

TOOL 2

COORDINATING YOUR WORK TEAM

Toolkit – Human Resources Management
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Foreword

In this section we present a set of tools that can help managers/coordinators to carry out their responsibilities in keeping with the values of their organizations. These tools are grouped into three categories as follows:

- tools related to leadership
- tools related to teamwork
- tools related to conflict management

Managers/coordinators have the mandate to oversee the application of the policies and procedures necessary for ensuring the proper functioning of their organization. They also stimulate the collaboration and cooperation of everyone involved in the work carried out to achieve the organization's mission.

Organizations count especially on their managers' or coordinators' leadership skills in mobilizing their employees around common objectives to be achieved as a team, at the same time ensuring a harmonious work atmosphere.

To properly carry out all the roles related to their positions, managers/coordinators must first understand these roles, along with their responsibilities and powers, which they must use wisely. Managers/coordinators who fully understand these roles and responsibilities will be able to encourage effective teamwork, while keeping in mind at all times the personal and professional development of their work team members.

Notes

Self-Diagnosis 1

This self-diagnosis deals with various aspects of leadership, teamwork and conflict management. Here we ask you to determine whether you agree or disagree with the following statements. With support from the interpretation of the results presented on the following page, you can identify the aspects to maintain as well as those that should be improved with regard to mobilizing teamwork.

1. The important thing for us in our teamwork is to achieve the results according to the objectives that have been set (usually in the action plan). Yes No
2. When we delegate a mandate to a work team member, we take time to go over the mandate with this person and to define our expectations regarding the mandate.
3. To promote the proper functioning of team meetings and discussions, we have established a number of rules and principles to be followed by the team members.
4. If a conflict arises within our work team, we try to resolve it as quickly as possible.
5. It is too laborious to work as a team; that is why we promote individual work within our organization.
6. In our organization, disagreements often lead to conflicts.
7. We believe that the best way to resolve a conflict is to find a compromise acceptable to the two parties.
8. We believe that leadership is a natural talent.
9. When we hold a team meeting, each team member takes an active part in it.

Interpreting the results of the self-diagnosis 2

1. Achieving results and meeting objectives through teamwork both depend on various factors. To know more about these dimensions and to learn how to take account of them at your team meetings, see 'Dimensions of teamwork' (2-13).
2. Successful delegation can foster motivation and commitment of work team members. If you don't normally delegate work to others, see 'How to delegate' (2-11) for ideas on how to do it.
3. To be effective and agreeable, teamwork requires that the team members respect a few rules; see 'Decision-making process' (2-23), 'A few discussion rules and techniques' (2-19), 'Some advice to help you with your decision-making' (2-24) and 'A code of conduct for your team' (2-25).
4. When conflicts arise and are not resolved, they can quickly poison the work atmosphere and become more and more harmful to the organization. See 'Conflict management' (2-26) for some practical tools to deal with conflicts.
5. Teamwork requires learning. It is more demanding and often more laborious than work done by individuals. However, it can be of great value because of the diversity in the points of view expressed and the scope of expertise put to use in getting the work done. The section regarding teamwork (2-12) give some methods and techniques for facilitating teamwork.
6. Disagreements are inevitable. But they can also generate ideas and team cohesion if they are well managed. See 'Communication within a group' (2-18) and 'Dynamics of conflict, its consequences and possible solutions (2-29) for some methods and rules to adopt so that you can discuss disagreements in ways that will prevent them from becoming conflicts.
7. There are several different behavioural types and strategies for managing conflicts. Compromise is not the only strategy. See 'Behavioural styles and strategies used conflict situations' (2-34) to discover more strategies.
8. Organizational leadership can be developed. In the section on this topic (2-5), you will find tools that can help you improve two skills related to carrying out leadership in a human resources management context: supervision and delegation.
9. Teamwork is even more effective when all the team members can contribute their own distinctive styles and methods; see 'Participation in teamwork (2-17). There are also techniques for group facilitation to get participants involved; these are given in 'Twelve facilitation techniques' (2-16).

Organizational leadership 3

Leadership is associated with a person's ability to get others to achieve objectives by bringing about their full and voluntary commitment to the work involved. Leadership should not be confused with authority, which refers to a formal role accompanied by various specific responsibilities. Thus, a manager/coordinator may possess formal authority without leadership. At the same time, a leader may possess credibility without any formal authority.

Although we associate leadership with certain personal facilitating characteristics, it must not be considered as a set of skills that some people have and others do not have. Instead, leadership is something that can be developed.

There are several leadership styles. Here are the 'archetypal' forms of leadership:

'Autocratic' leader- uses levers of powers at one's disposal to dictate actions to a group.

'Laissez-faire' leader- renounces one's role and lets the team members take control.

'Democratic' leader- promotes the participation of all team members in the decision-making process.

Depending on the situation, one type of leadership may be more appropriate than another one. Also, no leader follows exactly one style to the letter. The leadership style to use is the one that is best adapted to the circumstances, the objectives and the characteristics of the people involved.

You will find further on in these pages a grid dealing with supervisory aptitudes. It will allow you to self-evaluate your level of comfort with supervising people and your manner of exercising leadership.

In view of the values promoted by community action and the social economy, 'democratic' leadership appears to be the most desirable leadership style to adopt. However, managers/coordinators should be aware that an organization needs leadership in various forms, any of which might be necessary as required by the immediate circumstances. In some situations, organizations count on people who lead their teams according to the knowledge or expertise required of the team members. In others, they benefit from the influential leadership exercised by people who enjoy excellent interpersonal relationships due to their charismatic styles or competencies which others in their work environment recognize them to possess.

Effective attitudes and aptitudes for a manager/coordinator within a democratic organization 3.1

Managers/coordinators who are comfortable within the environment of a democratic organization develop, as they gain more experience in their work, well-defined attitudes considered essential for their work. In general, they are expected to:

- create relationships of trust between them and others;
- be available to and listen to others;
- be committed to the personal and professional development of others and to take actions for allowing that to happen;
- contribute to the achievement of high ethical standards, the accomplishment of objectives, and the creation of an atmosphere of mutual respect;
- be fair and patient with others.

More specifically, managers/coordinators:

- tend to exercise their authority wisely, as required by the situation;
- prefer in general to use participatory and democratic forms of authority that call on the collaboration of employees (e.g., decisions by consensus, consultation, procedures established through negotiating, etc.);
- encourage the personal and professional development of the people in the organization;
- set high standards regarding ethics, expected results and mutual respect;
- delegate some important tasks rather than keeping them all to themselves;
- do not hesitate to allocate resources (techniques, work deadlines, etc.) and conditions necessary for carrying out the work and achieving the expected results.

On the following pages are three tools that will help you to trace out your profile as a leader and to identify the aspects you should work on to improve your leadership qualities in your supervision of other people's work.

Notes

Evaluation grid for supervisory aptitudes¹ 3.2

The following grid is designed to illustrate the dimensions related to your supervision of teamwork. It will allow you to determine the supervision aspects you are comfortable with and the ones you would like to improve. The grid should also bring personal and professional objectives concerning your supervisory skills into focus.

To get the most out of this evaluation, it is a good idea to:

1. read each statement and each of the possible answers ('comfortable with', 'must make progress', 'I do too much') and then check only the box for the answer that you feel is the most appropriate one concerning your skills;
2. Add dimensions that you feel are important but which we did not include in the list;
3. Go over the entire list again and circle the numbers for the statements that deal with the aspects regarding which you feel you need to make the greatest progress.

Comfortable with Must make progress I do too much

General skills

1. I analyze situations before reacting.
2. I establish and carry out action plans collaboratively.
3. I am comfortable with my level of experience and education.
4. I am clear and precise in my communication with others.
5. I understand how a group functions.
6. I know how to give feedback.
7. I know how to delegate.
8. I know how to listen.
9. I can evaluate the impact of my own behaviour.
10. I address conflicts and anger.
11. I create an atmosphere of trust and openness.
12. I deal with unforeseen events.
13. I control my anxiety while I work.

Evaluation grid for supervisory aptitudes (cont.) 3.2

Discernment and diagnosis

Comfortable with Must make progress I do too much

14. I inspire confidence in my skills.
15. I know how to ask the right questions.
16. I help employees to learn about their difficulties and limitations.
17. I delegate work and responsibilities.
18. I help employees to find their own solutions to their problems.
19. I am receptive to employees' definitions of problems.
20. I am comfortable with the organization's mission, objectives and values.
21. I make promises only on what I can deliver.
22. I am able to say no.
23. I can work under the pressure of a deadline.
24. I set realistic objectives.
25. I can work with people with whom I don't have much in common.
26. I let other people take credit when it is their due.

Problem solving

27. I can fully identify problems and objectives.
28. I can summarize what people say during team discussions.
29. I get my own ideas across effectively.
30. I help employees to follow a logical sequence for resolving a problem.
31. I bring up questions regarding ineffective solutions.

Evaluation grid for supervisory aptitudes (cont.) 3.2

Comfortable with Must make progress I do too much

32. I describe how other people have resolved a similar problem.
33. I ask others for help when necessary.
34. I evaluate possible solutions to facilitate the steps being taken.
35. I use a range of problem-solving methods (see section on conflict management).
36. I pay attention to details.
37. I help volunteers to use their resources and strengths.
38. I assume my responsibilities.
39. I modify my schedule when required by urgent situations.
40. I create and maintain a good level of enthusiasm.
41. I ask for feedback concerning the impact of my actions.
42. I intervene without being threatening.
43. I intervene at the right moment.
44. I admit my mistakes.
45. I recognize when I am being defensive.

Evaluation

46. I evaluate myself realistically.
47. I can admit failure (to err is human).
48. I am comfortable when employees give me feedback about my work.
49. I prepare material to assist with evaluation (action plan, evaluation questionnaire, evaluation committee, etc.).

Evaluation grid for supervisory aptitudes (cont.) 3.2

Comfortable with Must make progress I do too much

- 50. I ask for informal feedback.
- 51. I note what has been accomplished.
- 52. I let go after the task has been completed.
- 53. I prepare the next steps necessary for follow-up.

Others

- 54.
- 55.
- 56.
- 57.

What are the areas in which I feel comfortable?

What are the areas in which I would like to improve?

How to delegate 3.3

Responsibilities, mandates and tasks are not delegated for the sake of 'getting rid' of them. A person to whom you delegate a task, even if it is often easier to do it yourself, must be provided with the various conditions necessary for carrying it out properly.

In general, delegating allows for: 1) stronger sharing among the members of the work team, the volunteers and other participants by promoting their motivation and commitment; 2) more collective responsibility for the work team; and 3) acquisition of new knowledge by people with less experience (at least those who would like to be delegated tasks and feel they are capable of carrying out the work involved).

To successfully delegate, you must have strong trust in others and accept that there may be different ways to achieve the same results. You must be able to count on and support others by assigning them projects according to their abilities and desire to take them on.

Delegation = giving responsibilities = work sharing

1. Prepare what you want to delegate

Decide:

expected final result

work calendar

authority granted

who to delegate to and why

Establish follow-up mechanisms

Prepare a meeting

Have the necessary materials ready

2. Meet with the person to whom you are delegating work

Begin the meeting by situating the objectives

Present the aspects surrounding the work to be delegated:

the reasons for choosing the person

the mandate in its overall context

the expected final result

the work calendar

the power being granted

the follow-up mechanisms

Verify the employee's understanding, interest and agreement

Continue the meeting and indicate follow-up

3. Supervise

Plan your follow-up

Study the results that are obtained

Strengthen/improve performance

TEAMWORK 4

In an environment where participatory management is encouraged, the ability of a manager/coordinator to mobilize others to work together is as important as the ability to prepare reliable budget forecasts.

Getting employees involved at one level or another in managing the affairs of an organization will help to improve their work satisfaction and can often enhance their feeling of belonging. Teamwork is also an opportunity for individuals to exercise a certain level of power, whether through their knowledge or their personality.

Teamwork requires a certain amount of learning and, in some cases, compromise. By learning to work as a team, a group not only becomes more effective, but brings work results enriched by the diverse points of view and opinions expressed by its members.

Here are a few rules to follow to make teamwork go smoother:

Give as much attention to the work atmosphere as to the tasks and expected results. Make sure that all members have the same understanding of the objectives, expected results, tasks involved and deadlines, all in relation to the overall context in which the work is to be done.

Trust the people on your team; believe in their abilities and potential.

Following are the tools that we present in this guide regarding teamwork:

- 4.1 Dimensions of teamwork
- 4.2 Conditions for successful teamwork
- 4.3 Twelve facilitation techniques
- 4.4 Participation in teamwork
- 4.5 Communication within a group
- 4.6 A few discussion rules and techniques
- 4.7 Decision-making process
- 4.8 Some advice to help you with your decision-making
- 4.9 A code of conduct for your team

Notes

Dimensions of teamwork 4.1

Teamwork involves interaction among the team’s members; they work together to establish, define and pursue a common goal. To achieve this goal, the team must give the same importance to each of the three dimensions in the following table.

The more a team works in an atmosphere that allows all members to contribute their particular strengths, the stronger the organizational culture favourable to teamwork.

POWER – Influence

CONTENT – Task

ATMOSPHERE – cohesion

<p>Objective: Develop and maintain an organizational template and democratic operational structure that meets the team’s needs and the organization’s objectives.</p>	<p>Objective: Accomplish the task taken on by or assigned to the team.</p>	<p>Objective: Promote and maintain cooperation.</p>
<p>Means: <i>Leadership</i> in the sense of promoting participation by all team members in decision-making, choice of actions, etc. <i>Clarify</i> everyone’s role, because each member is responsible for contributing to the leadership of the group (i.e., identify the person who distributes tasks, the one who takes notes, etc.)</p>	<p>Means: Strengthen people’s ability to organize themselves in order to act for the common good. <i>Work and decision-making rules and procedures:</i> agenda, decision-making and problem-solving processes, facilitation, etc. <i>Work team composition and organization of work</i> from the viewpoint of work satisfaction, adherence to values and account taken of different contributions.</p>	<p>Means: <i>Interaction</i> (interpersonal relationships) of team members <i>Informal</i> discussions, team meetings, etc. <i>Listening</i> and accepting others’ ideas. <i>Integration</i> of team members; feeling of belonging and mutual support (<i>feedback</i>).</p>
<p>Values: Personal and professional development of employees, at the same time meeting the objectives of the organization. Perception of power as the ‘<i>possibility of achieving something together.</i>’</p>	<p>Values: Recognition of team members’ needs and motivation, and promotion of their personal and professional development. Perception of a common goal: purpose, objective, mandate.</p>	<p>Values: Cooperation, collaboration, trust, respect, solidarity, transparency, fairness. Awareness of the interdependence of all members.</p>

Dimensions of teamwork 4.1

POWER – Influence

CONTENT – Task

ATMOSPHERE – cohesion

Team member

Common goal

Interpersonal relationships

Accomplishment of the task

Conditions for successful teamwork 4.2

Further to the work atmosphere, a number of conditions must be met to allow a team's work to be more than the sum of its members' individual contributions. The conditions in the table below are related to the three dimensions in the life of the group, i.e., the work content, the work atmosphere, and the distribution of roles and powers.

