BEHAVIOURAL COMPETENCIES

for Canada's Substance Use Workforce v. 3

Performance Management Tool for Systems Navigator

Canadian Centre on Substance Use and Addiction

Evidence. Engagement. Impact.

1. MODIFYING PERFORMANCE MANAGEMENT TOOLS FOR THE NEW OCCUPATIONAL CLUSTERS

Competencies have been developed for Canada's substance use workforce as a way to ensure that services are provided consistently across a wide range of practices, contexts and settings. They should be used to **inform the hiring process** (e.g., develop and refine job profiles, and interview and assess candidates against critical competencies), as well as to **evaluate job performance and identify professional development needs**. These competencies can be used to support job and service performance for regulated, unregulated and volunteer positions in the substance use workforce.

A performance management system is a mechanism that is designed to track the performance of employees and assist with:

- Communicating performance goals;
- Sharing performance-related information between management and employees;
- Fostering continuous learning and development; and
- Exploring career opportunities.

While there are different approaches that can be adopted for performance management purposes, a competency-based approach improves the overall transparency of the process. A competency-based approach provides clarity on not only *what* has been accomplished, but also on *how* the work was performed.

The performance management process includes three stages:

1. **Performance Planning:** Set goals for teams or individuals.
2. **Ongoing Review:** Monitor performance and feedback to ensure that teams or individuals are on track.
3. **Evaluation:** Complete assessment to determine how well the teams or individuals performed relative to the goals that were set. Additionally, plans are made to address future development needs.

The three stages of the performance management process are outlined in Figure 1.

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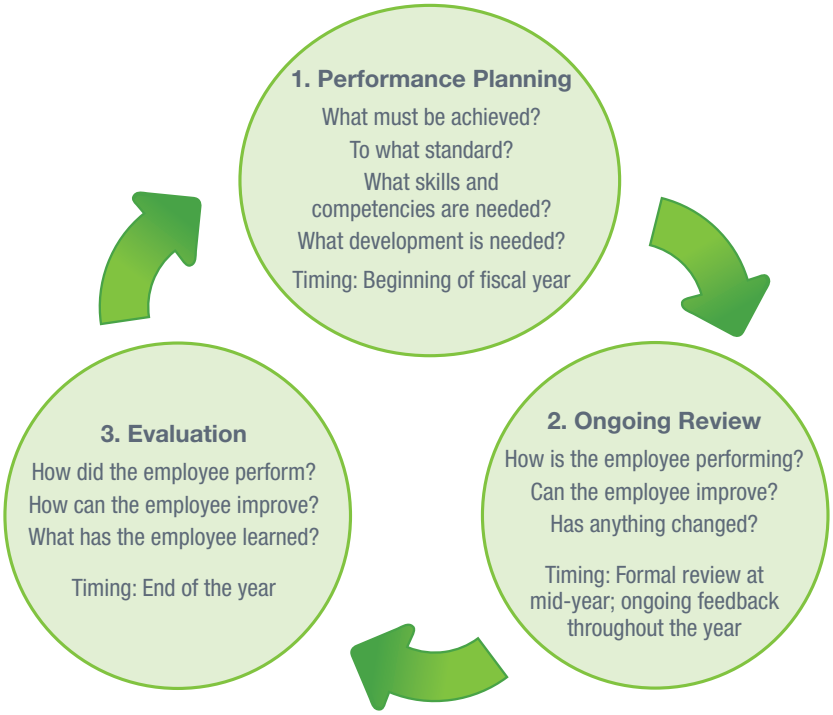
Figure 1. Stages of the performance management process



The content included in this document should serve as a generic guide for managing the performance of employees who fall under the occupational cluster of interest (e.g., Systems Navigator, Educator, Person-to-Person Support, and Public Safety Personnel). Each occupational cluster has an associated competency profile that outlines the core **behavioural competencies** along with recommended **proficiency levels**. To further assist you in planning the initial review, sample performance objectives have been provided. They relate to the behavioural competencies in each job profile.

