



## Annual Performance Development & Review

### Human Resources

Applies to	Last reviewed and version No.	Next review date
All staff	March 2014	March 2015

#### Policy context (this policy relates to)

<b>Standards or other external requirements</b>	Quality Improvement Council (QIC) Standards: <ul style="list-style-type: none"> <li>• 1.3 Human Resources</li> </ul>
<b>Legislation or other requirements</b>	
<b>Contractual obligations</b>	All staff required to participate in reviews (supervision, annual etc.) as part of terms and conditions of employment.

### Policy Statement

The Annual Performance Development & Review (APDR) is a formal process through which staff discuss their work with their line manager. The discussion results in an agreed work plan for the following 12 months, and a documented review of the past year's performance (if relevant). The APDR is to enhance and contribute to the professional development of staff. It is not automatically linked to a salary increase.

This Policy provides guidance to staff and line managers on the APDR process, which is a condition of employment to be conducted on at least an annual basis by all staff, with a six (6) monthly review. There should be **no surprises**, as feedback to staff should be regular and constructive through formal and informal meetings.

### Procedures

The APDR process:

- a. Reviews the past year's contributions, outcomes and outputs against objectives (if relevant);
- b. Articulates expected duties, work priorities, outputs and outcomes for the following year's work;

- c. Articulates a commitment to integrity, ethical behaviour, and wellbeing;
- d. Addresses longer term plan for work, career development and progression;
- e. Addresses appropriate development opportunities and support in order to meet the expectations set and the longer term plans for career development; and
- f. Indicates leave plans for at least the following year.

A staff member new to the organisation or a Program should complete the planning component within two (2) months from commencement.

Where duties or work priorities change significantly during the year, a new plan should be completed which accommodates the changes.

The APDR provides staff with an opportunity to meet with their line manager to agree what they should be focusing on for the coming year, to confirm how they have been going (if relevant), and to look at work opportunities.

Using this process effectively will contribute to the quality of a staff members' working life as well as the program's needs. This process can also be used where staff wish to advance or change their career path.

## *2.1 Preparing for the meeting*

Preparing for the meeting provides staff with an opportunity to document their thoughts about their current work, their future work (in both the short and longer term) and their past work (if relevant). While this dedicated meeting time has been provided by the organisation, it is expected that the line manager will have been communicating with staff regularly throughout the year, so there should be no major surprises when they meet.

### *1.1. The review discussion*

Start by reviewing the staff members' performance against the previous year's plan (where relevant) before discussing the plan for the coming year.

Staff can use the review discussion to let their line manager know about:

- their achievements in relation to the previous year's objectives and indicators (if relevant);
- how well the systems/processes/procedures are working (or not working), in supporting the work they do;
- what the barriers and road blocks are;
- whether they are getting the right level of responsibility, independence and freedom in the job;
- whether the job holds enough variety and complexity;
- their workload;
- ideas they have for improvements and innovation; and/or
- how the team is working.

This is also a time for staff to receive feedback from their line manager about:

- how they have been going (if relevant);
- how they can improve;
- how their line manager will address any issues the staff member raises, so that the staff member is better supported; and/or
- how they are progressing in reaching their career goals.

A sound discussion about the previous year's work (if relevant) should lay a solid basis for determining a plan for the following year that contributes to the quality of the staff members' working life, progresses their career, and progresses both the organisation and program plans.

### *1.2. The planning discussion*

In the planning discussion, staff should focus on where they are going with their work and career in the longer term and therefore what they need to do in the shorter term that matches both their career aspirations and the needs of the program.

Use the meeting to clarify:

- how their work fits into the overall strategy for the organisation and program;
- any changing expectations of their work; and
- any upcoming changes of relevance to their work.

If staff would like to progress their work opportunities, they should consider with their line manager:

- any new projects/initiatives they could become involved in;
- the options for taking on some higher or different duties; and/or
- the skills they would need to develop and how they might be supported in developing these.

By the end of the planning and review discussion/s the staff member should have received:

- feedback on their performance over the past 12 months (if relevant);
- recognition for good work and successful outcomes;
- feedback on any improvements that need to be made;
- clarity on their role and what needs to be achieved;
- a commitment from the line manager about what will be done to help the staff member do their job well; and
- opportunities to improve their work and career prospects.

### 1.3. After the meeting

After the discussion, the staff member and the line manager will need to finalise the agreed Work Plan. Both will also need to keep a copy of the completed plan to guide future discussions regarding work progress and career objectives.