Prerequisite

The organization's objectives and priorities must first be identified. Then, the roles and responsibilities can be identified.

Core conditions

Mutual expectations expressed.	Definition of functions (formal roles), powers and tasks (covers all responsibilities and tasks assigned).	Work supervision and feedback policy to ensure support and follow-up.
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Conditions for success

Relationships based on trust, integrity and acceptance of responsibilities by all members.	Existence of clear rules, objectives, guidelines and policies.	Availability of means and distribution of information (communication).	Ongoing follow-up and evaluation to ensure support for members and achievement of results.
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Notes

Twelve facilitation techniques² 4.3

To overcome any blocks, create a favourable atmosphere and build team spirit, it is useful to understand how a group functions.

Facilitation consists in a set of methods, means and techniques allowing a group to achieve, on its own, the objectives it has set. To help the group progress more effectively, a manager/coordinator may find these techniques useful, combined with ideas suggested by the following tool.

There are **three levels of participation** in a group.

Level of participation	Functions	Facilitation techniques
Content	Clarification	<ol style="list-style-type: none"> 1. Help the group to define its main objectives and terms. Verify that all members understand the objectives. 2. Reformulate the ideas of others or explain them by way of examples. 3. Establish links between members' actions. 4. At regular intervals, summarize aspects covered and indicate where the discussion stands.
Management of meetings	Procedures Agenda Procedural rules	<ol style="list-style-type: none"> 5. Encourage all members to talk; make sure there is a procedure for allowing everyone to talk. 6. Find ways to help those who talk too much to do so less often and give others the chance to talk. 7. Give the time occasionally to help members keep to the agenda. 8. If there is confusion or disorder, remind the members about the objectives and main proposals on the table to re-establish order.
Atmosphere	Stress-free atmosphere	<ol style="list-style-type: none"> 9. Facilitate everyone's participation with a friendly welcome. 10. Help everyone to relax; it's okay to make a few jokes! 11. If conflict arises, remind the group that they should be looking at things objectively. 12. Invite the group to express any dissatisfaction, but to do so respectfully of the others.

Participation in teamwork 4.4

Participation in teamwork allows the members to see how they interact with their peers. It allows them to position themselves and others regarding the common goal being sought. By observing the different behaviours that we adopt as part of a team, we can become aware of our own style of interacting, our own work habits and the effect of our behaviours on others, in order to modify certain attitudes, if necessary.

The table below illustrates the behaviours normally adopted by members of a work team. Some of these behaviours have a positive impact, while others have a negative one. You should be able to spot your colleagues' and your own behaviours here!

Positive behaviours

Negative behaviours

The nucleus

<p>Brings an overall solution to the problem being discussed by the group. Makes precise statements about the content under discussion or about the team's method of dealing with the issues. Updates and explains the current situation of the group in relation to the common goal.</p>	<p>Tries to direct the group according to one's point of view and ignores those of others. Organizes the steps involved and distributes tasks without seeking consensus. Provides an 'interminable' summary-synthesis, which leads to new debates.</p>
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The sender

<p>Gives one's opinions without generalizing. Provides comments on others' opinions. Expresses agreement or disagreement verbally or non-verbally.</p>	<p>Continually repeats one's own opinions. Speaks all the time without adding new ideas. Speaks only to criticize others' opinions.</p>
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The receiver

<p>Gives verbal or non-verbal attention to a team member who is acting as nucleus or sender. Asks questions to clarify things. Reformulates or summarizes the sender's thoughts.</p>	<p>Always interrupts senders. Interrupts without checking one's own perceptions. Always agrees with everything.</p>
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The satellite

<p>Shows one's inattention or distraction, verbally or non-verbally, concerning the common goal. Apologizes for being distracted and gives reasons. Being little interested in the task, concerns oneself with another task related to the work (and lets the group know about it).</p>	<p>Never concentrates on the group's activities and lets others know (e.g., reads a book, doodles). Makes jokes about a subject other than the common goal. Speaks about something that has no apparent link with the common goal.</p>
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The absentee

<p>Leaves the group for a moment to get information the group needs concerning the common goal. Tells the group one will be late or will have to leave early.</p>	<p>Is always late without letting the group know ahead of time. Leaves in the middle of meetings without notice. Leaves the group to do one's own activities.</p>
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Communication within a group 4.5

Good communication is essential for cooperation, understanding and cohesion among the group's members. When it exists, it tends to prevent problem situations from getting worse. The following list presents some ideas for becoming better communicators.

To become a good receiver

1. Stop talking.
2. Reflect others' thoughts clearly back to them, without showing signs of judging them.
3. Keep clarifying the message until you and the sender agree about its meaning.
4. Be attentive and show that you are interested.
5. Make sure there are no distractions.

Common errors that can lead to communication failure

1. Not ordering one's thoughts before speaking.
2. Concentrating too many ideas into a single message.
3. Not giving enough information and not repeating sufficiently to be understood.
4. Not considering the information that the receiver already has on the subject.
5. Not considering the receiver's point of view when formulating one's message.
6. Not speaking on one's own behalf.
7. Speaking for others.
8. Evaluating instead of describing.
9. Not giving all of one's attention to the sender.
10. Thinking about one's answer before listening to all that the sender has to say.
11. Putting too much emphasis on details at the expense of the overall message.
12. Judging the sender as being wrong (or right) before fully understanding the message.

To become a good sender

1. Talk.
2. Speak on your own behalf, not that of others.
Describe your own thoughts, feelings and needs.
Use words such as 'I', 'me,' 'my', and 'mine.'
3. Describe others' behaviour without making value judgements.
4. Formulate your message by considering the receiver's point of view.
5. Ask the receiver how he/she understands your message.
6. Repeat your message several times, formulating it in different ways.
7. Make eye contact with other people when you want to be heard by them.
8. Ensure that your non-verbal language corresponds to your message.
9. Make sure your message is clear and precise.
10. Speak clearly.

Communicate your emotional reactions (if allowed by your organization's work atmosphere)

When you have strong emotions about something:

1. Identify or name them ("I am angry about . . .").
2. Make comparisons ("I feel like I am being stomped on", "I am ecstatic").
3. State the kind of action your emotions are leading you to take ("I want to hug you").
4. Use maxims to show what you feel ("I feel that fortune is smiling at me").

There are a number of rules you can apply to help people reach their full potential as part of a work team.

But the discussion techniques presented here must be distinguished from what are usually called 'discussion procedures,' which are common standards or practices that a small group of people uses to ensure order and harmonious progression in a discussion (e.g., ask the facilitator for permission to speak). These standards or practices are not necessarily codified or set as procedural rules, as is the case with deliberative meetings that follow Robert's Rules of Order (e.g., question of privilege, motion to amend, etc.).

Some discussion rules regarding:

Facilitating a discussion:

Make sure the participants all know one another.

Present an agenda with clear and precise objectives for discussion.

Be aware of the time available and divide it up as necessary.

Select a facilitator (if someone other than the person who introduces the discussion) and a recording secretary.

Suggest or mention a few discussion rules and where necessary, propose a discussion technique.

Clearly define the topic under discussion (what is it about exactly?) as well as the objectives of the discussion and the meeting.

Get the discussion started with an appropriate question.

Participation in the discussion:

Ask the facilitator for permission to speak.

Listen to others when they speak.

Stick to the topic being discussed.

Try to get everyone to participate.

At various times, summarize or ask for a summarization of the discussion.

Respect the main steps previously followed in the development of the discussion.

Conclusion:

Summarize the discussion. This task can be given to the facilitator or the note-taker.

Highlight the main aspects dealt with and verify the points where agreement or consensus was reached concerning these aspects.

Identify the follow-up needed for the discussion and confirm whether there are specific responsibilities to give people for purposes of following up on the group's decisions.

N.B.: These discussion rules are given as examples. Most of them can be adapted to the situations you encounter during a meeting or working group session.

Some discussion techniques

Roundtable

A roundtable allows all members to speak in turn and to give their opinions about a given topic. The time allocated to each member for speaking should be determined beforehand by the facilitator of the meeting.

This method allows for each participant's opinions and ideas to be heard. It gives everyone the chance to express themselves at least once during the meeting. It also prevents the meeting from being taken over by a small number of members.

But this method should not be abused, seeing that it can prevent a certain level of spontaneity in the discussion. It can also make members get in the habit of giving stereotyped responses and at a more basic level, it can be a burden on the functioning of the meeting, especially if the group has more than ten members.

Brainstorming

Brainstorming is a technique that encourages creativity in the group by getting the members to use their imagination.

It involves giving ideas spontaneously, without discussion or criticism. Depending on the objective of the meeting, all of the ideas that are expressed can then be studied more closely by the main persons affected.

It is normally used in groups of 7 to 12 people. It allows for open discussion about a common issue and a freewheeling exchange of ideas that can create new avenues in relation to what was proposed at the start.

Brainstorming is used for various purposes, e.g., preparation of an action plan or search for a slogan. It can have a beneficial impact in the area of human resources.

Buzz session

This technique allows meeting participants to form subgroups of 2, 3 or 4 to briefly give their impressions or opinions about a given subject. The time for this type of exchange is usually between two to five minutes.

After this time has passed, the meeting facilitator can ask each group to present the results of its discussion. The facilitator can also let all the members give their opinions.

As a warm-up for encouraging participation, a buzz session can generate a large number of ideas and opinions in a short time.

This technique is often used after a conference to stimulate the exchange of ideas with the conference speaker. It can also be used in meetings. But its application is limited; it cannot be expected to provide any kind of in-depth discussion.

Some discussion techniques (cont.)

“Phillips 66”

This technique, which bears the name of its creator (J.D. Phillips) is similar to a buzz session, but is more systematic in approach. It consists in creating groups of six persons. Then the groups discuss a given topic for six minutes. Afterwards, a spokesperson for each group presents a report on the discussions.

A method like this one is sometimes preceded, before the groups are created, by a six-minute period for allowing all the participants to get their ideas down on paper first. The number ‘66’ can be modified. You can have groups of 4 to 7 persons with a discussion period ranging from 5 to 10 minutes. It all depends on the importance of the subject under discussion and the amount of time available. The main advantage of this technique is that it allows the creation of a participatory atmosphere allowing people to spontaneously explore, within a short time, the various aspects of an issue or problem.

Panel

This technique consists in providing a panorama of the various aspects surrounding a given issue through a panel discussion given by invited resource persons. The number of these persons can vary from two to a maximum of six. The choice of guests should reflect as well as possible the main aspects of the subject to be debated.

The time given each person to speak can vary from 5 to 15 minutes, depending on the number of guests and the time available. After they have spoken, the meeting facilitator can ask them to discuss the issues and to give their comments and observations on what each of them have said. Then, all the members at the meeting can ask questions or give comments.

At the end of the session, the facilitator or an ‘observer’ chosen ahead of time should summarize the conclusions and give the highlights. Overall, this technique has the advantage of bringing out different aspects of the topic and of making for more lively exchanges within the group as a whole.

Discussion team (discussion workshop)

This technique allows a large group to study an issue or a document. The participants first form small teams of 5 to 7. Each team discusses the topic at hand and then reports back on the results of its discussions to the entire group.

The application of this technique requires the choice of one person to facilitate the small group sessions (workshops) and another one to take notes. Someone should also be chosen to present the results of the workshop’s discussions to the entire group. Finally, the length of the workshops should be determined ahead of time.

When this technique is used for a specific task or job, it leads to what are known as ‘work-team workshops.’ At this moment, the discussion team becomes a work team.

Some discussion techniques (cont.)

Mini-plenary

The mini-plenary serves to summarize the results of an initial session held by way of workshops. It can also serve as a springboard, if necessary, for creating new workshops with different members to explore these results in greater depth.

For these new workshops, you should have the same number of people as you did in the previous ones. The members of the new workshops can tell each other about the results obtained in their initial groups. They can then, depending on the case, continue with the work that they began in the original groups.

In a mini-plenary, each participant reports back on the results of the discussions held in the initial groups. In some cases, a mini-plenary can replace a plenary session, because all participants receive the same information. In other cases, it constitutes a step in the work leading to a plenary that will involve the entire group.

Notes

Decision-making process 4.7

Making a decision is of pivotal importance for the functioning of a group and the work it accomplishes. The goal is to promote an integrative process that unifies rather than divides the members. You also want to avoid 'sugar-coating' the problem, which prevents an intelligent analysis of the situation. Each work team must develop its own decision-making techniques, but we invite you to try the following one.

The process begins in quadrant 1 and ends in quadrant 4. However, it is natural at steps 3 or 4 to go back to the beginning if it hasn't got off to a good start. Try this process at least once and see if it helps. The more you experiment with it, the more you will master it and discover its effectiveness.

Action period

Reflection period

4. EVALUATION Verify that the chosen solution eliminates the original problem, or start the process again if necessary.	1. DEFINITION Explore and understand the situation, identify the problem, define the causes and origin of the problem.
3. CARRY OUT THE SOLUTION Apply the chosen solution or start the decision-making process again if necessary.	2. CHOOSE A SOLUTION Determine the objectives, inventory the solutions, establish the criteria for the decision, analyse the solutions according to the criteria, choose a solution, set the conditions for carrying it out.

