**Administrative Performance Management Program**

The performance management process is used to establish performance expectations and to evaluate an individual administrator’s success in setting and achieving goals/objectives. It is intended to:

* Maximize employee performance and development
* Support and reinforce the strategies and goals contained in the annual Fleming College Business Plan by focusing employee efforts and commitment on activities critical to the organization’s success
* Continuously assess and develop leadership and managerial effectiveness
* Assist managers with ongoing management of employee performance
* Closely integrate employee compensation and performance by promoting a pay-for-performance incentive program

Participants in this program must be full-time permanent administrators, or temporary administrators whose contract is at least one year in length, with 9 of those months falling within the performance cycle (September-June).

An Individual Development Plan is reviewed and updated annually either in conjunction with the Performance Evaluation or when setting the next year's objectives.

The Administrative Performance Management Program is comprised of four phases.

**Phase 1 – School/Department Operational Plans**

All schools and departments develop annual operational plans using the five year Fleming College strategic plan and the annual College business plan as a framework. The operational plans cascade down individual performance objectives.

**Phase 2 – Individual Performance Objectives**

Using the Administrative Objective Setting & Performance Review Form, administrators set objectives under 3 categories: leadership, managerial, and operational.

**Leadership** – The Leadership objective should be developed using Fleming’s Leadership competencies. Emphasis in 2015-2016 should reflect either creativity or collaboration and integration within teams or across the College. It is important to set relevant leadership objectives that are designed to enhance individual leadership capability.

Your department/school business plan objectives which were developed from the new strategic plan, along with expectations of leaders for the MetaProject can assist with creation of your managerial and/or operational objectives.

**Managerial** – Leaders with direct-reports use this category to address improvements to effectiveness and efficiency in their school/department.

**Operational** – Operational objectives can connect to the operational plan and/or reflect core duties of the individual’s position. They can also address improvements to effectiveness and efficiency in their school/department.

The total number of objectives in each category may vary depending on the level of the position in the organizational structure and the degree of emphasis the position places on day-to-day operations versus longer term corporate planning. A maximum of five operational objectives is recommended (not to exceed seven). Milestones may be used to set direction and assist with tracking progress.

Objectives should challenge individuals and directly relate to leadership and managerial development and the operational plans of the school or department. ELT members are responsible for reviewing objectives of all administrators in their area to ensure alignment with the Business Plan. It is the responsibility of the individual to plan and work to overcome obstacles to complete their objective, or discuss adjustments with their supervisor during their in-year check-ins.

**Phase 3 – Monitoring, Coaching, Feedback**

Progress Check-ins – Ideally, administrators should meet with their supervisor once every two months to discuss progress towards objectives. Once quarterly, the results against objectives should be recorded on the Administrative Objective Setting & Performance Review Form and shared with the supervisor at a check-in meeting (total of 3 check-in meetings plus final review during one performance year). At the progress meeting, discussion should include:

* Performance achievement
* Performance gaps
* Revising/renegotiating timelines/objectives based on contextual changes
* Solutions to move forward
* Behavioural and managerial performance

Coaching for Success – Supervisors should practice critique and candor as they:

* Reinforce good performance
* Recognize performance gaps early
* Identify performance barriers and root causes
* Secure agreement on actions required for successful achievement of objectives
* Capture learning to develop new milestones or objectives
* Adjust/Change any objectives, if necessary
* Provide support

Supervisors and administrators should keep notes of discussions to assist going forward. The results section of the objective setting and review form can be used to capture results as they are accumulated throughout the year.

**Phase 4 – Annual Review and Compensation**

Three areas are considered when evaluating administrative performance in a performance year:

* Demonstration of Fleming Leadership Behavioural Competencies
* Achievement of operational, leadership and managerial objectives
* Performance of core job duties

Final ratings must be written and signed by the immediate manager and reviewed by the appropriate ELT member to ensure that the narrative matches the ratings of each objective, that there is evidence of progress, that the overall rating is based on an entire year’s performance and that the rating is aligned with the Performance Rating Guidelines for Administrators.

Where overall performance is evaluated as partially successful or unsatisfactory, an employee professional development plan must be submitted with the performance review.

All annual reviews that indicate an overall rating of ‘above’ or ‘exceptional’ will be reviewed and agreed to by the President.

Administrators with administrative or support staff direct reports are required to complete performance reviews for their employees prior to any compensation adjustments based on their own review.

**Appeals**

In the event that there is serious irresolvable disagreement between an administrative employee and their manager regarding performance results and overall ratings, appeals can be made to the President. Such appeals will be in writing and will identify the specific areas of the dispute and reasons for disagreement. The President will arrange a meeting with the complainant within two weeks of receiving the appeal. A response from the President to the complainant will be provided within two weeks of the meeting. The President’s response will be final and binding.

**Considerations for Employees with Disabilities**

The Accessibility Standard for Employment requires the College to ensure that its performance management process takes into account the individual accessibility needs or accessibility plans of employees.  Managers must review and consider individual accommodation plans or accessibility needs when setting or evaluating goals for administrative employees. Employees who have individual accommodation needs or plans in place should speak in confidence to their Manager or Human Resources.