

**Guide to Assess the Annual Performance of the  
Ottawa Police Service's Executive Command**

---

**UPDATED DRAFT FOR CONSULTATION**

**PURPOSE**

The Ottawa Police Services Board (OPSB) is responsible for annually reviewing the performance of its Chief of Police, as stipulated in Section 37(1) of the Comprehensive Ontario Police Services (COPS) Act and the OPSB Policy Manual (2018). The Board recognizes the importance of this process as a function of good governance and as an integral part of its strategic planning and budget planning process. The Board also recognizes the importance of fostering strong leadership across the OPS Executive Command (Chief, three Deputy Chiefs, and Chief Administrative Officer). As such, the Board has endorsed this framework to assess the annual performance of the Chief, as well as other members of the Executive Command.

Performance management is a tool for improving the work performance and productivity of individuals, teams and organizations. It is increasingly important in responding to budgetary and fiscal pressures, increasing demands for services, and the need for more transparency in reporting on the use of municipal funds. Its proper implementation can help build and maintain trust between the Executive Command and the Board who are in an employer employee relationship and create conditions to allow all Executive Command members to maximize their contributions in providing service excellence.

The Performance Assessment Framework (Framework) described in this document provides a framework to assess the performance of both the Executive Command and the individual performance of the Chief and Executive Command. The Framework is designed to foster constructive dialog between the Board and the entire OPS Executive Command. It is aligned with applicable provincial legislation (e.g., COPS Act, 2019), the OPSB Policy Manual (2018), and provincial best practices from the Ontario Association of Chiefs of Police (OACP) and the Ontario Association of Police Governance (OAPG).

## PROCESS AND RESPONSIBILITIES

Performance management is an ongoing process that involves planning, developing, coaching, providing feedback and evaluating individual performance. Given the role of the OPSB, the scope of this Framework has been extended to also assess the performance of the Executive Command as a collective against the budget and strategic plan priorities, which also serves to inform individual performance evaluations.

Time-specific performance management activities are repeated annually and include:

- At the beginning of the fiscal year: establish performance expectations.
- At mid-year: engage in a mid-year review.
- At year-end: assess performance.
- Ongoing: open opportunity for two-way communication between the Board or Command members for continuous feedback and coaching, member recognition, performance development, and performance improvement, if required.

This annual cycle needs to be in-step with its interdependencies, including the Board and the OPS budget and strategic planning cycles, as follows:

### Timeline Interdependencies: Budget - Strategic Planning - Performance Management

	Lead + Contributor	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Budget	Board + Command	X	X	X													
Strategic Plan: semi-annual status reports	Board + Command				X	X						X					
Performance - Command	Board + Command						X						X				
Performance - Chief	Board + Chief						X						X				
Performance - Deputies and CAO	Chief + Board						X						X				

*\*This timeline is based on the Board's routine governance agenda. Some placeholders may shift in atypical years, such as, but not limited to: years where the Board is developing a new strategic plan or where a municipal election is held resulting in a shift of the budget cycle.*

Figure 1: Timeline of Interdependencies

The performance assessment process is intended to encourage ongoing feedback and promote constructive dialog. As such, to maximize the effectiveness of the assessment process, the Board and Executive Members share responsibility for completing the required forms, based on their respective roles, and actively participating in the related discussions.

