

**PERFORMANCE
EXCELLENCE**



PERFORMANCE IMPROVEMENT

A Guide to Managing Unsatisfactory Performance

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**Collective Agreement
2006-2008**

The procedures described within this guideline are aligned with the University of Adelaide Collective Agreement 2006-2008 (as amended or replaced).

Overview

Performance Excellence is a framework to ensure that staff activities and outcomes are aligned with the University’s strategic objectives.

Supervisors are responsible for ensuring university standards, policies and practices are communicated and clearly understood by all staff. They are also responsible for providing ongoing guidance or coaching to assist staff to perform to the standard required and to complete the Performance, Development and Review (PDR) process.

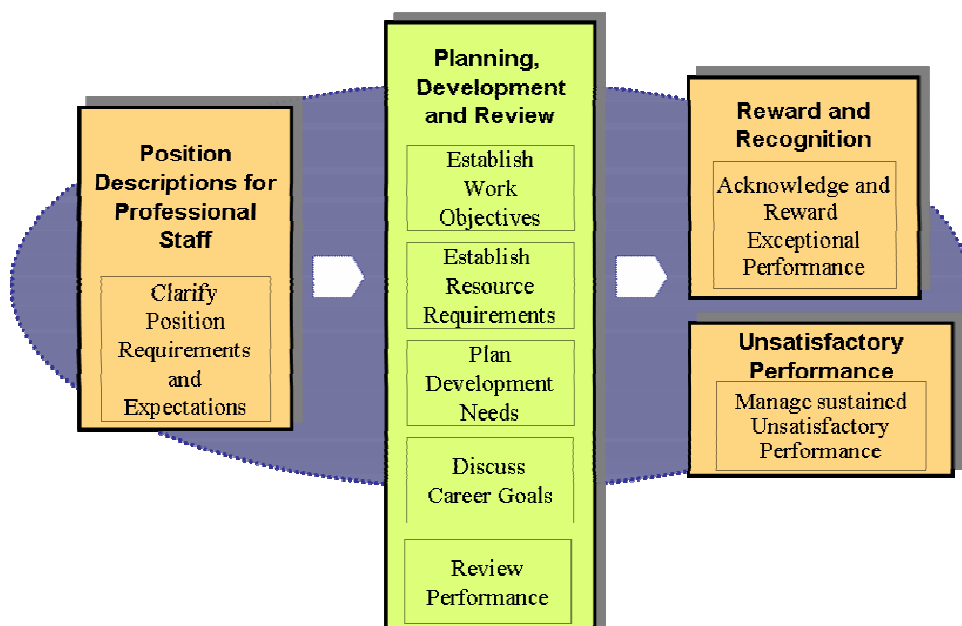
It may be the case that a staff member is nonetheless consistently not achieving their objectives or meeting the standard required and the formal process of managing unsatisfactory performance is warranted. It is mandatory for supervisors considering the formal process of managing Unsatisfactory Performance to apply the procedures in this guide. *See Figure 1.*

The formal unsatisfactory performance process is undertaken only after documented PDR discussions have proved unsuccessful and performance continues to fall below the required standard.

The foremost objective is to support and work with the staff member to get them back on track and working to the required performance standard or in the case where this is not achievable, to determine an acceptable way forward. With this in mind, effort should be made to resolve issues of unsatisfactory performance through the PDR process.

Figure 1

Performance Excellence Framework



This Guide	<p>This guide provides you with:</p> <ul style="list-style-type: none">• Instruction on the Unsatisfactory Performance process;• Information on where to go for further information and assistance. <p>The aim is to establish fair, consistent and reasonable procedures to apply when managing unsatisfactory performance.</p>						
Further information and assistance	<p>This guide should be read in conjunction with clause 45 of the University of Adelaide Collective Agreement 2006-2008 (as amended or replaced). Refer to the Performance Excellence intranet for a comprehensive list of information and resources http://www.adelaide.edu.au/hr/performance</p> <p>This guide is designed to be used in conjunction with skills training on the PDR process. It does not replace the learning and development of effective communication skills achieved through training and coaching on the PDR.</p>						
Unsatisfactory Performance Counselling Session Record template	<p>All stages of the Unsatisfactory Performance Process must be documented using the Unsatisfactory Performance Counselling Session Record template (<i>Refer Appendix A</i>).</p> <p>The Unsatisfactory Performance Counselling Session Record template also provides a logical approach to preparing and conducting the counselling discussion.</p>						
Further Assistance and Information	<p>Human Resources can provide you with assistance and further information. A copy of this guideline, appendices and supporting documents can be found at the Performance Excellence intranet: http://www.adelaide.edu.au/hr/performance/</p>						
Appendices	<table><tr><td>Unsatisfactory Performance Counselling Session Record</td><td>Appendix A</td></tr><tr><td>Preparing to Give Feedback on Performance</td><td>Appendix B</td></tr><tr><td>Unsatisfactory Performance Discussion Checklist</td><td>Appendix C</td></tr></table>	Unsatisfactory Performance Counselling Session Record	Appendix A	Preparing to Give Feedback on Performance	Appendix B	Unsatisfactory Performance Discussion Checklist	Appendix C
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Preparing to Give Feedback on Performance	Appendix B						
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The Role of Performance, Development and Review

