
Staff Development and Performance

Performance Development Review System (PDRS)

People and Capability
2019

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INTRODUCTION

The University is committed to providing a working environment that fosters excellence in all areas of business, with a high level of organisational professionalism and performance. An important element in achieving this objective is participation in the University's annual Performance Development Review System (PDRS).

Objectives of the PDRS

1. To ensure that staff members understand the key goals and priorities of Charles Darwin University's Strategic Plan 2015-2025, so that they can focus on their contributions
2. To clarify the benefits of improving performance at a variety of levels: individual delivery, area performance, and the University's ability to deliver on its mission
3. To provide mechanisms so that staff members are offered professional development to enhance and/or improve performance as required.

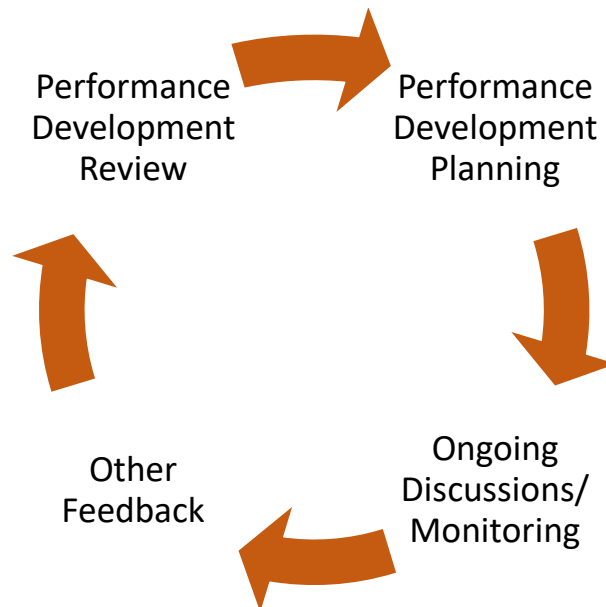
The PDRS encourages discussion and feedback between staff members and their managers based on a clear statement of work goals and performance expectations across the staff member's role and responsibilities. **All staff members are required to participate in the PDRS process.** Meetings between staff members and managers in relation to PDRS should occur at least twice a year on top of the planning stage.

Ownership of the Process

Who	Responsibility
Staff Member	is responsible for initiating the planning agreement and the self-evaluation components of the process, including the review of goals, process, necessary training and areas for job and career growth.
Supervisor	is responsible for the local administration of the PDRS, including scheduling and conducting the necessary review meetings in a timely manner, submissions of development plans to HRS, monitoring of the progress towards agreed goals and requirements, and assessment of performance.
People and Capability (P&C)	has responsibility for ensuring that PDRS documents are available and for any program developments that support the process, such as training.

Annual Cycle of the PDRS

The annual cycle of the PDRS is comprised of four components:



Performance Development Planning	Where expectations are developed and communicated to the staff member, and training requirements developed. These expectations should help the employee align individual goals with those of the work area and the University, and inform the discussion on training needs. The final plan is to be mutually agreed.
Ongoing Discussions/Monitoring	Which may take various forms, from keeping track of progress and informal direction to formal meetings and written documentation. Supervisor monitoring and feedback should occur on a regular basis.
Other Feedback	Received by staff from a range of sources. This includes Teaching evaluations, research outcomes, and communication from customers, peers and direct reports.
Performance Development Review	Focusing on areas of achievement (including minimum Teaching standards where applicable), areas for improvement, and goals for the future.

Commonly, the Planning component is undertaken at the start of the year and the Performance Review components are at 6 monthly intervals. The supervisor is responsible for ensuring that the annual cycle progresses through these components.

Where the previous PDRS cycle filtered down through the levels from management, the new Planning Form can now be undertaken as an individual exercise with a focus on personal development whilst adhering to goals of the area and in line with the University's Strategic Plan 2015-2025. .

PDRS Components

With the wide variety of staff and roles at the University, it is difficult to have a single form that covers all of the objectives of the PDRS for all people. Therefore there are 2 planning forms:

- PDRS Planning Form
- VET Educator Development and Review Tool (to be used with the VET Educator Capability Framework Handbook)

Broadly, the planning phase of the PDRS (in both versions) is concerned with:

- Ensuring staff members understand the key goals and priorities of the University;
- Ensuring staff members understand their job function and the performance expected of them in that job;
- Defining specific goals for each staff member, aligned with the key goals and priorities of the University; and
- Identifying training and development needs to improve performance and to plan career goals.