## Performance Management Annual Cycle and Responsibilities

		At year-end/start of fiscal year (after setting budget and strategic priorities)		Mid-Year (after semi-annual status reporting on strategic plan)	Mid-Points	
		Interdependencies	Performance Assessment (previous year) +	Performance Planning (upcoming year)	Mid-Year Check-in: at mid-year	Ongoing
Executive Command	<p>Budget Priorities Executive Command pre-meeting (at Executive Command discretion)</p> <p>Board pre-meeting (at Board discretion)</p>	<p>Board and Executive meet to discuss and complete formal assessment of performance against the annual objectives and expectations set in the performance planning and mid-year check-in from previous year.</p>	<p>Set annual objectives and expectations based on Budget and Strategy priorities for the upcoming year and outcomes from performance assessment from previous year.</p>	<p>Mid-year discussion to provide feedback on progress against the annual objectives and expectation.</p> <p>Adjustments are made if required.</p>	<p>Open opportunity for two-way communication between the Board or Executive Command: continuous feedback and coaching, member recognition, performance development, and performance improvement, if required.</p>	
Chief	<p>Completed Executive Command Assessment and Planning.</p> <p>Individual assessment of performance.</p> <p>Individual assessment of objectives for the upcoming year.</p> <p>Board preparation meeting (at Board discretion)</p>	<p>Board and Chief meet to discuss and complete formal assessment of performance against the annual objectives and expectations set in the performance planning and mid-year check-in from previous year.</p>	<p>Set annual objectives and expectations based on: Budget and Strategy priorities, competencies and skills; and, performance assessment from the previous year.</p>	<p>Mid-year discussion to provide feedback on progress against the annual objectives, expectations and competencies/skills.</p> <p>Adjustments are made if required.</p>	<p>Open opportunity for two-way communication between the Board and the Chief: continuous feedback and coaching, member recognition, performance development, and performance improvement, if required.</p> <p>Output: Form C (if required)</p>	
Deputies and CAO	<p>Completed Executive Command Assessment and Planning.</p> <p>Individual assessment of performance.</p> <p>Individual assessment of objectives for the upcoming year.</p> <p>Chief preparation, consults the Board.</p>	<p>Chief and individual member meet to discuss and complete formal assessment of performance against the annual objectives and expectations set in the performance planning and mid-year check-in from previous year.</p>	<p>Set individual annual objectives and expectations based on: Budget and Strategy priorities, competencies and skills assessment; and, outcomes from performance assessment from the previous year.</p>	<p>Chief and individual member meet. Mid-year discussion to provide feedback on progress against the annual objectives, expectations and competencies/skills.</p> <p>Adjustments are made if required.</p>	<p>Open opportunity for two-way communication between the Chief, Executive member and the Board: continuous feedback and coaching, member recognition, performance development, and performance improvement, if required.</p>	

Figure 2: Performance Management Annual Cycle and Responsibilities

## FORM A: EXECUTIVE COMMAND PERFORMANCE MANAGEMENT

Form A captures the objectives and expectations agreed to by the Board and the Executive Command at the Performance Planning and Assessment meeting.

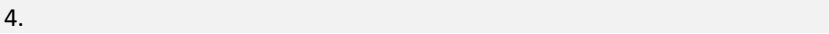
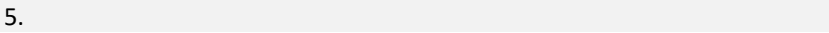
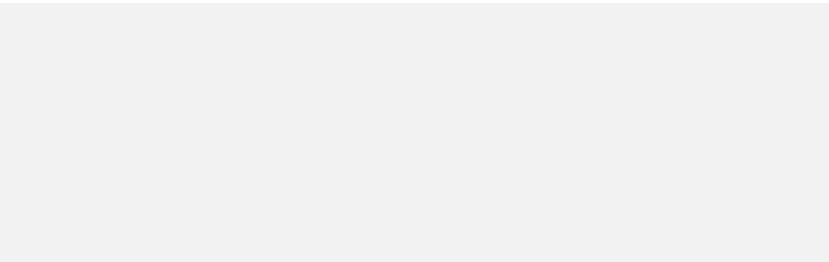
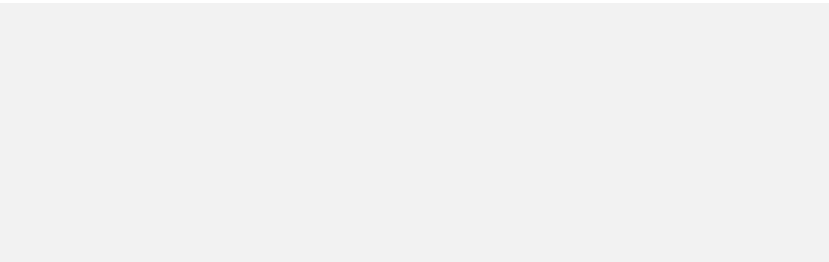
### Executive Command Performance Objectives and Expectations

Guidance:

- Define objectives that are specific, measurable, achievable, relevant and time-bound.
- Building from the budget and strategic plan priorities for the upcoming year define 3 to 5 objectives for Executive Command.
- The Board and the Executive Command should build consensus on the set objectives and the Board should articulate their expectations as it relates to the objectives.