Performance Excellence at the University of Adelaide is a culture of world-class achievement and continual improvement that is embraced throughout the University. An integral part of the Performance Excellence Framework is the PDR that is about embedding and maintaining a strong high performance culture as well as helping staff to improve their performance and achieve their potential.

The PDR process of regular and documented review and feedback on performance allows supervisors to not only recognise and acknowledge good performance but also enables them to quickly respond to unsatisfactory performance. When performance falls below expectations for the role, performance issues should be promptly managed through the PDR process by setting objectives and providing appropriate monitoring, support, coaching and guidance.

Aim

In the few cases where poor performance is consistent and sustained despite PDR discussions, then the formal Unsatisfactory Performance Process is undertaken.

The aim of the Unsatisfactory Performance Process is to manage Unsatisfactory Performance so that performance issues are addressed in a fair and equitable manner, the staff member performance is 'back on track' and disciplinary action is avoided.

The processes outlined in this guide will assist supervisors to effectively manage unsatisfactory performance by:

- planning and supporting the development of staff skills and abilities so they can improve their performance to meet the standards required of their current role and responsibilities;
- using appropriate methods and communication skills to develop, motivate and guide staff towards achieving the required performance standards and modify behaviours according to tasks required;
- working closely with staff showing them where they are not meeting the required standards and how they can improve;
- providing regular honest and direct adjusting feedback on where improvement is required; and.
- providing procedural fairness when disciplinary action is invoked.

Outline of the Process

There are four stages in the process:

Stage 1: The First Counselling Session

Stage 2: The Second Counselling Session

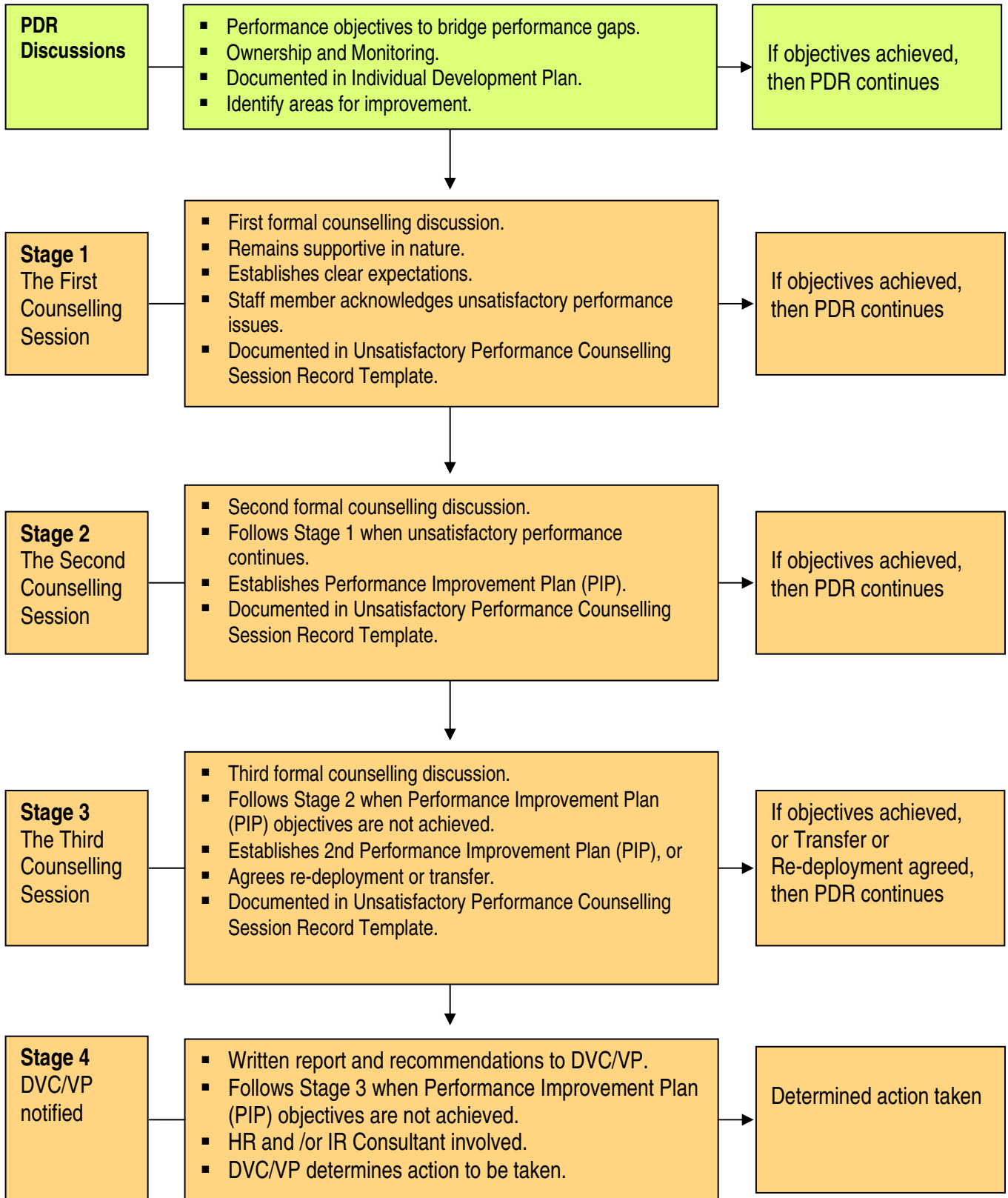
Stage 3: The Third Counselling Session

Stage 4: Deputy Vice-Chancellor/Vice-President notified

Refer to the Figure 2, on the next page, Stages of the Unsatisfactory Performance Process.

Stages of the Unsatisfactory Performance Process

If at any stage the staff member does not acknowledge the unsatisfactory performance issue or does not indicate a commitment to the process to 'get back on track' the supervisor may proceed directly to Stage 4. Supervisors must seek advice from Human Resources at this stage.



Procedural Fairness

The treatment of the staff member throughout the process must be fair and reasonable. To ensure substantive and procedural fairness the supervisor must follow these guidelines:

Prior to the meeting

- Prepare an agenda for the performance improvement discussion. This will ensure the discussion remains focused. The agenda will also be useful documentation and should be included with all other PDR records.
- Ensure the discussion agenda allows for:
 - an open discussion of the issues,
 - time for both parties to fully examine and discuss information,
 - presentation of evidence and facts, and
 - an opportunity for the staff member to fully respond to all issues raised.
- Advise the staff member personally of the time and reasons for any meeting to discuss unsatisfactory performance.
- Arrange a private, neutral venue for the performance improvement discussion and ensure there are no interruptions.
- Offer the staff member the opportunity to have a representative present during the performance improvement discussion, if they so choose.
- Advise the staff member that the performance improvement counselling will be conducted in accordance with clause 45 of the University of Adelaide Collective Agreement 2006-2008, as amended or replaced.

During the meeting

- Begin any discussion with clear statements of the intent of the meeting and the nature of the issue(s).
- Clearly identify areas of unsatisfactory performance, conduct or behaviour supported by facts, observations and relevant documentation.
- Provide supporting facts and any relevant documentation to substantiate the unsatisfactory performance.
- Give consideration to the explanations provided by the staff member.
Note: It may be necessary to adjourn the meeting to investigate or consider the responses presented to you by the staff member.
- Inform the staff member of the reasons for any decision and/or course of action.

After the meeting

- Provide a written record of the meeting and ensure the staff member is given a copy. The written record will identify:
 - Specific aspects of performance or conduct, which must be improved;
 - The required improvement/remedial action, objectives and measures;
 - The timeframe for the improvement / remedial action and any formal reviews within that timeframe;
 - The consequence of failure to improve performance.

Commitment from staff member

The staff member is required to acknowledge that there is a performance problem and demonstrate willingness to attempt to improve their performance.