PLANNING FORM

PART A – Review/Update Position Profile

Review the Position Profile to determine if any changes are required. Has the position changed during the previous period? If changes are required, consult with People and Capability.

PART B - Key Accountabilities and Standards of Performance.

List here the major tasks required to carry out the duties of the role. The skills to do this along with the knowledge and behaviour that are necessary to satisfactorily perform these tasks. What will good performance look like for your work in relation to each of these tasks? Once again this information can be sourced from your position profile.

PART B – KEY ACCOUNTABILITIES AND STANDARDS OF PERFORMANCE <i>(List the most important tasks of this job. For each, identify the skills and knowledge necessary to satisfactorily perform the task from your position profile. Add rows as required.)</i>		
Accountability	Skills	Knowledge
1.		
2.		
SUPERVISION <i>(All staff supervising others must address this.)</i>		
4.		

PART C – Goals

The setting of goals and objectives should be a collaborative effort between staff member and manager / supervisor. The staff member should be familiar with the Charles Darwin University Strategic Plan 2015-2025 before beginning the Performance and Development Planning process. The Dean/Head of School/ Director will also have established goals for the area, and these should be shared with staff members, providing them with some direction for establishing goals of their own.

PART C –GOALS <i>(goals, that if attained, have a positive impact on the way the area/college/office and/or the University conducts its business.)</i>				
Goals <i>(What will be achieved?)</i>	Tasks <i>(What will I do to achieve this goal?)</i>	Outcomes or measures <i>(What is the expected level of achievement and how will it be measured?)</i>	Justification/ Relevance to CDU Strategic Plan	End date <i>(When will it be completed?)</i>
1.				

1. Ideas for Writing Goals

For the Performance and Development Review System to function effectively, goals must be well written and the value to be derived predicted. A well-written goal will be specific and job-related. It is also essential that goals are realistic and mutually agreed between the supervisor and the employee.

In judging the quality of a goal, ask this question: How will I know definitively if the goal has been achieved, and achieved in a high-quality manner? The answer will rest, of course, in the description of the goal’s measurement.

Poorly Written Goal	Well Written Goal
To support the school’s business development activities.	To support the school’s business development activities by fostering and delivering new, profitable, revenue streams.
To undertake research activities.	To provide high quality supervision to at least 3 FTE post graduate students, so that students complete a thesis on time. The supervision is to be in a “best practice” manner, with good student feedback in this supervision.
To undertake teaching activities.	To deliver at least 15,000 AHC at a high quality standard over 4 units, with results on time and good client feedback.
To develop a publication plan	To deliver on a publication plan goal of four research papers published in peer review journals in 12 months.
To implement an online system for the PDRS system	To assist my supervisor with the research for scoping ideas to implement an automated online system for all staff to do the PDRS process in a more user friendly medium.

2. Tasks - Outcomes or Measurements

Each goal must also include measurements and evidence of progress or a means of determining when a goal has been attained. It is important that the supervisor and the staff member establish and agree upon the measurement and evidence at the time the goal is set and ensures that the focus is on the best possible value to the organisation.

Measurements / evidence:

- are observable indicators of output, customer service, timeliness, effectiveness, cost savings, accuracy, completeness and quality;
- are whole numbers, dates, percentages, lengths of time, amounts, averages, results of feedback;
- are a means of comparing the end result to some baseline identified at the inception of the goal

A measurement or evidence will often be a statement of an end result with some supporting indication of high quality or value (e.g. achievement of 15,000 AHC over no more than 4 units with grades provided on time and good client feedback).

Examples of Measurement:

- A whole number, such as student load (EFTSL or AHC) over a given number of units taught or research output such as postgraduate students supervised or graduated, research income, publications, etc;
- A date for completion of an activity, such as for establishment of a new teaching unit;
- A percentage increase, such as in business development revenue;
- An amount of time, such as number of days spent teaching in remote locations;
- A percent decrease, such as in the number of student complaints;
- An improvement in quality, such as more favourable student evaluations to a unit or course after a change in content or pedagogy.