INFORMATION				
<b>Executive Command Members</b>				
<b>Position</b>				
<b>Assessment Year</b>				

Phase I: Performance Planning <small>(to be completed prior to start of fiscal year)</small>	Phase 2: Mid Year Check-in <small>(to be completed at mid-year point)</small>	Phase 3: Annual Performance Assessment <small>(to be completed at year-end)</small>
<b>Executive Command Objectives (3-5):</b> <div style="margin-top: 10px;">1. <div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div></div> <div style="margin-top: 10px;">2. <div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div></div> <div style="margin-top: 10px;">3. <div style="background-color: #e0e0e0; height: 20px; width: 100%;"></div></div>	<b>Mid-Year Amendments (if any):</b>	<b>Assessment:</b> <input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not Achieved  <b>Justification of Assessment:</b>          <input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not Achieved  <b>Justification of Assessment:</b>          <input type="checkbox"/> Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not Achieved  <b>Justification of Assessment:</b>

<b>Phase I: Performance Planning</b> (to be completed prior to start of fiscal year)	<b>Phase 2: Mid Year Check-in</b> (to be completed at mid-year point)	<b>Phase 3: Annual Performance Assessment</b> (to be completed at year-end)
<p>4. </p> <p>5. </p>		<p><input type="checkbox"/> Achieved   <input type="checkbox"/> Partially Achieved   <input type="checkbox"/> Not Achieved</p> <p><b>Justification of Assessment:</b></p> <p><input type="checkbox"/> Achieved   <input type="checkbox"/> Partially Achieved   <input type="checkbox"/> Not Achieved</p> <p><b>Justification of Assessment:</b></p>
<p><b>Board Comments:</b></p> 	<p><b>Mid-Year Comments:</b></p>	<p><b>Assessment Notes</b></p>
<p><b>Executive Command Comments:</b></p> 	<p><b>Mid-Year Comments:</b></p>	<p><b>Assessment Notes</b></p>

## FORM B: CHIEF PERFORMANCE MANAGEMENT

### Guidance:

- **Prior to or at the beginning of the year:** Board and Chief meet to discuss Board expectations, universal competencies and skills, and set individual objective and professional development activities for the upcoming year as it aligns with the Chief's job description, contract expectations and the budget and strategic priorities. The outcomes of the meeting are documented in this Form and the Executive Director will coordinate sign-off by the Board and the Chief upon completion.
- **At Mid-Year Check-in:** Board and Chief meet to discuss progress and identify any mid-year adjustments required to the Performance Agreement. If mid-year expectations are not being met, the Board may elect to complete Form C: Performance Improvement Plan.
- **At Annual Performance Assessment:** Board and Chief meet to collectively assess the performance of the Chief and identify areas to carry over into the next year. If the performance assessment identified areas that did not meet expectations, the Board may elect to complete Form C: Performance Improvement Plan. If Form C is in progress, the Board and the Chief will review progress as part of the year-end assessment.
- The Board or the Chief can request informal or ad hoc discussions related to the Performance at any time during the year if changes are required to the Performance Agreement set out in Forms A or B.
- The Board and the Chief are both responsible to prepare for performance cycle meetings.

### PERFORMANCE MANAGEMENT PROCESS INFORMATION

Name	
Assessment Year	
Phase 1: Performance Planning Date and Attendees	
Phase 2: Mid-Year Check-in Date and Attendees	
Phase 3: Year-end Performance Assessment Date and Attendees	

Rating Grid at Performance Assessment (end-of year review):

- **Exceeds expectations:** employee almost always or always demonstrates this behaviour. Employee is a role model.
- **Meets expectations:** employee very often demonstrates the behaviours.
- **Needs improvement:** employee only sometimes, rarely or never demonstrates the behaviours.