If the staff member does not acknowledge there is a problem and/or does not indicate a commitment to improve, the supervisor is not obliged to proceed to Stage 2 and Stage 3 of the process and may proceed directly to Stage 4. Refer: Clause 45.5: The University of Adelaide Collective Agreement 2006-2008, as amended or replaced.

Staff Member Representation and Human Resources Involvement

Staff may request a representative to be present at any formal discussion in the process. The supervisor must ask the staff member if they would like a representative to attend any formal discussion for unsatisfactory performance.

The role of a representative attending the discussion is to observe the process and to offer support for the staff member. Their role is not to act as an advocate for the staff member and they do not speak on behalf of the staff member.

If a staff member has requested a representative at any discussion, it is strongly recommended that a Human Resources Consultant also attend the meeting. Inform the staff member if a Human Resources Consultant will be attending the meeting.

Performance Improvement Plan (PIP)

The Performance Improvement Plan (PIP) which is part of the Performance Counselling Session Record template, records the specific details of the staff member's areas for improvement with specific objectives within a specified review period. *Refer page 3 of the Unsatisfactory Performance Counselling Session Record template, Appendix A.*

Ideally, the PIP should be developed through discussion with the staff member, and Human Resources, to identify the specific objectives that must be achieved to correct unsatisfactory performance. The PIP may include:

- performance objectives (*e.g. complete all reconciliations according to schedule*) with success criteria (KPIs);
- training initiatives (*e.g. attend customer service training*);
- other arrangements (*e.g. engage in a mentoring arrangement*).

The time frame of the review period may vary depending on the objective(s), development requirements and impact of the unsatisfactory performance on the staff member, School/Branch and/or the University.

The PIP is developed in a positive, supportive manner with the aim to assist the staff member to correct unsatisfactory performance.

Record Keeping and Record Management

All counselling and other discussions on unsatisfactory performance under this process must be recorded on the Unsatisfactory Performance Counselling Session Record template. The template records the counselling session and provides documentation that demonstrates the University's commitment to procedural fairness.

Copies must be given to the staff member to sign as acknowledgement of the counselling discussion. A signed copy should be securely stored by the supervisor for future reference.

Once the staff member has signed (or been given the opportunity to sign but has declined) the Unsatisfactory Performance Counselling Session Record all documentation (letters, records of interview, performance improvement plans, etc) related to a staff member's formal counselling session(s) must be forwarded to Human Resources where they will be kept in a Records Management Office file.

**Stage 1:
The First Counselling
Session**

The First Counselling Session is the first stage of the formal procedure to deal with consistent and sustained unsatisfactory performance.

When

This first stage of the formal process should only be invoked after all reasonable efforts have been made to correct unsatisfactory performance through the PDR process.

Regular staff evaluation and feedback through the PDR process will ensure the University's standards, policies and practices are communicated and clearly understood by all staff and may identify performance gaps that should be promptly managed by setting objectives at each PDR discussion.

The First Counselling Session is invoked in circumstances where despite guidance and support through the PDR process the staff member is consistently not achieving their objectives and/or meeting the standard required and the issue of continued and sustained unsatisfactory performance needs to be formally acknowledged.

Aim

This stage, although part of the formal process, remains supportive in nature. The aim is for both parties to acknowledge there is an issue of sustained unsatisfactory performance and for the supervisor and staff member to commit to focussing on the areas that require improvement, to establish clear expectations, and work together to improve the performance.

At this first stage, performance improvement counselling is normally between the staff member and their supervisor where supervisors:

- Raise concerns about the unsatisfactory performance.
- Provide details of the concerns.
- Provide details of the required improvements and appropriate timeline to address the issue.
- Support the staff member in their efforts to improve unsatisfactory performance.
- Outline the process if unsatisfactory performance is continued.

Remember:

1. The objective is to inform the staff member of your concerns and support the staff member in improving their performance.
2. Performance is discussed in the context of their PDR objectives, Classification, Position Description (where appropriate) and Contract of Employment.
3. Deal with performance issues openly and promptly.
4. Provide specific details of your concerns supported by facts and any relevant documentation.
5. Clearly identify what the staff member must do to correct the problem and by when.
6. If the unsatisfactory performance is caused by problems of a more personal or non-work related nature refer to the Employee Assistance Program and other mechanisms to assist the staff member.