Some advice to help you with your decision-making 4.8

1. Differences of opinion are valuable and should not be considered as obstacles. Instead, they are natural and desirable. They expand the scope of solutions or alternatives to be studied, and assist in identifying the decision or the choices to be made.
2. Whether your group members share the same opinion or not, there are still some common denominators: you are the members of the same group and you agree with its objectives.
3. Each member should take part in the decision-making process. To allow this, the process must take place in a spirit of openness and creativity, without any hint of censure. There must also be an atmosphere that encourages learning within the group.
4. Having a wide range of information and opinions increases the chances of finding the most appropriate solutions.
5. People who give their opinions must also be prepared to listen to and understand other's points of view.
6. In a successful discussion, the decision is made by a majority or all the group members; there are no winners or losers.
7. If the members of the group really can't reach agreement on a given topic, it is better to wait for another time to continue the discussion or at least to take a break in the current discussion.
8. Decision-making is helped when the group has the work documents that present all the aspects of an issue (advantages and disadvantages). These documents must be accessible to all members.
9. Each member must be must take the time to be well-prepared before the meeting.
10. All of the members must have sufficient time to get their views across.
11. Don't hesitate to obtain a wide range of opinions (from employees, members, volunteers, etc.) to assist you in your study of the issue. A decision made after consulting the involved people is easier to apply when they see that their opinions were taken into consideration or that they had the chance to be heard.
12. Caution is advised when an agreement seems to have been reached too easily or quickly. Find out each member's level of understanding concerning the topic or the decision.

A code of conduct for your team⁴ 4.9

We often get the feeling that a group which is functioning well is doing so in and of itself. But the individuals who make up a group that works well have set conditions to ensure success in their life as a group. Here are a few of those conditions.

Code of conduct for a group

1. Accept one another; respect one's limits and those of others.
2. Be able to criticize and accept criticism.
3. Take on a task according to one's abilities and the needs of the group.
4. Respect decisions made by a majority of the group's members.
5. Respect group discipline.
6. Take part in discussions and give your ideas calmly and respectfully.
7. Make decisions on logical and rational grounds (not just according to impressions and feelings).
8. Do one's assigned tasks without delay.
9. Express disagreement, as warranted by the situation, but do so calmly and respectfully.
10. Be able to question and evaluate oneself.
11. Set a work plan and establish priorities.
12. Share tasks fairly among members and fully specify the role of each member.
13. Resolve personal conflicts external to the group in order to prevent harmful influences on the team's work.
14. Take time to celebrate achievements!

Notes

Managing conflicts is a skill that managers/coordinators and work team members must acquire. In some circumstances, resolving a conflict can even be a learning opportunity for the group. On the other hand, a poorly-managed conflict can poison the work atmosphere of a group for a long time afterwards.

Conflict: From disequilibrium to development

In a conflict, we run the whole gamut of human emotions. It conjures up images of tears and gnashing of teeth, confrontation, opposition, and negativity. More rarely, despite being a natural and inevitable phenomenon, conflict can be a source of destabilization and disequilibrium. Here we present conflict as a state of disequilibrium allowing you, in your role as manager/coordinator, to facilitate the development of your organization (including, people, groups and administrative bodies).

In itself, conflict is neither destructive nor constructive. It is rather an ineluctable part of human existence, a process specific to any system that constitutes a “trigger for development mechanisms” (Hogue, 1988). Whatever way we choose to define these mechanisms, they refer to notions concerning social relations or interactions between individuals, perceptions of a harm done, and processes involving behaviours and reactions of varying intensity. The definitions of conflict are found at three levels: the individual level (physical conflict); the group level (conflict within a group and between different groups); and the organizational level (organizational conflict). Fundamentally, for a conflict to appear, the parties that are interacting with one another must perceive a conflict. They must then feel affected by the dispute in question and must be aware of a harm done in terms of objectives, interests or behaviours. And to resolve the conflict, they must make the decision to remain in interaction despite their incompatibility.

People and systems in interaction

When they interact, the various components of a human or social system (people, groups or administrative bodies) seek stability that will allow them to carry out their functions. They tend to maintain equilibrium, but equilibrium is fragile. When a sub-system or part of the system feels threatened by another one, or feels it will lose out in its interactions with that other part of the system, a conflict arises. The equilibrium is broken. People are afraid that they will lose advantages, profits, acquired rights, power, influence, etc. The disequilibrium caused by a conflict calls into action a process to restore equilibrium, allowing the person, the group or the administrative body to regain a certain level of balance. The search for this new equilibrium creates a new situation that can be a source of growth and development. To transform a conflict from a threat into a challenge and to resolve it properly, it is essential to know the conflict’s origins, causes and nature.

Following are the tools presented in this document for managing conflicts:

- 5.1 Origins, causes and types of conflict
- 5.2 Dynamics of conflict, its consequences and possible solutions
- 5.3 Conflict escalation process and stages
- 5.4 An eight-step plan to define and organize a conflict resolution process
- 5.5 Analysis grid concerning potential bias
- 5.6 Behavioural styles and strategies used in conflict situations
- 5.7 Steps in conflict resolution
- 5.8 How to manage disagreements

Conflicts stem from a wide range of origins, causes and types. Several elements can trigger a conflict, including in particular, the failure to satisfy needs or desires, the thwarting of one's project, the imposition of unwarranted formal objectives, non-respect of behavioural standards, the breaking of an agreement, or an attack on someone.

There are many types of conflict and just as many causes. Conflict can occur within an individual as well as between individuals, groups or organizations (administrative bodies). Following are the main ones:

Intra-personal conflicts (within oneself)

Possible causes:

Conflict caused by two equally attractive proposals

Conflict caused by two equally unattractive proposals

Conflict caused by a proposal deemed to be both attractive and unattractive

Interpersonal conflicts

Possible causes:

Natural antipathy

Two strong possibilities opposing each other

Perception of a threat which creates anxiety

Inter-group conflicts

Conflict can occur within groups and is found in the interactions of individuals at an organization. Group conflict can exist between people in the same group or it can exist between groups. To analyze the conflict, you must describe the characteristics of individuals, the social characteristics of the groups involved (standards, roles, statuses, values, etc.) and the social and organizational environment.

Structural conflicts

Within the organizational context, differences over numerous aspects can occur.

Possible causes:

Ambiguous definition of the organizational structure and related powers

Nature of the roles and duties of each person

Power that is too highly centralized or spread out, or ineffective

Differences in interests, goals and responsibilities

Organizational problems: interdependence of tasks, overlapping of responsibilities, competition for the organization's limited resources

Incompatibility between the organization's formal and informal standards and rules

Organization not in step with the overall social reality

Origins, causes and types of conflict (cont.) 5.1

Ideological conflicts (concerning ideas, directions, goals)

Possible causes:

Misunderstanding of the organization's mission and objectives

Ideology too highly centralized at the senior management level

Ideological weakness which prevents cohesion within the group

Pragmatism: emphasis on services while ignoring strategic directions

Too abstract: emphasis on strategic directions while ignoring direct action

Debates due to opposing ideological leanings

Conflicts due to communication problems

Possible causes:

Faulty decision-making process

Poor circulation of information between people and administrative bodies

Limited opportunities for expressing one's ideas

Consequences of conflicts due to group dysfunctions

Within a group:

Cohesion between members increases; differences are 'forgotten'

Individual needs take second place behind the groups' needs, and energies are devoted to achieving objectives

Leadership becomes more autocratic

Functioning and standards become more rigid

Between two groups:

Perceptions are distorted concerning the two groups' strengths and weaknesses

There is less verbal exchange between the groups

Hostility and distrust increase

The conflict resolution process is poorly used and becomes destructive rather than constructive

Dynamics of conflict, its consequences and possible solutions 5.2

Dynamics of a conflict

A conflict is an interactive and dynamic process. The dynamic can lead towards a blow-up and a worsening of the situation or it can reduce the conflict and allow for equilibrium to be restored. Several variables influence the evolution of a conflict, including:

Expectations and reactions of the parties towards each other

The objectives and values of the parties

The nature and the causes of the conflict

The strategies and tactics used

The social environment

The interests of the groups involved in the conflict, as put forward by their representatives, and the interests of the representatives themselves

The effects of the conflict on the behaviours of the parties

The nature and importance of the issues significantly influence the protagonists' behaviour and thus the evolution of the conflict. This is fundamental. Conflicts can also stem from differences of an emotional nature. Here, divergences in values or personality traits are the focus of the dispute. But interest-based and emotion-based conflicts are not mutually exclusive. The former can degenerate into the latter if it is poorly handled. The issues then cut deeper and the solutions to the conflict may be even more severe.

Solutions for restoring equilibrium

To prevent a conflict from deteriorating, consider taking the following actions:

Use strategies and tactics incorporating a short-, medium- and long-term vision.

Apply the strategies and tactics you have chosen.

Improve interpersonal relationships.

Periodically check on the developments in the situation.

If necessary, take measures to reduce tension and promote openness.

Conflict management strategies

Eiseman (1977)⁶ presents five conflict resolution modes, as follows:

1. People who do not normally tend to satisfy their own needs or are not disposed to satisfy the needs of others choose avoidance.
2. If they consider the needs of others to be important, they choose accommodation.
3. If they strongly tend to satisfy their own needs and do not feel disposed to satisfy the needs of others, they opt for competition.
4. If they believe that everyone's needs are important, they choose collaboration.
5. If their tendency to satisfy their needs and the needs of others is moderate, they choose negotiation.

Conflict escalation process and stages ⁷ 5.3

A conflict is a dynamic process. As it makes its way, the people involved go through a series of stages. At each stage, a greater and greater gap is created between the two parties. This growing gap makes it more and more difficult to manage and resolve the conflict. We are speaking here of 'escalation' of the conflict. It is thus important to take action as soon as possible to prevent any deterioration in the work atmosphere. It is also useful to determine what stage the conflict is in, so that you can respond properly.

ESCALATION OF A CONFLICT *escalade du conflit –texte français*

				Perception of an incompatibility
				New elements added
		Objective is forgotten: the conflict shifts elsewhere	5. Cold war	- The conflict is acknowledge and hostile behaviours are manifested
		Communication cut off completely	4. Avoidance	- Search for alliances - Indirect blows against the other
	Simplification of the situation	3. Communication breakdown	- Resentment can no longer be masked, avoidance is preferred	
Development of erroneous and selective perceptions	2. Controlled indifference		- Fewer meetings - Less and less contact	
1. Accumulation of frustration and resentment: * Defeats *Facts *Divergent opinions	- Feelings are not shown - Contacts between people create tensions that they try to hide			N.B.: A conflict can stay for an indefinite time at one stage and the stages can repeat themselves.

An eight-step plan to define and organize a conflict resolution process⁸ 5.4

When we are involved in a conflict, it is important to step back and analyze the situation. In so doing, we can discover the ingredients and elements necessary for managing the conflict properly. The following steps will help you to obtain this information:

Step 1

Identify the conflict situation as soon as possible:

non-verbal signs
verbal signs (things said, tone of voice)
changes in people or groups
recurrence
communication
socio-emotional atmosphere

Step 2

Choose the proper administrative authority and resource person to intervene:

decision on whether to intervene or not
consequences of not intervening
resources necessary for resolving the situation (time, money and people)
choice of the right person (impartiality, trust) to intervene

Step 3

Identify the parties, the issues and the emotions:

Who are the main parties involved?
Are there interest groups involved (cliques, allies, sub-groups)?
What are the interests, positions and issues expressed by the parties?
What are the solutions that have been put forward by the parties?
Are there strong emotions involved? How are they manifested?

Step 4

Analyze the conflict:

Can the conflict be resolved internally by people and the administration (harassment, discrimination, illegal activity, situation covered by a collective bargaining agreement)?
Who are all the people involved in the conflict?
Do they have decision-making powers?
What are the power relations between these people?
Is race or cultural identity involved?
How does each person describe the problem?
What are the positions of the parties and what solutions are they seeking?
What does each party say about its interests and needs?
What are their interests (procedural, substantive, relational, identity/recognition)?
Is it an interpersonal conflict or is it a conflict due to the system (organizational)?
Are there any limits or obstacles that can impede the resolution of the conflict?

An eight-step plan to define and organize a conflict resolution process 5.4

Step 5

Define the intervention approach:

essential conditions determined

selection of a mediator and an approach (objectives, process, rules, methods, work tools, place, time, etc.)

Step 6

Confirm the desire of the parties to resolve the conflict:

confirmation from both parties that they wish to resolve the conflict

Step 7

Begin the conflict resolution process:

start of the process and reminder of the rules that have been adopted

description by each party of the situation

clarification through questions and other communication techniques (reformulation, summary, reframing from other perspectives)

mutual recognition by the parties of each other

dialogue on issues, interests and needs

formulation of possible solutions

choice of solutions that are mutually satisfactory to the parties

formalization of an agreement

Step 8

Conclusion and follow-up on an agreement:

conclusion on a positive note

planning of steps to follow up on and monitor the application of the agreement

Analysis grid concerning potential bias 5.5

When a conflict occurs, we are not always involved as one of the parties. Sometimes we must act as a mediator to help individuals or a group to resolve a conflict. In this type of situation, it is important to be aware of our own opinions and emotions regarding the conflict and the parties involved. The following questionnaire will allow you to gain an overall picture of your interests and any bias you might have regarding a conflict.

Yes No

Do you tend to protect one group or person more than the other one?

Do you easily get angry with or show resentment towards one of the parties?

Do you find it easier to understand the arguments of one of the parties?

If you had to vote, would you put all of your trust on the side of just one party?

Are you in the same job category or professional group as one of the parties?

Are you afraid of displeasing one of the parties to the conflict?

On the basis of your answers, do you feel you have any bias? Answer as honestly as possible.

If yes, what impact might your bias have in the effort to resolve the conflict?

In light of the fact that you want to find a solution that will be beneficial to both parties, do you think you should reconsider your role due to your bias? Might there be a better way to proceed in this case?

Behavioural styles and strategies used in conflict situations⁹ 5.6

Several strategies exist for managing a conflict. Each person often tends to focus on one strategy to the detriment of others. But there is no single strategy that will work in all situations. We will be better equipped to manage conflicts if we enhance our natural approach by adding other styles and strategies. This is a form of learning that requires us first of all to determine what our 'natural' style for managing conflicts is. We can then experiment with and learn from new strategies. Doing so will enable us to choose the strategy that is the best adapted to each situation.

Diagram 1 Five strategies for managing a conflict

Axis of cooperation **L'axe de la cooperation (texte français)**

Desire to satisfy the interests of the parties in conflict **Volonté de satisfaire, etc.**

Competition

Domination

Imposing of one's will

Collaboration

Integration of interests

Long-term resolution

Compromise

Discuss and negotiate

Avoidance

Retreat

Accommodation

Consideration of others

Appeasement

Axis of self-affirmation

Desire to satisfy one's own interests

The following table explains each of these five strategies for managing a conflict.

