PERFORMANCE REVIEW AND DEVELOPMENT PLANNING
User Guide

I.   INTRODUCTION

Preamble

Managing performance and conducting performance reviews is important for each of us individually, for Excelsia College overall, and for compliance with our industry award.

This guide aims to help you understand the process and also what you can do to support it.

Remember this booklet is only a guide, it should be read in conjuncture with WP-STA-08 Performance Review and Development Planning Procedure Issue 2 and PO-STA-11 Annual Performance Review and Development Planning Policy and Procedure Issue 2. If at any time you are unsure what to do in a situation then please speak to your department head.

Contents

1. Introduction

To support our Excelsia College vision for transforming lives through excellence in Christian higher education, we are committed to the provision of your performance support, development and growth opportunities. In this process, a performance appraisal system developed from Excelsia College core values and containing a set of behavioural competencies, Key Performance Indicators and Personal Development Plans is being implemented.

2. Philosophy

The philosophy of the Excelsia College Performance Appraisal and Development Plan is to:

- Encourage
- Be simple
- Be positive
- Be realistic
- A two-way forum between yourself and your leader to discuss strengths and weaknesses, development, activities and work objectives.

3. Framework

The framework or structure of this performance appraisal system is based on three core components as shown below:

1. *Performance Behaviour* – describing necessary foundations of performance and productive behaviour, ie. competencies.

2. *Objectives and KPIs* – Organisational and individual quantifiable objectives and measures (key performance indicators), which define and measure progress towards Excelsia College goals.

3. *PDPs* – Personal Development Plans contain future personal objectives that result from a two-way discussion with your manager regarding performance behaviour and objectives/KPIs, to identify opportunities for further development and career pathways.

Performance Behaviour → **Objectives** → **Future Objectives**

"Competencies"   "KPIs"   "PDPs"
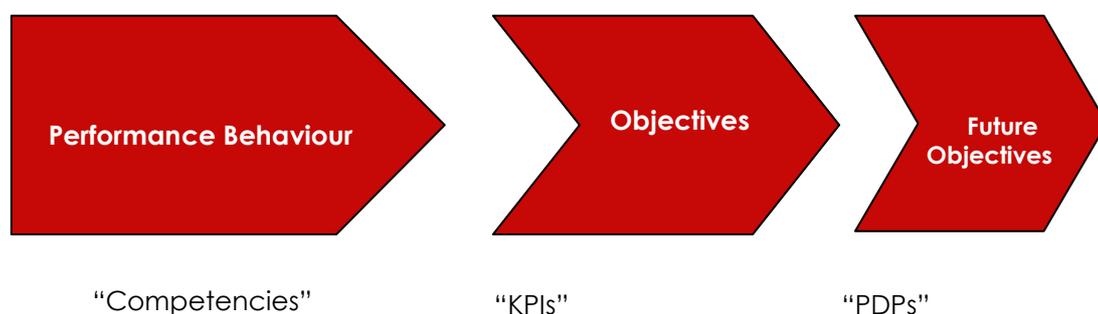
Each of these components will be used to assess your performance against objective criteria appropriate to your relevant award classification level over the given period.

For information regarding your classification level please see the Educational Services (Post-Secondary Education) Award 2010:

- For Academic Staff - Schedule A.7

- For General Staff - Schedule C.1

4. What are Competencies and Job Families?

Competencies are work activities, skills and knowledge necessary to perform your role successfully, within our values. Excelsia College performance appraisal is based upon 5 core and a variable number of job-specific competencies.

Job-specific competencies are the specific behavioural competencies required to complete your role within the College. If used, your leader will agree and define these competencies with you prior to your performance review.

Some competencies are common across the organisation. The College's core competencies will be discussed in section 2a.

5. 3 Key Steps

In practice, the College's new performance management system is applied through 3 key elements:

1. *Review performance to date ----------Objectives/KPIs,* Competency Ratings
2. *Next Steps --------- Improvement opportunities, future KPIs,* changes (e.g. Position Description)
3. *Future Development -----* **P**ersonal **D**evelopment **P**lan

4.

II. PERFORMANCE MANAGEMENT IN PRACTICE – 3 KEY STEPS

1. *Review performance to date*

The review is based upon an assessment of how well you have achieved against your given set of objectives/KPIs and competencies.