Record Keeping:

This first counselling session must be documented and recorded in the Unsatisfactory Performance Counselling Session Record template which includes the PIP. *Refer to Records Management on page 8 of this guide.* If however there is no acknowledgement or commitment to improve performance the supervisor is not obliged to follow Clauses 45.3 and 45.4 of the University of Adelaide Collective Agreement 2006-2008, as amended or replaced, and may make a formal report in accordance with Clause 45.5.

What happens next?

If the staff member's performance improves as a result of the counselling and is maintained at the required level for six (6) months the matter is considered closed. If improvement is insufficient or not sustained as required, the process will proceed to the next stage, Stage 2: The Second Counselling Session *Refer; Clause 45.3, University of Adelaide Collective Agreement 2006-2008, as amended or replaced.*

**Stage 2:
The Second
Counselling Session**

The Second Counselling Session is the second stage of the formal procedures to manage unsatisfactory performance.

When

This second stage of the formal process is invoked if the performance of the staff member does not improve as agreed in the First Counselling Session. The supervisor will conduct a second counselling session and set the first formal period of review.

Aim

The aim of the Second Counselling Session is to set reasonable improvement objectives required within a specified review period and documented in a Performance Improvement Plan (PIP). *See page 7 of this guide.*

The Second Counselling Session is a formal discussion where supervisors:

- Raise their concerns about the continued unsatisfactory performance.
- Provide details of the concerns with supporting facts and documents.
- Issue the staff member with a proposed Performance Improvement Plan (PIP) that establishes specific objectives within a specified review period. The staff member can provide comment and feedback.
- Discuss and document in the PIP any training, development and/or mentoring required to assist the staff member in their efforts to improve unsatisfactory performance.
- Discuss and finalise the action plan for a specified review period to improve performance. *Recorded in PIP, page 7 of the Unsatisfactory Performance Counselling Session Record template, Appendix A.*
- Outline the processes for continued unsatisfactory performance.

Remember:

- Deal with performance issues openly and positively.
- The objective is to inform the staff member of your concerns and support the staff member in improving their performance.
- Performance is discussed in the context of their PDR objectives, Classification, Position Description (where applicable) and Contract of Employment.
- Provide specific details of your concerns supported by facts and documentation.
- Clearly identify specific objectives in the PIP outlining what the staff member must achieve and by when.

The staff member has 10-working days from the date of the Second Counselling Session to respond to the supervisor and raise any mitigating circumstances.

When the supervisor receives the response from the staff member, the supervisor and staff member will meet to discuss the response and review and finalise the PIP.

Record Keeping:

The Second Counselling Session must be documented and recorded in the Unsatisfactory Performance Counselling Session Record template and copy given to the staff member. This record of the counselling session, the staff member's response and the final Performance Improvement Plan is placed on official record. *Refer Record Management page 7 of this guide.*

What happens next?

If the staff member's performance improves as a result of the second counselling and is maintained at the required level for six (6) months the matter is considered closed.

If the staff member's performance does not improve to the required standard after the review period then the process will continue to Stage 3, The Third Counselling Session. *Refer; 45.4, The University of Adelaide Collective Agreement 2006-2008.*

**Stage 3:
The Third Counselling
Session**

The Third Counselling Session is the third stage of the formal procedures to manage unsatisfactory performance.

When

If there is no improvement following the review period as established in Stage 2; the Second Counselling Session, the supervisor will conduct a third counselling session to discuss continuing unsatisfactory performance and set a second review period.

Aim

The aim of the Third Counselling Session is to discuss continuing performance issues and the appropriate course of action.

This may involve developing a second Performance Improvement Plan or considering transfer or re-deployment to a position at the same or lower classification level.

The Third Counselling Session is a formal discussion where supervisors:

- Raise their concerns about the continued unsatisfactory performance.
- Provide details of the concerns with supporting facts and documents.
- Continue counselling and establish a second review period.
- Issue the staff member with a proposed Performance Improvement Plan (PIP) establishing specific objectives for a second review period.
- Discuss and document in the PIP training, development and/or mentoring to assist the staff member in their efforts to improve unsatisfactory performance.
- Discuss and finalise the action plan for a specified second review period to improve performance. *Recorded in PIP, page 3 of the Unsatisfactory Performance Counselling Session Record template, Appendix A.*
- Discuss alternative strategies** where it is unlikely that the staff member will be able to meet the required performance standards of their current position. Note: any strategy must be mutually agreed. *Refer; Clause 45.4.2, The University of Adelaide Collective Agreement 2006-2008 as amended or replaced.*
- Outline the process for managing continued unsatisfactory performance.

