



## **PERFORMANCE ASSESSMENT POLICY FOR MANAGEMENT PERSONNEL**



CEGEP CHAMPLAIN  
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CHAMPLAIN REGIONAL COLLEGE

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COLLEGESAIN-LAMBERT

This policy was adopted for the first time by Board of Governors' resolution number 2819 on March 21, 2014 and subsequently amended by resolutions:

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## 1. POLICY STATEMENT

The Performance Assessment Policy for Management Personnel provides the framework for the assessment of the performance of managerial employees and dealing with professional development. This policy has been developed as required in Bylaw 4 concerning the Management of Human Resources, and in the context of the College's Mission, Vision and Values.

## 2. SCOPE

This policy covers all managers covered by the *Plan de classification des cadres*, for the purpose of their annual assessment which includes objectives, competencies and professional development.

## 3. DEFINITIONS

### 3.1 AOP

Annual Operational Plan

### 3.2 Assessment

The process by which the objectives, competencies and professional development are identified, monitored and measured over the course of an academic year.

### 3.3 CSAP

College Strategic Annual Plan

### 3.4 Hors-cadre

The Director of Studies and the Director General of the College.

### 3.5 Manager (Cadre)

The individual whose qualifications and performance are being evaluated.

### 3.6 S.M.A.R.T.

Smart, Measurable, Attainable, Realistic, Timely

### 3.7 Supervisor

The individual to whom the employee has a direct report.

## **4. PRINCIPLES**

### **4.1 Flexibility**

The capacity to adapt to different circumstances and to respond to changing needs. Flexibility allows for adjustment and improvement taking into consideration the current course of action.

### **4.2 Accountability**

The alignment of behaviours with the values, principles, and goals of the organization. It also ensures that all regulations governing the College are properly applied.

### **4.3 Recognition**

The manager's efforts and contribution, to the attainment of common objectives and organizational success, are valued.

### **4.4 Core Competencies**

The competencies have been defined by the College which are key to the attainment of organizational objectives. They emphasize behaviours which are deemed necessary for successful performance.

### **4.5 Succession Planning**

To ensure the long term health and stability of the organization, there is a need to develop knowledge, skills and competencies through personal and professional development.

### **4.6 Equity**

Fairness based on neutral criteria.

### **4.7 Continuous Improvement**

Ongoing efforts in the development of knowledge, skills, and competencies in order to increase the effectiveness of the College in fulfilling its mission.

### **4.8 Objectivity**

Free from bias, subjectivity and unfounded judgment.

### **4.9 Mutual Respect**

The assessment of managers is conducted in such a way as to maintain the dignity of both parties and which allows for effective communication.

### **4.10 Confidentiality**

Non-disclosure of information resulting from discussion or the assessment process, unless deemed necessary for professional development or for the attainment of objectives.

### **4.11 Relevance**

The results of the assessment of the performance of a manager will be based on S.M.A.R.T. objectives linked to the organizational objectives. The professional development plan highlights areas for the manager to develop the competencies to address any gap in the performance.

## **5. OUTCOMES**

In order to foster a culture of cooperation and, recognizing the contribution of managers, the Performance Assessment Policy for Management Personnel aims:

- 5.1 to improve management skills in order to help advance the organization;
- 5.2 to empower managers and facilitate on-going dialogue between the manager and his immediate supervisor with regard to objectives, goals, professional development, and career aspirations;
- 5.3 to encourage managers to take ownership of their career development, to advance the organization and to grow to become more effective and efficient;
- 5.4 to recognize the individual's contributions to the success of the College.

## **6. APPLICATION**

On an annual basis, the assessment process will be conducted with every member of the management staff.

Near the end of each academic year, a meeting will be held to identify objectives for the coming year and to review the performance of the previous year.

During the course of the year, ongoing monitoring and feedback of performance will be conducted.

The responsibility rests with the manager and the supervisor to engage in the assessment process within the parameters of the Policy. This is done in accordance with the principles and guidelines, and using the established assessment tools.

The manager must sign the Performance Assessment Summary and the Assessment Dialogue Grid in order to acknowledge reception. However, in the event there is a divergence in its conclusions, the manager will be given the opportunity to add any comments he/she may deem to be pertinent. The signed document will be placed in the employee's file with Human Resources.

## 7. RESPONSIBILITIES

### 7.1 Human Resources Director

- Provides tools, ensures the application and oversees revision of the Policy.
- Ensures communication of the Policy, procedures and pertinent training.

### 7.2 Manager

- Actively participates in defining his/her objectives and professional development plan.
- Takes the appropriate initiatives toward the attainment of the objectives and the implementation of the professional development plan.
- Proposes his/her annual objectives.

### 7.3 Supervisor

- Participates in dialogue towards identifying objectives and professional development initiatives.
- Supports identified initiatives.
- Provides feedback to the manager.
- Supports the manager along the process.

### 7.4 Campus/Service Director

- Validates the assessment, the objectives and the professional development plan and ensures they are in line with the Campus or Service objectives.
- Provides the necessary support to achieve them.
- Ensures the objectives are consistent with the AOP, the CSAP and operational imperatives.

### 7.5 Director General

- Validates the assessments.
- Provides feedback, when needed.
- Ensures the objectives are consistent with the AOP, the CSAP and operational imperatives.

## 8. PLANNING

The performance assessment cycle consists of the three following phases:

- 8.1 Identification of objectives and professional development opportunities.
- 8.2 Mid-year assessment with possible period feedback and reviews.
- 8.3 End-of-year assessment and completion of the Performance Assessment Summary Form.

## **9. IMPLEMENTATION AND REVISION**

This Policy will be applicable once it has received Board of Governors' approval, and shall be revised as per the Policy and Bylaw Review Calendar.