

**Excluded Management and Confidential Staff
Compensation and Performance
Appraisal System Policy – HR 19.0**
Human Resources

Policy Title: Excluded Management and Confidential Staff Compensation and Performance Appraisal System

Policy Approver: President's Office

Policy Holder: Human Resources

Category: Operational

Original Date: October 1992

Last Revised: November 2010

Next Review:

Approval Statement

With the approval of the President of Yukon College, this policy is hereby deemed in effect the 22nd day of November, 2010.

November 22, 2010

President, Yukon College

Date

1. Purpose of Policy

Excluded Management and Confidential Staff Compensation Philosophy

Yukon University intends to maintain an Excluded Management and Confidential (EMC) staff compensation program that will allow it to attract, motivate and retain the human resource talent that it needs to enhance and develop the existing needs and strategic interests of Yukon University and its students. The compensation program will be sufficiently attractive to provide employees fair and competitive compensation so the Yukon University can attract and retain talented employees.

In order to calibrate its total compensation structure (defined as salary, variable compensation and benefits) Yukon University will periodically survey (approximately every four or five years) the relevant national labour market for this group (small and medium size Universities in Canada) and the local labour market for relevant positions. This survey will be conducted by Human Resources, or it may be contracted to a compensation consultant, with a recommendation to the President on compensation structure adjustments. The President will decide whether to implement, in whole or in part, the recommendations or to amend the recommendations. It is Yukon University's philosophy to provide total compensative relative to either both or the most relevant of these local or national labour markets at the 50th percentile or mean.

Job value or relative salary ranges for positions are based on a combination of the external marketplace and appropriate internal relativity (through our Job Evaluation System). Where external market comparators are not available, or where a job of similar value which has been surveyed externally is available, the salary range will be aligned through the Job Evaluation System.

The EMC staff compensation program is designed to motivate and engage employees to facilitate their success in achieving Yukon University, divisional, departmental and individual goals and objectives.

Salary on Appointment

An employee appointed to an EMC position will be appointed at a salary that is within the salary range of the classification to which they have been appointed. The only exception to this is when an employee is appointed on an Underfill or Developmental basis (where the employee lacks the required qualifications of the position). Factors considered in the establishing the appointment salary will include as follows:

- The combination of education and experience of the employee in relation to the requirements of the position; and
- The combination of education and experience of the employee in relation to that of others in the same position and their compensation; and
- Labour market conditions for that particular position.

General Wage Increases

An employee appointed to an EMC position will be entitled to the general wage increases applied to the relevant salary band at the time they are applied to the salary band. The only exceptions to this are where performance is at the “Requires Improvement” level, in which case the employee will not receive the relevant percentage increase.

Merit Wage Increases

Merit wage increases, or progression along the salary range, will apply on the employee’s anniversary date. The amount of the merit wage increase will be based on the performance assessment level as determined by the employee’s supervisor, Director or Dean.

Purpose of Appraisal

- To continuously improve the programs and services, while meeting the needs and expectations of our students and the community we serve.
- To provide employees with opportunity for input and direction to facilitate achievement of short term and long-term goals and objectives

- To make administrative decisions on employment, development, recognition and overall competence of the employee.

Focus:

The appraisal system is developmental, focusing on

- prior agreement on performance standards and objectives between the supervisor and her/his direct report, and
- periodic reviews of performance and objectives in a coaching environment, and
- a performance assessment at the end of the performance period.

Style of Leadership:

In addition to focusing on “what” the employee has done, consideration must also be given to “how” the employee has achieved his objectives so that they are consistent with both our Code of Ethics and our expectations of General Work Traits.

Format:

The format, as attached, shall be used.

Performance Period:

- Probationary employees: within one year of hire or appointment date
- Post Probationary employees: annually on anniversary of hire date or appointment date

Performance Pay System:

- Eligibility: Minimum one year of continuous service on the employee’s anniversary date.
- Overall Performance Rating Scale and Amount of Performance Pay:
 - Requires Improvement: 0% increase in base salary.
 - Fully Satisfactory to Superior: 4% increase in base salary.

Performance Assessment Levels:

The Performance Assessment levels are described below:

- **Requires Improvement:** The employee may meet some but does not meet all the performance requirements of the objective on a regular basis. There is a significant need for further job performance improvement before it fully meets the expected objective.

