

## Completing the PPR Form – Academic Employee Guidelines

One aim of the Performance Planning and Review protocol is to combine all forms of performance planning and assessment into one process. If the staff member is being assessed for any of the following processes the indicated form should be used instead of, or combined with, this form:

1. [Probation Policy](#)
2. [Mandatory Probation Review Form](#)
3. [Annual Probation Report Form](#)
4. [Application for Permanency](#)
5. [Probation – Detailed Report](#)
6. [Incremental Progression Policy – Form](#)
7. [Special Studies Program](#) – for forms please contact HR
8. [Promotion Policy – Form](#)
9. Unsatisfactory Performance Policy – for policy and forms please contact HR

This form should also be read alongside the UNE Defining Research Productivity guidelines if applicable.

This form should be used to record a summary of the Performance Planning and Review discussion that takes place between you, the staff member, and your supervisor. The Performance Planning and Review protocol gives you the opportunity to:

- increase your understanding regarding the future directions and plans of the work unit;
- align individual / team work objectives and skills development with the goals of the work unit and the University;
- clarify your role, responsibilities, duties, priorities and career aspirations with your supervisor;
- participate in setting goals and objectives;
- be recognised for your achievements and rewarded for outstanding performance;
- receive constructive feedback on your performance;
- identify developmental needs and plan to meet those needs;
- recognise any work issues as they arise to prevent them from becoming long term problems, and discuss improvements and developmental support;
- maintain a documented record of your achievements which you may use when applying for promotion, or other positions.

### Part A: Self Review of Performance and Achievements

In Part A you are asked to comment on your performance and achievements over the past year (or longer as appropriate) as relating to each of the three key performance areas identified for academic staff.

1. Teaching and other related activities;
2. Research;



3. Administration and Service to the UNE Community (including the professions); as well as
4. Career development activities undertaken during the period.

## Part B: Summary of Review Discussion

In Part B of the PPR discussion, you and your supervisor will assess and agree your overall level of achievement as one of the following outcomes:

- High Performance (consistently exceeds expectations);
- Good Performance (often exceeds expectations);
- Performance meets expectations;
- Insufficient Performance. In the event of this outcome being agreed upon, a training and development plan and/or remedial action plan will be put in place and provided with the PPR form;

A Peer Review is recommended as a means of providing additional feedback for development purposes.

This assessment and agreement should follow a discussion facilitated by your supervisor that may include consideration of the following:

The outcomes of agreed goals and any other significant achievements. If applicable, what factors hindered or prevented the achievement of desired outcomes.

The staff member's strengths during the past year, in relation to his/her duties and responsibilities.

Any areas of performance that could be improved or enhanced. (Note: if there are any areas for improvement the supervisor should not be bringing these to the staff member's attention for the first time during this discussion, such matters should be managed as they arise.)

The progress or achievements to date, in relation to the previous formal review discussion, and/or in relation to the expectations of the staff member's role.

The professional development activities undertaken in the past year and the progress or achievements as a result of these activities. Please specify the changes in skills, knowledge, attitudes, work practices, effectiveness and/or efficiency.

Identify what the staff member is currently doing well that supports the work of the team / workgroup.

Identify any aspects that the staff member could do differently that would improve the way the team / workgroup operates.

Staff member to Supervisor: What is the supervisor currently doing well that supports you in your work? What could the supervisor do differently that would better support you in your work?

The staff member's overall level of achievement and, if applicable, how the staff member could be rewarded for outstanding performance.

## Part C: 360 Degree Feedback Assessment

All employees in supervisory positions (and any staff member who feels they would benefit) are encouraged to undertake the 360 Degree Feedback process as part of their annual Performance Planning and Review. This is a separate procedure conducted from with Web Kiosk and should be initiated and completed **before** the formal PPR discussion.

In Part C, you and your supervisor are asked to comment on the leadership and management skills, knowledge, expertise and behaviours you have applied in achieving outcomes over the last year, including strengths and areas of performance that could be improved or enhanced. This discussion should be informed by the full report of the 360 degree feedback, of which both you and your supervisor will have a copy.

The 360 degree feedback obtained will be in relation to your performance using the following generic leadership and management qualities and capabilities:

- Leadership
- Contribution to team effort
- Analysis and judgement
- Specialist/professional skills
- Client orientation/outward focus
- Management/planning skills
- Communication/interpersonal skills
- Self management

This discussion should inform your Part D: Organisational and Career Development Goals, and whether leadership and management capability development activities are required to be undertaken.

**360 degree feedback should only be used for development purposes and never summative purposes.**

### Part D: Organisational and Career Development Goals for the next review period

You and your supervisor will set your goals and objectives for the ensuing 12 month period. The number of goals set will vary depending on individual circumstances such as position, level, functional responsibilities, career stage and current and future projects planned in the work area.

You will also identify professional development needs to meet these objectives, or identified career aspirations, and the timeframe the activities are to be completed within.

#### Setting Key Performance Indicators

Supervisors should guide their staff in setting SMART goals: Specific, Measurable, Achievable, Realistic and Time-specified.

Key performance areas / functional responsibilities for Academic Staff include:

- Teaching and Other Related Activities
- Research
- Administration and Service to UNE and the Community (including the Professions)

Key Performance Indicators (KPI) are financial and non-financial metrics used to quantify objectives to reflect the strategic performance of the individual, the work unit and the University. KPI, also known as Key Success Indicators (KSI), help us to define and measure progress towards our organisational and individual goals. Fair and equitable objective assessment of performance depends on well defined and attainable KPI/KSI.

Examples:

- Perceived Teaching Quality – Peer Review; Student Unit/Teaching Evaluation Reports; nomination for Carrick Award/UNE Award; etc.
- Research Performance: number of research grants applied for; number of Research Publications; ERA benchmarks; etc.
- Service to UNE KPI: membership of a University Committee stating the number of meetings to be attended during a defined period of time; report on the Committee’s activities; etc.
- Professional Development KPI: the successful completion of a course or development program within a specified time frame eg Graduate Certificate in Higher Education, UNE Staff Leadership Program, etc.

### **Professional Development**

When identifying professional development to be undertaken within the following 12 month period, consideration should be given to the following:

The outcomes (eg. changes in skills, knowledge, attitudes, work practices, effectiveness, and/or efficiency) the staff member aims to achieve during the year ahead in relation to his/her professional development for the current position and in particular the achievement of the goals (work and/or career) set for the coming review period.

The activities (new or continuing) the staff member will undertake in order to achieve these outcomes. Note: Activities could include on- or off-the-job training, mentoring and coaching, action learning, project work, computer-based learning, conferences and workshops and site visits.

### **Part E: Signatories**

Once agreement has been reached about the outcomes of the Performance Planning and Review discussions both parties should sign the document.

**Note: Both the supervisor and staff member should each retain a copy of this document for ongoing review of the progress towards meeting the outcomes of this plan.**

**An electronic copy (pdf) should also be submitted to [ppr@une.edu.au](mailto:ppr@une.edu.au).**