BEHAVIOURAL COMPETENCIES
for Canada's Substance Use Workforce v. 2

Guide to Competency-based Performance Management

Canadian Centre on Substance Use and Addiction

Evidence. Engagement. Impact.

GUIDE TO COMPETENCY-BASED PERFORMANCE MANAGEMENT

INTRODUCTION

The professionalism and success of the substance use workforce depends on the quality and performance of its workforce—its employees as well as volunteers, Elders, healers and others.

This guide describes a structured approach to managing performance. It has been designed as a generic guide for use among a wide range of audiences, and can be adapted as necessary for specific contexts or cultures. The guide does not address corrective procedures for poor performance, nor does it focus on career development, as both these processes are specific to the organizational context in which they occur.

A performance management system is designed to assist management and employees alike in communicating performance goals, sharing performance information on a regular basis, fostering learning and development, and exploring career opportunities.

> Performance management is a cycle of managing employee performance for success, where goals are created, competencies are incorporated, and constructive feedback is provided for continuous improvement.

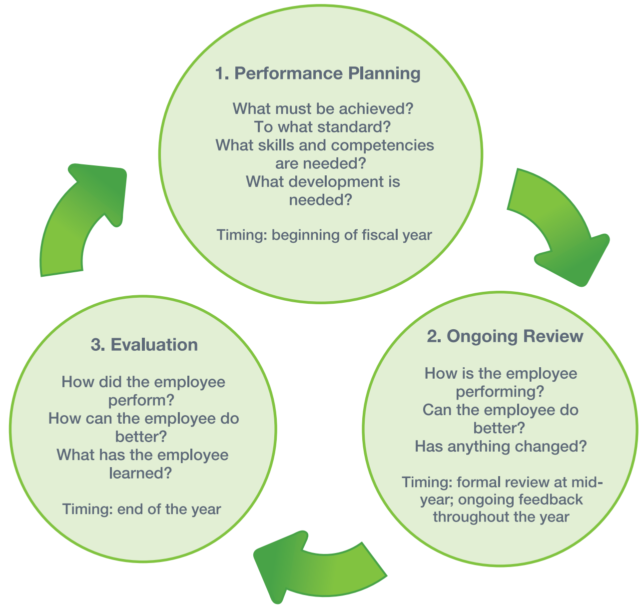
Benefits of a Performance Management System

- Creates a high-performance organization and profession
- Establishes a clear link between organizational and individual objectives
- Encourages ongoing communication through coaching and meaningful feedback to employees
- Encourages discussion and development of competencies through training
- Recognizes exemplary performance and accomplishments

Integrating competencies within the performance management process provides feedback to employees not only on "what" they have accomplished (i.e., performance goals), but also on "how" the work was performed, using competencies as a basis for providing feedback. Assessing competencies as a part of the performance process is an important means of assisting employees in understanding performance expectations and enhancing their competency proficiency.

Most performance management processes include the following three stages:

- Planning: where goals are set for teams or individual employees;
- Review: where the manager monitors performance and provides ongoing feedback to ensure that the individual or group is on track, and to adjust plans as required; and
- Evaluation: where assessment is made of how well the individual or group has done relative to the goals and to plan for development.



These elements of performance management form a cycle of ongoing planning, monitoring and evaluation. The following diagram shows the types of questions an organization would ask at each stage. Employees can also ask themselves the self-reflective version of these questions.

PLANNING FOR PERFORMANCE

The planning stage offers an opportunity for one-on-one discussions between the manager and the employee to set work objectives aligned with organizational goals. In addition to establishing a clear link between organizational goals and individual action plans, such discussions foster ongoing, open communication about expectations and employee needs.

Useful Documents for Performance Planning

- Strategic and business plans
- Employee job description and job profile
- Competency profiles
- Guidelines for training and development

Setting SMART Objectives

Setting goals the **SMART** way means writing them so that they are:

Specific: Specific objectives are clear to both employee and manager. Clarity has been achieved when both share the same understanding of what is to be achieved and what standards will be used to evaluate performance.

Measurable: Objectives and standards must be able to be objectively observed and measured.

Achievable: Objectives are attainable and still provide a stimulating challenge to the employee.

Realistic: Objectives are within the realm of control (both in terms of authority and resources) of the employee to perform and the manager to observe.

Time Bound: Objectives with a deadline are much more likely to be accomplished than objectives without a clearly defined timeline.