Each personal objective should be aligned with Excelsia College's overall strategic plan, and will have a KPI. **Key Performance Indicators** are metrics used to help the College define and measure progress towards organisational goals.

Purpose is to…

1. Enable a transparent process to recognise and reward good performance

2. Build greater relationships and collaboration between leaders and you

3. Have useable data around skills and knowledge requirements

4. Drive a culture of excellence throughout Excelsia College

A KPI is a key part of a measurable objective, and should be SMART:

1. S – Specific and agree jointly

2. M – Measurable and agree measures of achievement

3. A – Achievable but challenging

4. R – Results focussed

5. T – Time framed, ensure there is agreed time for achievement

For example:

Increase graduate employment rates from 70% to 75% by end of academic year 2011

1. Specific KPI = 'Graduate Employment'

2. Measurable by survey

3. Achievable but challenging = increase from 70% to 75%

4. Results focussed = 75%

5. Timeframe = end of academic year 2011

In education, it should be acknowledged that some KPI's can either be strongly influenced by factors outside of the teacher's influence (eg. student's personal lives or wider economic trends), or rely upon measures of irregular validity (eg. student surveys). These factors will be taken into consideration during performance appraisals.

Five core competencies have been developed to align Excelsia College values with key College job roles and the performance requirements of our industry award. They are defined as follows:

Christian Faith in Action

Displays conduct and behavior consistent with Christian faith and values in all aspects of professional life; nurtures relationships so that the College always meets the needs of its student, staff and community.

Education Informed by Scholarship and Creativity

Ensure course content and teaching, learning and assessment methods meet the academic, creative and spiritual needs of students and is consistent with industry practices. Seeks and acts on feedback from students, keeping up-to-date with current scholarship while employing innovative and creative teaching methods.

Lifelong Learning

Commits to and undertakes 'whole of life' scholarly, professional and spiritual learning, and inspires a passion for life-long and life-wide learning amongst students and staff. Designs and delivers motivating, student-focused learning.

Integration

Integrates teaching, scholarship and professional and spiritual development so to equip students to live godly lives in influential vocations. Integrates activities across schools so as to enhance learning opportunities and promote Christian values throughout our community

Responsible Stewardship

Maintains a clear focus on doing the job in the best possible way and on delivering consistent results through efficient and effective use of personal and College time and resources. Identifies opportunities to improve performance using evidence-based approaches.

The core competencies have been kept sufficiently broad so that they are applicable across all Excelsia College staff. In light of this, competency assessments will be made with reference to your specific responsibilities: Academic/Teaching or Administration.

Ratings

For each objective and agreed competency, you will be given one of five levels of ratings in terms of how you performed during the designated period:

5 – Has typically exceeded performance requirements – Has not only exceeded the expectations of their Position Description and KPIs/PDPs but have significantly contributed to the development of the College <u>and</u> their particular area of responsibility. This may have been through a project, an initiative, by reducing wasted resources/finances, by developing/coaching others that has led to a significant change in people's skills or behaviours.

4 – Has met and sometimes exceeded performance requirements
– Has exceeded the requirements to be a capable colleague in their role, as outlined in the Position Description; has achieved their KPIs/PDPs and contributed to the development of the College <u>or</u> their particular area of responsibility.

3 – Has consistently met performance requirements – Has consistently met the requirements to be a capable colleague in their role, as outlined in the Position Description and has achieved the KPIs/PDPs set.

2 – Has inconsistently met performance requirements – development required – Has operated effectively to the limit of their knowledge and skill, and now requires some form of learning or personal development to be fully capable of operating to the requirements of the Position Description or achieving their KPIs. (NB: The learning/personal development can take the form of management projects, reading, demonstrations, informal training, formal training or e-Learning).

1 – Has not met performance requirements
– Has not met the expectations of their Position Description or KPIs/PDPs in a significant number of areas. The colleague has had significant training and development, but has not demonstrated their capabilities over the previous year. NB: This may be a combination of poor attitude, poor time-keeping/attendance, poor performance, making numerous mistakes, taking too long to complete tasks, not contributing to the team or not making effort to build relationships etc.

2.   *Next Steps*

This step includes a discussion of opportunities for improvement in Competencies and possible future objectives/KPIs. Where appropriate it may also include a discussion of possible changes to your Position Description.

