

# Performance, Planning and Review (PPR) - Procedures

## 1. Purpose

1.1 These procedures outline the Performance, Planning and Review (PPR) process, enabled through the Performance and Development Cycle and individual staff Performance and Development Plans. The Performance and Development Cycle is a framework for regular, accurate and constructive information and feedback to staff about their performance and can identify areas for future development and improvement.

1.2 This policy must be read in conjunction with the linked Performance Management - Operational Policy.

## 2. Scope and application

2.1 These procedures apply to all ongoing and fixed-term staff, and those casual staff who choose to participate in the PPR process.

2.2 A staff member who is serving a period of probation will participate in a probation process in lieu of PPR during the probation period. Refer to relevant Probation for Academic Staff - Procedures or Probation for Professional Staff - Procedures.

## 3. Definitions

Please refer to the University's Glossary of Terms for policies and procedures.

## 4. Overview

4.1 The Performance and Development Cycle is a three-stage process:

- Stage one: Planning – November to February
- Stage two: Regular check-ins – March to October
- Stage three: Evaluation – November to February (following year)

## 5. Nomination of PPR supervisor

5.1 When a staff member is appointed to an ongoing or fixed-term position, the staff member's supervisor is nominated in the letter of offer or confirmation and on the position description or role statement.

(a) For Academic staff, the supervisor can be a staff member within a discipline group. Deans of Schools have access to the plans of their respective academic staff within the performance system.

(b) For Professional staff, the PPR supervisor is normally the person to whom the staff member reports in the organisational structure.

5.2 The roles of the PPR supervisor include:

- (a) fostering the staff member's success at work;
- (b) ensuring the expectations and priorities of the position the staff member holds are clear, and for Academic staff, reflect the expectations of the Academic Performance Standards;
- (c) establishing performance and development goals in consultation with the staff member;
- (d) ensuring that performance and development goals are developed within the context of the work area's plans and priorities, top level plans and the University's Strategic Plan;
- (e) mentoring and providing advice and support, including staff development;
- (f) monitoring and reviewing performance;

APPROVAL AUTHORITY

Chief Operating Officer

RESPONSIBLE EXECUTIVE MEMBER

Chief Operating Officer

DESIGNATED OFFICER

Director, People and Culture

LAST AMENDED

23 February 2024

REVIEW DATE

23 February 2029

STATUS

Active

- (g) providing and receiving constructive feedback;
- (h) facilitating the year-end performance and development discussion; and
- (i) maintaining records of PPR meetings, including performance and development goals.

## 6. PPR training

6.1 PPR training and resources are available prior to participating in performance and development discussions.

- (a) Each staff member may access online training to ensure the principles, purpose and practice of the process are understood prior to commencement of the Performance and Development Cycle.
- (b) PPR supervisors participate in supervisor training prior to commencing performance and development discussions with staff.

## 7. The Performance and Development Cycle

### 7.1 Stage one: Planning

7.1.1 The staff member and the PPR supervisor participate in annual performance and development planning to:

- (a) have a preliminary discussion regarding the staff member's priorities for the year ahead;
- (b) collaborate to define clear performance goals, with a focus on outcomes;
- (c) understand how UniSC's Capability Framework outlines core behaviours and skills that apply to all staff and enable the delivery of the University Strategy;
- (d) set development goals which focus on how the staff member plans to develop or maintain their knowledge, skills or abilities relevant to their current or future desired roles; and
- (e) discuss and determine the support required to achieve the agreed goals.

7.1.2 The PPR supervisor ensures the staff member understands the requirements of the position they hold and how it relates with other positions in the organisational unit and the University more broadly and is able to review the staff member's performance and development and give constructive feedback.

7.1.4 For Academic staff, work allocation and the balance between learning and teaching, research and engagement activities within the work allocation are discussed during the planning stage.

7.1.5 The taking of recreation leave is an important aspect in maintaining an appropriate work-life balance and leave plans should be developed and agreed during the planning stage.

7.1.6 At the completion of the planning stage, there is a clear understanding between the staff member and the PPR supervisor about the performance and development goals to be achieved, behavioural and competency expectations and the actions to be initiated by both to achieve the goals.

7.1.7 Once the staff member's Performance and Development Plan is signed off by the staff member and their PPR supervisor, both parties can access and update the plan as the Performance and Development Cycle progresses. Respective senior leaders can also access their staff plans via the performance system, as required.

### 7.2 Stage two: Regular check-ins

7.2.1 Any performance discussions are based on the current position description and the performance and development goals within the individual Performance and Development Plans as well as, for Academic staff, the Academic Performance Standards.

7.2.2 The staff member and the PPR supervisor continue to work together to implement and monitor the achievement of the performance and development goals and meet as often as needed throughout the annual cycle to discuss progress and review and/or modify goals if circumstances require.

7.2.3 Staff members are encouraged to progressively update their plan to capture achievements throughout the year relative to the agreed expectations.

### 7.3 Stage three: Evaluation

7.3.1 Reflecting and evaluating the staff member's performance occurs to ensure the performance and development goals are achieved.

7.3.2 The staff member and the PPR supervisor participate in the following evaluation process:

(a) The staff member reflects on their performance and development by completing a self-evaluation. This includes indicating whether they feel they have met performance goal expectations using a Likert rating scale, and complementary evidence, including feedback from key stakeholders if desired. Staff will also reflect on and indicate how frequently they feel they have demonstrated the desired skills and behaviours defined in the Capability Framework, highlighting their strengths and desired areas for development. Finally, the staff member considers how they have developed through the year.

(b) The PPR supervisor then reflects on the staff member's performance and completes a leader evaluation based on their observations and feedback. This includes indicating whether each performance goal has been met, and how frequently they feel the employee has demonstrated the desired skills and behaviours defined in the Capability Framework. The PPR supervisor also considers how the staff member has developed throughout the year, and ways that the leader could further support or encourage the employee's career development.

(c) Once the PPR supervisor has completed their leader evaluation, they will formally meet with the staff member in a year-end performance meeting to discuss respective perspectives and to recognise and acknowledge the achievements of the staff member during the year. The leader can adjust the overall performance rating for the employee's plan on the basis of this conversation, and in consideration of the overall achievement of performance goals and demonstration of the desired capabilities.

7.3.3 The evaluation outcomes may help to inform the planning stage of the next Performance and Development Cycle.

## 8. Relationship to the University's Enterprise Agreement

8.1 PPR derives from the University's Enterprise Agreement. PPR is not the process by which a supervisor deals with unsatisfactory performance. If a staff member's performance is considered unsatisfactory, the Unsatisfactory Performance provisions in the Enterprise Agreement are implemented, and the supervisor should contact People and Culture as soon as practicable. This process is separate from PPR.

END

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### RELATED DOCUMENTS

- Academic Position Classification - Guidelines
- Performance Management - Operational Policy

### LINKED DOCUMENTS

- Performance Management - Operational Policy

### RELATED LEGISLATION / STANDARDS

- University of the Sunshine Coast Enterprise Agreement