Other Considerations when Setting Performance Objectives

Setting performance objectives can be difficult, especially when there is no precedent or the manager is overseeing a new job or position. To help you set objectives, imagine how a fully functional employee would operate. Think about how this employee would behave in a particular situation. Concentrate on the job itself and the desired results. Develop the objectives with the employee, who could have good insights into both the role and the extent of their own capabilities.

Two other important criteria for setting performance objectives are relevancy and acceptance.

Relevancy: The objective is relevant to the job in question. An objective can be SMART without necessarily addressing the contribution that a job should or could bring to the business.

Acceptance: The objective needs to be acceptable to the manager and, especially, to the employee. In determining if an objective is acceptable, the manager needs to evaluate how a particular objective will assist them in reaching team goals, how the objective will affect the manager's performance, and how it will impact with the employee's confidence or perceptions.

Although there is no magic formula to increase the acceptability of objectives, employee participation at every phase of the performance management process is helpful. Pointers on the motivating role of the manager in performance management are provided later in this guide.

PROVIDING ONGOING FEEDBACK

Performance management is a dynamic process. Progress on objectives must be monitored formally at specific times of the year and informally with appropriate feedback and discussion throughout the year. When providing ongoing feedback, the manager reviews employee strengths and weaknesses and provides feedback and coaching on ways to improve performance. The manager and employee review objectives and modify them, as necessary.

Both managers and employees need to keep track of objectives and verify whether expectations are being met. Two-way communication ensures that there are no surprises at the formal evaluation stage and contributes to making performance management a positive and enriching experience.

Formal vs. Informal Feedback

Throughout the year, feedback on performance can come from many sources, such as the work itself, the employee, the manager and people using services, as well as other employees involved in the same work. Regular discussions on the employee's progress are vital to keeping the work on track. These discussions are a systematic way to determine whether the plans and methods to achieve objectives are working as intended. They are also required because changes could have occurred that affect the employee's ability to achieve the original objectives, possibly resulting in an adjustment to the employee's plan (e.g., budget changes, a change in organizational priorities).

Formal progress reviews are regularly scheduled to determine:

- The status of the work in progress
- What needs revision
- What should be maintained
- What can be improved and how to improve it
- The employee's performance to date

Informal feedback is not necessarily planned; it is more spontaneous and occurs preferably right after the manager, a colleague or an individual using services makes an observation. It is meant to reinforce desirable behaviours, to modify unwanted behaviours or to provide pointers on how to improve performance.

How and When to Document Performance Feedback

During the process of providing formal or informal feedback, managers benefit from taking notes on several things, including:

- The observations leading to the performance feedback
- The feedback itself
- The employee's input or reactions to the feedback

This kind of documentation enhances the employee's confidence in the accuracy of the performance evaluation and leaves less room for misinterpretation of performance expectations. It also fosters trust in the performance management process. Further, it aids the manager in tracking performance and improvements over a period of time.

Managers find that keeping a log for each employee is useful. After providing feedback to the employee, the manager records their notes as soon as possible following the observation by the manager, colleague or individual using services of good or poor performance, while it is still fresh in the manager's memory.

When recording performance notes, it is important to identify the situation, the behaviour and the consequence or result of the behaviour. The manager avoids writing about feelings the behaviour invoked, attributing intentions that have not been validated with the employee, or labelling, characterizing or categorizing the employee in any way. With accurate and objective documentation, the formal process of performance review and evaluation becomes a review of performance information sampled throughout the year, not a guessing game.

Although rigorous, this process should not be an unduly onerous administrative chore. Concise sentences in bullet-point form often suffice to accurately describe a situation, the behaviour and its result.

Keys to Providing Effective Feedback

Immediate and ongoing feedback: Employees receive timely recognition for work done well. Identified problems are corrected as soon as possible and improvements are made quickly. Effective feedback occurs on a continual basis so the lines of communication between the manager and employee are always open. Beyond the formal review and the final evaluation meeting, the manager regularly gives performance information, especially to new employees or poor performers.

Positive and constructive feedback: Praise is given for significant accomplishments and work well done. Constructive feedback is provided when performance is less than expected by suggesting ways the employee can improve performance. This feedback is delivered in a timely, direct and non-judgmental way.

Specific feedback: Employees receive specific information about how they are or are not meeting expectations. Specific behaviours are identified to provide context and examples. The feedback pinpoints strengths and areas for improvement so the employee knows exactly what to do to enhance performance.

