The TMG Achievement Program: Performance Review & Development Planning

Instructions

Updated September 2024

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Introduction

Welcome to your guide to support you through the annual TMG Performance Planning and Development process. Actively participating in this process throughout the year, helps to ensure an understanding of work objectives to drive engagement, support career conversations and provide key input into the TMG annual salary review process in line with McMasters Pay for Performance Pay philosophy.

Annual Goal Setting and Performance Review Cycle

It's important to think of the performance review and development planning program for TMG as a year-round consideration. The graphic below outlines the performance management cycle.

Ongoing Coaching Conversations
(October - May)

Annual Planning & Goal Setting
(July - September)

Year End Performance Review
(June)

Supervisors and TMG employees collaborate to set goals at the beginning of each performance year (July – September), conduct periodic reviews to assess and, if required, realign goals, followed by supervisors making merit allocation decisions based on a formal assessment of their employee's attainment of goals. Ongoing coaching conversations throughout the year are encouraged.

The outcomes of this dialogue will assist you in identifying the skills or capability requirements within your team. It will naturally lead into conversations around personal and professional development and will help to identify the types of activities that will assist in building employee and organizational capability (i.e., project work, coaching, mentoring, networking, and training).

All supervisors of TMG members are encouraged to have an open dialogue with their team members regarding professional and career development. The Individual Development Plan (IDP) will support this conversation and provide a framework with which to create focused learning objectives and establish a strategic development plan to enhance job skills, enrich current roles and develop for future positions.

Performance Review Tools

Performance Review Tools are available in either paper templates or through the ePerformance module in Mosaic.

Option 1: Paper-Based Forms

The paper template is available here.

Option 2: ePerformance Module

Within Mosaic, there is a performance management module titled 'ePerformance'. Click on the 'Performance' tile under Employee Self Service to access this module.

For more information about ePerformance, please contact the Talent, Equity & Development Team in Human Resources Services OR your HR partner.

Annual Objectives and Development Goals for TMG (July to September)

Annual Objective and Development Goals setting provides an opportunity for collaborative discussion between an employee and their manager to assist in clarifying overall expectations, ensure alignment to team, department and University goals, as well as gain individual commitment and engagement.

Goals conversations and documentation should be completed at the beginning of each performance year (which runs from July to June) to confirm the priority items to be achieved.

Within the available performance review tools, information and progress updates can be captured throughout the year for:

- o **Work Objectives**: to highlight key strategic, operational or role priorities. (We recommend a guideline of 3 - 4 goals, however, this may be flexible depending on the nature of your role.
- o **Leadership Capabilities**: to review how you are leveraging these capabilities to conduct your work and achieve Annual Goals
- o **Development Goals**: to capture opportunities for personal and professional growth, training and experiential learning to cultivate potential and build capability
- o **Overall Achievement Summary:** in consideration of the above components leading to an overall achievement summary and rating.

Planning your Annual Goals

The performance review tools referenced earlier, the paper template and the ePerformance module in Mosaic, can be used by employees to document goals for review and discussion with their supervisor prior to finalizing their Annual Goals for the year.

These tools allow you to describe:
1. **work objectives**
2. **individual development**
3. **leadership capabilities**
4. **overall achievement summary**

1. Work Objectives

As a Best Practice, it is recommended that 3 - 4 Annual Work Objectives are listed with supporting details including:

- a. Description – what is expected to be accomplished over the course of the year
- b. Action Plan – the steps that will be taken to accomplish the goal
- c. Key Measures and Outcomes – a description of what success looks like
- d. Progress Updates/Results – what was achieved

Below, we'll look at completing this section with tips and guidelines for success.

Align with Organizational Strategy and University Goals:

Annual Goals should be created in alignment with our overall University strategy as well as Department and Team level strategic and operational goals.
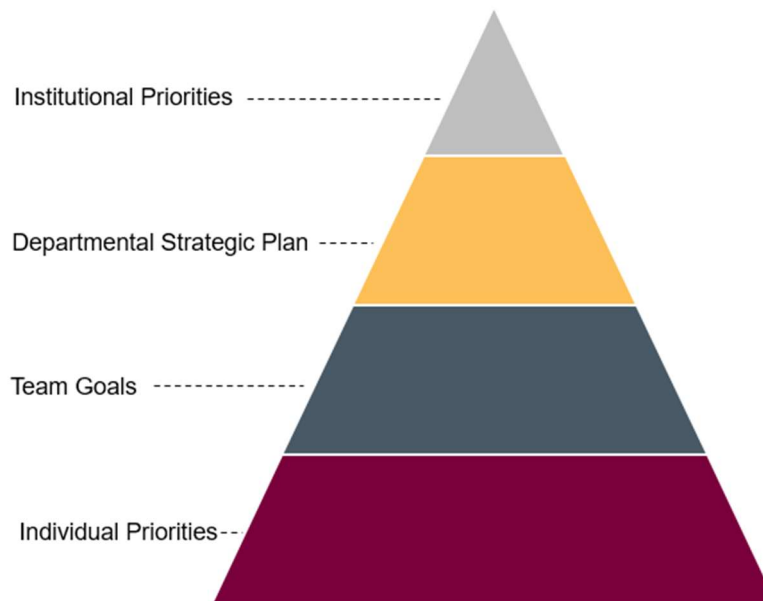
In developing individual goals for the coming year with your TMG employees, you are encouraged to consider how the University's mission and vision, the strategic mandate statement, and current organizational goals and priorities may be incorporated. Up to date institutional priorities and strategic goals can be found on the President's [website](#).

