

Performance Management Planning and Evaluation Tool

Section C – Learning and Development

During the planning stage the manager and employee complete the learning and development objectives, how this objective relates to my current job or career aspirations, the action plan/development activities, the why, resource strategies, barriers and target completion date. During the performance evaluation stage the manager and employee discuss the extent to which the action plan was achieved for each area for development. This is recorded in the outcome/results section.

Learning and Development Objective – What do I need or want to learn? What competency do I need to develop?

Develop solutions to contradictory nutrition and food safety messages by sharing information and discussing relevant issues with health unit partners
Learn how to incorporate school nutrition guidelines into food safety messages. I need to know what low risk foods are nutritious and how best to recommend handling higher-risk, nutritious foods in school nutrition program settings.

How does this objective relate to my current job, my competency development or my career aspirations?

My job requires me to work with school nutrition programs who are guided by their school board nutrition policies that prohibit many low risk foods and encourage many medium and high risk foods that are more nutritious

PERFORMANCE PLANNING					ONGOING REVIEW AND EVALUATION	
ACTION PLAN/DEVELOPMENT ACTIVITIES		WHY Why do this activity? How will this activity support my objective and competency development?	RESOURCE STRATEGIES Remember your learning style when deciding on resources. Resources could be literature, courses, policies, manager, colleagues, mentor etc	BARRIERS What could potentially prevent me from achieving my goals? How will I address them?	TARGET DATE (e.g. 12JAN10)	Outcome/Results/Reflection What did I learn? How did I apply the learning? How did I demonstrate what I have learned? How did I develop my competencies?
1.	Consult with Public Health Dietician. Obtain and review school board and provincial nutrition policies. Review Canada's Food Guide to Healthy Eating and supporting documents. Review literature on school nutrition program guidelines, recommended foods. Review other health units' approaches to school nutrition programs' food safety education and requirements.	. This activity will help me to develop the skills to work collaboratively with other health unit programs, and integrate food safety messages into other departments' projects and to integrate others' messages into food safety programs. This will enhance my knowledge on healthy eating. It will enhance my judgement in applying food safety principles in a variety of less-than-ideal settings, and incorporating what may appear to be conflicting messages. It will enhance my broader public health knowledge e.g. healthy eating, school health, healthy policy, health promotion strategies.	Obtain reference materials on school nutrition policies and their rationale. Discuss food safety concerns with Dietician and reach consensus on messages for schools. Ask more experienced colleagues for advice on approaches to take with schools without recommended/required equipment. Review procedures at typical school nutrition program to identify common issues and possible solutions.	Time: Discuss work load issues with manager to ensure I have the time to develop and learn. Discuss apparent contradictory messages between food safety and nutrition with Dietician and experienced colleagues.		

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INTERIM REVIEW (COMMENTS):