Often, the very fact that a manager is spending time with employees to discuss their work is encouraging in itself. People generally like to know how they are doing and that their work is being observed by their manager. Most will also be motivated by a sense of autonomy that comes when they feel responsible for achieving a result rather than simply carrying out a task. In addition, a manager can build trust by honouring commitments and demonstrating dedication to objectives: trust can go a long way in bolstering the reputation of the performance management process as a real and effective HR tool.

While the above principles hold true for most, it is helpful to keep in mind when providing performance feedback that different types of employees have different needs.

EVALUATING PERFORMANCE

At the end of the review cycle, the employee and the manager meet to discuss the results achieved by the employee during the cycle. While it is clearly the manager's responsibility to conduct the final review, the most effective and meaningful process is to make it a collaborative effort.

Employees prepare by reviewing their own accomplishments, noting in particular where they believe they exceeded performance expectations and where they may have encountered challenges or shortfalls in performance. They are ready to discuss these challenges and explore how they can be corrected, either through change to the environment or through self-improvement in the next review cycle. The more employees participate in setting goals and the performance review process, the more they can be satisfied with the process—believing it is fair—and be motivated to improve.

If progress review meetings have been conducted periodically throughout the year, there should be no surprises for either employee or manager during the final performance evaluation. Remember, however, that the evaluation meeting can still be emotionally charged for both employee and manager.

Employees who feel comfortable and are encouraged to share their appreciation of achievements over the year are more committed to and engaged in the process of performance evaluation and development. Helpful discussions between employer and employee include ways in which work effort can be assisted by changes in procedures; introduction of new methods, models, programs or responsibilities; or even a change in the management style of the manager. Discussions like this assist managers to better understand how they can help their employees do a better job.

Managing the Dialogue

The Environment:

- Prepare a quiet, private room, arranging the furniture so that there are few barriers between you and the employee.
- Focus exclusively on the review and avoid discussing other projects or operational issues. If you need to, set up a different time after the evaluation meeting to handle other issues.
- Allow sufficient time to discuss all issues that need to be addressed.
- Eliminate distractions caused by telephone, e-mails, personal devices, staff meetings, tasks, etc.
- Maintain an open posture and avoid crossing your arms.

Starting the Review:

- Communicate what will be kept confidential and what will be shared, and with whom.
- Inform the employee that they are welcome to take notes during the session.
- Start the meeting positively with key employee strengths and questions that are relatively easy to answer.
- Proceed methodically through each objective.

Communication:

- Monitor and handle your own emotions, and respond appropriately to the employee's emotions.
- Listen actively: attend to the employee by communicating, verbally and nonverbally, that you are interested in what the employee is saying and doing.
- Use appropriate silence to give the employee time to think and respond.

- Paraphrase or restate the employee's thoughts and statements to clarify your understanding of the essence of what the employee has said.
- Summarize or condense the essential content of themes and ideas.
- Question respectfully to confirm understanding and seek clarification.
- Refrain from asking questions that are leading, irrelevant, excessive or poorly timed.
- Use open and concrete questions that begin with what, how, when, where or who.
- Use why questions cautiously: they tend to be more threatening to people because they ask for justification and imply judgment, disapproval or embedded advice.
- Avoid interrupting: listen to the end of the employee's message.
- Use empathy to understand and convey back the emotional perspective of the employee. Employees have a better evaluation review experience if they believe their manager is empathetic and understands them.
- Tailor your language to the receiver.
- Avoid jargon, as it can mean different things to different people.
- Be assertive and communicate openly and unambiguously.
- Focus on the problem and do not personalize the issue. Behaviours are not attitudes. Describe the behaviours, their impact and your expectations.
- Maintain the employee's self-esteem by making the employee accountable for their actions and for resolving issues.
- Refrain from jumping to conclusions or pushing for an immediate solution. Allow the employee to explain or express their viewpoint.

Closing the Review:

- Summarize the performance review conversation to re-cap what was discussed.
- Allow the employee the opportunity to ask any other questions and check to ensure they are satisfied with having been able to air any issues. It is important that the employee believes they have been heard.
- Thank the employee for their performance efforts, reiterating the employee's strengths, and encourage the employee to keep up the good work, emphasizing their value to the organization.
- Schedule the next review meeting and let the employee know that you are available to provide support and feedback at any time.