- **Fully Satisfactory to Superior:** The employee consistently meets the core performance requirements of the objective; or

The employee frequently exceeds the performance requirements of the objective. The employee is a model of excellence for other employees. Peers, direct reports, and/or higher level management can readily recognize this high level of performance.

The Overall Performance Assessment will be comprised of the following three sub-elements:

1. Work Results achieved by the Employee based on objectives flowing from the Strategic Plan and operational objectives. These will be set by the Supervisor with input from the Employee; and
2. General Work Traits. This consists of the following elements:
 - Student/Customer Service Focus
 - Teamwork Focus
 - Planning and Organization Skills
 - Ability to set Appropriate Goals and Objectives
 - Ability to meet Deadlines
 - Achievement/Production of High-Quality Results
 - Interpersonal Skills (with Peers, Supervisor, Direct Reports, Staff and Clients)
 - Analytical and Problem-Solving Skills
 - Communication Skills (Oral and Written)
 - Technical Competence (relative to their functional area)

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- Productivity
- Staff Leadership Skills (where applicable)
- Completion of Performance Evaluations for Direct Reports (where applicable)
- Financial Management and Budgeting Skills (where applicable)

3. Adherence to Code of Ethics Principles. This consists of the following elements:

- Respect and Dignity
- Honouring Diversity
- Active Engagement
- Non-violent Conflict Resolution
- Openness
- Honesty
- Privacy
- Collegiality
- Integrity
- Excellence
- Honour and Trust

The Overall Performance Assessment will be comprised of these three sub-elements assessments and the Supervisor will have some discretion with regard to the weighting that is provided to each sub-element. However, the Overall Assessment must be congruent with the sub-element ratings.

Career Development:

During the appraisal there should also be a discussion of the following elements related to career and training and development as follows:

- **Career Interests:** This item is optional, subject to the comfort of the employee discussing this issue with their supervisor. The intent of this part of a discussion would be to outline the employee's career interests and to see how they can be integrated, where possible and appropriate, into a development plan.

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- **Development Completed during the Appraisal Period:** This item is meant to capture training and development activities which have been completed during the appraisal period and it is not limited to formal training and would include developmental activities such as acting assignments, working on special projects, etc.
- **Development Plan during the next Appraisal Period and Beyond:** This item is meant to establish a plan for the next appraisal period and beyond. Since training and development resources and funds are limited, employees would be expected to prioritize their learning and development opportunities and to have done some prior investigation into courses that are available including information such as dates, costs, etc. Going forward it would be expected that the employee ensure the training and development proceeds according to the plan, e.g. by applying for training and development funds through either the Staff Development and Training (SDT) Policy (for Excluded Staff) or through the Management and Executive Training Budget (for Management and Executive Staff) administered by the Director of Human Resources.

Objectives Based on Strategic Plan and operational objectives:

In this section of the form, the Employee and the Supervisor would have a discussion and set initial objectives for the upcoming review period based on the Strategic Plan (Building a community of learners; Leading with our strengths in research programs and services; Working together with all Yukon Communities, Working together with all First Nations; Building a viable and sustainable organization; Improving the identity of the University) and operational objectives. These elements would form the basis for objectives to be reviewed for the next appraisal period, but it would be understood that these may be amended during the review period as new issues arise or as priorities change.

2. Governing Legislation and Relevant Documents

Board Policies as outlined in the Board Policy Handbook
Yukon University Strategic Plan 2008-2013;
Yukon University Act

3. Procedures

At the beginning of the appraisal period or upon appointment:

The supervisor would discuss objectives with their direct report. The supervisor should solicit input/feedback from the direct report on appropriate objectives for the appraisal period and beyond. Objectives should be consistent with Yukon University Strategic Plan Directions and operational objectives.

During the appraisal period:

The supervisor should have periodic meetings (at least monthly if not more frequently) with their direct report to discuss progress on the objectives and to discuss whether or not the objectives or their priorities have changed (e.g. delayed, put on hold or eliminated) and whether new objectives will be added

At the end of the appraisal period:

Approximately one month before the end of the appraisal period, the supervisor should seek input from individuals who work closely with the direct report (e.g. peers, direct reports, other managers/directors, staff, clients, etc.).

4. Other Related and/or Accompanying Documents

B. FORM HR-19A (attached)