

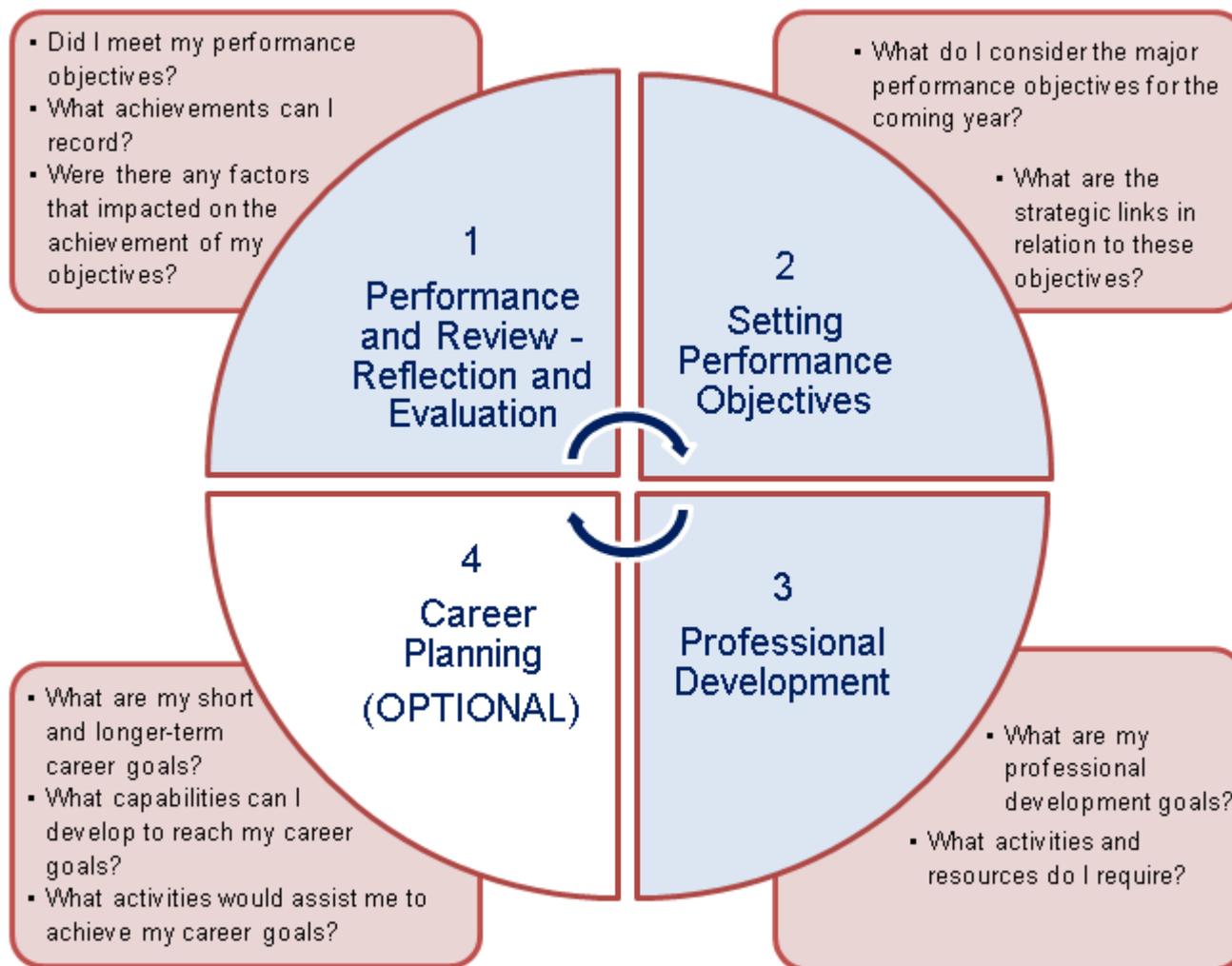
# The Performance Review and Planning Process for Professional Staff

