



Province of Nova Scotia

A Guide to Completing the Excluded Performance Management Forms

2011-2012

Section A - Performance Goals and Results

Performance goals and results are one portion of the performance management process for Excluded employees. Each employee is expected to have around 6 performance goals, which capture the main things an employee is to accomplish during the performance cycle.

1. At the beginning of the performance management cycle (the first quarter of the new fiscal year), enter 4-6 performance goals for the coming year in the first column. Add more rows, if necessary. If the employee manages people or budgets, he/she must have a financial and/or human resources goal. Remember that goals should be SMART (Specific, Measurable, Attainable, Realistic and Time-bound).
2. At the end of the performance management cycle (the fourth quarter of the fiscal year), enter the results achieved by the employee with regards to the goals set at the beginning of the cycle.
3. Rate each performance goal on a scale of 1-5, according to the table below:

Rating	Description	Definition
1	Failed to Attain Goal	Performance is below acceptable level and immediate improvement is needed.
2	Almost Attained Goal	Minimum job requirements are accomplished; however some progress is required in order to consistently meet performance expectations
3	Attained Goal	Overall, a solid performer who is recognized as effective by management team and key work partners. Performance may exceed expectations at times.
4	Surpassed Goal	Consistently achieves high levels of commendable performance and is recognized as highly effective by management team and key work partners.
5	Greatly Exceeded Goal	Accomplishments are rarely equaled, are clearly obvious to management team and key work partners and serve as a role model.

4. The form contains a formula to calculate an average for all performance goals. If the formula doesn't work, calculate the average manually (add numbers in the rating column and divide by the number of entries).

Section B – Leadership Competencies

The Leadership Competencies apply to all EC employees in levels 6-17, including those who have direct reports and those who are individual contributors. Competencies are the skills, knowledge and behaviours needed to do a job. In the Nova Scotia Government, our management employees are expected to demonstrate strong leadership skills. These behaviour-based competencies are the ones selected to move our organization forward.

Note: those in EC levels 1-5 are not required to demonstrate leadership competencies as part of their performance management. They will not have a competency section on their form.

1. Use table below to decide which level of competency the employee is expected to display. Enter the corresponding letter on the form in the blank next to the competency. Example: An EC 11 is expected to display **Decisiveness** at a **C** level.

	Validated Levels				
	Deputy Ministers	Strategic Leadership EC 15-17	Leadership/ Authority EC 12-14	Management/ Professional EC 9-11	Supervision/ Practitioner EC 6-8
Competency	Expected Level of Performance	Expected Level of Performance	Expected Level of Performance	Expected Level of Performance	Expected Level of Performance
Decisiveness (out of a total of 4 levels)	D	C	C	C	C
Strategic Orientation (out of a total of 6 levels)	F	E	D	D	C
Development of People (out of a total of 5 levels)	E	E	E	D	C
Team Leadership (out of a total of 5 levels)	E	E	D	D	C
Achievement Orientation (out of a total of 5 levels)	E	E	D	D	C
Self-confidence (out of a total of 4 levels)	D	D	C	C	C
Impact & Influence (out of total of 5 levels)	E	D	D	C	C
Relationship Building (out of total of 5 levels)	E	E	E	D	C

2. Read the definition and behavioural descriptors for each competency at the required level. The definitions and descriptor can be found in Appendix A to this guide.
3. Enter examples of specific situations where the employee has demonstrated the competency at the required level. This can and should be done by both the manager and the employee.
4. The employee enters his/her self-assessment rating for each competency, using the scale below.

Rating	Description	Definition
1	Failed to Attain	Did not sufficiently demonstrate the behaviours required for effectiveness in current assignment. Consider for development plan.
2	Almost Attained	Inconsistently or partially demonstrated the behaviours required for effectiveness in current assignment. Consider for development plan.
3	Attained	Regularly demonstrated the behaviours at the level required for effectiveness in current assignment.
4	Surpassed	Consistently demonstrated the behaviours, which surpass those required for effectiveness in current assignment.
5	Greatly Exceeded	Not only demonstrated the behaviours far above that required for effectiveness in the current assignment, but also represents one of the very best examples of this behaviour that the rater has witnessed.

- The manager discusses examples of where the employee demonstrated the leadership competencies. Then the manager fills in the final rating for each competency, using the scale above. Note: Not all behaviours at a given level need to be demonstrated to justify a competency rating. Some of the behaviours described at a given competency level may not be applicable to you or the person you are assessing. For example, some behaviours apply only to those who manage people. Therefore, the manager and employee need to determine if the employee has demonstrated the essence of the level.
- The form automatically calculates an average rating for the leadership competencies. If the calculation doesn't work, manually calculate the average by adding all the numbers and dividing by 8.

