



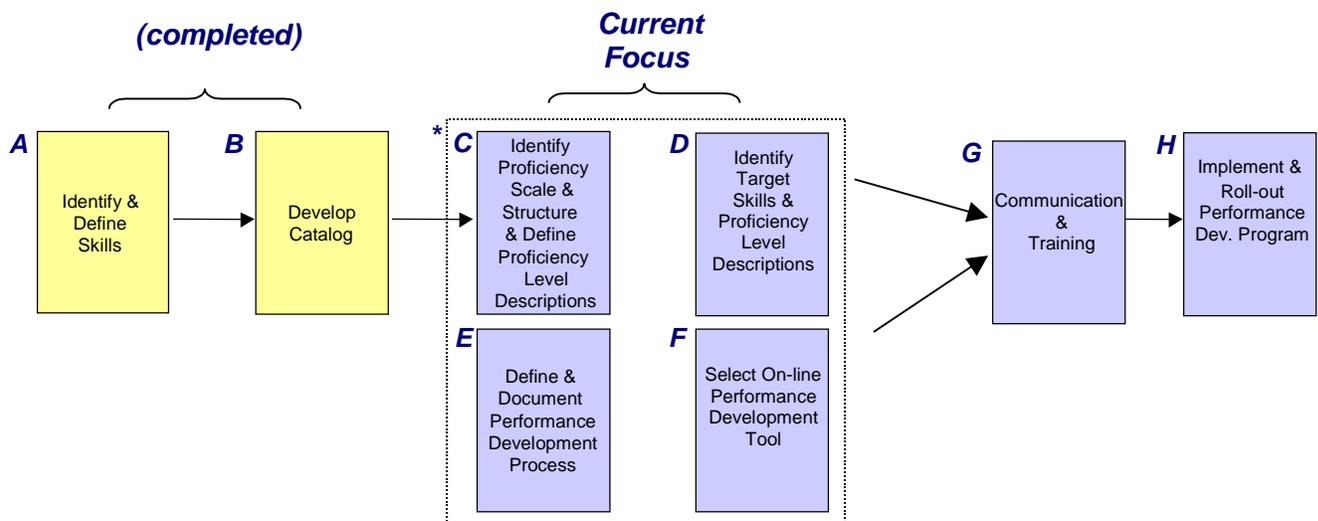
SFA Performance Development Process

SFA Skill Model Proficiency Scale Options

SFA's Skill Model and Performance Development Process will:

- Help define how individual employee performance contributes to the attainment of SFA's goals to increase customer satisfaction, decrease unit cost and increase employee satisfaction
- Identify individual opportunities for career development using a Professional Development Plan
- Provide employees the opportunity to actively participate in his/her own career development

Skill Model Development Process



- A**
- Developed Professional and Managerial skills with input from Management Council
 - Developed functional skills with GMs/Directors & Leadership Teams
 - Collected feedback from all GMs/Directors & Leadership Teams
- B**
- Constructed Skill Catalog to include all Professional, Managerial and Functional Skills
 - Provided composite Skill Catalog to SFA Leadership Team for their final review
- C**
- Develop 3 to 5 options for SFA's Proficiency Scale structure and discuss/review with GMs/Directors, Union and other stakeholders
 - Select Proficiency Scale

- D**
- Develop draft proficiency level descriptions for functional skills for organization units
 - Conduct working sessions with GMs/Directors & Leadership Teams to define proficiency levels
 - Collect feedback from all GMs/Directors & Leadership Teams on draft proficiency levels
 - Compile SFA Proficiency Structure and Descriptions and incorporate in Skill Catalog based on SFA Leadership input
 - Provide composite Skill Catalog to SFA Leadership Team for their final review and revise based on feedback
- E**
- Define guiding principles for new Performance Development Process
 - Develop SFA's Performance Development Process (includes process steps, timing, roles, etc.)
 - Review details of the process with key stakeholders (GMs/Directors, Union, etc)
- F**
- Select on-line Performance Development tool
 - Review details of Performance Development Tool with key stakeholders (GMs/Directors, Union, etc)

- G**
- Develop Communications and Training plan and necessary materials
 - Deliver appropriate training tools and communication messages
- H**
- Roll-out/implement Performance Development Program



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Our Next Step: Select a Skill Proficiency Scale

A Proficiency Scale describes varying degrees of ability to which an individual performs a defined skill.

