designed to give a quick overview of the Feedback and Development (FAD) program that you may have the opportunity to use. It will enhance the feedback and communication process and may assist in opening the lines of communication and prevent concerns that can result from ineffective communication. It may alert you to questions you need to ask; or it may simply help you figure out a streamlined process to deliver fact-based feedback to the staff in your department.

6. FEEDBACK AND DEVELOPMENT PLAN PRINCIPLES

- The Feedback and Development Program is intended to promote a culture of excellence, achievement, openness, trust and mutual understanding of appropriate expectations, development and results.
- The Feedback and Development Program facilitates recognition, support, encouragement and constructive feedback.
- The Feedback and Development Program is intended to support ongoing feedback. It is not intended to be limited to an annual review.
- The Feedback and Development Program strengthen the working relationship between supervisors and employee, as they work collaboratively together to identify and clarify priorities to be addressed throughout the year.
- The Feedback and Development Program promotes clear alignment between individual goals and departmental/organizations strategic and action plans allowing employees to achieve the best possible performance.

- The Feedback and Development Program is a process of planning and giving feedback that assists employees with identifying and meeting key work and competency goals.
- The Feedback and Development Program allows employees to develop existing and new capabilities for their jobs and to target professional development.
- Supervisors/ Managers are encouraged to engage their employees in the Feedback and Development process if requested.
- Employees are responsible for their own voluntary participation in each stage of the process.
- The Feedback and Development Program aids in tracking action plans and progress.
- All discussion and feedback information is treated in a confidential manner. Completed Feedback and Action Plans will be stored in personnel files

7. FEEDBACK AND DEVELOPMENT PROGRAM PHASES

The phases are as follows:

- **Phase 1 – Planning:** The planning phase of the FAD is the starting point of the process. It is during the planning stage that the employee and supervisor plan and gather information to start in to the process. This phase consists of setting dates for the event, decision on forms to be used, information gathering, obtaining a current job description, listing annual achievements outside the job description, reviewing College strategic priorities and departmental objectives, and attending the DAP workshop (if desired).
- **Phase 2 – Action:** The Action phase of the FAD is the sharing of information, in regards to the feedback, clarifying expectations in current role, identifying development action plans that align with the Department and College. In addition identifying and setting up resources and time line for achievement. Completion of feedback forms, DAP worksheet and inputting DAP in tracking log. Once feedback and DAPs are signed off the forms are submitted to the personnel files.
- **Phase 3 – Monitor:** This is on an ongoing basis to ensure that goals and learning plans are progressing as expected and on target. Midyear reviews are encouraged. Ongoing coaching and support to assist the employee will be required to meet objectives and develop competencies. Employees should take all opportunities to receive regular feedback and guidance from supervisor and other sources regarding their DAP's. This could be formal or informal meetings and conversations. You may need to make necessary changes to your plans as priorities or goals shift.
- **Phase 4 – Future Planning:** Employees request to participate in the process and engaging in open dialogue with your supervisor (if desired). Conduct, as a minimum, annual feedback sessions with your employee. Recognize accomplishments and contributions achieved over the last review period. Employee and supervisor will assess how you have done in the last years, identify how effective you were in accomplishing your goals and results, determine which goals were not met, or can be included in this year. Complete the process and submit feedback for personell file.

8. SETTING START AND END DATES

Many Department Head/ Chair/ Manager/Supervisor budget and plan their year in advance. Your commitment to your employee's feedback and development should be no different. Take a moment and plan time in your year to complete your employees FAD's. Do not let distractions get in the way of fulfilling your commitment to your employees development. The "Best Practice" recommendation is to do feedback and development on an ongoing basis but to plan at least annually, with quarter or semi-annual follow ups.