Section C – Career Development Plan

The career development plan is for development purposes only. Completion of this section is optional for the 2007-08 performance cycle. However, we strongly recommend that employees complete this section as it will be used for talent review in the succession management process.

- The employee enters his/her short- and long-term career goals, areas of strength and areas for development.
- The employee captures his/her development goals under the section planning for your development goals. Please include the goal, what action the employee will take to achieve the goal, the date the action will take place by, any obstacles foreseen and solutions to those obstacles. As well, enter how the goals will be evaluated.

Appendix B contains the complete Career Development Guide, for more information.

Section D – Overall Performance Evaluation

The scale below describes the possible ratings for EC employees in levels 1-5. Please X the appropriate rating on the form.

Description	For Overall Performance
Meets Expectations	This rating reflects performance results that fully met the expectations of the department and may even have exceeded expectations on occasion.
Exceeds Expectations	This rating reflects superior performance results that exceeded and surpassed the expectations of the department.
Greatly Exceeds Expectations	The rating reflects outstanding performance results that far exceeded the expectations of the department.
Developmental	This rating reflects performance that approached, but did not meet, the expectations of the department
Unacceptable	This rating reflects a situation where the employee's performance was far below the expectations of the department.

The scale below describes the overall performance rating for EC employees in level 6-17. The overall rating is a composite of the average performance rating and the average competency rating. Use the chart below when deciding on an overall rating.

Rating	Description	For Overall Performance
1	Unacceptable	This composite rating reflects a situation where one or both of the performance rating and competency rating were far below the expectations of the department.
2	Developmental	This composite rating reflects performance ratings and/or the competency ratings that approached, but did not meet, the expectations of the department.
3	Meets Expectations	This composite rating reflects performance results and competencies that fully met the expectations of the department and may have exceeded expectations in one of the two areas.
4	Exceeds Expectations	This composite rating reflects superior performance results and competencies that exceeded and surpassed the expectations of the department.
5	Greatly Exceeds Expectations	This composite rating reflects outstanding performance results and competencies that far exceeded the expectations of the department.

1. After determining an average rating for performance goals and competencies, use the **Overall Performance Rating Grid** below to arrive at an Overall Performance Evaluation for the employee.
2. Identify the appropriate reference row (↔) from the **Average Performance Target Rating Scale** on the left-hand side of the grid.
3. Identify the appropriate reference column (↑↓) from the **Average Competency Rating Scale** along the bottom of the grid.
4. Work into the body of the grid from the left (performance target) and bottom (competency) until you

arrive at the cell where the row and column intersect. These two lines intersect at the employee's **Overall Performance Rating**.

5. Review the description of the employee's Overall Performance Rating on the previous page to ensure that the description fits your assessment. If the description and your assessment do not match, identify the discrepancy and reassess.
6. Record the **Overall Performance Evaluation** by checking the appropriate box in Section D.

Note: Most departments have a roll-up discussion regarding pay for performance. We recommend that managers have a general discussion with the employee regarding performance but hold off on giving a final rating until after the pay for performance discussions have taken place. Then the manager gives the employee his/her final performance rating. If you are unsure about pay for performance discussions in your Department, please contact your HR Consultant or HR Director.

Average Performance Goal Rating Scale (Rounded to Whole Number)	(5) Greatly Exceeded	<i>Unacceptable</i>	<i>Developmental</i>	Exceeds Expectations	Greatly Exceeds Expectations	Greatly Exceeds Expectations
	(4) Surpassed	<i>Unacceptable</i>	<i>Developmental</i>	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
	(3) Attained	<i>Unacceptable</i>	<i>Developmental</i>	Meets Expectations	Meets Expectations	Exceeds Expectations
	(2) Almost Attained	<i>Unacceptable</i>	<i>Developmental</i>	<i>Developmental</i>	<i>Developmental</i>	<i>Developmental</i>
	(1) Failed to Attain	<i>Unacceptable</i>	<i>Unacceptable</i>	<i>Unacceptable</i>	<i>Unacceptable</i>	<i>Unacceptable</i>
		(1) Failed to Attain	(2) Almost Attained	(3) Attained	(4) Surpassed	(5) Greatly Exceeded
Average <u>Competency</u> Rating Scale (Rounded to Whole Number)						



Section E – Comments

1. The manager enters his/her comments regarding performance for the year.
2. The employee enters his/her comments.

Values, Ethics & Conduct check box

Employees are required to follow the Government's code of conduct as described in the pamphlet, Values, Ethics & Conduct. Check the box to indicate that you have read and understood the content and will agree to abide by it.

