

**My Performance Partnership Plan (myP3)**

*Exempt & Support Employees*

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| **Employee Name** |  | **Position Title(s)** |  |
|  | **Position Number(s)** |  |
| **Supervisor Name** |  | **Supervisor Title** |  |
| **Type of Performance Plan** | □ Annual Performance□ Probation Performance | **Review Start Date** |  |
| **Review End Date** |  |

The myP3 form guides a collaborative performance and development process between employees and their supervisor. It is intended to support employees with their development and with doing their best work at the College. Supervisors and employees work together throughout the performance process by discussing and capturing performance and learning goals, having ongoing performance conversations, evaluating outcomes, and recognizing achievements.

The myP3 form has sections for both the employee and supervisor to comment. Sections marked “Employee Comments” and are in **green** are for employees to comment, and sections marked “Manager Comments” and in **blue** are for the supervisor to comment. ***Note: Employees must be given up to 5 working days to review and respond upon receiving written comments / assessment from their supervisor.***

**SECTION 1 – GETTING STARTED (Optional)**

Employees are invited to complete section 1 and send to their manager prior to setting performance and learning goals for the year. This is an opportunity for employees to share their interests and aspirations, indicate the type of support they are looking for at work, and ask questions they may have about department and College priorities and strategies.

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| EMPLOYEE COMMENTS |
| What inspires and/or engages you in your work at Okanagan College? |
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| Is there anything specific you are wanting to achieve in your work or for your own personal growth? |
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| What are your aspirations in terms of your career development? |
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| What type of support would you like from your supervisor and/or Okanagan College that would support you in doing your best work? |
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| What questions do I have about our Department’s goals and/or about the values, commitments, and responsibilities outlined in the Inspire Strategic Plan? |
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**SECTION 2 – GOAL SETTING**

**A: PERFORMANCE GOALS**

It is recommended to have a minimum three (3) to a maximum of six (6) performance goals. For support staff, one (1) to three (3) performance goals are acceptable. Performance goals capture key accountabilities of the position, and can include department and/or the College goals.

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| **SECTION 2 – SETTING GOALS** |
| # | Performance Goal | Annual / Probation Performance Rating |
|  |  | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet |
| **SECTION 3 – PERFORMANCE REVIEW** |
| Manager Comments |
|  |
| Employee Comments  |
|  |

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| --- |
| **SECTION 2 – SETTING GOALS** |
| # | Performance Goal | Annual / Probation Performance Rating |
|  |  | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet |
| **SECTION 3 – PERFORMANCE REVIEW** |
| Manager Comments |
|  |
| Employee Comments  |
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| Manager Comments |
|  |
| Employee Comments  |
|  |

**B: OC COMPETENCIES – LIVING THE VALUES**

The following competencies support and bring to life the College’s values. They describe the skills, abilities, and behaviours the College expects all employees to demonstrate while completing performance goals. Supervisors and employees review the competencies as part of the Goal Setting and process, and both the employee and manager assess as part of the Performance Review process.

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| **SECTION 2 - Review as part of Goal Setting**  | **SECTION 3 – Complete as part of** **Annual / Probation Review** |
| **OC Competencies** | **EMPLOYEE ASSESSMENT** | **MANAGER ASSESSMENT** |
| **Results Focused*** Demonstrates commitment to, and understanding of, student and client needs in decision making, actions and program design.
* Demonstrates the ability to analyze information, identify challenges, problem-solve, and find solutions.
* Shows accountability for effective and efficient delivery of day-to-day performance that supports the needs of the students, employees, clients, the community, and the College.
* Continually pursues performance excellence and seeks to acquire the knowledge and skills to perform effectively.
 | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet |
| **Leadership & Connection*** Manages own reaction and behaviours, and demonstrates empathy, appreciation, and good judgement in interpersonal relationships.
* Identifies and actions opportunities to resolve issues, collaborate, and build connections and effective working relationships.
* Demonstrates and supports two-way communication, active listening, openness, cooperation, flexibility and the freely sharing of ideas and information with others.
* Ensures written communication is concise, transparent, and consistent with the College’s vision, mission, and values.
 | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet |
| **Innovative & Change Adept*** Generates, creates, researches and practices new ways to achieve results and finds new opportunities for growth and improvement.
* Overcomes obstacles and perseveres through challenges to attain the desired outcome to support the College’s strategic goals, policies, and procedures.
* Remains open minded and positive in the face of challenges.
* Embraces and actions change to support the achievement of the College’s goals.
 | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet |
| **Indigenous Cultural Awareness*** Understands the importance and purpose of reconciliation.
* Learns about the correct protocol when approaching Indigenous communities.
* Seeks to understand Indigenous perspectives, being self-aware of personal biases, and participates in opportunities to understand Indigenous culture, decolonization, and the historical context.
 | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet |
| **Integrity & Respect*** Acts with respect, dignity, and honesty.
* Approaches difficult situations with composure, openness, and curiosity, acting in a manner that will withstand scrutiny.
* Understands equity, diversity, inclusion and social justice principles and practices, looks to promote equity and accessibility, and actively works to reduce the influence of biases in decision-making.
 | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet | □ Exceeds□ Achieves□ Partial Meets / Developing□ Does Not Meet |
| Manager Comments |
|  |
| Employee Comments |
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**PERFORMANCE ASSESSMENT SCALE**