Ensure Goals are SMART

Objectives should follow the SMART criteria, which is a way guideline for to writing goals so that they are clear and focused on what is important to and achieve desired results. The acronym in SMART stands for: Specific, Measurable, Achievable, Relevant and Time bound. Review the table below for a guide on assessing if your goals meet these requirements.

Criteria	Questions you can ask yourself
S Specific	What are the specific details of what is to be achieved, how it will be achieved, what steps are required and who is responsible? Does the objective include an "object" and an "active verb"?

M Measurable	What are the quantifiable, concrete results that will evaluate whether or not the objective has been met? Have I clearly defined what the overall benefit will be? How will I track progress over time?
A Achievable	Are the necessary tools, information, and other resources available to enable me to meet this objective? Are new skills/knowledge required? Can this realistically be achieved within existing constraints?
R Relevant	What is the value-added impact to McMaster, students, department, colleagues, or other key stakeholders in achieving this objective?
T Time Bound	Are the due dates clear to everyone involved? Does the time element allow/facilitate measurement of ongoing progress?

After setting your goals initially, revisit them to make sure that they are specific, measurable, attainable, relevant and time-bound. To set your team up for success, ensure alignment of understanding of expectations and to simplify performance conversations.

Goals should be reviewed and/or updated when an employee is heading onto or returning from a leave or undergoes a significant role structure change. If an employee takes on a new role within the University, a new ePerformance document has to be created.

2. Development Goals

As you work through your goals for the year, take the time to also reflect on your development. Think through the skills, knowledge and capabilities that are required to successfully fulfill the key job functions, and collaborate with your manager to identify specific development activities and training that will enable personal and professional growth for current and future roles.

In the development goals section, summarize the following:
Description – what is expected to be accomplished over the course of the year
   a. Action Plan – the steps that will be taken to accomplish the goal
   b. Key Measures and Outcomes – a description of what success looks like
   c. Progress Updates/Results – what was achieved

The primary responsibility for creating and implementing the development plan rests with the employee, working closely with their supervisor to create an Individual Development Plan, which provides a structure and assists in tracking related activities. Goals will be tailored depending on the nature of your role, identified opportunities for growth and career interests. This could include a

combination of formal and informal training, experiential learning, self-directed learning, and relationship building (i.e. mentoring, coaching, networking, community involvement). Visit the Learning and Development page to explore the variety of options available.

Continue to discuss and iterate goals throughout the year to ensure that identified goals reflect the work and focus of staff. Revisit and finalize goals by the end of **April.**

3. Leadership Capabilities

At McMaster we believe in the ongoing cultivation of human potential, leveraging the diverse talents of our employees and by recognizing everyone has the opportunity to be a leader in their own role.

Our Leadership Capabilities matrix incorporates core leadership behaviors for all leadership levels. Supporting resources for each level can be found on https://hr.mcmaster.ca/employees/development/leadership-development/

Leadership capabilities and goals work in tandem when thinking about performance. Goals are *what* you do, capabilities are *how* you do it. As you think through the work conducted throughout the year

- Identify examples and analyze how often you demonstrate effective behaviors for your leadership level
- Identify examples that illustrate whether you demonstrate the appropriate degree of proficiency for each capability
- When completing the year-end review, provide specific examples of how the leadership capabilities have been applied.

McMASTER'S CORE LEADERSHIP CAPABILITIES | McMaster University

Takes a Strategic Approach
- Promotes McMaster culture and values
- Understands global trends and impact
- Anticipates challenges, risks and outcomes
- Gathers key information and resources
- Enables strategic plans through role

Communicates & Collaborates
- Identifies opportunities to collaborate with others
- Generates trust and an inclusive environment
- Listens with insight and respect
- Leverages internal and community networks
- Provides meaningful recognition

Drives Results
- Advances the University strategy
- Delivers with integrity
- Balances priorities to achieve success
- Accepts responsibility and accountability for results
- Takes prudent risks which enable innovation
- Operates with fiscal responsibility

Champions Change & Innovation
- Acts as a positive change agent
- Illustrates resilience and adaptability
- Is bold in championing innovations
- Identifies and fosters opportunities for continuous improvement
- Seeks and utilizes feedback

Develops People
- Engages in personal, team and leader development
- Celebrates and promotes diversity
- Actions learning to enhance value of work
- Inspires others using a coach approach
- Provides balanced and timely feedback

Invests in Relationships
- Enhances the university brand, reputation and financial success
- Builds relationships using a service model approach
- Creates positive student, employee and partner experiences
- Participates actively in community engagement
- Demonstrates creativity in resolving issues

Year End Performance Review (June)

At the end of the performance year, employees complete the self-evaluation, adding comments that reflect on their overall achievement and goals. When completing the year-end review, provide specific examples of how the leadership capabilities have been applied.