Section F – Sign-off

1. Both the manager and the employee sign off on Part 1 at the beginning of the performance cycle to show that they have agreed upon performance goals for the coming year.
2. Both the manager and the employee sign off on Part 2 at the end of the performance cycle to indicate that the review has been discussed. Additionally the employee signs to give consent to sharing information contained in the performance plan for purposes of allocating pay for performance and talent review.
3. After both parties have signed the performance management form, the original goes to HR to be put on the employee's personnel file. The manager and the employee keep a copy for their records.



Appendix A

Competency Definitions and Behavioural Descriptors

DECISIVENESS:

Decisiveness is the ability to make decisions based on analysis of the information presented in the face of ambiguous or conflicting situations, or when there is an associated risk.

LEVEL

BEHAVIOUR

- A** **Makes Relatively Uncomplicated, “Safe” Decisions**
- Makes and implements decisions where necessary information is available and stakeholders share compatible objectives.
 - Gets the information needed to make effective decisions.
- B** **Makes Sound Decisions in a Somewhat Vague Situation**
- Makes and implements decisions when faced with differing stakeholder perspectives and/or some ambiguity of information, based on the organization’s needs and objectives.
 - Recognizes conflicting situations as they arise and determines appropriate responses.
 - Takes ownership of decisions and ensures decisions are consistent with legislation, precedent, and established policies and procedures.
- C** **Makes Sound Decisions in Ambiguous or Risky Situations**
- Makes and implements decisions where required information is incomplete and/or ambiguous, but sufficient to exercise sound judgment.
 - Implements ideas and approaches that are likely to add value, but may not work out.
 - Puts systems in place to proactively monitor risks and determine acceptable risk tolerances.
- D** **Makes Sound Strategic Decisions in very Ambiguous Situations Using Advanced Techniques**
- Makes and implements strategic decisions based on principles, values and business cases.
 - Champions initiatives with significant potential paybacks, but possible adverse consequences, based on an assessment of the risks and benefits, impacts, etc.
 - Integrates risk management into program management and organizational planning.

STRATEGIC ORIENTATION:

Strategic Orientation is the ability to link long-range visions and concepts to daily work. It implies the ability to think conceptually and to “see the big picture”. It includes an understanding of capabilities, nature and potential of the department and the Organization. It involves taking calculated risks based on an awareness of societal, economic and political issues as they impact the strategic direction of the department and the Organization.

LEVEL

BEHAVIOUR

A Understands Business Fundamentals and Strategies

- Has a general grasp of the fundamentals of business success.
- Is able to analyze and comprehend operational and organizational goals and strategies developed by others.
- Uses understanding of business fundamentals to add value at meetings.

B Aligns Current Actions with the Organization’s Strategic Goals

- Applies a broad business understanding to improve the performance and processes of the group.
- Prioritizes work in alignment with business goals, acts and implements strategies and policies in accordance with the organization’s strategies, objectives and goals.

C Links Daily Tasks to Strategies

- A. Considers whether short-term goals will support long-term objectives.
- Reviews own actions against the organization’s strategic plan
 - Projects or thinks about long-term applications of current activities.
 - Anticipates reactions to different initiatives

D Thinks in Strategic Terms

- Thinks beyond the work environment and makes decisions in the context of the total environment.
- Is a visionary and a long-term planner.
- Actively increases one’s own knowledge/awareness of the business and competitive environment to determine long-term issues, problems or opportunities.
- Develops and establishes broad scale, longer-term objectives, goals or projects. (e.g. affecting a department, several departments or the organization).
- Develops a business strategy.

E Understands Effect of External Factors on Internal Strategy

- Is aware of the projected directions of external factors/trends (such as economic, social, political, or environmental) and how changes might impact the organization.
- Considers how present policies, processes and methods might be affected by future developments and trends.

F Plans Actions to Fit Strategy and Meet External Events

- Ensures contingency plans exist for problems and situations that might occur.
- Redesigns the structure and/or operations of the department or organization to better meet long-term objectives.
- Establishes a course of action to accomplish a long-term goal and shares with others own view of the desirable future state of the organization.



DEVELOPMENT OF PEOPLE:

Development of People involves working to develop people's contribution and potential. Involves a genuine intent to foster the long-term learning or development of others, including direct reports, peers, team members or other staff. The focus is on the developmental intent and effect rather than on a formal role of training.