9. FEEDBACK & DEVELOPMENT FORMS

There are a number of tools that are available in this program. It is up to the Department Head/ Chair/ Manager/ Supervisor along with the employee to select the tools that are to be used for this process. The tool that can be used by the employee who is requesting the feedback is a "Self Appraisal Form". This form is mainly narrative. It allows the employee to reflect on areas of success and opportunities since the last feedback. In addition, it also allows them to articulate any development actions that that they would like to achieve in relation to potential development. They can capture their individual development action plans using the "DAP (Develop Action Plan) worksheet" that is aligned with the SMART (Specific, Measurable, Action, Realistic and Timely). This will provide a record that can be tracked and reviewed periodically for achievement.

The Department Head/ Chair/ Manager/ Supervisor has an option of two tools to give the feedback. The first tool is predominantly narrative in nature; with no numerical ranking component. The second tool is predominately numerical with a narrative portion. Either tool is acceptable; however, it is good practice to share the tool openly with the employee prior to starting into the feedback process. This allows for clear visibility to the feedback tool and set the stage for good open communication. The additional tools such as "Job Description" template, and Development Planning Worksheet are optional, but can be very informative and assist with the process in regards to employee development. It is often said good employee development is directly correlated to the amount of time you focus on this area.

All forms are referenced in "Appendix A" (Path listed below)

S:\NEW HR INITATIVES\Feedback and Development Program\FAD Forms

10. "SMART GOAL" CRITERIA

| Specific Development Goal | Actions | Success Measures | Support | Timing |
|--|--|--|--|---|
| Specific learning goal. Talks about what skills and knowledge will be improved or developed. Goal is focused on one manageable area. | A mix of learning activities. Includes study, on-the-job assignments and learning from others. | Clear descriptions on what successful actions will achieve. Describes what the learner will now be able to do. | Specific assistance that will be offered to support the learning actions. Describes who and how. | Clear deadlines that are achievable. Also, base on realistic availability of resource people. |

11. TRACKING DEVELOPMENT ACTION PLANS

Measurement is important. Tracking and measuring is one way to ensure we are on track. There is a tracking tool that has been introduced to be used as part of the program. It is a simple database or excel spread sheet that each Department Head/ Chair/ Manager/ Supervisor can use to capture each participant in their department. This tool can assist in creating a systematic logging system for each participant Development Actions Plans and schedule for feedback and follow up. This tool can be located in the shared folder that Manager have access to. Once you have populated the templates, it is good idea to place this tracking tool in a secured folder to be accessed by you at a later date.

The link to the folder is listed below:

S:\NEW HR INITATIVES\Feedback and Development Program\DAP Tracking

12. TIPS FOR DEVELOPMENT ACTION PLANNING (DAP)

The Key to Success

The Feedback process can be viewed time consuming, but it is not just filling in the boxes. It is about following preparatory steps that will make it easier and more time efficient. The following represent a number of suggestions that will help you create meaningful and realistic FAD's.

Develop a Few "Key Messages"

A major key to success in managing the FAD process is to spend some time developing a few key "messages" or observations about an employee that represents the "gist" of that person's progress and future development needs. It is these messages that provide a foundation for the feedback and planning process.

Keep a Running Log

The FAD process may occur once a year. However, an employee's work and progress continues throughout the year. In order to ensure that important information is not lost, it's a good idea to keep a running log of an employee's progress throughout the year.

This log can include:

- Observations of work contributions.
- Examples of situations where they have demonstrated the College "Strategic Values".
- Challenges faced and how they were handled them and what the employee learned.
- Progress on development goals.
- Regular tracking of progress will minimize surprises, enhance commitment, improve likelihood of successful completion and expedite next year's FAD process.

Conduct Informal "Mini FAD Meetings" throughout the year

If you plan a few information sessions during the year to discuss progress and needs, this will allow you and the employee to keep track of accomplishments and to make adjustments to reinforce progress. It also provides an opportunity to start highlighting areas of needs, so these do not become surprises during the FAD discussions. One approach is to use the "Plus/Delta" approach during these informal sessions.

This approach involves discussing as well as those areas where there are suggestions for greater improvement (the "Deltas"). The idea here is to provide a platform for positive reinforcement, taking note of where there have been examples of the College "Values" in action and other areas of progress.