## 2. The APDR process for line managers

APDR is one of the tools managers have to develop their staff, their performance and the performance of the program in a way that contributes to staff's quality of working life and career. It is one means by which a manager can tie the work and development of each staff member to the organisation and program operational plans and core business. This balance between meeting area needs and individual needs requires careful nurturing and thought, and opportunities to undertake relevant training in the APDR process will be provided.

### 2.1. Setting the context for success

Examining the work context as a whole is essential before meeting with staff about their past, present and future work. Managers should consider:

- the organisation's strategic plan;
- the core work that needs to be completed;
- the targets and aims for that core work and the area; and/or

Also consider staff as a whole:

- their individual strengths and interests in work;
- their individual career aspirations be they upwards, sideways or downwards
- identify those staff with the potential to become future leaders;
- preparing key staff for succession - do these staff have the necessary skills or will their skills need development?

For those staff with career aspirations, APDR allows managers to match potential career paths to the work of the program or more broadly in the organisation allows further discussions with a more senior line manager on possible future pathways for some staff where those pathways are beyond the line manager's area of authority.

Look at the duties of staff members and their work over time and consider:

- individual workloads;
- periods where staff will be on extended leave;
- where you have potential work overload situations or vice-versa;
- where appropriate work and career opportunities could become available for individuals; and
- where you will need to back-fill staff.

It is important that managers know their staff, their strengths (and weaknesses) and their aspirations well. There should be **no surprises** for either the manager or staff member when you meet formally for the APDR.

Managers should make sure that throughout the year they:

- engage with their staff;
- take an interest in the work that they do;
- acknowledge successes;
- find out how they would like their work to be recognised;
- discuss their plans for the future;
- let them know of appropriate opportunities as they arise;
- address issues before they become major concerns;
- put in place support mechanisms; and
- meet with new staff informally prior to the formal meeting.

Managers should consider how well they know each individual's:

- career aspirations;
- successes at work;
- irritations at work;
- family commitments; and
- holiday and leave plans.

## *2.2. Preparing for the meeting*

When managers are ready to conduct the formal APDR meetings, they may find it useful to:

- have a team meeting or discussion on the upcoming APDR meetings;
- ask staff to send their draft Annual Performance Review in sufficient time prior to the meeting so that the manager can review and consider these in light of the overall work area context;
- see the draft work plans and performance reviews of all the staff in a given area to get an overview of people's plans and perceptions.

## *2.3. During the meeting*

Managers should use the meeting to:

- ensure that the staff member is clear about what needs to be done and how their contribution fits into the overall objectives of the area;
- listen to the staff member in terms of their personal work and career goals;
- add value to or, where necessary, revise the staff member's initial draft of their plan and review; and

- ensure that the staff member is involved in the planning of their work goals, and is confident they can achieve the objectives set in the next period.

#### *2.4 The review discussion*

Where managers have staff who have been with the organisation for some time, it is useful to start with the review of their performance before discussing the plan for the coming year. Start the review process by referring back to the plan that was written the year before, considering:

- Whether their objectives were met?
- Was the appropriate support put in place?

Find out:

- how the staff member feels about their current work and performance;
- whether there are sufficient challenges in the work they are given;
- what impedes their work and what progresses it;
- what you could do to improve the working context;
- ways to improve both individual and team outcomes; and/or
- what types of rewards they value.

Provide feedback on:

- what went well;
- what could be improved; and
- how they are progressing on their career path (where appropriate).

It is important during this phase to apply good judgement. Over the course of the year, situations can change and unexpected events can occur which can affect anticipated outcomes. In judging performance, take into account changing circumstances and directions.

It is also important to address any barriers to work performance and ensure that appropriate supports are in place.

A sound discussion about the previous year's work should provide the basis for determining a plan for the following year that progresses the organisation and program plans, contributes to the quality of working life and progresses careers.

#### *2.5 The planning discussion*

Use the meeting to discuss the plans and priorities for the next 12 months. This discussion should culminate in agreement on:

- key duties;
- achievable objectives (what needs to be accomplished);

- achievable indicators (how you will know that the objectives have been met); and
- the support that will be provided.

For staff with career aspirations, it is useful to situate current plans within an overall view of their future career directions. Map out a possible career path for the next three years that matches with the needs of the program. Consider:

- what work experiences the staff member would need over time; and
- what results should be achieved at different points in time.

Having a career path mapped out over the longer term allows for:

- staged progression of duties of increasing complexity;
- staged progression of increased performance over time; and
- carefully focused support and development to reach the end goal.

Some staff may have reached the career level that they want to achieve. They may have been with the organisation for some time and may be well respected for their knowledge and expertise. Look at how they might like to “give back” to newer staff (e.g. through taking on the role of mentor or trainer);

- how they could enrich the program; and/or
- how they can maintain currency in their job knowledge.