Behavioural styles and strategies used in conflict situations 5.6

The five conflict management strategies explained

Approaches	Situation
<p>COMPETITION DOMINATION Winner-loser</p>	<p>There is an urgent need to act quickly. The decision is unpopular and consensus between the two parties is impossible to achieve. One party doesn't need the other to apply the decision.</p>
<p>COLLABORATION INTEGRATION Winner-winner</p>	<p>There is enough time to work things out. The interests of the two parties are too important to be compromised. A solution is impossible without the participation of the two parties. Their long-term relationship is important.</p>
<p>COMPROMISE SHARING Each party wins and loses something</p>	<p>It is necessary to find a temporary solution. The other approaches are inappropriate and lead nowhere. Interests and objectives are incompatible. Power is distributed equally between the parties.</p>
<p>AVOIDANCE RETREAT</p>	<p>The problem is not very important. The conflict resolution process is more of a problem than the conflict itself. The atmosphere needs to be improved. The conflict is not work related. The conflict is just a symptom of a more severe problem.</p>
<p>ACCOMMODATION APPEASEMENT</p>	<p>The problem is more important for one party than for the other. One party finds that it is in the wrong. It is more important to maintain good relations. One of the parties is in a position of weakness.</p>

Notes

Steps in conflict resolution 5.7

There are a number of steps and rules to follow in order to maintain communication and help bring about the resolution of a conflict. Here are some of them:

1. Acknowledge that there is a conflict; it indicates dissatisfaction within the group.
2. Let the group know about the conflict. The members must recognize that it is everyone's problem and that they are all involved in it. Check to see that everyone has the desire to resolve the conflict.
3. Provide the right conditions to speak about the conflict: time, place, etc.
4. Diagnose the conflict.
5. Identify the needs and wishes of the people involved; encourage them to speak from their own perspective (use the pronoun 'I') but also to consider the opinions of others.
6. Identify specific needs.
7. Identify potential areas of agreement and work together to find solutions that take account of each party's needs (win-win).
8. Develop a plan to work on the areas of agreement and follow this plan; make clear agreements and consider changing them later if necessary.
9. Agree to examine the situation at a later date if there are still areas of disagreement, or tell yourselves that you will accept the situation as it is.

How to manage disagreements 5.8

Preventing conflicts involves encouraging dialogue through expressing ideas, listening to and acknowledging others, by way of an inclusive approach. The table below gives you some rules and methods to help you encourage dialogue.

EXPRESS DISAGREEMENT	REACT TO DISAGREEMENT
<p>The right moment:</p> <p>Be determined to change the situation. Be ready to suggest another behaviour or ask for other ideas. Have the time to discuss the situation. Choose a moment that is right for the two parties. Assess the relevance of tackling the problem with the entire team or with the person involved. Avoid lining up the team against one person.</p>	<p>If you don't think the time is right to talk about a problem, suggest that you wait for a more appropriate time.</p>
<p>Communication:</p> <p>Express feelings. Describe the behaviour or the situation, not the person. Describe the effects of the behaviour or the situation. Avoid saying 'always' and 'never.' Avoid being aggressive.</p>	<p>Admit that there is a conflict. Admit that it is question of behaviour and not of one's entire personality. Listen to others' opinions without getting defensive. Try to understand others' points of view. Make sure you have understood others by reformulating their thoughts. Avoid answering back with a criticism. Avoid using the occasion to offer your own criticisms in response to those of the other (ping-pong).</p>
<p>Issue:</p> <p>Offer or request suggestions for improving the situation. Acknowledge our good and bad efforts and congratulate each other for the good ones.</p>	<p>Admit our error and accept a new point of view OR Ask for clarifications OR Provide information that explains your point of view, while acknowledging that of others. Acknowledge our good and bad efforts and congratulate each other for the good ones.</p>

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2 Adapted from: Yves St-Arnaud et al., *Entraînement au travail en équipe*, Ed. CIM, 1974.

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Tool 5

Human Resources Evaluation

Toolkit- Human Resources Management

An initiative of CSMO Économie sociale et action communautaire in collaboration with
Centre St-Pierre

With funding provided by Emploi-Québec

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Evaluation grid 2: taken from employee evaluation training at the Centre St.-Pierre (5-34)

Evaluation grid 3: taken from the feminist management toolkit of l'R des centres de femmes (5-44)

Evaluation grid 4: taken from the human resources management guide of the Fédération des centres d'action bénévoles du Québec (5-54)

Evaluation grid 5: taken from the working conditions policy of Coopératout (a social economy enterprise in homecare services)

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Evaluation grid 6: taken from *L'embauche: faites-en bon emploi* (5-73)

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Foreword

So your organization has decided to establish a human resources evaluation process or to make changes to the one you are already using. In both cases, the word 'evaluation' often makes everyone – the evaluators and the ones being evaluated alike – tremble, if just a bit. First, there may be a feeling of discomfort when it comes time to evaluate the work of a colleague. Secondly, the term 'evaluation' is often loaded with meanings and emotions that may or may not be positive. Therefore, when one hears mention of 'employee evaluation,' several concerns come to mind: Am I going to be let go? Will I have to take training? How is this of any use to my work? These are just some of the questions that come up. That is why human resources evaluation must be managed in a way that installs an atmosphere of trust and respect. This atmosphere is easier to establish when the objectives of the evaluation are based on improving individuals' quality of work and on their professional development. It is also easier to create an atmosphere of trust when the work team is involved in the elaboration and carrying out of a human resources evaluation process.

This section presents the tools necessary for developing and implementing a human resources evaluation process in which the entire team can get involved.

Notes

Self-Diagnosis 1

This self-diagnosis presents statements about practices in human resources evaluation. Indicate whether or not each of these practices is part of your evaluation policy. With support from the interpretation of the result on the following page, you will be able to identify the practices you should maintain and the areas where you could make improvements.

1. All the job descriptions of the people we want to evaluate are up to date. Yes No
2. We evaluate people only when we are dissatisfied with their work performance. Yes No
3. When we evaluate employees, we give them the necessary information and tools ahead of time (e.g., evaluation grid) so that they can prepare for the evaluation meeting. Yes No
4. We use the same evaluation grid for all the positions in our organization. Yes No
5. During the evaluation meeting, we determine with the employee the objectives to be reached for the coming year and the methods that will be used to achieve these objectives. Yes No
6. At our workplace, we are comfortable in general with discussing and providing constructive comments and suggestions about everyone's work. Yes No
7. When there is a gap between the quality of a colleague's work and our expectations, we wait for the situation to resolve itself. Yes No
8. Various people in the organization (board members, work team, etc.) are involved in the elaboration and implementation of our human resources evaluation policy. Yes No
9. The people responsible for evaluation meetings have the time and tools needed in order to prepare them. Yes No

1. Updating job descriptions allows you to obtain relevant information for improving work quality and for encouraging the professional development of the people you evaluate. See *Tool 4 – Selecting and Hiring Employees* for help in writing or revising job descriptions.
2. Evaluating people who are going through unsatisfactory situations can lead to an atmosphere of mistrust within an organization. See *Why evaluate?* (5-5) to learn about the spirit and usefulness of employee evaluations.
3. Providing employees with the tools that will help them to prepare for the evaluation meeting will improve the evaluation process and encourage dialogue within the organization. See *Ways to help people with their self-evaluations* (5-19).
4. Each position has its own mandates, responsibilities and duties. In the evaluation process, it is important to evaluate the critical work elements for each member of your team. Annex 1 provides examples that can help you develop an evaluation grid adapted to each position.
5. Evaluation of people's work is only part of the evaluation meeting. See *Commitments for the coming year* (5-14) in *A template for your evaluation process* (5-13). It will show you how you can strengthen your evaluation meetings by making sure that they include expectations for the coming year.
6. Employee evaluation can be constructive for everyone, which is what this tool hopes to demonstrate.
7. Some unsatisfactory situations can become conflicts if the proper light is not shone on them. An evaluation provides the ideal time to make adjustments. For ideas on how to discuss points for improvement with employees, see *Approaches for discussing points that need improvement* (5-20).
8. Resistance and fear can be the result when just one person takes charge of elaborating and implementing the employee evaluation policy. See *How to get people involved in developing and implementing a human resources evaluation policy* (5-9) for suggestions on how to get the work team and the members of the board of directors involved in the process.
9. It is important that the evaluation meeting be conducted within an atmosphere of trust, and this requires preparation. For information on this topic, see 'Rules for fostering dialogue' in *What are the objectives and spirit of the evaluation meeting?* (5-16). Elements to stay clear of are given in *What to avoid at all costs in an evaluation process!* (5-21).

Why evaluate? 3

Why evaluate? This is one of the first questions you must answer when you develop a human resources evaluation policy. The answer is found in the organization's values and objectives. But the following principles can also guide you in developing your policy and help you to make the most of the benefits it can bring:

What does evaluation mean?	
Evaluation means...	Evaluation does not mean...
taking specific actions that will give the results you are seeking. embarking on a continuous improvement process.	"controlling," forcing or making people do what they don't want to do.
What is employee evaluation?	
Employee evaluation is ...	Employee evaluation is not...
a tool for improving work quality and at the same time allowing the organization to: offer an agreeable work atmosphere; ensure employee satisfaction; ensure effective teamwork; achieve its objectives. an opportunity for promoting the professional development of employees. a tool based on well-identified objectives. a process leading to constructive dialogue. a right to which employees and management alike are entitled.	a tool you use only when you are dissatisfied with an employee's work or when you want to let an employee go.

Developing and implementing an evaluation process to improve work quality within the organization and to foster the professional development of employees allows you to:

- identify the positive aspects of employee's work and the accomplishments of employees in specific positions;
- give all employees an opportunity to evaluate their own work (self-evaluation);
- identify the problems and obstacles encountered by employees in performing their work;
- find possible solutions;
- define objectives for the future (entire year, specific period, etc.);
- embark on a process for continuing improvement based on lessons learned.

Why evaluate? (cont.) 3

What are the necessary preconditions for employee evaluations?

It must be in keeping with your organization's values.

It must be in keeping with your management model (see *Tool 1: The First Step in Human Resources Management: Self-Diagnosis*).

You must select an appropriate template for your evaluations (see samples in annex).

You must make the rules for employee evaluations part of your working conditions policy (see *Tool 3: Development of a Working Conditions Policy and Its Legal Framework*).

You must allow all people involved enough time to prepare for the evaluation.

You must ensure that your organization's annual action plan, annual work plan and employee job descriptions set out clear objectives and indicators for the expected results.

Notes

What are the elements of an employee evaluation policy? 4

Developing and using an employee evaluation process means answering seven important questions: why, who, what, how, by whom, when and what next. These are questions for which the answers must be adapted by your organization but which must at all times take account of the goal of evaluation, which is to improve work quality within the organization and foster the professional development of employees. Your human resources evaluation policy must provide answers to the following questions:

The evaluation process		
Why?	Who?	What?
<p>Why evaluate? Answering this question involves determining the philosophy and goals of your employee evaluation policy.</p>	<p>The ‘who’ are the people being evaluated. You must fully specify their job categories.</p> <p>Does the evaluation cover regular employees or does it include those in other categories (probationary, contract, temporary, replacement, etc.)?</p> <p>Once this question is settled, the second question is: Do you want to evaluate all employee categories or just one or two categories?</p>	<p>You have already specified your evaluation goals and you know the type of evaluation involved (administrative or formative). Now you must ask what you want to evaluate.</p> <p>The ‘what’ refers to the content of the evaluation, i.e., the following elements:</p> <ul style="list-style-type: none"> objectives; expected results; required tasks; expected behaviours; improvements to be made. <p>The core elements of the evaluation are: employees’ job descriptions, mandates given to employees during the year and employees’ work plan.</p>

What are the elements of an employee evaluation policy? (cont.) 4

The evaluation process (cont.)			
How?	By whom?	When?	What next?
<p>The ‘how’ refers to the instruments or tools used to evaluate employees’ work and to promote their professional development. Tools include the following:</p> <p>questionnaires; contextual analyses; analysis grids; observation grids; evaluation grids; evaluation meeting; self-evaluation; evaluation by one’s peers.</p> <p>These are the tools and instruments developed and used concerning the criteria and other aspects to be covered according to the goal of the evaluation.</p>	<p>This involves determining the roles and responsibilities of people (board of directors, work team, coordinator, director, etc.) in developing and applying the evaluation process:</p> <p>Who will be on the evaluation committee? Who will develop the evaluation grids? Who will be the evaluators?</p> <p>It also involves asking:</p> <p>What are the sources of the evaluation? Who are the people to consult in the evaluation process?</p>	<p>Here you must determine the frequency and time for evaluations of management and employees.</p> <p><i>Coordinator</i> <i>Director</i> Once or twice a year?</p> <p><i>Employees</i> Once or twice a year? All employees at the same time of the year or at different times during the year? In a pre-established order?</p>	<p>You must determine the follow-up for the evaluation process.</p> <p>Is the evaluation completed?</p> <p>Is follow-up necessary? employee development (see Annex 2- Training); improvement; modification of behaviours; acquisition of materials and equipment; ongoing training; coaching, follow-up supervision; deadlines for follow up on some less satisfactory elements in the evaluation (e.g., 3 or 6 months).</p> <p>What about training for the evaluators and the people who are evaluated?</p> <p>Should the evaluation process be evaluated?</p>

How to get people involved in developing and implementing a human resources evaluation policy 5

The work team will have a greater stake in the evaluation policy by being involved in its elaboration and implementation. Among other things, this reduces fears about the evaluation process, allows everyone to contribute to the management of the organization, and provides a learning experience for the people who participate.

Here are some ways to get the different stakeholders involved (e.g., board of directors, volunteers, employees, etc.):

1. Create a committee to develop and ensure the implementation of the employee evaluation policy. The committee should be made up of representatives of the various categories of positions within the organization: employees, board members, volunteers, managers/coordinators, etc.

2. Hold a meeting for the people involved in the process (person responsible for management, employees and board members) to discuss the ‘why’ of evaluation. Two questions can be dealt with at this meeting:

What is the meaning of employee evaluation for all of the persons concerned by it?
What are the pros and cons of evaluating employees?