Potential Evaluation Pitfalls

People are imperfect information processors. Therefore, it is imperative to periodically record performance information so that it remains fresh and timely at evaluation time.

When evaluating performance, be as accurate as possible and avoid errors. The following errors are some of the common ones managers make when evaluating employees:

- Using their global evaluation or impression of an employee to make objective-specific ratings for that employee.
- Giving more weight to events that occur closer to the evaluation period. It is important to record performance information throughout the year; performance evaluation is about specific and overall behaviour.

- Being too lenient when evaluating an employee; managers may be lenient because they like an employee or want to be liked.
- Giving an average rating to all or most employees. This tendency often stems from lack of time or uncertainty about an employee's performance.
- Relying too heavily on the first impression they have of an employee, especially when frequent contact is limited. Regular and constructive feedback helps overcome this tendency.
- Giving more favourable ratings to employees they deem similar to themselves.

Communication Pitfalls

Performance evaluations can be stressful for both the manager and the employee.

It is important to recognize this stress and to avoid the escalation of occasionally tense situations by listening attentively, showing empathy and maintaining a genuine interest in employee development.

If an employee becomes upset, allow the employee time to recover their composure and continue when ready. Be sympathetic if tears are genuine, but be wary of tears designed to deflect you from your feedback. If the employee has stopped listening, stop the meeting and set a date as soon as possible to finish the review.

Manager's Self-Reflection Questions

After the performance review, you may find it useful to reflect on and evaluate the meeting to gain a better understanding of your own evaluation and communication skills, and the impact of the meeting on both yourself and the employee. The following questions can be used to guide you through the self-reflection process (adapted from the Leadership Development School, Ackerd College):

- Were all needs identified and met during the meeting? This can include both the needs of the employee and your own needs.
- Did I use active listening skills to consider the employee's point of view?
- Did I convey a positive, optimistic and encouraging tone throughout the review and refrain from any cynicism, sarcasm and unconstructive feedback?
- If issues were resolved, did I play a role in the outcome?
- If areas of improvement were identified, have I made plans to follow-up on progress in the future?
- Did I maintain a professional yet friendly relationship throughout the process?
- If there were impasses during the process, did I do all I could to cooperate?
- Was I respectful and courteous during the review?
- Did I obtain all relevant information to interpret each situation correctly?
- In what alternative ways could I have responded to produce a better outcome?
- Was I specific and realistic about goals and expectations?
- Did I compliment, appreciate, reward and encourage throughout the process?
- Did I separate my own personal feelings and opinions during the meeting and not take anything that was said personally?
- Did I give the employee opportunities to identify areas needing improvement and ways in which they could improve performance?

Manager's Performance Interview Checklist

Before the interview, the manager:

- Gives the employee adequate notice about the meeting
- Ensures that the employee conducts a self-evaluation and communicates it to the manager
- Reviews the results from the previous evaluation, if available
- Reviews performance observation notes accumulated over the year or since the last evaluation
- Gathers performance and development feedback from the employee, other employees, managers and individuals who have worked with the employee over the year
- Comes to the meeting with an initial draft of the evaluation

During the interview, the manager:

- Explains the purpose of the interview and reaches agreement on the agenda
- Compliments the employee on accomplishments
- Discusses both the draft evaluation completed by the manager and the employee's self-evaluation
- Ensures that the employee summarizes major accomplishments and needs with respect to major responsibilities
- Summarizes major accomplishments and areas for improvement from the manager's perspective
- Diagnoses potential causes of discrepancies between objectives and actual performance
- Comes to a common understanding about the quality and level of employee performance over the review period
- Identifies ways in which the manager can assist in improving the quality or level of work output
- Begins the process of identifying performance and developmental objectives for the next review cycle
- Discusses career development if the employee so desires
- Develops action plan with the employee to enhance performance
- Sets a time and date for future meetings to finalize action plans or discuss progress

After the interview, the manager:

- Continues observing the employee's job performance, providing timely feedback and helping the employee improve
- Continues to jot down key observations
- Assists the employee in carrying out performance enhancement action plans (e.g., funds available to attend training or purchase resources)

Employee's Performance Interview Checklist

Before the interview, the employee:

- Completes a self-evaluation and communicates it to the manager
- Reviews the results from the previous evaluation, if available
- Reflects on performance over the year or since the last evaluation
- Comes to the meeting with an initial draft of the results achieved

During the interview, the employee:

- Acknowledges both accomplishments and areas for development
- Discusses the draft evaluation completed by the manager and the employee's own self-evaluation
- Provides examples of major accomplishments and needs with respect to major responsibilities
- Listens to major accomplishments and areas for improvement from the manager's perspective
- Suggests potential causes of any discrepancy between the objectives and actual performance
- Comes to a common understanding with the manager about the quality and level of performance over the review period
- Identifies ways in which the manager can assist in improving the quality or level of work output
- Begins the process of identifying performance and developmental objectives for the next review cycle
- Discusses career development, if desired
- Develops action plan with the manager to enhance performance
- Sets a time and date for future meetings to finalize action plan or discuss progress

After the interview, the employee:

- Commits to the learning and development action plan to enhance performance, as necessary
- Carries out performance enhancement action plans as agreed to between manager and employee

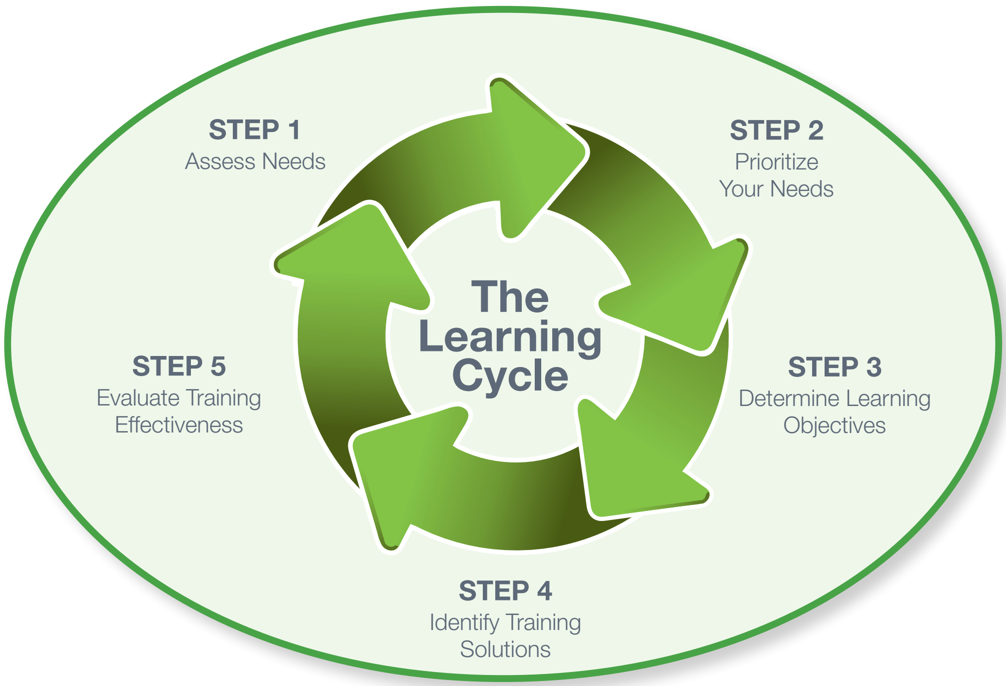
CREATING A LEARNING PLAN

One good management practice is investing in employees by fine-tuning their competencies and actively addressing problem areas. It is counterproductive to hire quality, skilled employees without developing their skills to improve their performance on the job. Learning contributes to individual employee development and job satisfaction. It also ensures that the work product is of the highest quality and that the organization remains a stimulating and creative place to work.

A personal learning plan is an agreement between a manager and an employee that enables the employee to acquire or develop the skills and competencies needed for the job. It is a commitment to carry out specific actions in support of employee learning and is a key component of the performance management process.

