**EMPLOYEE NAME**

**DATE**

**JOB TITLE AND SALARY GRADE**

**SUPERVISOR NAME AND TITLE**

**DEPARTMENT**

GETTING STARTED

Successful conversations begin with preparation. Before you begin the 12 month performance and development cycle consider reviewing the performance & development program tool kit for supervisors and employees:

* [Performance and Development FAQ’s and Information](http://www.uvic.ca/hr/assets/docs/hrc/performance-development/pdc/pdc-staff.pdf)
* [Effective Feedback](http://www.uvic.ca/hr/assets/docs/hrc/performance-development/pdc/effective-feedback.pdf)
* [Difficult and Productive conversations](http://www.uvic.ca/hr/assets/docs/hrc/performance-development/pdc/difficult-and-productive.pdf)
* [Appreciative Questions](http://www.uvic.ca/hr/assets/docs/hrc/performance-development/pdc/appreciative-questions.pdf)
* [Setting Key Goals](http://www.uvic.ca/hr/assets/docs/hrc/performance-development/pdc/setting-key-goals.pdf)
* [8 Pitfalls to Avoid for Supervisors](http://www.uvic.ca/hr/assets/docs/hrc/performance-development/pdc/pitfalls-to-avoid.pdf)

In your first meeting:

[ ]  Discuss the alignment of the job duties with the division [values](http://studentaffairs.uvic.ca/staff.php) .

[ ]  Review how the job contributes to the bigger picture - the department, the University strategic plans and service to students.

[ ]  Review the job description with the purpose of ensuring it is aligned with the position’s key responsibilities. If the job duties have changed substantially, discuss this with your supervisor

[ ]  Explore your communication styles. How do you each prefer to give and receive feedback? What is the best way to provide recognition or clarify expectations?

[ ]  Set key goals.

With your supervisor, discuss how your goals should be written. It’s recommended they are outcome focused, linked to job specific responsibilities and aligned with the vision and values of the division or faculty and the University. Prioritizing these goals, setting objectives, assigning reasonable time lines and identifying supports or resources required to achieve the goals make them more effective.

**1. GOAL**

**TIMELINE**

**SUPPORT**

**2. GOAL**

**TIMELINE**

**SUPPORT**

**3. GOAL**

**TIMELINE**

**SUPPORT**

**4. GOAL**

**TIMELINE**

**SUPPORT**

**5. GOAL**

**TIMELINE**

**SUPPORT**

**6. GOAL**

**TIMELINE**

**SUPPORT**

[ ]  Identify a learning plan. In your plan include what you want to learn and how you plan to learn it. For example: attending workshops, conferences or [HR Courses](http://www.uvic.ca/hr/services/home/learning/calendar/index.php), engage in coaching or cross training. Include relevant dates, objectives and budget implications.

Once the key goals and learning plan are confirmed, determine the frequency of your performance and development conversations and schedule these into your calendars. Capture the contents of these discussions in **STEP 2** - Performance and Development Conversations

[Take me to STEP 2](http://www.uvic.ca/hr/assets/docs/hrc/performance-development/pdc/pea-step2.docx)