This meeting will let you obtain perceptions about the evaluation process and discuss possible solutions for facilitating its implementation. A third question should be added: What purpose will evaluation serve? You must consider the issue of employee evaluations from the perspective of change management so that you can adequately deal with resistance; this is all the more important since the word ‘evaluation’ often has a pejorative or negative connotation. Don’t forget: we were all evaluated at school, not always in the best circumstances and not always with the most positive results.

3. Allow all persons being evaluated to consider their work by means of a component providing for self-evaluation. Improving employees’ work quality and fostering their professional development requires that they also have the chance to contribute by giving their perceptions of the situation. Self-evaluation makes this contribution possible. It also encourages the establishment of a dialogue between the evaluator and the employee.

What to evaluate? 6

Evaluation must try to give as accurate a picture as possible of a person's work in terms of knowledge, know-how, and interpersonal skills (aptitudes and behaviours). In order to do so, it must:

be based on the position;
be practical;
be administered by competent persons.

The evaluation must also consider the sensitive elements of the work, i.e., those which influence success in the work of employees. Otherwise, it will not be valid. For example, the ability to supervise is an important element for the position of coordinator, but not for that of communication officer. In short, sensitive elements correspond to the mandates, responsibilities and tasks set out in the job descriptions for each of the positions.

The essential elements of a person's work can be transformed into criteria as part of an evaluation grid used during the evaluation meeting. The steps for developing an evaluation grid are as follows:

1. Have an updated job description for the position being evaluated.
2. Determine the essential elements of the position by referring to the job description.
3. Develop criteria for use in evaluating the important work elements.
4. Create an evaluation grid using the chosen criteria.

Notes

What evaluation criteria should you use? 7

Here are some examples of evaluation criteria that can give you ideas for developing an evaluation grid. They vary in importance, depending on the organization and the positions involved. You should choose and develop specific criteria that directly indicate the sought-after quality of the work for each position being evaluated. For example, the criterion 'written expression' is an important and determining element for the quality of work for a secretarial position, but not for a bicycle repair position.

1. Personal indicators (human behavioural indicators)

Creativity
Reliability
Analytical skills, rigour, critical sense
Judgement
Adaptability to new situations; capacity for change
Sense of initiative
Team spirit
Professional ethics
Written and oral expression
Respect of deadlines
Motivation, personal involvement
Speed in performing duties
Autonomy

2. Indicators about one's relationship with the organization

Integration within the organization (adherence to its values and principles)
Quality of relations with people and authorities in the organization
Sense of solidarity, cooperation and mutual support
Professional secrecy
Professional neutrality (trainer, worker)
Respect of internal procedures and rules
Knowledge of the internal organization

3. Professional indicators

Easy to work with, relations with members/participants/volunteers
Follow-up on activities
Time management
Technical skills, know-how
Knowledge (scientific, technical, financial, accounting, psychological, etc.)
Effectiveness, ability to identify priorities
Work quality
Work methods and ordering of tasks
Ability to influence others
Knowledge of the organization's working environment

What are evaluation criteria? (cont.) 7

3. Professional indicators (cont.)

Knowledge and application of the organization's practices (e.g., popular education, issues involving the status of women, etc.)

Communication with team members, members of the organization, participants and volunteers

Accomplishments

Facilitation skills

4. Quality management indicators

Human relations skills

Quality of listening and dialogue

Creation of an agreeable work climate

Sense of communication

Sense of organization

Ability to coach and supervise others

Pedagogy, knowledge transfer, concern for the team's professional development

Definition and following of objectives in the action plan

Delegation

Conflict management

Exercise of responsibilities

Decision-making

Exercise of power

Here is a template that covers the various aspects of evaluations. It is broken down into the three stages that are present in any evaluation process, whatever the type: 1) year just ended; 2) employee's strengths and areas that need improvement; 3) commitments for the coming year. Each stage is made up of sub-points that go into greater detail depending on the context and nature of the position and the framework for the evaluation (time, evaluation of specific aspects, etc.). An evaluation meeting requires at least 60 minutes so that it can fully cover certain issues and establish a constructive dialogue. The meeting, even if held within a precise framework, should be flexible to ensure better understanding of the situation.

1. Year just ended

Perceptions of events during the year

Achievements made

- Technical knowledge

- General and professional knowledge

- Behaviours

Results for the year

Results compared to expectations and objectives: are any gaps seen at the individual level and concerning the work of the organization overall?

- How are they explained?

- What were the improvements?

- What deteriorated or worsened?

Organization of means and resources for the employee and the work team

Work methods

Attitudes towards the organization

- Adherence to its mission and goals

- Adherence to its management and work philosophy

- Behaviour within the team

- Interpersonal relations with team members

- Relations with other authorities and members of the organization (board of directors, volunteers, participants in the organization's activities)

- External relations (institutional and government partners, community organizations, etc.)

Initiatives

- Autonomy for achieving objectives

- Proposals made

- Room to manoeuvre

- Takes preventive actions (is proactive) or reacts to events

Position of the employee

- Suitability

- Required knowledge

- Required experience

- Changes in the position's duties

A template for your evaluation process (cont.) 8

Management (if the employee has management duties)

Team facilitation, work atmosphere, leadership style

Motivation

Communication, listening, dialogue, ability to give feedback

Pedagogy, concern for the team's development, support for employees

Information transfer, liaison between the board of directors and the work team

Decision-making

Problem and conflict resolution

Work organization and planning

Delegation

Development of employees' self-esteem, motivation, evaluation

Changes in morale during the year

Difficult moments

Good moments

Satisfying and disappointing moments

Effect of family situations on work

2. Strengths and areas that need improvement

It is important to bring out the progress made by the employee and the employee's team (work methods, organization, means) and by the person responsible for management (management, work atmosphere).

The strong points and points to improve are identified by the evaluator and the employee. They must reach full agreement on these points.

The points of view of the employee and the evaluator are expressed and made part of the evaluation process and its official results. Ideas are expressed as 'points to improve' rather than as 'weaknesses.' In this way, difficulties can be expressed more comfortably and positively. This perspective creates an interesting dynamic for development.

3. Commitments for the coming year

The last part of the meeting involves coming up with practical conclusions. The evaluator and the employee use what they have learned from the year's results to consider what should be done for the year ahead. They develop suggestions on the points to improve, on how to maintain results or to modify certain behavioural aspects.

This stage usually covers the following aspects:

Identification of quantitative and qualitative objectives (with the latter perhaps focusing on behavioural elements as well as on expected results) – to be motivational, an objective must be attainable.

Main components and steps in the action plan

Resources offered

A template for your evaluation process (cont.) 8

Criteria for measuring progress

Training program

Exploration of ways to tap into the employee's unused potential

Listening for the needs of the employee

The meeting should lead to commitments by both the evaluator and the employee. The seriousness of commitments depends strongly on the spirit of the meeting and the credibility of both persons. The outcome of the evaluation will ultimately be determined by the commitments they make.

What are the objectives and spirit of the evaluation meeting? 9

The evaluation meeting is a crucial part of the evaluation process. Its goal is to look at the work activities of the person being evaluated, the results obtained, and the elements which had a bearing on how the person carried out the position's duties during the period under evaluation. The meeting is not a monologue delivered by the evaluator, but rather a dialogue with mutually set goals.

Objectives of the evaluation meeting

Express mutual expectations.

Verify to what extent the employee was able to meet the work objectives and the organization's expectations.

Establish an action plan for the employee's improvement and development.

Provide a structure to encourage development of the employee's aptitudes.

Stress the employee's contribution to the organization.

Recommendations for running evaluation meetings

1. Emphasise the positive aspects.
2. Review the evaluation's objectives
3. Run the meeting according to the decided-upon method (in private, by one's peers, at a meeting, etc.).
4. Do evaluations at least once each year (ideally at the same time each year).
5. Make clear and precise comments.
6. Base comments on facts, not on personality.
7. Stay calm and do not argue.
8. Identify precise actions for improving the employee's work within the organization.
9. Emphasize the support to be given (if necessary) and establish a calendar.
10. Conclude the evaluation by focusing on the positive aspects of the employee's work.

Procedure to follow in a meeting

Evaluators should incorporate three attitudes: assistance, exploration (the search for objective information) and listening.

We suggest that you adopt an interrogative attitude without turning the process into an inquisition. The use of questions helps people to:

clarify their ways of seeing things;

get information across;

gain better ideas for possible improvements and for the action plan to be adopted.

Rules for fostering dialogue:

Create a favourable atmosphere.

Allow points of view to be freely expressed.

Present concrete observations.

Clarify; listen carefully to others' opinions in order to understand and discuss them.

Explore possible solutions together.

Chart a course for achieving objectives.

Establish a follow-up mechanism.

What are the objectives and spirit of the evaluation meeting? 9

What to avoid:

Avoid saying things without factual basis.
Avoid criticizing; this leads to a defensive reaction.
Avoid confrontational behaviour.

What to encourage:

Respect the order of the proposed points for the evaluation.
Redirect or refocus the meeting if it loses coherence or goes off track.
Summarize each point covered.
Work together on the problem.
Adopt an attitude of collaboration for finding a solution.

To maintain good relationships:

Keep exchanges open and honest.
Set evaluation meetings to follow up on the agreement.
Use an ongoing evaluation process.
Ensure that follow-up discussions are held on expected modifications.
Avoid taking things for granted.
Plan regular meetings.
Don't let the relationship deteriorate.

Attitudes to develop:

Encourage respect and consideration.
Try to change the behaviour, not the person.
Involve the parties in the search for solutions.
Mention good aspects, not just the bad ones.
Listen with empathy.
Let your feelings be known.
Don't judge.
Try to understand how each person perceives the problem.
Try to stay on the same wavelength.
Listen to everyone's point of view on the solutions being considered.

Notes

What is self-evaluation? 10

Self-evaluation is a means for allowing people to analyze their own work to ensure that their actions are taking them in the direction they want to go, i.e., to achieve the work objectives and further their professional development. It is based on the employees' job descriptions, mandates, objectives and the organization's expectations of the employees. Using the various aspects of their duties and factors that influence their effectiveness as the starting point, people can identify possible improvements, set personal objectives and suggest objectives for the organization.

In short, self-evaluation allows individuals to consider the following points:

- their motivations;
- their expectations and personal objectives concerning the organization;
- their work environment;
- the nature of their work;
- their relationships with others;
- their accomplishments;
- their ways of doing things, their challenges and how they view their work;
- the level of attainment of their objectives as set by the organization

Self-evaluation does not exclude evaluation by an evaluation committee or by the person responsible for evaluations. These two actions are instead complementary. Self-evaluation:

- encourages dialogue at the evaluation meeting and throughout the year;
- gives employees means for readjusting their work throughout the year;
- promotes integration of the work team into the evaluation process;
- makes it possible to obtain by direct means information about employees' work and the culture of the organization.

Notes

Ways to help people with their self-evaluations 11

There are four simple actions you can take to help equip people for their self-evaluations:
get them involved in the process from the start;
inform them about the spirit of the evaluation meeting;
provide them with the evaluation grid (including the job description and work plan);
give them a few suggestions to help them prepare for the evaluation meeting.

Suggestions to help people prepare for their evaluation meetings²

Attitudes and behaviours to adopt before and during the evaluation meeting

Prepare fully. Define your objective for the meeting.

Trust in the good faith and sincerity of the evaluator.

Adopt a way of allowing you to see that inadequacy on your part is a call for development. Face up to and propose solutions for any shortcomings.

Show candid and adult behaviour.

Relax. Don't overload your work day before the meeting.

Be aware that the evaluator will produce a written report on the results of the meeting.

Don't always look for excuses or try to shift responsibility onto others or the environment. Highlight your achievements.

Get your observations and thoughts down on paper.

What to do before the evaluation meeting

Before the meeting, complete the evaluation grid you were given.

Grade yourself for each objective (surpassed, reached, did not reach).

Think about the most important aspects of your work and about those that require the most effort and attention from you.

Identify the times or activities during the year that are the most difficult.

Identify means that allow you to overcome difficulties and to improve your effectiveness and the work climate (organization, methods, training). Compare them to the objectives and the results. Are there discrepancies? What are the reasons for them? What results were disappointing or inadequate? Why?

Identify your strong points. Are they used sufficiently by the organization as part of your duties? What are the points that you must improve to achieve the level of satisfaction you are seeking from your work?

Ask yourself which tasks interest you the most. Why? Does your work match your interests? Your experience? Your potential?

If not:

Ask yourself if there is another job you would rather do.

Reflect on your aspirations.

Think about the objectives you want to suggest for the coming year, keeping in mind what is expected of you. This will be the best way to make sure you have objectives which you support and which you can attain.

Approaches for discussing points that need improvement 12

The objective of employee evaluations is to improve the quality of employees' works and to promote their professional development. The evaluation meeting is the ideal time for stressing positive aspects and satisfactions and dissatisfactions about work quality, as well as employees' dissatisfactions about their work and the organization. It is easier to discuss gaps in satisfaction and to establish solutions by focusing on facts and an approach that allows both parties to express themselves. The following table presents a step-by-step non-polarizing process for dealing with and understanding dissatisfactions more clearly, and for proposing solutions that will improve the situation.

NON-POLARIZING APPROACH³	
1. When a gap exists, is there mutual awareness of its existence?	MUTUAL AWARENESS OF THE PRESENCE OF A GAP
2. Do we have the same perceptions concerning the consequences of this gap?	SAME PERCEPTION OF THE CONSEQUENCES OF THE GAP
3. Is there a problem that must be analyzed and resolved?	CAUSES AT THE INDIVIDUAL LEVEL
4. What are the causes of this gap at the organizational level?	CAUSES AT THE ORGANIZATIONAL LEVEL
5. In taking account of the identified causes, what ideas and solutions can we suggest?	IDEAS AND SOLUTIONS SUGGESTED
6. Which ideas and solutions can or should we choose?	CHOICE OF IDEAS AND SOLUTIONS
	IMPROVEMENT PLAN

Things to avoid at all costs in an evaluation process! 13

1. Mentioning just the unsatisfactory points at the evaluation meeting.
2. Telling people in monologue fashion about your perceptions of their work.
3. Evaluating only people whose work is unsatisfactory.
4. Criticizing for the sake of obtaining a defensive response.
5. Ignoring comments and suggestions about the functioning of the organization from the person being evaluated.
6. Refusing to discuss points to improve with the person being evaluated, but instead discussing them with others in the organization.
7. Not allowing people to prepare for their evaluation meetings.
8. Putting the evaluation on the shelf and not following up on it.
9. Refusing to discuss the ways of supporting and supervising people.
10. Making statements without factual basis.