## Supervisor Information Session

Building Performance Excellence

Human Resources  
May 2017

# Performance Review and Career Planning

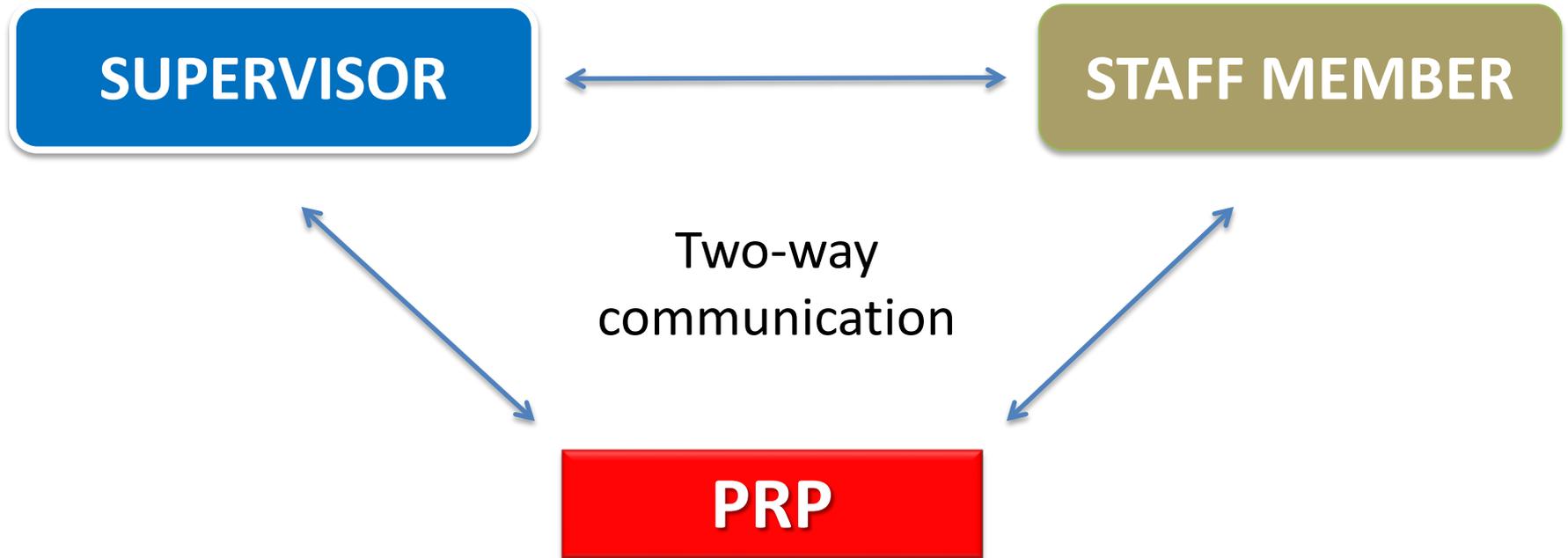


# Setting the Context

Building performance excellence:

- Strategic drivers including Strategic Plan (KRA 4.2), Mission-Based Compact requirements and statutory TEQSA threshold standards.
- A culture of performance excellence:
  - ACU Staff Enterprise Agreement 2013-2017
  - The importance of the PRP

# PRP Process Purpose



# Key Elements of the PRP Process



# Before the Review Meeting

1. Provide 3-4 weeks notice of the performance review and planning meeting.
2. Request the staff member to provide a draft of their input at least a week before the meeting.
3. Review relevant strategic plans, policies, previous years plan and Position Description.
4. Review evidence collected throughout the year.