LEVEL

BEHAVIOUR

- A Expresses Positive Expectations**
- Makes positive comments regarding the developmental future of direct reports, peers, team members or other staff (comments can either be to or about the other(s)).
 - Expresses positive expectations about an employee's potential even when others might not share the same beliefs about that person's potential.
 - Believes others want to and/or can learn or improve their performance.
- B Gives Short-Term, Task-Oriented Instruction**
- Gives detailed instructions and/or on-the-job demonstrations to direct reports, peers, team members or other staff.
 - Establishes or implements routines and activities to facilitate work.
 - Offers suggestions that help people find solutions to their problems.
- C Gives Reasons and Other Support**
- Gives directions or demonstrations to direct reports, peers, team members or other staff with reasons or rationale as a training strategy.
 - Gives practical support or assistance to make job easier for others. (i.e., volunteers additional resources, tools, information, expert advice, etc.).
 - Asks questions, gives tests, or uses other methods to verify that others have understood explanation or directions.
- D Gives Feedback to Encourage Ongoing Development**
- Gives direct reports, peers, team members, or other staff specific suggestions for improvement to help them reflect and learn from previous experience, avoid future pitfalls, and build on past successes.
 - Gives feedback to direct reports, peers and/or team members or other staff in behavioural rather than personal terms for developmental purposes and refers them to available resources to help further their success.
 - Documents and follows through on a specific development plan for direct reports to support the achievement of performance targets and competencies.
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E Provides In-Depth Mentoring, Coaching or Training

- Arranges appropriate and helpful assignments, formal training, or other experiences for the purpose of fostering a person's learning and development (may include career pathing or career planning).
 - Understands and identifies a training or developmental need and establishes new programs or materials to meet it.
 - Actively supports competent employees in seeking lateral and promotional opportunities to further their career.
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TEAM LEADERSHIP:

Team Leadership is the intention to take a role as leader in a team or other group. Leadership involves communicating a compelling vision and embodying the values of the Nova Scotia Public Service. Team Leadership is generally, but not always, shown from a position of formal authority. The “team” here should be understood broadly as any group in which the person takes on a leadership role, including the organization as a whole.

LEVEL

BEHAVIOUR

A Keeps People Informed

- Makes positive comments regarding the developmental future of direct reports, peers, team members or other staff (comments can either be to or about the other(s)).
- Delivers consistent messages that reinforce the Government’s/Department’s priorities
- Lets people affected by a decision know what is happening, even if they are not required to share such information.
- Explains the reasons for a decision.
- Makes sure the group has all the necessary information.

B Manages Resources

- Delegates the required authority to carry out assigned responsibilities.
- Facilitates the work of others by providing tools (frameworks, examples) to help move the work along.
- Ensures all team members are fully deployed.
- Matches the skills of the individual to the requirements of the work.
- Anticipates the implications of project changes on resource needs.

C Creates Environment for Team Effectiveness

- Gets others’ input for purposes of promoting the effectiveness of the group or process. Resolves conflicts in the team, gives fair feedback (individual or collective), etc.
- Acts to build team spirit for purposes of promoting the effectiveness of the group or process.
- Recognizes staff efforts by celebrating accomplishments.
- Takes a proactive, positive view of staff and their capabilities, ensuring they understand their role and responsibilities, counselling and supporting them in improving their skills.
- Fosters a climate of openness, trust and solidarity among staff by treating each person as a valued team member and where people feel comfortable in expressing their opinions and need.

D Positions Self as the Leader

- Sets a good example by personally modelling desired behaviour and establishing norms for group behaviour (“rules of engagement”); takes appropriate action if group norms are violated.
- Takes action to ensure that others buy into leader’s mission, goals, agenda, climate, tone, and policy.
- Provides direction to the organization on emerging public issues and concerns.

E Communicates a Compelling Long-Term Vision

- Inspires confidence in the mission.
 - Generates excitement, enthusiasm and commitment to the group mission.
-

ACHIEVEMENT ORIENTATION:

Achievement Orientation involves working to achieve results and improve individual and organizational contribution. Achievement Orientation is a concern for working well or for surpassing a standard of excellence. The standard may be one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals one has set; or trying something new that will improve organizational results (innovation). Achievement Orientation also involves effectively managing internal and external resources to achieve the Government's goals.

LEVEL

BEHAVIOUR

A Wants to Do Job Well; Expresses Affect or Feeling about Performance

- Tries to do the job well or right.
- Expresses a desire to do better.
- May express frustration at waste or inefficiency.

