



Performance Development and Review Template Guide

1. OVERVIEW

This guide has been developed to assist both staff and supervisor in the use of the Performance Development & Review template (PD&R) for the Performance Development Framework (PDF) process.

The aim of this guide is to assist the use of the PD&R template and does not intend to describe the full process of performance management at the University of Melbourne.

If there is a need to learn more about the University's performance management practices and policy it is recommended to attend one of the Performance Development Framework (PDF) courses from the Department of Human Resources or to contact HR staff in your local business centre. New staff and new supervisors are required to attend the Performance Development course as part of their induction.

This guide discusses the following components.

1. Overview
2. Performance Development and Review Template (PD&R)
3. Template sections
4. Employment category specific sections

2. PERFORMANCE DEVELOPMENT AND REVIEW TEMPLATE (PD&R)

The university provides four different templates for the use of the PDF process. These are:

1. Academic staff member template
2. Academic staff supervisors template
3. Professional staff template
4. Professional staff (HEW 8+) template

The general structure of these templates is the same but does provide for specific sections for the different employment categories.

This guide will discuss the general structure of the templates and the varying sections of the different templates.

The general structure consists of the following sections:

Section A: Preparing for the Performance Review

Section B: Planning and Recording Performance

Section C: Planning for Development

Section D: Developing your Career

Section E: Assessing Performance

3. TEMPLATE SECTIONS

3.1 FRONT PAGE

Information documented on the front-page of the Performance Development and Review Template includes Name, Position/Level of Classification, Department, Name of supervisor, date of the feedback discussion and date of the last feedback discussion. This commences the ongoing documentation development for the PDF cycle and ultimately the Performance Review.

3.2 SECTION A: PREPARING FOR THE PERFORMANCE REVIEW

This section provides support for the preparation of the performance development review discussion. The page provides a summary of items to include in the documentation and preparation for the review. This list is not exhaustive.

3.3 SECTION B: PLANNING AND RECORDING PERFORMANCE

Section B provides a table with three columns; Performance Objectives, Performance Indicators and Actual Performance.

Performance Objectives

Performance objectives define what the University, department and the staff member are expected to achieve over a period of time, maximum of 12 months. The performance objectives should describe what needs to be accomplished.

Performance objectives are:

- desired achievements or outcomes;
- measurable;
- guides for action;
- short term or long term;
- congruent with the operational plan of the department; and
- aligned with the University's goals and strategy.

Performance Indicators

Performance indicators are the means by which can be assessed whether objectives have been achieved. Depending on the nature of the objectives, measures of achievement may be quantitative or qualitative.

A Process for Writing Objectives and Indicators

Please find below some tips for writing objectives and indicators. Take into account the position description, work unit's goals, department's business plan and University's strategy.

1. Spend some time initially thinking about the department and the unit. What is the direction of the department and unit? What processes are in need of improvement? What practices need review? What are the developmental needs and requirements of the staff member?
2. Think about what needs to be done. What critical/ key work needs to be done?
3. Ensure that any objectives and indicators are informed by consideration of the staff member's individual circumstances, including working arrangements such as part-time work or personal circumstances such as caring responsibilities, as these can affect the amount and type of activities and the overall productivity and rate of achievements.
4. Think about why that action is wanted. What results does it produce? What outcomes will it have? What effects will be created? Why are those important? What is their value?
5. Think about ways of measuring the work.
6. Draft some measurable standards the work must satisfy. How could you tell whether or not the work or results occurred? What is the measure of those results? Quality? Quantity? Speed? Money? Frequency? Ratios of some kind?

7. Modify the action component further, if necessary.
8. Think about the time frames in which the work is to be accomplished.
9. Specify some deadlines, time frames, due dates, etc.
10. Ask your supervisor to tell you what she (or he) thinks it means.

SMART model for writing objectives

Specific: Objectives should specify what they need to achieve.

Measurable: You should be able to measure whether you are meeting the objectives or not.

Achievable: Are the objectives you set, achievable and attainable?

Realistic: Can you realistically achieve the objectives with the resources you have?

Time: When do you want to achieve the set objectives?

Verbs to use in writing SMART Objectives

- Activate, address, adjust, analyse, apply, arrange, assemble, assess, assist, associate.
- Balance, breakdown, build.
- Calculate, categorize, center, change, charge, check, choose, cite, classify, clean, close, combine, compare, complete, compute, conduct, connect, construct, contrast, convert, copy, count, create, critique.
- Define, describe, design, detect, determine, develop, diagram, differentiate, disassemble, discharge, disconnect, display, distinguish.
- Enumerate, estimate, evaluate, examine, execute, explain.
- File, fill, form, formulate.
- Grasp, group.
- Identify, illustrate, indicate, inspect, install, interpret.
- Label, lift, list, listen, locate.
- Make, manage, manipulate, measure, modify.
- Name.
- Order, organize, outline.
- Perform, plan, predict, prepare, prescribe, produce, proof, purchase.
- Quote.
- Recall, recite, record, reiterate, repeat, reply, reproduce, respond, restate.
- Select, serve, solve, specify.
- Tabulate, tell, test, trace, transcribe, transfer, troubleshoot.
- Use.
- Validate, verify.
- Write.