There can be many different positions that fall under each of the occupational clusters. Therefore, modifications may be necessary to ensure that the profile and associated tools are suited to the position of interest, organizational context and respective culture.

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2. PERFORMANCE MANAGEMENT TOOLS FOR THE NEW OCCUPATIONAL CLUSTERS

New Occupational Cluster: Systems Navigator

This tool provides an overview of the performance management process for the **Systems Navigator** occupational cluster. This tool can serve as a template for conducting performance management reviews for the roles that fall within this occupational cluster.

This tool includes a selection of sample performance objectives for the behavioural competencies and the associated proficiency levels relevant to the suggested competency profile.

While this tool is intended to be a helpful template, it may not fully represent the position of interest. You are encouraged to tailor and personalize these tools as necessary to align with the organizational context and culture.

To ensure that the tool is well-suited to the position and the organization:

1. Review the tool, which includes the suggested competency profile for the occupational cluster to determine relevance.
2. If modifications are needed, adjust the competency profile to ensure that there is alignment with the job description and the organizational mandate. This includes reviewing the behavioural competencies in the suggested competency profile along with the associated proficiency levels.

Generally, the total number of competencies in a profile *will not exceed 12* and will consist of only core competencies (i.e., those that are essential to perform the job successfully).

Sample performance objectives are provided below. These objectives relate to the behavioural competencies in the occupational cluster competency profile. Typically, each performance objective relates to one or more of the competencies included in the profile.

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Performance Management Tool for Positions Related to Systems Navigator	
Position Title:	
Employee Name:	
Supervisor's Name and Title:	
Review Period from *(Month/Year)* to *(Month/Year)*:	Date of Review *(Day/Month/Year)*:

Preparation Checklist

- ☐ Identify the position requirements and competencies using the available job description.
- ☐ Review the previous performance evaluation (if applicable).

Suggested Competency Profile

Job Cluster	Example Job Titles
Systems Navigator	Health Systems Navigator, Wellness Navigator, Community System Access Navigator, Patient Navigator

Core Competencies	Proficiency Level
Adaptability and Flexibility	3
Analytical Thinking and Decision Making	2
Collaboration and Network Building	3
Continuous Learning	2
Creativity and Innovation	3
Culturally Safe and Anti-Oppressive Practice	2
Effective Communication	3
Ethical Conduct and Professionalism	2
Interpersonal Rapport	3
Person-Directed Care	3
Planning and Organizing	3
Self-Care	2
Self-Management	2

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How to Use this Tool

INITIAL PLANNING: At the beginning of the performance cycle
(on or immediately following the anniversary date of the employee's hiring)

Meet with employee to discuss and agree on the key performance objectives and related competencies for the review period.

- The performance objectives can be task-, activity- or competency-based objectives (see Part A: Performance Planning and Review).
- In almost all cases, identified performance objectives (the "what" of the job) can be related to particular competencies required to achieve them (the "how" of the job).
- If this is the first year a performance review is being conducted, you may be unable to identify any learning and development needs. In this case, an initial discussion about what these might be and sharing any performance development concerns can occur.
- If this is not the first year, confirm the learning and development needs identified at the end of the previous cycle.

INTERIM REVIEW: During the cycle (six-month review or equivalent)

Meet with employee to review progress in achieving performance objectives and begin to identify areas for development. Formal reviews might also be conducted throughout this period; for example, when either the supervisor or employee changes jobs, when there is significant change in the existing job requirements or at the end of a key milestone.

- Performance objectives might need adjusting if work or priorities have changed since the beginning of the cycle (see Part A: Performance Planning and Review).
- If this is the first year a performance review is being conducted, work with the employee to begin to identify the learning and development needs (see Part B: Learning and Development).
- If this is not the first year, review the employee's accomplishment of the action plan so far and adjust as necessary (see Part B: Learning and Development).

