

Completing the PPR Form – General and ELC 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 combined with this form:

1. Probation Policy – contact HR
 - a. [Probation Goal Setting Form](#)
 - b. [Probation Assessment Form](#)
2. [Incremental Progression Policy – Form](#)
3. [Study / Examination / Graduation Leave Policy – Form](#)
4. Unsatisfactory Performance Policy – contact HR

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 possible future directions and plans of the work unit;
- align individual or 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, suggest improvements and developmental support; and
- maintain a documented record of your achievements which you may use when applying for other positions.

PART A: Self Review of Performance and Achievements

In Part A, you are asked to:

1. comment on outcomes and achievements over the past year against the set goals and objectives agreed to in the previous planning discussion, and where applicable identify:
 - a. any other significant achievements;
 - b. factors that hindered or prevented the achievement of desired outcomes; and
 - c. major challenges and how you dealt with them.
2. discuss any issues around performance and the workplace.

Prior to the formal discussion you should take time to reflect on your achievements over the past year and:

- collate supportive evidence (eg. samples of work, customer feedback and specific examples) to support your achievements;
- consider any other issues that you would like to discuss including possible goals and objectives, training needs and career aspirations;
- consider what you would like to achieve over the next 12 months within your role; and
- write summary notes in the space below to take with you to the meeting.

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; or
- 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.

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;
- Identify any significant changes to the nature of work required in the staff member's position;
- 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?; and
- 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

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, which both you and your supervisor will have a copy.

The 360 degree feedback obtained will be in relation to your performance and 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: Goals, Objectives and Professional Development, 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: Goals, Objectives and Professional Development

In Part D you and your supervisor will set your goals, objectives and professional development for the next 12 months, following a discussion facilitated by your supervisor that will include consideration of the following:

- The staff member's intended achievements during the year ahead, in relation to performing his/her duties and to implementing the relevant goals and objectives of the School / work unit and/or Faculty / Directorate, and where appropriate indicate how these goals contribute to the UNE Strategic Plan 2007-2010;
- The tasks, projects and/or activities (new or continuing) that the staff member will undertake in order to achieve these outcomes;
- How the results will be measured – how you will know that the goals have been reached eg. draft report completed and circulated to working group for feedback;
- The expected timeframe for attaining the targeted achievements;
- The resources (eg. budget, equipment, materials or staff) and support (eg. coaching, mentoring and training) that will be required to achieve the goals;
- The staff member's personal or career goals or aspirations;
- Outcomes of the 360 degree feedback process;

- 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 the professional development expectations for the current position and in particular the achievement of the goals (work and/or career) set for the coming review period (eg. year); and
- 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.*)

NB: The number of goals set will vary depending on individual circumstances such as position, level, functional responsibilities, professional development needs, career stage and current and future projects planned in the work area.

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

Setting Key Performance Indicators

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:

- a) A Customer Service KPI could be the number of student enquiries effectively handled to completion in a given period of time (ie all student enquiries are handled within 24 hours)
- b) A Training and Development KPI could be the successful completion of a course or development program within a specified time frame
- c) A Reporting KPI could be meeting specified deadlines for the submission of a report, or groups of reports
- d) A Project KPI could be the completion of a specified project within a specified timeframe to a specified standard (eg a new web site is completed on time with all links working successfully)

Part E: Signatories

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