# The Performance Review Conversation

- Ensure there is adequate time set and no interruptions.
- Start by asking open questions:
  - *How would you assess your overall performance?*
  - *What do you consider were your major achievements over the past 12 months?*
  - *What were the challenges you faced?*
  - *What in your view would improve yours/the team's performance?*

# Providing Feedback

Provide feedback to the staff member on:

- their key capabilities and achievements;
- progress in meeting performance objectives;
- whether there are any areas for improvement;
- any factors that impacted on achieving goals and objectives; and
- other important contributions the staff member has made.

Provide evidence to support your feedback.

# Tips for Providing Feedback

- Balanced – not focussing on just the positives or the areas for improvement.
- Solution focussed.
- Honest and open and respectful.
- Evidence based – give examples
- Timely – no surprises

# Behavioural Competency Assessment

## Behavioural competencies expected of all staff are to:

- act in a manner consistent with the ACU mission, philosophy and values;
- work cooperatively and collaboratively with colleagues and supervisors, including across organisational units; and
- communicate effectively and demonstrate respect to others in the workplace.

# Overall Evaluation

- Outstanding performance in the role and consistently exceeded all performance objectives.
- Exceeded most performance objectives and made valued and recognised contributions in the role.
- **Met all performance objectives and made satisfactory contributions in the role.**

# Overall Evaluation

- Met some but not all performance objectives and needs improvement in some aspects of the role.
- Did not meet performance objectives and needs improvement to meet the required standards of the role.

# Performance Planning and Professional Development – Part B

Part B involves planning for the year ahead by working with staff to:

- Develop SMART, strategically aligned performance objectives that incorporate relevant Capability and Development Framework core competencies
- Consider suitable professional development activities that will support the achievement of performance objectives and contribute to performance excellence

# Performance Planning

## - Setting SMART Objectives

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**imely

*“A measure of the performance outputs or outcomes relating to a key responsibility of a staff member.”*

# The Capability Development Framework (CDF)



The CDF supports:

- Identification of competencies needed in your current role
- the setting of performance objectives
- consideration of professional development activities
- understanding expectations of potential future roles

[www.acu.edu.au/cdf](http://www.acu.edu.au/cdf)