B Creates Own Measures of Excellence

- Sets and achieves individual performance targets aligned with the business plan, keeping others informed of progress or barriers to achievement.
- Organizes people and allocates tasks and responsibilities so that multiple objectives can be accomplished simultaneously.
- Identifies resources (including partnerships or indirect resourcing approaches) that will facilitate the achievement of the Government's goals.
- Keeps track of and measures outcomes against a standard of excellence not imposed by others.

C Improves Performance

- Is receptive to feedback from others on existing ideas, procedure and policies.
- Seeks out creative/innovative solutions for improvement in business outcomes.
- Questions conventional means of service delivery to more effectively and efficiently meet the Government's goals.
- Makes specific changes in the system or in own work methods to improve performance (examples may include doing something better, faster, at lower cost, more efficiently; or improves quality, client satisfaction, morale, etc., without setting any specific goal).



D Sets and Works to Meet Challenging Goals

- Sets and works to meet goals that are a definite stretch, but not unrealistic or impossible. These may be goals one sets for oneself or goals one sets for direct reports.
- Effectively oversees a range of significant programs and time-sensitive issues using appropriate resources.
- Refers to specific measures of baseline performance compared with better performance at a later point in time. (e.g., “When I took over, efficiency was 20% — now it is up to 85%”).
- Sets out to achieve a unique standard. The standard may be a process-oriented or people related (e.g., “No one had ever done it before”).

E Balances Limited Resources Against Outcomes

- Analyzes for organizational outcomes in order to make decisions, set priorities or choose goals on the basis of calculated inputs and outputs. This includes analyzing both process and people related outcomes.
- Provides leadership in effective management and stewardship of resources.
- Makes decisions that allocate limited resources (time, people, budgetary, etc.) to meet program delivery and/or policy objectives.
- Knows how and when to influence policy development in order to impact policy and delivery outcomes.

SELF-CONFIDENCE/COURAGE OF CONVICTIONS

Self-Confidence/Courage of Convictions is a belief in one’s own capability as expressed in increasingly challenging circumstances and confidence in one’s decisions or opinions, within the framework of public interest, ethics and values and organizational integrity. It may include providing leadership, direction, and inspiration to others by making difficult decisions and taking actions that may not be popular but are in the best interests of the organization **and its clients**.

LEVEL

BEHAVIOUR

A Has Confidence in Own Opinions and Capability

- Speaks positively to peers or clients about initiatives or programs that are not well-liked.
- Speaks up to ensure people are properly informed, to clarify inaccurate information.
- Offers opinions which may differ from others.

B Maintains Positions Even When Faced With Opposition

- Proposes new or modified approaches, practices, and processes and defends them effectively if challenged.
- Takes on activities and projects that need to be done, even though they may not be easy or have popular support.
- Reassesses position in the face of justified or persistent resistance

C Maintains Confidence in Own Capabilities in Face of Strong Challenges

- Speaks up when disagrees with management, clients, or others in power, but disagrees tactfully, stating own view clearly and confidently, even in a conflict.
- In spite of complex challenges and no guarantees of success or reward, moves issues or change initiatives forward, on the basis of personal conviction that it is the right thing to do.
- Acknowledges personal responsibility for outcomes from decisions made.

D Deals with Extremely Challenging Situations With Unwavering Self-Assurance

- Confronts management or clients honestly, sometimes at the risk of triggering a conflict.
- Takes on extremely challenging, i.e., very risky personally, positions willingly. For example, defending a minority opinion when it is unpopular.
- Makes decisions having significant consequences that are good for the organization and consistent with the values of the organization, subject to public scrutiny.
- Instills a desire in groups of people to take action, through encouragement and positive example.

IMPACT AND INFLUENCE

Impact and Influence implies an intention to persuade, convince, influence or impress others (individuals or groups) in order to get them to go along with or to support the organization's direction. The "key" is understanding others, since Impact and Influence is based on the desire to have a specific impact or effect on others where the person has his or her own agenda, a specific type of impression to make, or a course of action that he or she wants the others to adopt.