Notes

References 14

The employee evaluation practices in this toolkit are not exhaustive. Several themes (e.g., follow-up training after an evaluation) are not covered. For more information, consult the following works:

COLLÈGE BOIS DE BOULOGNE, SERVICE DE L'ÉDUCATION DES ADULTES, RELATIONS HUMAINES. *Gestion des ressources humaines*, série "Supervision," section 8.

FÉDÉRATION DES CENTRES D'ACTION BÉNÉVOLES DU QUÉBEC. *Guide de gestion des ressources humaines à l'intention des organismes communautaires et bénévoles*, 2000.

MOULINIER, René. *L'évaluation du personnel*, Paris, Top Éditions, 1998, 176 p.

RÉHAYEM, Gérard-Philippe. *Supervision et gestion des ressources humaines*, Montréal, Gaétan Morin Éditeur, 1997, 354 p.

Ordre des conseillers en ressources humaines et relations industrielles agréés du Québec:
<http://www.portail-rhri.com>

WERTHER, William B. et al. *Human Resource and Personnel Management*, 5th edition, New York, McGraw-Hill, 2003.

TECHNOCOMPÉTENCES. *Human Resources Management Guide for Information Technology Companies, Module VI: Performance Evaluation*, 2005.
<http://www.technocompetences.qc.ca>

Annexes

Annex 1

A few sample evaluation grids

In the following pages, you will find six examples of evaluation grids, along with brief comments about them. Each one has its own specific features. There is no single grid that can be used for all situations. The form and content of an evaluation grid depend on certain factors, including the following ones:

Factor	Impact on
Nature of positions	Evaluation criteria- they are not the same for all positions (e.g., coordinator vs. receptionist).
Values and objectives of the evaluation process	Terms used in the grid (e.g., 'work quality', 'performance', 'effectiveness', etc.).
Time devoted to employee evaluations	Scope and thoroughness of the evaluation- for example, there can be fewer evaluation criteria if you take 90 minutes rather than 180 minutes to evaluate each position. The evaluation of a position includes the time taken to elaborate and complete the evaluation grid and to hold the evaluation meeting.
Methods for organizing work and teamwork within the organization	Evaluation method- for example, the members of a team that have to work together frequently on certain files can choose to be evaluated by their peers.

However, to focus on work improvement and professional development:

Certain designated parties should always be present.

A synthesis document of the strong points and the points to improve should be produced.

Methods should be suggested for working on the points to improve.

Employees' satisfaction should be measured in terms of the resources and work conditions they are provided by the organization for doing their work

Objectives for the coming year should be established.

The evaluator and the employee should sign an evaluation report to confirm that the meeting was held. Employees should also whether they agree or disagree with the content of the report.

Annexes

Annex 1 (cont.) A few sample evaluation grids

The statements made during the evaluation meeting and the **report produced for it must remain confidential**. If the board of directors wants to follow up on the evaluation, it can be given a summary sheet indicating the employee's strong points and points to be improved, along with a note about the confidentiality of the report.

Important things to consider in using employee evaluation grids

No evaluation grid is perfect from the outset. With its use over time, it will become more effective for the organization.

The purpose of an evaluation is not to impose disciplinary measures but rather to readjust the focus, where necessary. It allows the two parties to express their satisfactions and to suggest improvements along with the means for implementing them.

People who are evaluated should have a type of recourse to follow if they feel their evaluation was not objective. This recourse should be presented in the policy governing work conditions.

What counts right now is to try a sample employee evaluation grid and reflect on the objective you want to achieve through employee evaluations.

The essential point of evaluations is that you can talk with employees in full privacy and honesty about their work and objectives, the results they have obtained (taking account of the elements of time, energy and impacts), as well as their difficulties, intentions and projects, basing everything from the outset on their good faith and ability to develop.

Remember: the evaluation should not impose disciplinary measures.

**Now you can get started!
Here's to a successful evaluation process!**

Annexes

Annex 1 (cont.) A few sample evaluation grids

6 sample employee evaluation grids

Evaluation grid 1

Taken from: Original version of the working conditions policy of the Regroupement des organismes communautaires de la Gaspésie-Îles-de-la-Madeleine (5-26)

Evaluation grid 2

Taken from: Employee evaluation training given at the Centre St.-Pierre (5-34)

Evaluation grid 3

Taken from: Feminist management toolkit of L'R des centres de femmes (5-44)

Evaluation grid 4

Taken from: Human resources management guide of the Fédération des centres d'action bénévoles du Québec (5-54)

Evaluation grid 5

Taken from: Working conditions policy of Coopératout (a social economy enterprise in homecare services)

Administrative employees (5-60)

Homecare workers (5-66)

Evaluation grid 6

Taken from: *L'embauche: faites-en bon emploi* (5-73)

Annexes

Annex 1 (cont.)

A few sample evaluation grids

Evaluation grid 1

Taken from the original version of the working conditions policy of the Regroupement des organismes communautaires de la Gaspésie-Îles-de-la-Madeleine

Comments:

One of the advantages of this grid is that it provides a description for each level in the evaluation scale. This makes it easier to reach agreement on the rating to give. Another feature of this grid is that it allows you to calculate the average score for each aspect evaluated (responsibilities towards the board of directors, relations with the public and the community, etc.). This information has the advantage of giving an overall picture of each aspect and can serve to identify the employee's strong points and those that need improvement. But caution is advised because the average that is calculated does not bring out the varying levels of importance for each responsibility applicable to each aspect evaluated.

N.B.: The evaluation criteria for this grid change according to the position being evaluated.

Template 1

Regroupement des organismes communautaires de la Gaspésie-Îles-de-la-Madeleine

EVALUATION GRID FOR MANAGERS/COORDINATORS

Name of person evaluated:

Date of evaluation:

The following scale presents five evaluation levels for professional and personal qualities:

1) SUPERIOR

Performance meets and in several respects surpasses expectations. Quality of the contribution is superior to what is normally expected.

2) SATISFACTORY

Performance generally and consistently meets expectations. Any gaps are minimal and largely compensated for by performance that exceeds expectations in other areas. Quality of the contribution meets the requirements.

3) NEEDS SOME IMPROVEMENT

Performance is slightly below expectations. There are a few gaps between expectations and achievements. Performance and quality of the contribution also require slight improvements.

4) NEEDS MUCH IMPROVEMENT

Performance is well below expectations. There are several gaps between expectations and accomplishments. Performance and quality of the contribution require strong improvement.

5) UNACCEPTABLE

Performance and quality of the contribution are unacceptable.

EVALUATION GRID FOR MANAGERS/COORDINATORS

- 1) Superior 2) Satisfactory 3) Needs some improvement 4) Needs much improvement 5) Unacceptable

BLOCK 1

Responsibilities towards the board of directors

1. Participates in the preparation of board meetings and members' assemblies.
2. Provides information and recommendations to assist in decision-making.
3. Acts in accordance with decisions.
4. Provides liaison between the board and the various work committees that are created.
5. Participates in the recruitment of board members and facilitates their integration and training.
6. Provides liaison with employees by informing them of decisions.
7. Helps to oversee the financial health of the organization and regularly reports on finances at board meetings.
8. Respects the planning of one's work, personal objectives and work calendar.
9. Regularly reports to the board about the organization's activities.
10. Analyzes trends for purposes of establishing priorities and main strategic directions.
11. Establishes, presents and explains staffing needs.
12. Seeks funding as requested by the board.

Average score:

Comments:

EVALUATION GRID FOR MANAGERS/COORDINATORS

- 1 Superior 2) Satisfactory 3) Needs some improvement 4) Needs much improvement 5) Unacceptable

Block 2

Relations with the public and the community

1. Maintains good relations with social partners, funding sponsors, the media, participants, governments, etc.
2. Ensures that activities and services meet the expectations and needs associated with the organization's strategic directions.
3. Ensures visibility of the organization.
4. Ensures representation of the organization.
5. Responds adequately to questions raised by public opinion.
6. Effectively uses the different resources in the organizational environment.
7. Promotes the recruitment, involvement and participation of members in activities.

Average score:

Comments:

EVALUATION GRID FOR MANAGERS/COORDINATORS

- 1 Superior 2) Satisfactory 3) Needs some improvement 4) Needs much improvement 5) Unacceptable

BLOCK 3

Employee management and supervision skills

WORK PLANNING

1. Participates in the hiring of employees.
2. Specifies the functions and tasks of each employee.
3. Establishes priorities, sets objectives and determines a work calendar and action plan for each employee.

WORK ORGANIZATION AND FOLLOW-UP

4. Supervises the work of individuals and the team.
5. Makes maximum use of financial and human resources.
6. Supervises, coordinates and evaluates employees, and identifies their training needs.
7. Delegates responsibilities.
8. Clarifies one's role as a manager.
9. Motivates employees.
10. Takes the necessary measures to quickly resolve problems or conflicts.
11. Follows up on tasks and evaluates results.
12. Ensures proper budgetary management.
13. Oversees the application and updating of the working conditions policy.

DECISION-MAKING

14. Recognizes when a decision is necessary.
15. Analyzes situations and determines the decision to make.
16. Makes decisions at the right time and without delay.

PHYSICAL ORGANIZATION OF THE WORKPLACE

17. Ensures protection and maintenance of the premises and equipment.

18. Ensures the regular upgrading of equipment and material.

(block 3 cont.)

Average score:

Comments:

EVALUATION GRID FOR MANAGERS/COORDINATORS

1 Superior 2) Satisfactory 3) Needs some improvement 4) Needs much improvement 5) Unacceptable

BLOCK 4

Performance of one's own work

1. Quality of work	Accuracy, precision and error frequency.
2. Quality of work	Total work done in respect of deadlines.
3. Professional knowledge	Mastery and application of theoretical & practical knowledge and of techniques necessary for performing one's work and maintaining one's competences.
4. Organization of work	Method of organizing one's work, identifying priorities, acting immediately, showing judgement and discernment in managing one's time.
5. Ability and desire to learn	Way of adapting to new work techniques and methods.

Average score:

Comments:

EVALUATION GRID FOR MANAGERS/COORDINATORS

1 Superior 2) Satisfactory 3) Needs some improvement 4) Needs much improvement 5) Unacceptable

BLOCK 5

Personal skills and qualities

1. Dynamism, motivation and commitment	Shows constant interest and effort regarding one's work, concern for success and collaboration, enthusiasm and availability.
2. Autonomy, initiative and creativity	Demonstrates problem-solving skills, ability to know and use available resources in order to act according to requirements.
3. Team spirit, interpersonal relations	Is capable of working as part of one's team: establishes and maintains harmonious contacts.
4. Relations with authority	Collaborates willingly with directors, feels at ease with directives, shows tact in relations, is able to negotiate and compromise.
5. Flexibility and adaptation	Adjusts one's aptitudes and behaviours to different situations.
6. Tolerance to stress and ambiguity	Maintains effective performance despite constraints and conditions caused by a lack of information, support or training.
7. Helping abilities	Is available to assist, support and advise others.
8. Clarity and problem solving	Detects uncomfortable situations, admits one's mistakes, accepts criticism.
9. Leadership, influence	Motivates and gets employees and volunteers interested in order to promote direct cooperation.
10. Analysis, synthesis and communication	Identifies the various elements of a situation, associates and compares information from different sources, determines and groups together various elements.

11. Discernment and objectivity	Clearly and accurately judges situations, evaluates the facts and gives them primacy over one's personal opinions.
12. Listening and understanding	Shows openness towards and interest in others, perceives their needs and reacts accordingly, is aware of one's impact on others.
13. Discretion	Is judicious with one's words and actions, and keeps confidential information to oneself.
14. Written communication	Writes grammatically correct English, uses a vocabulary adapted to readers to ensure their understanding of a text.
15. Oral communication	Gets oral message across effectively, using an appropriate vocabulary and style.

Average score:

Comments:

Signature

Person designated by the
evaluation committee

Person evaluated

Annexes

Annex 1 (cont.) A few sample evaluation grids

Evaluation Grid 2

Taken from: Employee evaluation training given at the Centre St.-
Pierre

Comments

The evaluation objectives in the following grid are formulated to reflect the spirit and meaning of the employee evaluation process, as envisioned by the organization. The section on annual work objectives is adapted for positions in which the responsibilities are the same from one evaluation period to the next, but in which the nature of the objectives and work assignments varies. For each evaluation criterion, there is space allowing you to comment on the score obtained. One of the features of this grid is its 1-5 rating scale which is used for all positions. Note that the evaluation criteria are defined according to the position being evaluated.

EVALUATION GRID¹ **Template 2** **Centre St.-Pierre**

EMPLOYEE IDENTIFICATION

LAST NAME FIRST NAME

POSITION

ORGANIZATION

Date of previous evaluation

Date of evaluation

OBJECTIVES

The objectives of the evaluation are:

1. Ensure each employee an open, constructive and fair evaluation of the tasks they perform in their positions.
2. Identify and recognize the potential and skills of each employee.
3. Identify the aspects of employees' work which contribute to the achievement of objectives and identify the aspects that need improvement.
4. Give employees an opportunity to discuss their day-to-day experiences in performing their work.
5. Ensure that all employees have the resources and support needed to perform their duties.
6. Identify development measures that will facilitate employees' development and allow them to achieve their professional objectives and the organization's objectives.

¹ Template designed by the Centre St.-Pierre as part of an employee evaluation training session offered to community organizations.

ANNUAL WORK OBJECTIVES

(List the objectives for each work assignment.)

JOB DESCRIPTION

(Describe the most important activities for which the employee is responsible.)