Proficiency Scale Options (*)

1. Checklist
Pass – Fail – No Basis
2. Development-Focused
Exceeds Expectations – Meets Expectations – Needs Development – No Basis
3. Role Hierarchy
General Manager, Director – Manager – Team Lead – Professional – No Basis
4. Numerical
P4 (Knowledgeable) – P3 (trained) - P2 (experienced) – P1 (conceptual) – No Basis
5. Career Contribution
Shaping – Mentoring – Contributing – Learning – No Basis
6. Level of Expertise
Guru – Expert – Advanced – Practitioner – Novice – No Basis

(*) A Qualitative rating scale can be developed for each option, however it is not required for the majority of the described options.



SFA Performance Development Process

Proficiency Scale Options: Explanation and Examples

1. Checklist

Pass – Fail – No Basis

Explanation:

Level	Descriptors
Pass	Exhibits required capabilities
Fail	Does not exhibit required capabilities
No Basis	

Example:

Verbal Communication

Level	Descriptors
Pass	Exhibits oral communication skills
Fail	Does not exhibit oral communication skills
No Basis	



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2. Development-Focused

Exceeds Expectations – Meets Expectations – Needs Development – No Basis

Explanation:

Level	Descriptors
Exceeds Expectations	Exceeds performance expectations
Meets Expectations	Meets performance expectations
Needs Development	Performance development opportunity
No Basis	

Example:

Verbal Communication

Level	Descriptors
Exceeds Expectations	<ul style="list-style-type: none">Explains complex concepts clearly using terms appropriate for the audienceDiffuses potentially hostile individuals in group situationsCommunicates comfortably with senior executivesCommunicates intended messages clearly when delivering formal presentations
Meets Expectations	<ul style="list-style-type: none">Organizes and presents own perspective in a logical mannerExpresses ideas clearly and concisely to groups in informal settingsAdapts communication and content based on audience levelListens actively and responds to others
Needs Development	<ul style="list-style-type: none">Displays difficulty in expressing ideas to other individuals in informal settings
No Basis	



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3. Role Hierarchy

General Manager, Director – Manager – Team Lead – Professional

Explanation:

Level	Descriptors
General Manager Director	<ul style="list-style-type: none"> • Envisions and plans the longer-term direction of a key unit or function of the organization • Actively helps shape overall business strategy • Influences across units or functions at a senior level
Manager	<ul style="list-style-type: none"> • Plans and guides shorter-term operations of a unit or sub-function of the organization • Develops most effective tactics for implementing longer-term strategy • Cooperates with other units or sub-functions to get to operating results
Team Lead	<ul style="list-style-type: none"> • Develops and implements tactical plans, either functional- or project- oriented • Provides in-depth technical expertise and problem solving • Works as a senior team leader or contributor with specialized knowledge, often on cross functional teams
Professional	<ul style="list-style-type: none"> • Carries out specific tasks or projects contained within a broader business process • Solves practical, specific problems in the course of completing tasks or projects • Works cooperatively with others doing complementary work
No Basis	

Example:

Verbal Communication

Level	Descriptors
General Manager Director	<ul style="list-style-type: none"> • Clearly identify stakeholder (i.e., customer, etc.) needs - who needs what, when • Solicits and listen to the ideas of others at all levels • Demonstrates a willingness and ability to probe and question • Communicates in a timely, organized, and articulate manner, both vertically and horizontally through the organization • Communicates effectively with the media
Manager	<ul style="list-style-type: none"> • Clearly identify stakeholder needs • Solicits and listen to the ideas of others at all levels, e.g., encourage free flow of information and ideas • Demonstrates a willingness and ability to probe and question • Communicates effectively across cultures • Communicates effectively with the media
Team Lead	<ul style="list-style-type: none"> • Listens with empathy • Organizes and explains even very complex topics in easy-to-understand terms • Adapts communication style to others • Identifies solutions to communication problems • Initiates effective communication among team members and clients
Professional	<ul style="list-style-type: none"> • Demonstrates effective communication and listening skills, e.g., • Understands and follows directions • Allows speaker to convey complete messages • Prompts speaker for additional information • Summarize key points to convey and assure understanding
No Basis	