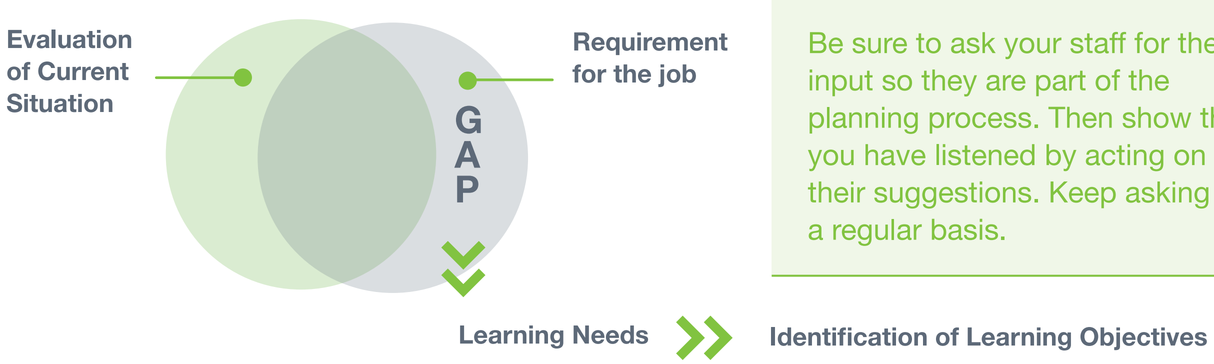
The Learning Cycle

The learning cycle enables a manager to identify and address organizational and individual learning needs. By completing each stage in the cycle, an effective learning plan or a "blueprint" for achieving learning goals.



Step 1: Assess Needs

A needs assessment is a research process that will help you identify the skills your employees need to carry out their duties. A need is the gap between what is happening and what ought to be happening. In the diagram below, the overlap reflects requirements being met with existing skills.



Be sure to ask your staff for their input so they are part of the planning process. Then show that you have listened by acting on their suggestions. Keep asking on a regular basis.

Conduct a needs assessment to determine **where exactly learning is needed, what the learning will address and who needs it**. Evaluate each employee by comparing their current skill levels or performance to the organization's performance standards or competency profiles. Any discrepancy "gap" between actual and anticipated skill levels identifies a learning need.

Completing a needs assessment will help you…

- Link job performance with organizational goals and the bottom line
- Determine whether existing performance issues are the result of learning needs or organizational problems
- Determine what type of learning will be relevant to the employee's job and will improve performance
- Consider whether an investment in training will solve your problem

Conducting the Needs Assessment

- Having conducted a formal performance review as outlined in the previous sections, record the current level of knowledge and performance of the employee.
- Compare the employee's existing knowledge and performance levels with the required or desired levels of performance to determine needs. List the standards that are not being met.
- Review the list and answer the following questions to determine which needs can be addressed:
  - What gaps exist in performance?
  - What gaps are the result of organizational problems?
    (Exit interviews from past employees are a useful source of this information.)
  - What gaps or needs can be solved by learning or training?
  - What learning is required to move to higher levels of performance?
    For example, could team building and related activities help improve productivity?
  - Are there ways to take advantage of strengths? For example, can stronger employees mentor weaker ones?

Step 2: Prioritize Learning Needs

Review the list of needs that can be addressed through training. Identify the learning needs that:

- Must be addressed immediately to ensure the survival of your organization
- Must be addressed to meet the organization's mission, goals and objectives
- Are recurrent or that need to be addressed at the start of each season
- Are necessary for all your employees

Now identify needs that can be met in other learning environments, such as coaching or mentoring. Set them in priority, as done with the learning needs.

Step 3: Determine Learning Objectives

Learning objectives are the specific, measurable objectives that must be achieved as a result of learning and development (remember "SMART"). Learning objectives state exactly what skill or action trainees will be able to perform as a result of the learning session. Express the objectives using action words, such as *explain, describe, conduct and negotiate*.

Step 4: Identify Learning Solutions

Identify which learning methods best address the identified learning needs. You can choose from a variety of methods, some examples of which are given in the following section.

Step 5: Evaluate Learning Effectiveness

It is important to provide follow-up support for your employees after introducing new tasks, responsibilities or learning. Employees need the opportunity to apply their new learning in the workplace and to receive feedback on how well they are doing. Be sure to identify the follow-up activities you will use to determine how effectively the learning is being applied.

Establish the methods you will use to determine whether your expected outcomes have been achieved. Consider one or more of the following ways or identify other ways for evaluating learning outcomes:

- Walk through the workplace regularly to observe how employees are applying new learning, offering your feedback when appropriate.
- Have employees complete a follow-up survey or questionnaire.
- Interview employees.
- Conduct a learning circle in which employees can share their experiences applying the new learning and describe the impact on their ability to carry out their job.
- Conduct feedback and evaluation surveys with individuals using services.
- Conduct performance reviews to assess if objectives were achieved and to identify new areas for development.