JOB DESCRIPTION

EVALUATION

CRITERIA		EVALUATION SCALE			COMMENTS (Explain your evaluation or indicate that the criterion does not apply)	
		5 mots verticaux dans PDF Inadequate Needs improvement Good Superior Exceptional				
Mot vertical dans PDF EFFECTIVENESS	1. Quantity of work					
	2. Quality of work					
	3. Rapidity of work and respect of deadlines					
	4. Ability to apply the organization's goals, priorities and policies					
	5. Achievement of objectives					
	6. Mastery of techniques and procedures related to the position					

CRITERIA	EVALUATION SCALE		COMMENTS (Explain your evaluation or indicate that the criterion does not apply)
	Inadequate Needs improvement Good Superior Exceptional		
7. Knowledge of the work environment			
8. Effectiveness in resolving problems			
9. Ability to establish one's priorities			
10. Diligence			
11. Ability to create and innovate			

CRITERIA	EVALUATION SCALE		COMMENTS (Explain your evaluation or indicate that the criterion does not apply)	
	Inadequate Needs improvement Good Superior Exceptional			
12. Interest in one's work				
13. Collaboration in team work				
14. Quality of relations with: - the coordinator - other employees - board of directors - members/participants - others in the work environment				
15. Improvement during the reference period (qualify and specify)				

CRITERIA	EVALUATION SCALE		COMMENTS (Explain your evaluation or indicate that the criteria does not apply)	
	Inadequate Needs improvement Good Superior Exceptional			
17. The employee assumes all the responsibilities of the position (according to the scale)				

In summary, what are the employee's main strengths and main points to be improved?

Which aspects of the job give you the most satisfaction and which ones give you the least satisfaction?

RECOMMENDATIONS

Briefly describe the development measures (action plan) being considered to ensure progress on the points that need improvement and to ensure the employee's professional development:

COMMENTS AND SIGNATURES

Comments:

Date

Signature

This evaluation covers the period from
_____ to _____

Synthesis for use by the organization's board of directors

EMPLOYEE EVALUATION (name) _____

ACCOMPLISHMENTS

Employee's main accomplishments and/or strengths

AREAS FOR IMPROVEMENT

Possible improvements:

Means suggested:

COMMENTS

Employee's signature _____

Date _____

Evaluator's signature _____

Date _____

Annex 1 (cont.)
A few sample evaluation grids

Evaluation Grid 3

Taken from: Feminist management toolkit of L'R des centres de femmes

Comments:

The main feature of this grid is that it has been developed specifically for self-evaluation and evaluation by one's peers, each covered by its own section in the grid. Evaluation by one's peers also takes account of the self-evaluation. It usually takes place in two steps: 1) peers individually complete the grid; and 2) then give their comments orally at a team meeting. For this process to work well, certain conditions must be met. They include trust, respect of others, good communication within the team, and the ability to give and receive feedback.

Employees evaluate themselves from their own standpoint (use of the first-person pronoun 'I') for each of the criteria in the grid. The number of evaluation criteria devoted to the team's work indicates that the grid evaluates positions for which team work is important. This is one the reasons that justify evaluation by one's peers. Note that the persons involved and the evaluation criteria for this grid vary depending on the position to evaluate.

EMPLOYEE EVALUATION GRID²
Self-evaluation and evaluation by one's peers

Template 3
L'R des centres des femmes

IDENTIFICATION OF EMPLOYEE

Name:

Position:

Date of previous evaluation:

² Taken from: Feminist management toolkit of L'R des centres de femmes L'R des centres des femmes, Montreal, 2001

EVALUATION OBJECTIVES

1. Ensure that all employees receive an evaluation that is open, constructive and fair concerning the tasks they perform in their positions.
2. Identify and recognize the potential and skills of each employee.
3. Identify the elements in the work of each employee that contribute to achieving the organization's objectives and those that require improvement.
4. Allow discussion between employees and the board of directors so that employees can give their concerns about the organization of their work.
5. Ensure that all employees have the resources and support necessary for performing their duties.
6. Ensure that the work team is multi-skilled and complementary in terms of the competences and mandates of each member so that the members can continue their development and assist the organization in carrying out its mission vis-à-vis the public.

JOB DESCRIPTION

Describe the most important tasks, mandates or activities that you are responsible for.

SELF-EVALUATION GRID

PART 1: KNOW-HOW

CRITERIA	EVALUATION SCALE	COMMENTS
1. I know how to plan my work according to priorities, in order to use time efficiently and to meet deadlines. 2. I show initiative and take on all responsibilities necessary for doing my work well. 3. I apply myself to my tasks dedicatedly, conscientiously and responsibly. 4. I respect my work schedule and am available to others. 5. I show good analytical and judgement skills and discernment in my work. 6. I find solutions and approaches to deal with problems and unusual situations that come up in my work. 7. I master the techniques, work methods and procedures related to my duties. 8. I conduct regular and rigorous follow-up on my files, projects, activities, etc. and I report on it back to the team. 9. I share information to promote decision-making by the team. 10. I respect the laws, regulations and procedures related to associative life. 11. I respect the policies and priority actions established by the BD and the annual meeting.	1 2 3 4 5	

1 Unsatisfactory 2 Needs improvement 3 Satisfactory 4 Very satisfactory 5 Excellent

PART 2: AVAILABLE RESOURCES AND WORK CONDITIONS

This part covers the contribution made by the organization to the work of employees.

CRITERIA	EVALUATION SCALE	COMMENTS
<p>1. My job description is clear and precise. I know what I have to do.</p> <p>2. The total amount of work required by my position corresponds to the number of hours allocated to my position.</p> <p>3. The responsibilities associated with my position are reasonable.</p> <p>4. I am consulted where necessary about the definition or revision of my job description.</p> <p>5. I have sufficient freedom of action (initiative, autonomy, creativity) to organize and carry out my work.</p> <p>6. I feel I have support from the B.D. and the team and I receive sufficient feedback from both.</p> <p>7. I know what the work of others is and how my work is integrated with the organization's objectives.</p> <p>8. The team's functioning rules are clear and formally expressed.</p> <p>9. I have opportunities for refresher training and other forms of training.</p> <p>10. I have the necessary support and resources to carry out my duties.</p>	1 2 3 4 5	

1 Unsatisfactory 2 Needs improvement 3 Satisfactory 4 Very satisfactory 5 Excellent

PART 3: INTERPERSONAL SKILLS WITH TEAM MEMBERS

CRITERIA	EVALUATION SCALE	COMMENTS
1. I support and collaborate with my colleagues. 2. I help to maintain cordial relations within the team. 3. I clearly express to others my needs or requests for support concerning my work. 4. I show the desire and aptitude for resolving conflicts or uncomfortable situations within the team. 5. I am able to negotiate and make compromises. 6. I encourage dialogue, discussion and reflection. 7. I acknowledge and admit my limitations and mistakes and am open to constructive criticism. 8. I welcome others' ideas and opinions, even if they are different from mine. 9. I appreciate the knowledge and skills of other employees (including new employees) and I am open to benefiting from their expertise. 10. I am motivated by and interested in my work.	1 2 3 4 5	

1 Unsatisfactory 2 Needs improvement 3 Satisfactory 4 Very satisfactory 5 Excellent

PART 4: INTERPERSONAL SKILLS WITH PARTICIPANTS

CRITERIA	EVALUATION SCALE	COMMENTS
1. I am attentive to the needs of the women. 2. I recognize their abilities to find their own solutions to their difficulties and I respect their choices. 3. I promote egalitarian relations with participants and avoid using controlling or maternal attitudes. 4. I respect confidentiality. 5. I stimulate the involvement of participants at the centre. 6. I encourage women on committees to assume new responsibilities and support them in that regard. 7. I encourage the participation of women in the centre's decision-making. 8. I take advantage of participants' knowledge and potential to help them make contributions to activities and work committees. 9. I encourage solidarity, support and mutual help among the participants.	1 2 3 4 5	

1 Unsatisfactory 2 Needs improvement 3 Satisfactory 4 Very satisfactory 5 Excellent

MY OVERALL SELF-EVALUATION

My strong points or the aspects of my work that I am the most satisfied with:

The aspects of my work that I would like to improve and the methods I intend to adopt in order to improve those aspects:

My training and professional development needs:

Are the resources and work conditions offered by the organization satisfactory? If not, what improvements should be made in that regard?

EVALUATION OF MY WORK BY MY PEERS

I presented my self-evaluation to my colleagues (names) _____

My colleagues	Agree	agree somewhat	disagree
with PART 1 of my self-evaluation			
with PART 2 of my self-evaluation			
with PART 3 of my self-evaluation			
with PART 4 of my self-evaluation			

SUMMARY OF COMMENTS BY MY COLLEAGUES

RECOMMENDATIONS BY MY COLLEAGUES

SECTION TO BE COMPLETED BY THE EVALUATED EMPLOYEE

I consider the comments and recommendations to be: fair ___ unfair ___
I would like to discuss my evaluation with the board of directors ___

Employee's signature

Date

SECTION TO BE COMPLETED BY THE EMPLOYEE'S COLLEAGUES

We have read the self-evaluation completed by _____
The above summary of our comments and recommendations about the employee's work
is fair _____

Team representative's signature

Date

SECTION TO BE COMPLETED BY THE EVALUATION COMMITTEE

We have read this document and have discussed it with the employee (name)

Committee representative's signature

Date

Annexes

Annex 1 (cont.)

A few sample evaluation grids

Evaluation grid 4

Taken from the human resources management guide of the Fédération des centres d'action bénévoles du Québec

Comments: The following grid distinguishes between evaluation of specific objectives during a given period and evaluation of regular responsibilities. This type of evaluation can therefore be appropriate for positions with duties that include carrying out different or special projects in each different year.

Template 4

Human resources management guide of the Fédération des centres d'action bénévoles du Québec

Performance planning³

Formulation of objectives

Employees formulate one objective (or two at most) for each of their job duties.

Prioritization

1. Priority objectives
2. Secondary objectives
3. Other objectives

³ Taken from the human resources management guide of the Fédération des centres d'action bénévoles du Québec

Performance evaluation

Were the objectives attained? Were there special circumstances that required the modification of objectives or expected results? What was the employee's approach for attaining objectives?	Level of attainment of objectives			
	Exceeded	Fully achieved	Not fully achieved	Unsatisfactory

Overall evaluation concerning attainment of objectives

Comments:

Evaluation of regular responsibilities

If the employee receives a score above or below the level of 'competent,' add comments at the appropriate place.

	Exceptional	Often exceeds expectations	Competent	Needs support and guidance	Unsatisfactory: Needs ongoing supervision
--	-------------	----------------------------	-----------	----------------------------	--

1) Planning and organization:

Plans one's activities in advance, establishes one's priorities, thinks about necessary resources ahead of time.

Comments:

2) Follow-up:

Is always aware of the status of tasks, meets deadlines and commitments.

Comments:

3) Ideas and approach:

Proposes improvements, tries new approaches, is prepared to test things and to take on a certain level of risk.

Comments:

4) Leadership:

Motivates, guides and encourages others and stimulates collaboration.

Comments:

	Exceptional	Often exceeds expectations	Competent	Needs support and guidance	Unsatisfactory: Needs ongoing supervision
<p>5) Communication: Possesses skills in expressing oneself orally and in writing, understands and follows directives.</p> <p>Comments:</p>					
<p>6) Teamwork skills: Maintains good relations with volunteers, management, colleagues and other organizations.</p> <p>Comments:</p>					
<p>7) Professional development: Strives to improve one's knowledge and skills.</p> <p>Comments:</p>					
<p>8) Other (specify)</p> <p>Comments:</p>					
Evaluation of regular responsibilities					
	Exceptional	Often exceeds expectations	Competent	Needs support and guidance	Unsatisfactory: needs ongoing supervision
Section summary					
Comments:					

Annexes

Annex 1 (cont.) A few sample evaluation grids

Evaluation Grid 5

Taken from the working conditions policy of Coopératout (a social economy enterprise in homecare services)

- Administrative employees -

Annual performance evaluation meeting / Administrative employees

Identification of employee

Last name / First name of employee

Date:

Position of employee:

Immediate supervisor:

Objectives

Encourage dialogue and mutual understanding of expectations by employees and Coopératout.

Allow Coopératout management to evaluate the work done throughout the year by employees in order to assess their skills.

Allow employees to do self-evaluations and to have their opinions heard on each criterion related to the skills that are being evaluated.

Guide employees in their future actions by providing them with clear objectives and concrete recommendations to develop skills concerning points that are considered in need of improvement and to consolidate their development.

Knowledge

The employee knows the main characteristics of the organization and has the required qualifications for one's position.

Know-how

The employee has the technical skills and abilities necessary for using the tools and methods involved in carrying out one's work.

Aptitudes and behaviours

The employee demonstrates aptitudes and behaviours that allow the employee to enjoy good relationships with other and to effectively perform one's duties.

Legend (check the appropriate column)

++ Very satisfactory: Performance is superior to what is normally expected and surpasses expectations in several respects.

+ Satisfactory: In general, performance consistently meets expectations and corresponds to the level required.

+/- Needs improvement: Performance is below expectations. There are several gaps between expectations and accomplishments. Performance needs improvement.

- Unsatisfactory: Performance is significantly below expectations and is unacceptable.

**Management skills
Performance of tasks**

Knowledge	Rating scale ++ + +/- - Comments and observations
Establishes relevant and realistic objectives.	
Masters the information and tools necessary for one's duties.	
Identifies one's development needs related to the evolution of one's responsibilities.	
Overall evaluation for this block	

Know-how	Rating scale ++ + +/- - Comments and observations
Accomplishes all tasks related to one's position.	
Sets priorities for the work to be accomplished.	
Establishes a work calendar according to needs and constraints; meets deadlines as set.	
Shows rigour and assures quality in one's accomplishments.	
Anticipates and resolves problems related to tasks.	
Makes decisions and takes actions compatible with one's level of responsibility.	
Overall evaluation for this block	

Aptitudes and behaviours	Rating scale ++ + +/- - Comments and observations
Accepts responsibilities with enthusiasm.	
Is open to looking at new ways of doing things.	
Overall evaluation for this block	

**Interpersonal skills
Teamwork**

Knowledge	Rating scale ++ + +/- - Comments and observations
Gives one's opinions, advice and suggestions as required. Proposes new ways of doing things. Overall evaluation for this block	

Aptitudes and behaviours	Rating scale ++ + +/- - Comments and observations
Contributes actively to the team's effectiveness; assists one's colleagues. Shares one's knowledge and experience with one's colleagues. Seeks assistance and collaboration from the team when necessary. Recognizes the skills, experience and knowledge of other team members. Keeps others up to date on one's progress and informs others of the status of one's files. Overall evaluation for this block	

Communication with one's supervisor, colleagues and clientele

Knowledge	Rating scale ++ + +/- - Observations
Uses an adequate, sociable and agreeable language level. Uses an adequate vocabulary. Sends well-structured and complete messages to ensure proper communication. Regularly finds out the level of satisfaction of clients (internal and external) about the services received. Overall evaluation for this block	

Aptitudes and behaviours	Rating scale ++ + +/- - Comments and observations
Asks questions and requests clarification of points that are not fully understood. Avoids arguing with or provoking others. Attentively listens to others without interrupting them. Overall evaluation for this block	

Interpersonal skills

Aptitudes and behaviours	Rating scale ++ + +/- - Comments and observations
Is honest and direct in one's relations with others. Establishes and maintains harmonious human relationships. Contributes actively to the maintenance and development of good relations in one's work environment. Perceives and responds to the needs of others. Resolves delicate situations with tact and diplomacy. Initiates actions by oneself to resolve conflicts. Apologizes to others when one makes a mistake. Modifies certain attitudes and behaviour after receiving feedback about them. Maintains effectiveness despite pressure in certain situations. Overall evaluation for this block	

Overall evaluation

Legend (check the appropriate column)

++ very satisfactory + satisfactory +/- needs improvement - unsatisfactory

Employee's strengths

Aspects to improve

Achievement of objectives

Additional notes

Employee's signature

Immediate supervisor's signature

Date

Date

Annexes

Annex 1 (cont.)