Conduct a Pre-FAD review with other managers (OPTIONAL)

This is to assist in collecting multiple points of view. It adds another point of reference for reviewing and providing feedback to the employee's progress and needs. Perhaps consider getting feedback from 2-5 associates (with the employee's permission). This can be appropriate in some cases to validate strengths and areas for improvement in the areas. This would allow for multiple inputs and points of reference that will help provide the basis for a few messages or themes that will be the key focus for discussions at FAD session.

Write (in draft form) 3 to 4 messages/takeaways

These key messages need not be long, elegant statements. They can be as simple as a key message on each of the following: College Values, Potential, and Results. Once you have completed these, leave them for at least 2 days, before finalizing. Revisiting these messages will help provide some possible additional perspectives that you did not consider the first time around.

Fill out the FAD Tool

Begin by inserting just your key messages in the appropriate FAD sections. Summarize the key messages in the comments section. Then complete the remainder of the FAD.

ADDITIONAL HINTS

- Ensure alignment between you and the employee as this is a voluntary process to and to provide feedback prior to beginning the FAD process.
- Be ready for a robust discussion from your employee on any areas of opportunities.
- Select no more than 1-3 Development Action Plan opportunities when planning.
- Ensure that the "key messages" are captured in the employee's Development Action Plans.
- Check to see if the DAPs capture personal growth plans and do they capture the essential developmental areas identified.
- Know the difference between DAP and College Objectives.

13. EMPLOYEE GROUPS BREAKDOWN

| Group | When to use | Forms |
|----------------|---|--|
| Exempt | The exempt workers are required to have a probationary assessment as per the agreement. This program can be used in conjunction with the probationary assessment. This program can be completed annually. Follow up will depend on needs for the department. | DAP worksheet – optional Job Description – optional Self Appraisal – optional Narrative / Numerical |
| PPWC | The PPWC workers are required to have a probationary assessment, which is under the “Recruitment Folder”. This program is once they pass probation and is voluntary. Follow up will depend on the needs of the department. | DAP worksheet – optional Job Description – optional Self Appraisal – optional Narrative / Numerical |
| BCGEU | The BCGEU members are required to have a probationary assessment and ongoing evaluations as per the collective agreement. This program is used once they pass probation and is voluntary. Follow up will depend on the department. This program is not to be used in conjunction with the formal evaluation outlined in the collective agreement, but as a tool to provide additional feedback and development. | DAP worksheet – optional Job Description – optional Self Appraisal – optional Narrative / Numerical |
| SCFA | The SCFA members are required to have a probationary assessment and ongoing evaluations as per the collective agreement. This program is used once they pass probation and is voluntary. Follow up will depend on the department. This program is not used in conjunction with the formal evaluation in the collective agreement, but as a tool to provide additional feedback and development. | DAP worksheet – optional Job Description – optional Self Appraisal – optional Narrative / Numerical |
| On-call/relief | This program is targeted at permanent employees, but can be used for contract on-call/relief if desired. | DAP worksheet – optional Job Description – optional Self Appraisal – optional Narrative / Numerical |

14. RESOURCES AVAILABLE

Resource book library as reference

- FYI (For your Improvement)
- Bringing out the Best in People – Aubrey Daniels, Aubrey Daniels International
- Performance Management – Aubrey Daniels, Performance Management Publications
- 1001 Ways to Reward Employees – Bob Nelson, Workman Publishing
- Motivation in the Workplace (Inspiring your employees) – Lydia Banks, Provant Media
- Top grading, Coaching and Keeping the Best People – Bradford Smart, Portfolio
- Working with Emotional Intelligence – Daniel Goleman, Bantam Trade
- Managing Differences (How to build better relationships at work) – Daniel Dana, MTI

Programs at college as a reference

- Writing Center (All Campuses)
- Selkirk Library as resources
- Teaching and Learning Institute
- Human Resources Department (discussions and coaching)

External resources

<http://hrweb.mit.edu/performance-development/goal-setting-developmental-planning>