LEVEL

BEHAVIOUR

- A Takes a Single Action to Persuade**
- Uses direct persuasion in a discussion or presentation.
 - May appeal to reason, data, others' self-interest.
 - May use concrete examples, visual aids, demonstrations, etc.
 - Makes no apparent attempt to adapt presentation to the interest and level of the audience.
- B Takes Multiple Actions to Persuade**
- Takes two or more steps to persuade without trying to adapt specifically to level or interest of an audience.
 - Includes careful preparation of data for presentation.
 - Makes two or more *different* arguments or points in a presentation or a discussion.
- C Calculates Impact of Actions or Words**
- Adapts a presentation or discussion to appeal to the interest and level of others.
 - Anticipates the effect of an action or other detail on people's image of the speaker.
 - Takes a well-thought-out dramatic or unusual action in order to have a specific impact.
 - Anticipates and prepares for others' reactions.
- D Uses Indirect Influence**
- Uses chains of indirect influence: "get A to show B so B will tell C such-and-such" .
 - Takes two or more steps to influence, with each step adapted to the specific audience.
 - Uses experts or other third parties to influence.
- E Uses Complex Influence Strategies**
- Assembles various stakeholders.
 - Builds "behind-the-scenes" support for ideas.
 - Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (eg., may withhold information to have specific effects).
-

RELATIONSHIP BUILDING

Relationship Building involves the ability to develop contacts and relationships internal and external to the organization to facilitate work efforts or to gain support/cooperation. It implies building long-term or on-going relationships with clients or stakeholders (e.g. someone internal or external to the organization, on whom your work has an impact). This type of relationship is often quite deliberate and is typically focused on the way the relationship is conducted.

LEVEL

BEHAVIOUR

- A Understands the Significance of Networking**
- Sees stakeholder relationship-building as key to securing the success of initiatives.
 - Makes or sustains informal contacts with others in addition to contacts required in the course of work, such as unstructured or spontaneous chats about work-related issues, children, sports, news, etc.
- B Identifies/Approaches Key Stakeholder Contacts**
- Looks for and seizes opportunities to expand one's network of key contacts and nurture the ones in place.
 - Identifies key stakeholder contacts in the organization with whom a relationship must be established.
- C Actively Seeks Relationship-Building Opportunities**
- Develops and cultivates effective working relationships with others to accomplish tasks.
 - Builds a reservoir of good will; exchanges information, services or time with one's network.
 - Initiates or participates in parties, outings, or special gatherings designed to improve or strengthen relationships with others.
- D Organizes Involvement of Key Players**
- Identifies internal staff whose individual expertise can meet stakeholder needs.
 - Matches staff to appropriate stakeholder contacts and coordinates contacts.
 - Develops new ways to reach out to clients and stakeholders, to stimulate input and exchange of information
- E Builds a Network of Contacts**
- Develops and maintains a planned network of relationships with clients, internal colleagues, stakeholders and colleagues in other departments and non-government organizations.
 - Uses this network to identify opportunities, and to gather market intelligence.
 - Develops a network and taps into their expertise to seek input to problems and to find alternative ways of resolving an impasse.

Appendix B

Career Development Plan Guide



Career Development Plan

Introduction

An integral part of the performance review process is the Career Development Plan (CDP). The Plan identifies your strengths and areas of development as they relate to your career goals. Creating a Career Development Plan will help you develop strategies to maximize your opportunities for meaningful work in the future.

Since your career encompasses all your work experiences, your career goals could include development needed to fulfill your current role, and/or development needed to move into future roles. Use this plan for both scenarios. When setting your career development goals, focus first on your current role. Any development you require to meet your current performance targets or leadership competencies should take priority for development planning (i.e. any performance management rating less than 3). Once you are meeting your current role's expectations, you can begin development planning for future career goals.

The Plan is designed to be **self-directed**. With support from your manager and the organization, you will determine your long and short-term career goals, assess your own developmental needs, create your development plan to reach your goals and follow through with your plan. Your career development plan should be an integral part of the performance management process you undergo with your manager.

The Career Development Plan includes materials to help you think about, plan for and articulate your personal career development. Completing this process will help you to ensure you have the knowledge, skills, leadership competencies and abilities you need to successfully achieve your career goals.

Before you begin....

Revisit your most recent performance review to identify your career interests and training requirements. Copy this information onto the Career Development Plan.

The **Career Explorer** is an interactive, self-directed tool to help you create a picture of yourself by identifying your interests, values, and skills that you already have. It helps you gather and capture a wealth of information about yourself and potential work opportunities. This information may be helpful when building your Career Development Plan.

How to use the Career Development Planning resources:

- 1. The Guide:** Read through the guide to help you complete the Career Development Plan.
- 2. Career Development Plan:** Use this form to capture your action plan for your career development, including: your status in your current role and your future career goals; your development goal(s); steps to achieve that goal(s); timeframes; obstacles you'll face; resources you'll need; and how to tell when you've succeeded.

You should share your completed Career Development Plan with your manager to help him/her understand your goals and plans and identify opportunities to incorporate your career goals into your performance management plan. Your manager may wish to use a copy of your plan when s/he has Talent Review Meetings for your division/department.