A few sample evaluation grids

Evaluation Grid 5

Taken from the working conditions policy of Coopératout (a social economy enterprise in homecare services)

- Homecare worker -

Performance evaluation Homecare workers

Comments:

The two following evaluation grids are from Coopérant, a social economy enterprise that provides homecare services. Their main feature is a clear statement of the objectives and a three-part evaluation: knowledge, know-how, and aptitudes and behaviours.

Employee identification

Employee's last name/first name

Date

Evaluation period

Position of employee

Immediate supervisor

Objectives

Encourage dialogue and mutual understanding of expectations by employees and Coopératout.

Allow Coopératout management to evaluate the work done throughout the year by employees in order to assess their skills.

Allow employees to do self-evaluations and to have their opinions heard on each criterion related to the skills that are being evaluated.

Guide employees in their future actions by providing them with clear objectives and concrete recommendations to develop skills concerning points that are considered in need of improvement and to consolidate their development.

Knowledge

The employee knows the main characteristics of the organization and has the required qualifications for one's position.

Know-how

The employee has the technical skills and abilities necessary for using the tools and methods involved in carrying out one's work.

Aptitudes and behaviours

The employee demonstrates aptitudes and behaviours that allow the employee to enjoy good relationships with other and to effectively perform one's duties.

Legend (check the appropriate column)

- + + Very satisfactory: Performance is superior to what is normally expected and surpasses expectations in several respects.
- + Satisfactory: In general, performance consistently meets expectations and corresponds to the level required.
- + / - Needs improvement: Performance is below expectations. There are several gaps between expectations and accomplishments. Performance needs improvement.
- Unsatisfactory: Performance is significantly below expectations and is unacceptable.

**Management skills
Performance of tasks**

Knowledge	Rating scale ++ + +/- - Comments and observations
The employee does his/her work properly, according to the client's expectations and the organization's objectives. The employee is on-time at clients' residences and respects the work schedule. Overall evaluation for this block	

Know-how	Rating scale ++ + +/- - Comments and observations
The employee performs the position's required duties without restriction (includes movements). The employee is meticulous and careful regarding the client's property (breakages). The employee plans his/her time properly to perform the established duties. The employee has a good work pace and shows energy at clients' homes and at the office. Administrative work is properly done (e.g., time sheets, submission of envelopes). Overall evaluation for this block	

Decision-making

Aptitudes and behaviours	Rating scale ++ + +/- - Comments and observations
The employee adjusts to clients' requests and needs and discusses priorities with the client, when necessary. The employee does not panic in stressful situations and responds well in all circumstances. The employee handles unexpected situations well. Overall evaluation for this block	

Interpersonal skills
Interpersonal relations

Aptitudes and behaviours	Rating scale ++ + +/- - Comments and observations
The employee is open to criticism from the client and his/her immediate supervisor. The employee modifies certain attitudes and behaviours following feedback. The employee projects a positive image of the enterprise: clothing, attitudes and behaviours. Overall evaluation for this block	

Oral communication
With one's supervisor, colleagues and clientele

Aptitudes and behaviours	Rating scale ++ + +/- - Comments and observations
The employee uses clear and appropriate language and a friendly tone with clients. The employee uses clear and appropriate language and a friendly tone with colleagues. The employee uses clear and appropriate language and a friendly tone with administrative staff. The employee uses an adequate vocabulary and sends well-structured and complete messages. Overall evaluation for this block	

Strategic skills
Professional knowledge

Knowledge	Rating scale ++ + +/- - Comments and observations
The employee knows and follows the Employee Manual. The employee knows and follows the work health and safety rules (posture and products). Overall evaluation for this block	

Adaptation and flexibility

Knowledge	Rating scale ++ + +/- - Comments and observations
The employee accepts additional work hours. The employee accepts new responsibilities or new clients. Overall evaluation for this block	

Overall evaluation

Legend (check the appropriate column)

++ very satisfactory + satisfactory +/- needs improvement - unsatisfactory

Employee's strengths

Aspects to improve

Additional notes

Employee's signature
Date

Signature of human resources manager
Date

Annexes

Annex 1 (cont.)

A few sample evaluation grids

Evaluation grid 6

Taken from *L'embauche: faites-en bon emploi* (Hiring: How to make a good job of it)

Comments:

This is a very small grid. Its advantage is that it can be completed rapidly. But because it is small, it is not appropriate for positions that have complex mandates, responsibilities and tasks. You may therefore add several other criteria to it if you wish. Furthermore, the evaluation criteria for this grid must be defined according to the position being evaluated.

The type of evaluation scale sets this grid off from the previous ones. Instead of the usual scale from 1 to 5, each of its criteria is accompanied by five well-defined levels of satisfaction with the work performed. This is a method that requires you to fully identify what constitute satisfactory and unsatisfactory behaviours and attitudes, and to develop a new rating scale for each new position to be evaluated.

EVALUATION GRID

Template 6

Sun Life Emploi-Jeunesse, *L'embauche: faites-en bon emploi* (Montreal, Emploi-Jeunesse 1994)

ORGANIZATION'S LOGO

Employee's name:

Position:

Evaluator's name:

Date of evaluation:

Criteria	Evaluation
<p>Knowledge of work Procedures, policies, autonomy (take account of the employee's start date)</p>	<p>A. In-depth knowledge of all work aspects. B. More than sufficient knowledge of one's work. C. Sufficient knowledge of one's work. D. Insufficient knowledge of certain aspects. E. Continuous supervision necessary.</p>
<p>Quality of work Accuracy, number of mistakes</p>	<p>A. Consistently performs duties as required, total accuracy and achievement of objectives. B. Conscientious employee; rarely needs corrections. C. Work is acceptable. D. Occasionally negligent; needs checking. E. Inaccurate and negligent.</p>
<p>Quantity of work Pace, volume, effectiveness</p>	<p>A. Exceptional productivity. B. Work volume superior to what is expected. C. Sufficient work volume. D. Slower than average pace. E. Slow pace. F. Inadequate productivity.</p>
<p>Collaboration Harmony with colleagues, flexibility</p>	<p>A. Is extremely well disposed to others and fully succeeds at working as part of a team. B. Shows tact and spontaneously assists other employees. C. Integrates well enough into the team; no difficulties to report. D. Must be asked to help; rarely offers help on one's own. E. Causes serious problems; is egoist and non-cooperative.</p>
<p>Motivation Interest in work, initiative</p>	<p>A. Strong enthusiasm; places a great deal of importance on the organization's interests. B. Conscientious; meet expectations. C. Usually interested in one's work. D. Does some tasks against one's will. E. Indifferent; unmotivated overall.</p>

Criteria	Evaluation
<p>Work attendance Regular, reliable, punctual</p>	<p>A Reliable at all times in terms of work quality, quantity and deadlines. B. Generally consistent in performance and work attendance. C. Requires a few improvements but has a good attitude. D. Uneven production and occasionally misses deadlines. E. Major problems.</p>
<p>Respect of standards Maintenance, safety, job policies</p>	<p>A. Fully respects standards. B. Good respect of standards. C. Shows negligence at times. D. Needs continual warnings. E. Negligence at all levels.</p>

What are the three (3) main accomplishments and/or strengths of the employee?

Give three (3) possible areas for improvement in order of importance:

Points to improve

Suggested approach

Employee's comments:

Employee's signature

Date

Supervisor's signature

Date

Annex 2

Employee training

Introduction

Training the employees of an organization is an investment in the future. It allows organizations and companies to improve people's skills and abilities, and at the same time increase the quality of their activities and services. It is an added value that equips individuals with the adaptation skills and flexibility needed to meet new challenges as they arise.

One can never stress too much the importance of having well-trained employees who are able to do their work well and to inspire confidence in others.

Training objectives

The training cycle is part of the process for managing human resources and is closely linked to organizations' priorities. Training helps organizations to achieve such key objectives as:

- identify solutions for strategic planning in order to accomplish their missions
- increase their effectiveness and efficiency (quality, multi-tasking).
- increase the knowledge and skills of people at all levels within the organization.
- help people achieve their potential in adapting to technological changes in their work and in continuing with their professional development.

We can define two types of training from the outset

1. Training that meets ongoing, immediate needs:

Newly-hired employees do not always have all the required qualifications. Obtaining new equipment, such as a new computer, can also create a training need. This type of training serves to meet the organization's immediate needs.

2. Training that meets future needs

When your organization creates new work teams, you want to make sure they are headed by people who inspire confidence. You must provide these people with training so that they can take on their new responsibilities.

Training methods

There is no single right way to train employees. Depending on your needs and your available budget and time, you can use one of the following methods:

Peer-based training

Why not encourage your own employees to train their colleagues? This is a very common practice today. Unfortunately, it is not well recognized and in many cases, it is not well-structured. You can formalize this training to some extent simply by keeping a specific dashboard that indicates the content for training (who, when, what) of a trainee, a volunteer, a member of the board of directors or a new employee.

Annexes

Annex 2 (cont.) Employee training

Educational institutions

The Cégeps and universities offer courses which allow employees to acquire new knowledge, as recognized and sought by their employers. But few organizations can allocate financial resources for this type of training or even give interested employees time off from their work for the training. There is also the risk that an employee, after becoming better educated through the training, may leave the organization for an organization with better work conditions. That being said, some organizations are able to reconcile higher levels of education with employee retention by setting clear guidelines.

Popular education centres

Popular education centres offer short-term training courses to assist people in acquiring the fundamentals of a specific knowledge area, one that meets the needs of the community and of the social economy. Several are recognized by Emploi-Québec; registration for them can be made under Bill 90 or a request for funding to take part in them can be made to the Fonds nationale de formation de la main-d'oeuvre, which is managed by Emploi-Québec. (For more information, contact the enterprise liaison officer at the local employment centre in your region.) This type of training can undoubtedly enhance people's résumés.

Documentation centres

You can also create a small documentation centre and allow employees to borrow books and other material for a specified time. Services for the community movement and women's groups are also available from the **Centre de documentation sur l'éducation des adultes et la condition féminine**, which has the mission to make accessible a huge amount of various works, books, tools and videos, all of which can be useful for your work.

Whatever the type of training you decide on, what counts is that you want to have people who are happy with their work and who feel recognized and appreciated. Giving them training opportunities also enhances their sense of belonging.

Some tips:

- Present your training needs to the board of directors before budget time, so that you can obtain a budget for meeting those needs.
- Distribute promotional brochures from training centres among your employees and volunteers so that they can make their first choice for training according to their interests.
- Use the employee evaluation period to identify training needs that are related to the organization's needs.
- Make a joint request with your association for funding from the Fonds national de formation de la main-d'oeuvre that will meet a portion of your needs, particularly those related to improving your employees' skills or harmonizing your work team.
- Plan training projects in terms of future needs. The emphasis should not be on what people don't know at the moment, but rather on the challenges they can help you meet thanks to their additional knowledge.

**Annex 2 (cont.)
Employee training**

Ways to identify training needs

Observation and listening

The managers at an organization can learn more about the responsibilities of their employees by observing them at work and listening to their comments about work methods. This provides a means for gaining an overall view of the work situation and identifying aspects that should be improved.

Individual interview

Individual interviews are beneficial because they allow managers to learn about the specific needs of people and to make certain adjustments regarding the accepted behaviours in the organization.

Group discussion

In a group discussion, the members share their opinions on the various needs of all employees. This allows for the identification of individual and common priorities.

Employee evaluation

This management activity serves to identify training needs according to job duties and expectations for each position.

Planning tools

Here are some questions that will help you to establish your priorities concerning training needs in terms of the organization's objectives.

What is the training to be carried out for our organization?

What is our training budget?

What type of training should we focus on, i.e., what are the skills to be developed?

What is our training calendar?

Who will be the trainer?

Who will take the training?

The answers to these questions can be put into a training plan which you can refer to in order to properly manage the development of employees and volunteers. It is also suggested that you distribute this plan throughout the organization to let everyone know about future training.

Next, you should add to each employee's file a sheet indicating the employee's training, its dates and length, and the name of the trainer or training centre.

Annex 2 (cont.)
Employee training

Transfer of learning

When employees have finished a training program, the organization must ensure transfer of learning. It is a good idea to have them make a short presentation to assess their training and speak about the major training elements they feel can be transferred to their colleagues.

Some helpful advice

Give recently-trained people the opportunity to use their new learning as quickly as possible, so that they don't forget it.

Managers should encourage employees to use new knowledge or techniques and should recognize the efforts made by employees to respond to change.

Notes

Annexes

**Annex 2 (cont.)
Employee training
Tool**

Your organization's training needs	
For each area of concern, identify the training required by your organization	
Area of concern	Training
History of the movement	
Popular education approach	
Reception	
Financial management	
Management of volunteers	
Human resources management	
Technical skills (e.g., computer skills)	
Internal and external communication (e.g., getting our message out through the media)	
Working with people (e.g., helping relationships)	
Relations with the board of directors (roles of all)	
Relations with collaborators/partners	
Others:	

**Annex 2 (cont.)
Employee training
Tool**

Grid for identifying employees' training needs

Employee's name:

Date:

Position:

What skills are necessary for succeeding at the work in this position?

Which ones of all job duties is the employee most comfortable with?

What are the duties for which the employee does not have all the required skills? Why?

Describe situations in which the employee's ability to carry out duties has been affected by a lack of training.

In your opinion, what are the main training needs of this employee?

What would be the ideal format to meet this employee's training needs?