Remember: it is critical that an end result (eg, AHC delivered) is coupled with a measure of quality, competence and/or value added to the institution.

PART D - Professional Development Plan

A Professional Development Plan is agreed between the supervisor and the staff member and will flow logically from the results of the previous year's performance appraisal; areas identified for development as a result of the appraisal can be addressed by appropriate training or development interventions.

The Professional Development Plan will also be informed by the goals identified for achievement. If the staff member or the supervisor believes that their achievement will be facilitated by a training or development intervention then this can be included in the plan. Similarly, if the staff member or the supervisor believes that the competencies identified for the role can be demonstrated better by undergoing some training then this too should be included.

When the supervisor and staff member agree on the elements of the Professional Development Plan it should be recorded on the planning form.

The Professional Development Plan relates to both personal and professional development. The professional development supports you to carry out your role within CDU. Are you required to do training courses in any of the CDU business/finance systems? Are you required to attend a conference and or workshop to facilitate in the improvement of your role? Will your development activities be successful in adding value to CDU?

Your personal development whilst in keeping with your role will add to your future career path within CDU and improve your capability in the key accountabilities of your role.

PART D – PROFESSIONAL DEVELOPMENT PLAN <i>(In setting your Professional Development Plan, check what is required in your role (Part A) then consider your existing knowledge and current level of tasks and skills. Are there any gaps? This is your starting point for identifying Professional Development Activities. Refer below table for examples of development opportunities.)</i>			
Development Activity	Skills / Goals to be achieved	Professional Development Activities	Level of competency to be achieved
Professional Development required to improve skills gap. (Part B)			
Professional Development required to achieve goals. (Part C)			
Personal Development (Career)			

Examples of Development Opportunities

Some of the following development opportunities could be considered as part of a plan

- Participating in development of curricula and standards for the evaluation of teaching
- Applying for grants
- Leadership programs
- Conference attendance
- Undertaking research in a related or cross-disciplinary area
- Participating in a cross-unit or cross-university project
- Attending training program (AIM, OCU, external)
- Online courses through the Learning and Teaching (OLT)
- Webinars
- Shadowing of other staff
- Communities of Practice
- Opportunity for mobility through cross-team/organisation exchanges
- Further academic qualifications

Financial support for development will need to be realistic in terms of overall budgets and available resources, and must be approved by budget holders, prior to undertaking any development activities.

PART E – Leave Plan

The leave plan is an important tool for supervisors to coordinate staffing levels across the organisational area. This is to ensure there are adequate staffing levels to cover organisational requirements and still be able to deliver organisational commitments.

PART E LEAVE PLAN – <i>(The Leave Plan is an important tool for supervisors to coordinate staffing levels across the organisational area. This is to ensure there are adequate staffing levels to cover organisational requirements and commitments)</i>								
Type of Leave		Start date		End date		No of days		Entered via Staff Online <input type="checkbox"/> Yes <input type="checkbox"/> No
Type of Leave		Start date		End date		No of days		Entered via Staff Online <input type="checkbox"/> Yes <input type="checkbox"/> No
Type of Leave		Start date		End date		No of days		Entered via Staff Online <input type="checkbox"/> Yes <input type="checkbox"/> No
Type of Leave		Start date		End date		No of days		Entered via Staff Online <input type="checkbox"/> Yes <input type="checkbox"/> No

ePDRS Assist

Once a discussion has been held, and the PDRS Planning form is signed off by both parties. The Supervisor should then login to ePDRS to confirm that the PDRS has been completed. This information is then recorded to give an up-to-date record of who has completed their PDRS and who hasn't. The Supervisor should follow the steps outlined below to record that the PDRS has been completed:

Step 1	Connect to the VPN. If you are not familiar with connecting to the VPN follow the link and instructions at: http://www.cdu.edu.au/itms/vpn
Step 2	After you have connected to the VPN login to ePDRS http://smartsystems.cdu.edu.au/epdrs <ul style="list-style-type: none">• Login using your normal user name and password
Step 3	Staff reporting to you will appear on your screen and you can see at a glance who has completed their planning form. A green dot indicates the PDRS has been done and has been recorded. A red dot means there is nothing in the system to indicate a PDRS has been completed
Step 4	Click on a team member with a red dot for whom you have a completed <i>PDRS Planning form</i> . Enter the start and end dates for the PDRS period. The end date will always be the end of the current calendar year with the start date determined by either the employee's start date OR the date the PDRS is agreed upon prior to March 31 st . If you have team members who are not required to complete the PDRS use the drop down box <u>Reasons not Required</u> *.
Step 5	Tick the Supervisor <u>approved</u> box and click <u>submit</u> . The screen will refresh to your team list and the red dot will have turned green .
Step 6	* If filling in <u>Reason not Required</u> , enter the start date and end dates for PDRS period, (end date is University end of year close down date). Select the <i>reason</i> from the drop down menu and click <u>submit</u> . The screen will refresh to your team list and the red dot will have turned green .
	An all staff email will be sent on the 1 November every year to prompt you to finalise your staff member's current agreed PDRS outcomes. Remember PDRS need to be completed on an annual basis. A mid-term outcomes review should also be done but does not have to be recorded in ePDRS. If you need assistance contact Organisational Capability: organisationalcapability@cdu.edu.au

PERFORMANCE MONITORING AND FEEDBACK

In the PDRS process the supervisor should regularly keep track of professional development and give the employee feedback as to how he or she is doing based on the performance expectations and goals discussed and recorded in the PDRS.

It is during performance monitoring that the supervisor:

- Keeps track of performance (ie, what is being done and how it is being done)
- Gives feedback on effective and ineffective performance
- Considers whether performance expectations and goals should be revised or replaced
- Communicates frequently with staff on work progress
- Provides constructive feedback
- Monitors progress in completing specified stages of goals

1. Observing Staff Member Performance

The importance of monitoring performance is often overlooked by supervisors. Focusing on work performance rather than personal traits or characteristics is an important skill, since it promotes objectivity. Documented observations of performance provide the most objective information for the supervisor's ratings.

It is preferred that the observations used for ratings also serve as a communication tool for giving direct feedback to the staff member, thus giving the staff member an opportunity to improve his or her work performance, over time without necessarily waiting until the formal review occurs.

There are also indirect measures, such as through student evaluations of teaching performance or feedback from project leaders, campus administrators and others with whom the individual interacts.

2. Performance Feedback and Coaching

Constructive feedback is an important performance management skill and a key expectation of supervisors. Practiced correctly, feedback provides information that enables staff members to make adjustments to their work practice and correct mistakes. It also reinforces those processes that are proving most effective in achieving performance expectations. Feedback is both instructive when providing guidance, and supportive when providing praise. The result is a more confident and competent staff member.

After feedback has been given, the supervisor should consider how best to coach the staff member to enable him/her to use the new information to improve performance. The supervisor should guide the staff member in the use of appropriate work strategies and problem-solving approaches.

When providing feedback, it is important to remember to make it:

- ***Specific.*** Information should be to-the-point and convey concise information to the staff member to maximise understanding.
- ***Timely.*** Feedback should be given to the staff member in a timely fashion so that immediate action can be taken while details are still clear. Timely feedback can lead to greater acceptance of constructive criticism and to performance improvement.
- ***Work-Related.*** Feedback should be objective and work-related, and should focus on the staff member's performance in relation to their role in the University. If there is a performance problem, the supervisor should discuss how a staff member's performance deviates from what is required for goal achievement. Discussion of personal traits or characteristics should be avoided unless they constitute behaviours inappropriate in the workplace.

3. Modifying Performance Expectations

Occasionally, the supervisor may decide that changing circumstances warrant a revision of performance expectations and goals. There are legitimate reasons for making such changes, including instances in which significant changes occur in priorities, staffing, and resource availability. When it becomes apparent that such a situation exists, the supervisor should meet with the staff member as soon as possible to redefine or revise performance expectations and goals. Keep in mind that the additional or revised expectations and goals must remain consistent with the staff member's position.

4. Unsatisfactory Performance or Misconduct

Performance and Development Review is **not** a substitute for the management of unsatisfactory performance or misconduct. Performance and Development Review and disciplinary action are two separate management responsibilities, and supervisors must seek advice from People and Capability before undertaking a process related to unsatisfactory performance or misconduct.