LEGEND: TRANSFERRING THEORY  REINFORCING OR IMPROVING UNDERSTANDING  TRANSFERRING SKILLS 

	**Brainstorming:** idea generation within a group setting	• Encourage full participation within a group setting • Encourage creative thought • Explore a full range of ideas and concepts
	**Case Studies:** scenarios of a real work problem or situation	• Give participants an opportunity to understand cause and effect, and solutions relating to workplace situations • Teach complex skills where a variety of responses are correct • Enhance training program content by providing an opportunity to apply theory • Relate program materials to participants' previous experiences
	**Coaching:** after instruction, a trainer provides one-on-one feedback on participant's performance	• Provide ongoing feedback • Ensure participant is performing task correctly
 	**Demonstrations:** describing a skill while performing it	• Show individuals or groups how to correctly perform a skill
 	**Field Trips:** planned visits to specific area or sites for study purposes	• Provide examples of theory in practice • Provide examples of different applications • Provide practical context for future learning (e.g., the "big picture") • Provide catalyst for future learning
	**Lectures:** verbal presentation to explain and teach unfamiliar content	• Draw on the experience of the presenters (not participants) • Present the maximum amount of new information in the shortest possible time
	**Games:** two or more individuals participate in a fun, hands-on activity	• Foster team building • Energize the group • Enhance self-esteem • Defuse tense or emotional situations
	**Group Discussions:** trainer-facilitated exchange of information between participants	• Make instructional points without lecturing (participants learn from each other) • Encourage changes in opinion or values through input from fellow participants • Stimulate individual thought • Check on participants' comprehension (e.g., use at the beginning of a session as an informal way of checking participants' knowledge of a subject) • Reinforce other training techniques (e.g., follow-up to a demonstration)

LEGEND: TRANSFERRING THEORY   REINFORCING OR IMPROVING UNDERSTANDING   TRANSFERRING SKILLS

Learning Circles: participants speak in turn without interruption or rebuttal, while sitting in a circle	• Discuss contentious issues in a non-threatening environment • Practice active listening • Build self-esteem, trust and respect • Solicit feedback from participants • Engage participants in self-evaluation (i.e., participants describe what they have learned) • Provide opportunities for participants to express their learning expectations at the beginning of the session
Panel Discussions: structured presentations that allow a group of experts to share their knowledge	• Expose participants to experts' views and experience
Projects: exercises for which participants follow a designated process to produce individual results	• Provide participants with opportunities to learn through experience • Help participants understand how to handle difficult situations • Increase participants' awareness of their actions
Role Playing: unrehearsed, informal dramatizations in which participants act out prescribed scenarios	• Teach problem-solving skills and acquisition • Help participants understand how to handle difficult situations • Increase participants' awareness of their actions
Simulations: portrayal of some behaviour, system or process	• Teach technical, interpersonal, decision-making and problem-solving skills • Give participants the opportunity to reinforce skills learned in demonstration sessions • Observe participants' ability to apply knowledge and skills • Allow participants the opportunity to practice skills away from the job site • Allow participants the opportunity to practice without risk
Small Group Activities: divide a large group into sub-groups of two or more people	• Warm up in small groups for larger group activities • Discuss problem area • Brainstorm ideas • Complete assignments • Obtain a cross-section of ideas, opinions, suggestions and decisions with minimal time and maximum participation • Allow everyone the opportunity to contribute

USING PERFORMANCE MANAGEMENT TOOLS FOR COMMON JOB CLUSTERS

A series of occupation-specific performance management tools are provided in the resource, *Performance Management Tools for Common Job Clusters*. These tools include processes and templates for conducting employee performance reviews within the seven identified job clusters in the substance use field. Each tool provides a selection of **sample performance objectives** for the behavioural competencies and proficiency levels relevant to the competency profile for the selected cluster. The suggested competency profile is included in each tool.

These tools are useful as **templates or starter guides**, but they might not accurately represent the competencies required for the position you are evaluating. It is important, therefore, to review each tool before use to determine if the suggested competency profile is relevant. If one is not, review the competencies to determine what competencies or proficiency levels you want to change to give a more accurate representation of the work in your organization. A brief overview of the steps involved in identifying the relevant competencies for a profile is provided in the resource, *Adapting Competency Profiles*.

> A job competency profile includes only the critical competencies required for the job, not those that are "nice to have" and not essential to performing the job successfully.
>
> Preferably, each profile should have no more than 12 competencies.

It may be that the competencies related to the performance objectives are not all identified in the planning stage. Others can be added as needed. Typically, each performance objective has one or more related competency.

Ensure that all performance evaluations are conducted in accordance with existing organizational policies and procedures.

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