The following assessment scale is used when evaluating performance. Supervisors should review with employees when setting performance goals for the year.

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| **Review as part of SECTION 2 and SECTION 3** |
| **PERFORMANCE RATING** | **DEFINITION** |
| 4 | Exceeds Expectations | Exceeds goals and performance standards. Work is consistently executed on or before due and at an exceptional level of performance. Makes major contributions to the success of the department and/or the institution. All competencies are demonstrated in outstanding manner.  |
| 3 | Achieves Expectations | Achieves goals and performance standards. Work is of good quality and meets set performance standards. Position responsibilities and requirements are met. Competencies are actively demonstrated & developed. |
| 2 | Partially Meets / Developing | Meets some performance goals. Performance is not at the quality level required and/or is not always delivered on time. Displays some competencies and is still developing.  |
| 1 | Does Not Meet Expectations | Performance is below the normal expectations for a substantial number of goals and aspects of the job. Competencies are not demonstrated & developed to a satisfactory level.  |

**C: LEARNING & DEVELOPMENT**

Employees and supervisors work in partnership to identify learning and development opportunities. Supervisors provide support and guidance, and employees take a lead on their own development and career aspirations. Identifying three (3) to a maximum of six (6) learning and development goals is recommended.

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| **Review as part of SECTION 2 and record and discussion throughout the year.** | **Complete as part of Section 3** |
| **#** | **Learning / Development Activity** | **Planned Completion Date(s)** | **Completed**  |
|  |  |  | [ ]  Yes[ ]  No |
|  |  |  | [ ]  Yes[ ]  No |
|  |  |  | [ ]  Yes[ ]  No |
|  |  |  | [ ]  Yes[ ]  No |
|  |  |  | [ ]  Yes[ ]  No |
|  |  |  | [ ]  Yes[ ]  No |

**Section 3: PERFORMANCE REVIEWS**

**MID-YEAR / MID-WAY CHECK IN**

It is recommended to have a check in mid-way through the performance review period to revisit Sections 1 & 2, discuss progress of performance and learning goals, provide support for development and growth, and recognize achievement.

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| **EMPLOYEE COMMENTS**  | **MANAGER COMMENTS** |
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**ANNUAL / PROBATION REVIEW**

At the end of the performance year, it is time to do a final review and evaluation, and provide recognition for achievements.

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| **Step 1**: Employee is invited to add their initial comments in Employee Comments (green) sections and returns to supervisor prior to meeting. **Step 2**: Supervisor reviews employee performance and learning goals, and identifies achievements and areas that may require improvement. **Step 3**. Supervisor completes the Manager Comments sections (blue) in the myP3 form, and sends a copy to the employee. ***Note: Employees must be given up to 5 working days to review and respond upon receiving written comments / assessment from their supervisor.*** **Step 4**. Once the supervisor receives the myP3 form back from the employee. a final review meeting can take place. **Step 5**: At the meeting, supervisor reviews with employee their entire performance during the year. Signs and provides a copy to the employee. If the supervisor provided further written comments / assessments in the form at the meeting, employee must again be given 5 working days to review and respond. **Step 6**. Once employee signs, supervisor keeps the original and provides a copy to employee. Copy sent to designated Business Partner. |

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| **OVERALL PERFORMANCE RATING** |
| □ Exceeds□ Achieves□ Meets / Developing□ Does Not Meet |
| **MANAGER COMMENTS** |
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| **MANAGER SIGNATURE** |
| ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** ***Manager Signature Date*** |

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| **EMPLOYEE COMMENTS** |
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| **EMPLOYEE SIGNATURE** |
| [ ]  ***I have read and accept the appraisal.******\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** ***Employee Signature Date*** |
| [ ]  ***I have read and do not accept the appraisal.******\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** ***Employee Signature Date*** |

*Original forms kept with supervisor. Copy given to employee at time of review. Copy of completed myP3 form to be sent to the designated People Services Business Partner which will then be filed in the employee’s personnel file.*