3.   PDP

The Personal Development Plan (PDP) evolves from a two-way discussion with your leader where your competencies' are discussed and assessed from both your and your leader's perspective.

Based on this discussion, key aspects of performance are identified for both parties, enabling further development.

Your leader may decide to complete this discussion at a second meeting – after the performance review meeting.

4. When?

The 3 Key Steps of Performance Review and Development Planning will be formally reviewed twice annually:

- *Mid-Year*: A formal mid-year review has been added to allow for a discussion of progress to date, and to facilitate appropriate changes before the end-of-year review. Documentation is required, but scaled down in comparison with the 'Yearly Review.' Mid-year reviews are to be completed by the end of July.

- *End of Calendar Year*: Each individual within Excelsia College will participate in a formal Performance Review yearly to review the following: Performance against personal objectives/KPIs, competencies and parameters of the PD, and how each person is developing, and their career aspirations. Annual reviews are to be completed by the end of February.

III.   HINTS FOR PREPARATION

1. How Do I Prepare?

There is one way to ensure that you have a successful meeting, and that is preparation. Prior to the review, familiarise yourself with your own and the College's values, mission, strategy and goals.

Also, take into account the following key points prior to the performance review:

- Ensure you are provided with adequate notice of the performance review in order to allow both yourself and your Leader to prepare in time. Ensure you provide your leader with drafts of the completed Performance Review form and the Personal Development Plan form at least two days before your review meeting.

- Familiarise yourself with the College's values, mission and business strategy. Ensure you are familiar with **your** objectives and KPIs.

- Make sure you have done your own homework by gathering information together regarding your performance over the last 12 months. Complete the relevant sections of the Performance Appraisal form – for objectives/KPIs and competencies. Propose a rating for each item, for discussion with your leader.

- Consult with others who deal with you on regular basis in order to collect feedback on your performance.

- Read your Position Description beforehand and make some notes on how you think you have performed.

- Make notes beforehand on your strengths.

- Make notes beforehand on what you think your development areas are.

- Consider beforehand the new future objectives that perhaps would better your professional development and include these in a draft PDP.

2.   What are SMART KPI's/PDP's and two Golden Rules

The SMART method of setting these KPIs/PDPs and two more golden rules are:

1.   S – Specific and agree jointly
2.   M – Measurable and agree measures of achievement
3.   A- Achievable but challenging
4.   R- Results focussed
5.   T- Time framed, ensure there is agreed time for achievement

- Golden Rule One: If possible the colleague should decide how to get there
- Golden Rule Two: The leader and colleague should review progress regularly

IV. HINTS FOR DISCUSSIONS

Set the scene

- Together discuss the process of the meeting and address any questions.

- Make sure all the performance appraisal documentation is complete.

- Any questions – then move on.

The meeting

- The leader should ask the colleague to outline the contributions they have made in the last 12 months. Go through the self-rating.

- Use the performance appraisal form as a framework for discussion

- Use open questions to probe and discuss the colleague's contributions, work activities, achievements, thoughts and ratings.

- Leaders should remember the colleague knows most about what they have done and their abilities.

- Come to an agreement over the rating. (If there is a difficulty in agreeing on the rating come back to that area later).

Handling a disagreement on the rating

- If there is a disagreement in ratings, the colleague should explain their ratings first, as their explanation may change the leader's mind and rating.

- If however, the leader is still in disagreement with the colleague's rating the leader should explain their position and reasons why. The leader then must allow time for the colleague to respond – remember use specific questions about work activities not generalities.

Handling conflict

- If you follow these discussion hints and have a truly open two-way discussion, conflict should be rare. However, it may occur. If so use some key principles to tackle it. Do not get defensive or aggressive, and don't ignore it. These responses solve nothing. A good approach is to;

    o Recognise the conflict with a neutral statement.

    o Listen to the each other's comments

    o Ask for suggestions or offer suggestions to solve the issue.

- For example:
    o Q. I can see you are unhappy with this situation which concerns me, what do you see as the problem?

    o Q. How can we resolve this issue?

- However at the end of the process you may have to agree to disagree.

- There is room on the documents to write comments before signing, which could, if necessary, refer to the difference in ratings.