EXAMPLES - Professional Staff

Leadership and Teamwork

Objectives

Lead the development of a HR induction policy to be completed within six months

Indicators

- policy developed and approved by the agreed timeframe of six months
- all processes completed and in place to support the policy
- stakeholders endorsement
- communication strategy developed and implemented

Strategic Outcomes**Objectives**

Review the UoM Performance Development Framework by 20XX

Indicators

- review completed
- PDF practices (training, templates, policy, guides) are aligned
- communication strategy developed and implemented

Technical Outcomes**Objectives**

Improve the quality of UoM staff development programs within 12 months

Indicators

- all evaluations have an average score of 4 or more
- increased demand for participation
- reduced average time to fill program
- no additional marketing strategies necessary

Client Focus**Objectives**

Improve customer service within 12 months

Indicators

- x% reduced number of complaints
- increase in positive customer feedback
- decreased average length of response time to requests

EXAMPLES - Academic Staff Leadership and Service**Objectives**

Develop one research relationship within the first six months

Indicators

- new relationship with key organisation
- research project identified and funding secured within six months
- research team identified and formed within six months

Engagement**Objectives**

Participate in a community project to enhance preschool education within six months

Indicators

- identify four community or like organisations
- relevant program developed within six months
- qualitative and quantitative data demonstrates improvement in education

Research**Objectives**

Increase the research profile of electrical engineering by 20XX

Indicators

- x research papers published per year
- presentation requests for conferences and other forums increased by x%
- requests for further involvement in research increased by x%

Contribution to Teaching and Learning**Objectives**

Improve the educational practices of the course behavioural science for semester two

Indicators

- increase in QoT evaluation scores by x%
- increase in course attendance by x%
- increase in course pass rate by x%
- other qualitative feedback from students

3.4 SECTION C: PLANNING FOR DEVELOPMENT

In this section the short term development plan is documented to assist performance objectives and performance improvement.

Development plans should take into account existing knowledge, current tasks and skills. When planning a development plan consider:

- new skill requirements or interests;
- potential ways to gain new knowledge;
- new tasks;
- long-term career direction;
- scope for improvement in the current role;
- short term goals (next 12 months);
- long term achievements.

The activities of an individual development plan could include job rotation, reading and research, secondments and international exchanges, coaching and mentoring, special projects, courses and workshops and progression.

3.5 SECTION D: DEVELOPING YOUR CAREER

This is an **optional** section which can be used to develop and discuss career plans.

Documenting the career plan can support staff and supervisors with mentoring and coaching practices as well as task and project allocation.

The aim of this section is to support career development plans and discussions between staff and supervisors and should **not** influence the overall performance assessment for the period under review.

3.6 SECTION E: ASSESSING PERFORMANCE

This section is to assess overall performance of the full PDF period which should be no more than 12 months. The information documented in this section should guide a formal discussion and support the outcome of the performance rating.

The documentation in this section should take into account all of the following:

- the whole range of the agreed performance objectives set for the review period;
- factors which influenced performance;
- the performance over the whole review period;
- the relevant position description;
- revision of the role and/or responsibilities;
- comments from significant clients or, if the reported to another supervisor during the period under review, comments from the previous supervisor;
- development activities undertaken;
- the overall performance rating.

Performance Ratings

Rating	Definition of Rating
Outstanding	Demonstration of performance consistently exceeding expectation. The consistently high standard has earned recognition by others internal and/or external to the University.
Very Good	Overall demonstration of consistent and sustained performance with all objectives being met and many being exceeded.
Good	Overall demonstration of consistent and sustained performance with all objectives being met and some being exceeded.
Satisfactory	Performance in most areas met the requirements of the position whilst other missed by a small margin.
Unsatisfactory	Performance and/or behaviour falls short of the required standard.

Both staff member and supervisor should sign the review documentation indicating acknowledgement that the review has taken place.

The documentation is used as a basis for ongoing feedback and review discussions. Staff members and supervisors each retain a copy of the Performance Development and Review documentation.

4. Employment category specific sections

The following templates provide additional sections: Academic staff, Academic staff supervisors, Professional staff managers at HEW 8 and above.

Academic staff and Academic staff supervisors

Performance areas for Academic staff have been pre-defined by the University to ensure all Academic staff work towards achieving Growing Esteem strategy and are aligned with the promotions guidelines. These key performance areas are:

- Contribution to Teaching and Learning
- Research – Advancement of the discipline
- Engagement
- Leadership and Service

Academic staff are required to set objectives and indicators under these pre-defined performance areas.

Section F:HR 34 – Declarations

All Academic staff must complete the HR 34 form and discuss it with their supervisor at the Performance development review meeting. The form can be downloaded from:

www.hr.unimelb.edu.au/aboutus/forms

Professional staff managers HEW 8 and above

The PD&R template for professional managers HEW 8 and above provides an optional section, section F: Leadership and Management Competency Review. This section can be used to assist staff to enhance the development of the Leadership and Management competencies and develop specific development plans.