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4. Numerical

P4 (Knowledgeable) – P3 (trained) - P2 (experienced) – P1 (conceptual) – No Basis

Explanation:

Level	Descriptors
P4 (Knowledgeable)	Participate/Conducts/Leads a 15 minute discussion about specified topic
P3 (Trained)	Can make decisions based on general understanding of topic
P2 (Experienced)	Can draw upon past experiences in the area when making decisions
P1 (Conceptual)	Explains the "why" and the impact of his/her actions
No Basis	

Example:

Verbal Communication

Level	Descriptors
P4 (Knowledgeable)	Explains the importance of and methods of oral communication in an organization
P3 (Trained)	Demonstrates the ability to communicate effectively
P2 (Experienced)	Uses knowledge of oral communication to solve problems
P1 (Conceptual)	Explains the importance of oral communication within the scope of his/her role and enterprise-wide
No Basis	



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5. Career Contribution

Shaping – Mentoring – Contributing – Learning – No Basis

Explanation:

Level	Descriptors
Shaping	Defines messages and actions taken by others in the process; provides leadership and strategic direction to others in the functional area consistent with the business goals of SFA; promotes growth and empowerment of future leaders to the process
Mentoring	Promotes learning and understanding to others in the process; develops, mentors, and coaches others in the development of this competency; empowers others to develop these skills
Contributing	Applies own knowledge and past experiences to help achieve the business objectives of the process; suggests ideas and implements own solutions; contributes significantly to the progress of the department; independently solves problems and makes decisions regarding own work
Learning	Uses basic technical vocabulary of the process; understands and completes tasks associated with own work with some instruction and guidance
No Basis	

Example:

Verbal Communication

Level	Behavioral Proficiencies
Shaping	<ul style="list-style-type: none"> • Provides vision and direction to others in the process through verbal communication • Motivates and persuades by effective presentations or discussions
Mentoring	<ul style="list-style-type: none"> • Instructs others on how to craft messages to different groups • Encourages and develops communications skills of others in the process • Articulates reasons for positioning messages in a certain framework • Explains how to motivate others through verbal communications
Contributing	<ul style="list-style-type: none"> • Communicates ideas effectively to co-workers in the process • Suggests messages or channels/mediums for relaying key messages • Conveys appropriate level of detail in messages/ presentations to co-workers
Learning	<ul style="list-style-type: none"> • Reiterates the key messages from a discussion or presentation • Identifies different audiences and can craft messages with some direction
No Basis	



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6. Level of Expertise

Guru – Expert – Advanced – Practitioner – Novice – No Basis

Explanation:

Level	Descriptors
Guru (<i>establish, invent & consult</i>)	Pushes the frontier of the discipline by inventing new methods; leads the direction of the company and ensures successful implementation of business strategies
Expert (<i>coordinate, monitor & create</i>)	Sets strategy and demonstrates thought leadership with creativity and original thinking; leads the direction of large number of people
Advanced (<i>design, customize, & analyze</i>)	Determine approach based on understanding of strategy and business objectives; creates solutions based on deep understanding of challenges and business operations; plans and guides the work of others
Practitioner (<i>perform, explain & apply</i>)	Applies past experiences and learnings to solve routine problems and make decisions; plans and performs own work independently
Novice (<i>describe, identify & use</i>)	Possesses fundamental knowledge and demonstrates the ability to match established solutions with routine needs within a department or function; performs own work with direction from others
No Basis	

Example:

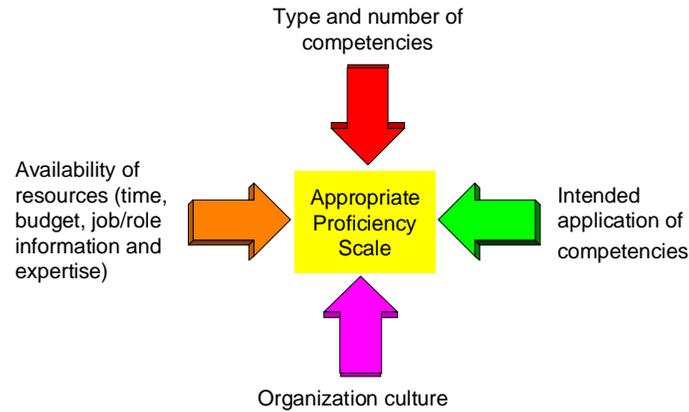
Verbal Communication

Level	Proficiencies for Oral Communication
Guru (<i>establish, invent & consult</i>)	<ul style="list-style-type: none"> Routinely presents original thinking to industry groups through articles, conferences, etc. Motivates and impacts direction of industry through messages
Expert (<i>coordinate, monitor & create</i>)	<ul style="list-style-type: none"> Develops presentations that capture attention of large, diverse audiences. Conducts speaking engagements or presentations to cross-functional groups. Speaks effectively to the media. Known for ability to influence and motivate large, diverse audiences.
Advanced (<i>design, customize, & analyze</i>)	<ul style="list-style-type: none"> Explains complex concepts clearly using terms appropriate for the audience. Diffuses potentially hostile individuals in group situations. Communicates comfortably with senior executives. Handles sensitive one-on-one conversations effectively.
Practitioner (<i>perform, explain & apply</i>)	<ul style="list-style-type: none"> Organizes and presents own perspective in a logical manner. Expresses ideas clearly and concisely to groups in informal settings. Adapts communication and content based on audience level. Listens actively and respond to others.
Novice (<i>describe, identify & use</i>)	<ul style="list-style-type: none"> Expresses ideas to other individuals in informal settings. Listens to others. Allows others to speak without interrupting.
No Basis	



SFA Performance Development Process

Selecting a Proficiency Scale



Pros and Cons of Options

Option	Pros	Cons
Checklist	<ul style="list-style-type: none"> • Simple evaluation metrics • Quick implementation – no further definition required 	<ul style="list-style-type: none"> • Requires a fine line of distinction between acceptable and unacceptable performance • Difficult to determine degree of development needed • Does not focus on contribution to organization
Development-Focused	<ul style="list-style-type: none"> • Employee development focused • Simple evaluation metrics • Levels are easy to understand, adopt and apply • Not an overwhelming number of proficiency levels to select from 	<ul style="list-style-type: none"> • Does not focus on contribution to the organization • Does not measure <i>skill level</i> to the extent that one's proficiency within a skill area can be compared to others
Role Hierarchy	<ul style="list-style-type: none"> • Increases job accountability • Allows comparison of proficiencies needed in different jobs throughout the organization • Clearly distinguishes roles within organization 	<ul style="list-style-type: none"> • Levels require documentation of clearly defined roles within an organization • Requires high degree of definition to create distinctions between levels • Ineffective for flat organizational structures or structures with unclear titles/hierarchy
Numerical	<ul style="list-style-type: none"> • Measures level expertise within organization • Measures demonstrated skills level 	<ul style="list-style-type: none"> • Requires extensive distinctions between levels • Difficult to achieve highest proficiency level



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Option	Pros	Cons
Career Contribution	<ul style="list-style-type: none"> • Measures contribution within organization • Users can easily understand and relate to the labels at each proficiency level • Anyone can achieve any level which may be motivating to some employees 	<ul style="list-style-type: none"> • Level names are often difficult for employees to understand, adopt and apply • Requires high degree of definition to create distinctions between levels • Difficult to compare proficiencies needed across the organization
Levels of Expertise	<ul style="list-style-type: none"> • Measures expertise within organization • Allows comparison of employees across the organization • Measures demonstrated skill level 	<ul style="list-style-type: none"> • Requires high degree of definition to create distinctions between levels • Level names are often difficult for employees to understand, adopt and apply • Not contribution-focused