Step 1: Complete your Background Information

Purpose of this step

Your background information provides a context for where you should focus your career development. Your status in your current role and your career goals will form the foundation for setting your development goals.

The link to Performance Management

Review your ratings, actual results compared to targets and leadership competencies (if applicable). Summarize that information into a few sentences and write it in the space provided in **Performance Summary** section of the Career Development Plan form.

How to determine career goal(s), strengths, and areas for development

Review your career interests and abilities to determine your career goals. Think about both what you want your career to look like in the near future as well as your long-term goals.

Your short-term career goals should be achievable in the next one to three years. The successful achievement of your short-term goals should lead to your long-term career goals, which may take more than three years to complete.

Step 1 Example

Career Goals:
"Move into supervisory role in two-three years. Move into Director level role in 10 years."

Areas of Strength:
"Excellent technical expertise"
"Leadership competencies of decisiveness and strategic orientation."

Areas for Development:
"Impact and Influence"

Strengths and areas for development

Review your past performance and career goals to identify your strengths and areas for development. To identify **areas of strength**, consider what knowledge, skills, and competencies you have excelled in during your career.

To identify **areas for development**, consider what knowledge, skills, and competencies you have struggled with during your career.

To help identify both of these think about feedback (Feedback-type information may include: professional assessments; 360; personality type indicators; client feedback; leadership competency assessment) you have received (from peers, clients, direct reports, managers, etc.) regarding your abilities and performance.

What is it telling you? How do you interpret this information? What common themes do you see? Is there an area of critical need that stands out? Who can validate this for you? Based on this information, decide on your developmental areas. It could be a competency, a skill or talent that needs development.

Based on your past performance, strengths and career goals, prioritize your areas for development.

What next?

Add this information to **Career Goals, Areas of Strength and Areas for Development** sections of the **Background Information** page of the Career Development Plan.

Additional Resources

Performance Management Resources:
<http://www.gov.ns.ca/psc/default.asp?mn=1.360.364>

The Career Explorer
<http://www.gov.ns.ca/psc/default.asp?mn=1.162.303.329>





Step 2: Set your Development Goal

Purpose of this step

Goal setting helps you determine your priorities, get organized, make big decisions, and realize your dreams. Goal setting gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge and helps you to organize your resources. Ultimately, this step will help you clarify and understand the direction of your career.

The link to Performance Management

Your Performance Management Plan/targets or objectives are one source for identifying developmental goals. At the same time, look for opportunities to incorporate your development goals into your Performance Management Plan.

How to set a goal

Now that you've identified your developmental needs, choose your specific goal(s). Don't focus on too many developmental goals at once. An effective plan should focus on **two** or **three** goals.

Consider both your short-term goals (one to three years) and long-term (three or more years) goals. Short-term goals may be directly related to your current job or to a position you aspire to in the near future. Also consider organizational goals, government's direction, the department's business plan and the team or group objectives.

Note: Training is an action step to achieve a goal.

How to write a goal

Write **SMART** Goals – resource link to Performance Management Handbook

Step 2 Example

“When in a group situation, be able to present my ideas and opinions in a manner that impresses and influences others.”

The Goal should be **specific** enough so that you know exactly what you're striving for, **measurable** so you can tell exactly when the goal has been reached, **action-oriented** to indicate an activity that will produce results, **realistic** in that it is practical and can be achieved, and **time** (and resources) constrained meaning that it has a definite deadline for completion and realizes limited availability of resources.

Be as specific as possible and indicate what behaviours exemplify success in this area.

What next?

Add this information to **Step 2: Development Goal** section of the Career Development Plan. Use one page per goal.

Additional Resources

Competency Dictionary for Leadership Roles in the Public Service of Nova Scotia
http://www.gov.ns.ca/psc/default.asp?mn=1.360.364.370#MCP_New

The Career Explorer
<http://www.gov.ns.ca/psc/default.asp?mn=1.162.303.329>





Step 3: Write Your Action Steps

Purpose of this step

Once you have a well-formed Goal, you need some direction to follow to achieve this Goal. The creation of Action Steps gives you a list of the important things that need to be done to achieve the Goal. It's an action plan that allows you to track your progress towards the goal. This is where you detail your project plan for your own development.

The link to Performance Management

Your Performance Management form or appraisal may be a source of action steps.

How to determine action steps

An Action Step should have three main parts:

Action – what action will be taken?

Context – when, and where, will it take place?

Results – what will be the result of this action?