Subsequently, your supervisor provides an assessment and comments on your overall achievement in consideration of the achievement of work objectives, leadership capabilities and individual development and should indicate the overall rating assessment on the first page of the form. Where they may have been an opportunity to display a behavior in alignment with the leadership capabilities, supervisors should coach the employee on what this positive behavior could have looked like and how to adopt it in the future

If using the paper-based form, the completed Performance Review form is to be submitted to Human Resources Services. The Annual Objective Setting document for the coming year should also be submitted to Human Resources Services.

Managers can complete evaluations using the Year-End Manager Evaluation form in Mosaic. **Merit increases will not be processed without a fully completed Performance Review form.** For more details on this process, visit the Total Rewards TMG webpage.

McMaster University | Human Resources

The TMG Achievement Program Rating Scale:

An overall rating will be assigned at the end of the performance review year based. While not specifically prescribed, in determining the overall rating, the manager will want to consider, in light of the type of TMG role, the appropriate balance and weighting of the work objectives with that of the leadership capabilities and individual development.

Key features:
- Considers achievement of work objectives, leadership capabilities, and individual development and results in an overall rating.

- Promotes and recognizes excellence of our TMG leaders.

- Supports and encourages a culture of high performance, growth of leadership capabilities and potential, and ongoing individual development.

- Achievement objectives and expectations are tied to the University's mission, vision, values and strategic direction.

- Encourages engagement in behaviours and achievement of results that facilitate meeting University and departmental objectives.

- Encourages use of evidence-based assessments.

- Provides a clear and understandable framework describing levels of achievement.

- Supports our pay for performance philosophy and is an integral component in our merit allocation program.

Achievement Levels and Definitions:
The TMG Achievement Program recognizes three levels of achievement, as described in the table below. Using these descriptions, supervisors will be able to articulate to employees at all levels what it takes to achieve excellence, to accomplish major goals, and to make unique contributions worthy of the highest level ratings. Achievement level descriptions relate to work objectives, leadership capabilities and individual development and one rating reflective of overall achievement is to be assigned.

Achievement Levels and Definitions of the Overall Rating

	Achieving	Successful	Outstanding
Overall	Achievements are stronger in some aspects of the job than others. Proficiently delivers core functions of the role with opportunities to improve overall consistency and approach. Demonstrates some leadership behaviours in support of the university's strategy. Contributes to the achievement of departmental objectives.	Achievements meet and occasionally exceed expectations and requirements of the role. Consistently performs in a thoroughly proficient manner. Demonstrates effective leadership behaviours to enable and support the university's strategy. Positively contributes to the achievement of departmental objectives.	Achievements consistently exceed expectations. Makes outstanding contributions which maximize impact and influence beyond the scope of the role. Models exceptional leadership behaviours which enable and support the university's strategy. Significantly contributes to the achievement and advancement of departmental objectives.

Achievement Levels and Definitions of the Components that are to be Factored in to the Overall Rating

	Achieving	Successful	Outstanding
Work Objectives	Meets the majority of expectations through demonstrated effort and utilization of their knowledge, skills and abilities. Growth in some areas is required.	Consistently achieves and occasionally exceeds work objectives and departmental goals through concerted efforts with results that add value and benefit the faculty, department and/or university.	Significantly and consistently exceeds expectations of work objectives and goals by producing a high quality and quantity of work that add value and consistently benefits the faculty, department and/or university.
Leadership Capabilities	Demonstrates some of the leadership capabilities identified for the incumbent's leadership level and exhibits many behaviours that align with the values and qualities of the university.	Demonstrates all leadership capabilities identified for the incumbent's leadership level and exhibits positive behaviours.	Excels at all leadership capabilities identified for the incumbent's leadership level and is seen as a model of exceptional leadership behaviour.
Individual Development	Requires improvement in being open to constructive feedback and seeking out opportunities for development.	Openly receives constructive feedback and takes advantage of opportunities for improvement and development.	Consistently seeks out constructive feedback and proactively engages in opportunities for improvement and development.

Helpful Resources

The performance review tools are available for download on the Total Rewards webpage:

https://hr.mcmaster.ca/employees/total-rewards/tmg/

McMaster Leadership Capabilities supporting resources for each leadership level can be found on:

https://hr.mcmaster.ca/employees/development/leadership-development/

Development Planning supporting resources can be found on:

https://hr.mcmaster.ca/employees/development/

Information regarding the University's mission and mission, the strategic mandate statement, and current organizational goals and priorities are located on here:

https://president.mcmaster.ca/mission-and-vision/
http://www.mcmaster.ca/vpacademic/priorities.html
https://president.mcmaster.ca/about-the-president/accountability/