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How to Use this Tool

FINAL REVIEW: At the end of the cycle
(on or near the anniversary date of the employee's hiring)

Meet with the employee to discuss and agree on the key performance objectives and related competencies for the review period.

- Record the employee's performance for each of the required competencies (see Part A: Performance Planning and Review).
- For each objective, discuss the extent to which objectives were achieved. This is recorded in the Results section.
- In the Rating section, use the rating scale provided at the end of this document to evaluate results.
- If this is the first year a performance review is being conducted, work with the employee to identify the learning and development needs and the required action plan for the following review cycle (see Part B: Learning and Development). The focus is on the most pressing learning needs (e.g., up to five areas for development).
- If this is not the first year, review the employee's accomplishment of the action plan throughout the previous year (see Part B: Learning and Development).

SIGN-OFF: At the end of the cycle (on the anniversary date of the employee's hiring)

- Prepare the final summary review and evaluation, and review the results with the employee (see Part C: Review and Overall Evaluation).
- With the employee, determine and agree to an action plan to enhance performance and results. This plan includes action to be taken by both the supervisor and the employee (see Part C: Review and Overall Evaluation).
- The employee comments on their own performance over the review cycle and the results (see Part C: Review and Overall Evaluation).
- The original of the completed form is placed in the employee's human resource file and the supervisor gives a copy to the employee.

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PART A: Performance Planning and Review				
Related Competencies (Recommended Proficiency Level)	**Sample Performance Objectives**	**Results Achieved**	**Rating**	
			Supervisor	**Self**
Analytical Thinking and Decision Making (2)	Assesses service priorities and, in collaboration with the person seeking services, develops personalized care plans			
Adaptability and Flexibility (3) **Interpersonal Rapport (3)** **Collaboration and Network Building (3)**	Facilitates the development of a communication coalition to advocate for addressing health inequities impacting socio-economically marginalized or racialized people in the community			
Effective Communication (3) **Collaboration and Network Building (3)**	Establishes and maintains links with community leaders and other key system partners (e.g., community associations, people with lived and living experience of substance use and their family and friends)			
Creativity and Innovation (3) **Planning and Organizing (3)** **Adaptability and Flexibility (3)** **Interpersonal Rapport (3)**	Identifies innovative navigation strategies to meet the unique needs of individuals			

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PART A: Performance Planning and Review				
Related Competencies (Recommended Proficiency Level)	**Sample Performance Objectives**	**Results Achieved**	**Rating**	
			Supervisor	**Self**
Collaboration and Network Building (3) **Effective Communication (3)** **Interpersonal Rapport (3)**	Initiates partnerships with community agencies and service providers to connect individuals to appropriate services			
Continuous Learning (2)	Seeks learning opportunities and keeps informed of developments in relevant fields (e.g., mental health, human services, education, nutrition, clinical practice)			

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PART B: Learning and Development			
Areas for Development	**Action Plan or Development Options**	**Target Completion Dates**	**Results**

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PART C: Review and Overall Evaluation

- After discussion on Parts A and B, the supervisor prepares summary comments on the employee's overall performance during the review period and rates the employee's performance.
- The employee and supervisor agree on a mutual action plan, recording the actions to be taken by the supervisor and employee to achieve desired results (includes making funds, time and resources available, as necessary).
- The employee records summary comments on their own performance and the review process, as desired.
- Both the supervisor and employee sign the evaluation.

Rating Scale	
4	**Exceeds Expectations** Exceeds requirements on most or all important elements of the objectives.
3	**Meets Expectations** Fulfilled requirements and met performance objectives within the standards for the position assessed.
2	**Progressing** Fulfilled some of the requirements of the objectives. Progress is being observed for the majority of objective requirements.
1	**Needs Improvement** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation	☐ Needs Improvement	☐ Progressing	☐ Meets Expectations	☐ Exceeds Expectations
Supervisor Comments or Summary				
Mutual Action Plan				
Employee Comments				

Employee Signature	Supervisor Signature	Date (dd/mm/yy)

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