<b>SECTION I: UNIVERSAL COMPETENCIES and SKILLS</b> These universal competencies are expected of all Members of the Ottawa Police Service. Demonstrated level IV behaviours are expected from the Chief of Police and all Executive Members in order to meet the expectations.		<b>Board and Chief Expectations</b> (if in addition to the description provided)	<b>Rating</b>
		<b>TO COMPLETE AT PERFORMANCE PLANNING MEETING</b>	<b>TO COMPLETE AT PERFORMANCE ASSESSMENT</b>
<b>A. Selfless Leader</b>	<p>Being a selfless leader means you focus on facilitating the growth of people around you and serving the needs of others. You focus on involving team members in the day-to-day decision-making processes of the business. You recognize the value of diverse perspectives, and seek input from individuals of varying beliefs, backgrounds, ethnicities, age, gender, etc. You support the well-being, work-life, and personal goals of all colleagues.</p> <p><b>Level IV:</b></p> <ul style="list-style-type: none"> <li>• Recognize development opportunities for self and others by collaborating with other areas and member representatives to seek out promotion, lateral, project, or ad hoc opportunities</li> <li>• Encourage inclusive collaboration by ensuring all voices are heard and a wide range of perspectives are considered</li> <li>• Prioritize member well-being by recognizing behavioural changes, stress, or overwhelm and guiding member to appropriate resources</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement  Notes:
<b>B. Emotional Intelligence</b>	<p>Emotional intelligence (EI) involves having emotional awareness, or the ability to identify and name one’s own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one’s own emotions when necessary and helping others to do the same.</p> <p><b>Level IV:</b></p> <ul style="list-style-type: none"> <li>• Acts with respect during conflict or disagreement by honouring the time of the other person(s), not engaging in irrelevant issues, not holding a grudge</li> <li>• Able to effectively manage stress by maintaining a calm and professional demeanor despite heightened situations</li> <li>• Maintains composure in daily and escalated situations</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement  Notes:
<b>C. Integrity Driven</b>	<p>Integrity is the practice of being honest and showing a consistent and uncompromising adherence to the Ottawa Police Service’s morals, ethical principles and values.</p> <p><b>Level IV:</b></p> <ul style="list-style-type: none"> <li>• Always accountable for own actions; admits mistakes</li> <li>• Honours commitments and keeps their word</li> <li>• Freely gives credit to others for successfully completed work, ideas, and contributions</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement  Notes:

<b>SECTION I: UNIVERSAL COMPETENCIES and SKILLS</b> These universal competencies are expected of all Members of the Ottawa Police Service. Demonstrated level IV behaviours are expected from the Chief of Police and all Executive Members in order to meet the expectations.		<b>Board and Chief Expectations</b> (if in addition to the description provided)	<b>Rating</b>
		<b>TO COMPLETE AT PERFORMANCE PLANNING MEETING</b>	<b>TO COMPLETE AT PERFORMANCE ASSESSMENT</b>
<b>SKILLS</b>	1. Creates a compelling vision for the future <ul style="list-style-type: none"> <li>• creates and communicates the future vision of OPS ensuring the long-term goals are cared for while developing realistic and measurable actions in pursuit of the future-state and provides support while considering the internal and external environment.</li> <li>• engages and inspires other towards achieving the vision</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	2. Goal setting: <ul style="list-style-type: none"> <li>• sets clear goals for members and monitors progress and completion of goals. Mitigates any barriers or obstacles that may exist.</li> <li>• supports development goals for members to promote continuous improvement in current and future roles.</li> <li>• recognizes and rewards members for progress and goal achievement.</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	3. Leading change: <ul style="list-style-type: none"> <li>• effectively communicates the need for change</li> <li>• paves the way for change</li> <li>• implements change</li> <li>• adapts and builds resiliency for the change</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	4. Planning and execution: <ul style="list-style-type: none"> <li>• prioritizes and assigns tasks to meet deadlines</li> <li>• monitors progress</li> <li>• provides guidance and feedback to ensure task are completed on time</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	5. Community engagement <ul style="list-style-type: none"> <li>• demonstrates a deep understanding of community needs and concerns</li> <li>• builds relationships that lead to improved interactions and trust between OPS, its members and the community</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:



<b>SECTION II: PERFORMANCE OBJECTIVES</b> Instructions: Identify your Individual Performance Objectives and Professional Development Activities for the year. These should be informed by Form A: Executive Command Performance and supporting the objectives set related to achieving the Strategic Plan and budget priorities for the year and Form B, Section I to build on the Core Competencies and Skills.  SMART Objectives: Specific, Measurable, Achievable, Relevant, Time-bound		<b>Performance Assessment</b> Rating of Objectives <b>Surpassed:</b> Exceeded the achievement of objective <b>Succeeded:</b> Fully met the objective <b>Did not meet:</b> Below what was expected to achieve the objective
<b>Performance Objective 1</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:
<b>Performance Objective 2</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:
<b>Performance Objective 3</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:
<b>Professional development activities</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:

## FORM C: EXECUTIVE COMMAND PERFORMANCE MANAGEMENT

**Guidance:**

- **Prior to or at the beginning of the year:** The Chief and the Executive Command Member (the Member) meet to discuss expectations, universal competencies and skills, and set individual objective and professional development activities for the upcoming year as it aligns with the Member’s job description, contract expectations and the budget and strategic priorities. The outcomes of the meeting are documented in this Form and the Executive Director will coordinate sign-off by the Board and Members upon completion.
- **At Mid-Year Check-in:** The Chief and the Member meet to discuss progress and identify any mid-year adjustments required to the Performance Agreement. If mid-year expectations are not being met, the Chief may elect to complete Form C: Performance Improvement Plan.
- **At Annual Performance Assessment:** The Chief and the Member meet to collectively assess the performance of the Member and identify areas to carry over into the next year. If the performance assessment identified areas that did not meet expectations, the Board may elect to complete Form C: Performance Improvement Plan. If Form C is in progress, the Chief and Member will review progress as part of the year-end assessment.
- The Chief and the Member can request informal or ad hoc discussions related to the Performance at any time during the year if changes are required to the Performance Agreement set out in Forms A or B.
- The Chief and the Member are both responsible to prepare for performance cycle meetings.
- The Board is invited to participate in any phase of the Member performance management process.

PERFORMANCE MANAGEMENT PROCESS INFORMATION	
<b>Name</b>	
<b>Assessment Year</b>	
<b>Phase 1: Performance Planning Date and Attendees</b>	
<b>Phase 2: Mid-Year Check-in Date and Attendees</b>	
<b>Phase 3: Year-end Performance Assessment Date and Attendees</b>	

**Rating Grid at Performance Assessment (end-of year review):**

- **Exceeds expectations:** employee almost always or always demonstrates this behaviour. Employee is a role model.
- **Meets expectations:** employee very often demonstrates the behaviours.
- **Needs improvement:** employee only sometimes, rarely or never demonstrates the behaviours.

SECTION I: UNIVERSAL COMPETENCIES and SKILLS These universal competencies are expected of all Members of the Ottawa Police Service. Demonstrated level IV behaviours are expected from all Senior and Executive Members in order to meet the expectations.		Board and Chief Expectations (if in addition to the description provided)	Rating
		TO COMPLETE AT PERFORMANCE PLANNING MEETING	TO COMPLETE AT PERFORMANCE ASSESSMENT
<b>A. Selfless Leader</b>	<p>Being a selfless leader means you focus on facilitating the growth of people around you and serving the needs of others. You focus on involving team members in the day-to-day decision-making processes of the business. You recognize the value of diverse perspectives, and seek input from individuals of varying beliefs, backgrounds, ethnicities, age, gender, etc. You support the well-being, work-life, and personal goals of all colleagues.</p> <p><b>Level IV:</b></p> <ul style="list-style-type: none"> <li>Recognize development opportunities for self and others by collaborating with other areas and member representatives to seek out promotion, lateral, project, or ad hoc opportunities</li> <li>Encourage inclusive collaboration by ensuring all voices are heard and a wide range of perspectives are considered</li> <li>Prioritize member well-being by recognizing behavioural changes, stress, or overwhelm and guiding member to appropriate resources</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement  Notes:
<b>B. Emotional Intelligence</b>	<p>Emotional intelligence (EI) involves having emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.</p> <p><b>Level IV:</b></p> <ul style="list-style-type: none"> <li>Acts with respect during conflict or disagreement by honouring the time of the other person(s), not engaging in irrelevant issues, not holding a grudge</li> <li>Able to effectively manage stress by maintaining a calm and professional demeanor despite heightened situations</li> <li>Maintains composure in daily and escalated situations</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement  Notes:
<b>C. Integrity Driven</b>	<p>Integrity is the practice of being honest and showing a consistent and uncompromising adherence to the Ottawa Police Service's morals, ethical principles and values.</p> <p><b>Level IV:</b></p> <ul style="list-style-type: none"> <li>Always accountable for own actions; admits mistakes</li> <li>Honours commitments and keeps their word</li> <li>Freely gives credit to others for successfully completed work, ideas, and contributions</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement  Notes:

<b>SECTION I: UNIVERSAL COMPETENCIES and SKILLS</b> These universal competencies are expected of all Members of the Ottawa Police Service. Demonstrated level IV behaviours are expected from all Senior and Executive Members in order to meet the expectations.		<b>Board and Chief Expectations</b> (if in addition to the description provided)	<b>Rating</b>
		<b>TO COMPLETE AT PERFORMANCE PLANNING MEETING</b>	<b>TO COMPLETE AT PERFORMANCE ASSESSMENT</b>
<b>SKILLS</b>	6. Creates a compelling vision for the future <ul style="list-style-type: none"> <li>• creates and communicates the future vision of OPS ensuring the long-term goals are cared for while developing realistic and measurable actions in pursuit of the future-state and provides support while considering the internal and external environment.</li> <li>• engages and inspires other towards achieving the vision</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	7. Goal setting: <ul style="list-style-type: none"> <li>• sets clear goals for members and monitors progress and completion of goals. Mitigates any barriers or obstacles that may exist.</li> <li>• supports development goals for members to promote continuous improvement in current and future roles.</li> <li>• recognizes and rewards members for progress and goal achievement.</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	8. Leading change: <ul style="list-style-type: none"> <li>• effectively communicates the need for change</li> <li>• paves the way for change</li> <li>• implements change</li> <li>• adapts and builds resiliency for the change</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	9. Planning and execution: <ul style="list-style-type: none"> <li>• prioritizes and assigns tasks to meet deadlines</li> <li>• monitors progress</li> <li>• provides guidance and feedback to ensure task are completed on time</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:
	10. Community engagement <ul style="list-style-type: none"> <li>• demonstrates a deep understanding of community needs and concerns</li> <li>• builds relationships that lead to improved interactions and trust between OPS, its members and the community</li> </ul>		<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Needs improvement Notes:

<b>SECTION II: PERFORMANCE OBJECTIVES</b> Instructions: Identify your Individual Performance Objectives and Professional Development Activities for the year. These should be informed by Form A: Executive Command Performance and supporting the objectives set related to achieving the Strategic Plan and budget priorities for the year and Form B, Section I to build on the Core Competencies and Skills.  SMART Objectives: Specific, Measurable, Achievable, Relevant, Time-bound		<b>Performance Assessment</b> Rating of Objectives <b>Surpassed:</b> Exceeded the achievement of objective <b>Succeeded:</b> Fully met the objective <b>Did not meet:</b> Below what was expected to achieve the objective
<b>Performance Objective 1</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:
<b>Performance Objective 2</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:
<b>Performance Objective 3</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:
<b>Professional development activities</b>		<input type="checkbox"/> Surpassed <input type="checkbox"/> Succeeded <input type="checkbox"/> Did not meet  Justification:

## FORM D: PERFORMANCE IMPROVEMENT PLAN

Complete this form if the Board has identified areas of underperformance to document the steps to be taken, by when and potential range of consequences if performance does not improve. In the event that an Executive Member is performing below expectations or has been assessed as not meeting a core competency at any time during the year, the Board may elect to establish and implement a performance improvement plan supported by ongoing feedback, learning activities and coaching to help the Executive Member improve performance.

Date:

Name and Position:

Performance Improvement Required	Corrective Actions	Measurement	Person Responsible	Complete by	Progress Update
					<ul style="list-style-type: none"> <li>Minimal progress</li> <li>Progressing as planned</li> <li>Resolved</li> <li>Further corrective actions required</li> <li>Escalation to consequences</li> </ul>

BOARD'S COMMENTS			EXECUTIVE MEMBER COMMENTS		
_____	_____	_____	_____	_____	_____
Name	Signature	Date	Name	Signature	Date