# Reflection Activity

## – Setting objectives and the CDF

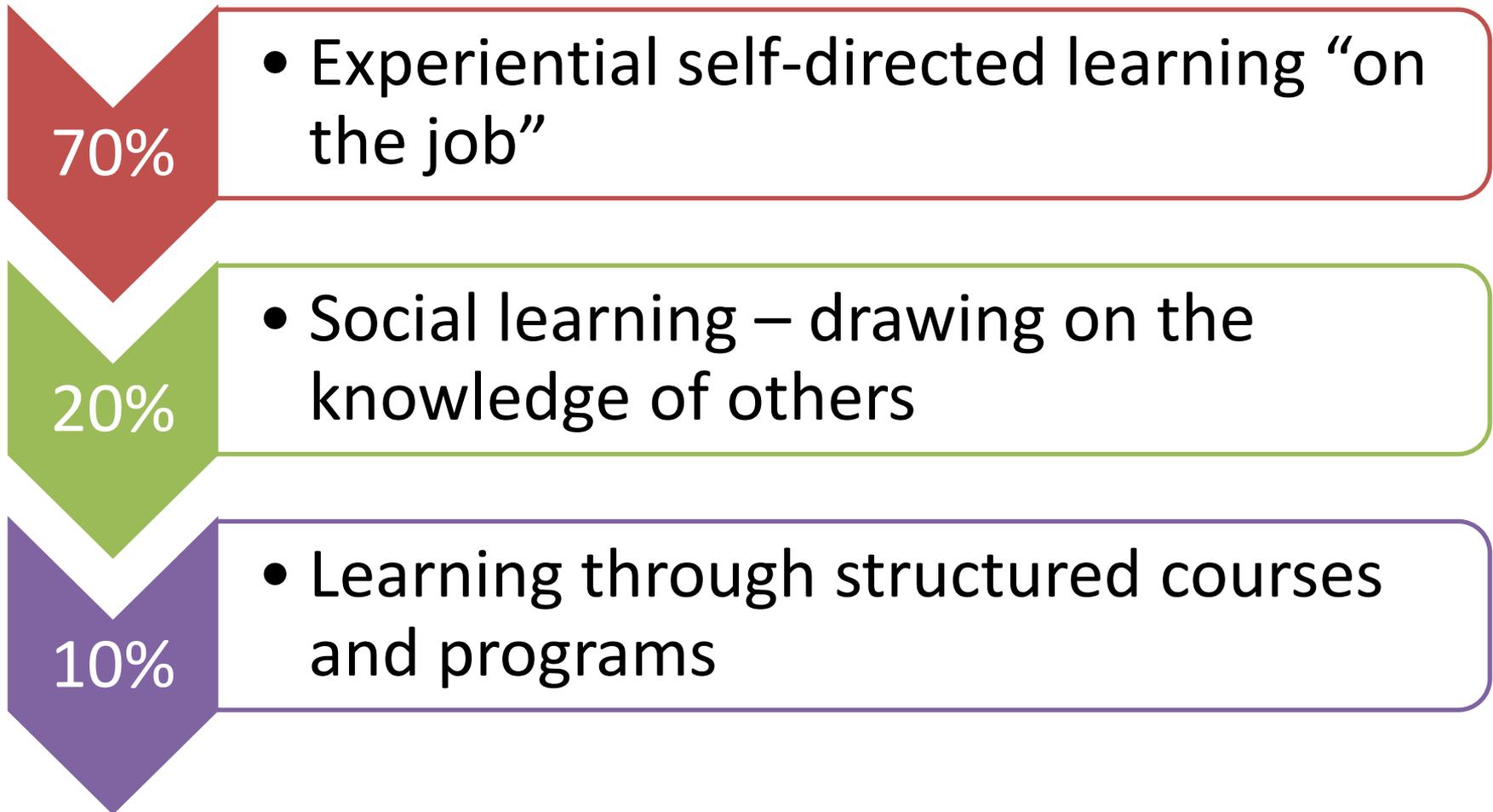
- Reflect on a key area of work for your team and consider how you would express this as a SMART performance objective that incorporates at least one of the core competencies in the CDF.
- Share your reflections with the group

# CDF Core Competencies

- Live ACU's Mission, Vision and Values
- Apply commercial acumen
- Adapt to and Lead change
- Deliver stakeholder centric service
- Collaborate effectively
- Communicate with impact
- Coach and develop
- Be responsible for achieving excellence
- Know ACU work processes and systems
- Make informed decisions

# Professional Development

## The 70:20:10 Principle of Adult Learning



# Career Planning

- Part C of the PRP form is an optional Career Plan
- Used in conjunction with the PRP Conversation Guide
  - Appendix 2 provides a Career Planning self-assessment
  - Appendix 3 is a Career Coaching Tool for Supervisors
- Attend Career Planning Lunchbox Sessions for more information on 4 May 2017 (Supervisors and Staff)



# At the End of the Conversation

- Ensure there is a shared understanding of the outcomes recorded in the completed PRP form;
- Arrange any follow up required, such as further discussion regarding:
  - performance review;
  - setting performance objectives;
  - research of professional and career development activities.
- Sign to acknowledge completion of the process;
- Provide signed copy of PRP form to Executive staff member and copy to staff member and HR; and
- Schedule interim reviews with staff member.

# What's Next?

- Review the policy, pro-forma, Conversation Guide, and PRP Information Session Slides.
  - can be found at <http://www.acu.edu.au/14327>
- PRPs for all professional staff need to be completed by 30 June 2017

# Ongoing Support

Employee Assistance Program (EAP)  
Manager Support Service  
1800 818 728



## Need Assistance?

Contact HR Advisory Service  
x4222 or [HR@acu.edu.au](mailto:HR@acu.edu.au)



# Questions