While some staff may not be looking to further their career, they may still be interested in opportunities for new experiences or special projects that maintain their interest and enthusiasm.

Once the plan is agreed, changes may need to be made to the position description/duty statement. Such changes need to be completed in the program and communicated to Human Resources.

By the end of the planning and review discussion/s, the line manager needs to ensure that the staff member has received:

- feedback on how they have been going (individually and as a member of the team);
- recognition for good work and successful outcomes;
- clarity on their role and what needs to be achieved;
- a commitment from the line manager about what will be done to help them do their job well; and
- opportunities to improve their work and, where appropriate, their career prospects.

## 2.6. After the meeting

Once the meeting is over, the line manager will need to ensure that the Annual Performance Review document is finalised and signed-off. Copies should be held with the line manager, and staff member for easy access throughout the relevant work period, and for changing when circumstances alter during the year. Human Resources should also be provided copies.

Managers will need to formalise their feedback and recognition of the staff member's work in the Performance Review document.

### **For Client Services staff**

The VACCA Supervision Framework provides additional guidance for service delivery staff, and is available from Z drive.

### **For All Staff – SMART Goals**

Ensure work objectives are based on the SMART principles, being: *Specific, Measurable, Achievable, Realistic and Timely* and are in alignment with the relevant planning framework (i.e. organisation, program, individual etc).

VACCA's Strategic Plan is available from Z drive.

For new staff members to the organisation, please refer to the probation information located at: z drive (to be developed).

**The concept of writing SMART goals is very important for accomplishing individual goals, which in turn are linked to program and organisational goals. It is also critical for ensuring good communication between employees and supervisors so there are no surprises during annual performance evaluations.**

### **Specific**

A specific goal has a much greater chance of being accomplished than a general goal. Goals should be simplistically written and clearly define what you are going to do, and is the: Who, What, Where, When, Which, Why, How of the SMART model.

### **Measurable**

Goals should be measurable so that you have tangible evidence that you have accomplished the goal. There may be smaller or short-term goals which are part of a larger goal.

You should create concrete criteria for measuring progress toward the attainment of each goal you set.



When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

### **Achievable**

Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal.

You can achieve your goals when you plan your steps wisely and establish a timeframe that allows you to carry out those steps. As you carry out the steps, you can achieve goals that may have seemed impossible when you started. On the other hand, if a goal is impossible to achieve, you may not even try to accomplish it. Achievable goals motivate employees. Impossible goals demotivate them.

### **Realistic**

To be realistic, a goal must represent an objective toward which you are *willing* and *able* to work towards. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

### **Timely**

Goals should be linked to a timeframe that creates a practical sense of urgency, or results in tension between the current reality and the vision of the goal. Without such tension, the goal is unlikely to produce a relevant outcome.

Your goal is probably realistic if you truly *believe* that it can be accomplished.

**Reviewing My Performance – To be completed during the annual review period April to June each year**

**Reviewing performance** - During the annual review period, staff and Managers are to use the following rating scale.

<b>Performance Outcome Rating – Staff Member / Manager’s Assessment</b>	
<b>4</b>	<b>Exceeds Expectations:</b> Performance outcomes consistently exceed expectation of work objectives and are at a higher level than expected. The consistently high standard has earned recognition by others internal and/or external to the organisation. The level of performance has significantly improved an organisation process or outcome.
<b>3</b>	<b>Meets Expectations:</b> Performance outcomes consistently delivered all of the agreed work objectives and operating at the expected level.
<b>2</b>	<b>Mostly Meets Expectations:</b> Performance outcomes (in most areas) met the requirements of the work objective and only operating partially at the expected level. Capability development required.
<b>1</b>	<b>Below Expectations:</b> Performance outcomes and/or behaviour falls short of the required standard and not operating at the expected level. Capability development required.
<b>N/A</b>	<b>Not Applicable:</b> There has not been enough time (or other factors) to assess the level of performance.

Hyperlink to the [Annual Performance Development & Review Form](#)

#### Documentation related to this policy

<b>Related policies</b>	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Occupational Health &amp; Safety</li> <li>• Staff Wellbeing</li> <li>• Equal Opportunity</li> </ul>
<b>Forms, record keeping or other organisational documents</b>	<ul style="list-style-type: none"> <li>• Annual Performance Development &amp; Review - My Work Plan</li> </ul>

#### Reviewing and approving this policy

Frequency	Policy Sponsor	Policy Committee Approval	CEO Approval
Annually	HR Manager	28.04.14	12.05.14