Step 3 Example

“Attend monthly meetings with Ms. Super Presenter and accompany her in 3 situations when a major presentation/meeting is taking place.”

“Make at least 3 presentations or chair 3 meetings with her in attendance and receive feedback.”

Types of developmental activities or actions that can be used to build skills and competencies include:

- Practical on-the-job experience (joining a committee or project team)
- Coaching/mentoring sessions
- Special assignments (cross-functional team, task-force)
- Increased responsibility
- Self-directed study or reading
- Training
- Job transitions – change in work, people, location, scope

What next?

Add this information to **Step 3: Action Steps** section of the Career Development Plan.

Additional Resources

Competency Development Resource Guide:
http://www.gov.ns.ca/psc/default.asp?mn=1.360.364.370#MCP_New

Corporate Training and Development Programs





Step 4: List your Obstacles and Solutions

Purpose of this step

To help ensure that your career development goals are not sidetracked, it is helpful to consider the obstacles you may encounter in reaching your goals and identify possible ways to overcome these obstacles.

The link to Performance Management

Operational needs must be considered when planning for development. Certain goals or target dates may not be realistic given operational demands related to your current position.

What's an obstacle?

An obstacle is anything that may pose a barrier to achieving your career development goals, such as:

- Limited time to devote to development
- Lack of financial support
- Lack of feedback or encouragement
- Manager is unsupportive of development

How to overcome obstacles and identify solutions

Identifying what resources are available to you will help to increase the probability of successfully achieving your career development goals. You need to think about what types of resources you might need and where they will come from. There are usually a number of potential solutions for overcoming a barrier, such as:

Step 4 Example

Obstacle: "No time for development."

Solution: "Schedule time in your calendar specifically for development and ensure your manager supports this time commitment."

If you cannot take on additional developmental assignments due to your existing workload, a potential solution would be cross-training with another team member.

If your budget for training courses is limited, potential solutions could include choosing low cost options such as online learning or reading a book.

If you think your manager may not be supportive of your development, a potential solution would be to choose developmental activities that will directly benefit your manager and your department, such as taking on a project that is under-resourced or in trouble, or a task from your manager's workload.

Other resources that may be available as part of your solution may include:

- Motivational support and/or coaching from a mentor
- Assistance from your department HR Consultant or HR Development Consultant
- Time to work on your development
- Feedback and advice from those who are skilled in the areas you are seeking to develop
- Corporate guidelines and toolkits for training and career development:
www.gov.ns.ca/psc/innovation/ or
<http://www.gov.ns.ca/PSC/default.asp?mn=1.360.364>

What next?

Add this information to **Step 4: Obstacles and Solutions** section of the Career Development Plan.

Additional Resources

Corporate Training and Development Programs

Competency Development Resource Guide:

http://www.gov.ns.ca/psc/default.asp?mn=1.360.364.370#MCP_New





Step 5: Evaluate your Progress

Purpose of this step

By evaluating your progress, you will be able to establish when you are successful in meeting your training and career development goals.

The link to Performance Management

Your developmental goals and high-level action steps should be recorded in your Performance Management Plan for evaluation, especially those related to training for your current role.

How to... evaluate

Step 6 Examples

"1. Receiving positive feedback from mentor on at least 2 presentations"

"2. Successful completion of certificate program by a specific date."

"3. Receiving a satisfactory performance appraisal from Ex. Dir in the following leadership competency: Impact and Influence, level C: calculates impact of actions or words."

Evaluation is closely tied to goal setting. By setting S.M.A.R.T. (specific, measurable, acceptable, realistic, and time-specific) goals, you will ensure that their achievement can be evaluated. If you do not think you will be able to evaluate a goal, it probably isn't meeting one of the S.M.A.R.T. guidelines.

In addition to your own self-evaluation, you should have another source for evaluation. In most cases, this person would be your manager. However, in some cases, you may wish to have a 'mentor' provide you with additional evaluation feedback on one or more of your goals. Another evaluation criteria may be the target date you set for your action step(s).

Keep in mind that your Career Development Plan is not a one-time activity, rather a document that records an evolving process. It may need to be revised as the year progresses, if you experience changes in your role or responsibilities, or if significant changes to your objectives are required. Regular review and tailoring of your plan is necessary to make your development as effective as possible.

The performance management process at the beginning of the year (goal setting), and at the mid-year and year-end reviews should be used to formally revisit your career development plan. This will help to identify opportunities where your career goals can be aligned with your performance management objectives.

What next?

Add this information to **Step 5: Evaluation** section of the Career Development Plan.