Remember:

- Deal with performance issues openly and promptly.
- The objective is to establish clear objectives for improvement with a specified time frame and support the staff member in improving their performance or agree an alternative strategy
- Performance is discussed in the context of their PDR objectives, Classification, Position Description and Contract of Employment.
- Reiterate specific details of your concerns, supported by facts and documentation.
- Clearly identify specific objectives for the second review period in the PIP outlining what the staff member must achieve and by when.

The Third Counselling Session must be documented and recorded in the Unsatisfactory Performance Counselling Session Record template and copy given to the staff member. The staff member has 10-working days from the date of the counselling session to respond to the supervisor and raise any mitigating circumstances.

The record of the counselling session, the staff member's response and the improvement plan is placed on official record. *Refer: Records Management, page 8 of this guide.*

**Stage 3:
The Third Counselling
Session (continued)**

What happens next?

If the staff member's performance improves as a result of the counselling and is maintained at the required level for six (6) months the matter is considered closed.

If improvement is insufficient or not sustained as required, the process will proceed to the next stage, Stage 4: Recommendation to the Deputy Vice-Chancellor/Vice-President *Refer; Clause 45.5, The University of Adelaide Collective Agreement 2006-2008 as amended or replaced.*

**** Alternative Strategies**

Note, this does not mean accepting a lesser standard of work performance, rather that the staff member may be able to achieve the required standard in a lower classified position that is appropriate for their capability.

Human Resources must be involved in the consideration and/or negotiation of alternative strategies.

Stage 4:	At Stage 4 of the process the supervisor makes a written recommendation to the Deputy Vice-Chancellor/Vice-President.
Recommendation to the Deputy Vice-Chancellor/Vice-President	<p>Stage 4 is invoked when the required improvements are not achieved following the review period established in Stage 3; the Third Counselling Session.</p> <p>Aim</p> <p>The aim is to formally advise Deputy Vice-Chancellor/Vice-President in writing that counselling discussions undertaken at Stages 1, 2, & 3 of the Unsatisfactory Performance process have not resulted in the required improvements in performance, and to make recommendations for further action.</p> <p>The supervisor is required to submit a written report through the Faculty/Branch Manager to the Deputy Vice-Chancellor/Vice-President. The report must include:</p> <ul style="list-style-type: none"> • a clear statement of the aspects of the performance that are unsatisfactory; • the attempts to remedy the problem; • any mitigating circumstances; • recommended action; and • all supporting material and documentation. <p>The supervisor will provide the staff member with a copy of the report and supporting material at the time it is submitted. Assistance from Human Resources should be sought in the preparation of this report.</p>
Note	<p>The staff member has 10-working days (clause 45.7 of the University of Adelaide Collective Agreement 2006-2008 as amended or replaced) from the date of receipt of the report to respond in writing to the Deputy Vice-Chancellor/Executive Director.</p> <p>Assistance for Supervisors:</p> <p>Supervisors must seek assistance from Human Resources in preparing this report.</p>
DVC/ED Action	<p>As per the University of Adelaide Collective Agreement 2006-2008 as amended or replaced, the Deputy Vice-Chancellor/Vice-President will review the written report to ensure that;</p> <ol style="list-style-type: none"> (a) appropriate steps have been taken to bring the unsatisfactory nature of performance to the staff member's attention; (b) an adequate opportunity to respond was given; (c) any response was taken into account; and (d) a reasonable opportunity was afforded to remedy the performance problem. <p>The Deputy Vice-Chancellor/Vice-President will make a determination and advise the staff member in writing. This may mean one of the following, but is not limited to:</p> <ol style="list-style-type: none"> (a) Take no further action and advise the staff member in writing; (b) Refer the matter back to the supervisor to ensure that clauses 45.3 and 45.4 of the University of Adelaide Collective Agreement 2006-2008 (as amended or replaced) are complied with in substance and in a manner appropriate to the circumstances; or (c) Take disciplinary action. <p>A staff member may appeal the determination of the Deputy Vice Chancellor/Vice President. If no staff appeal is made within 10-working days from the date of receipt of the written advice, the determined action will take effect.</p>

Stage 4:**Recommendation to the Deputy Vice-Chancellor/ Vice-President (continued)**

In the case of termination of employment, the Deputy Vice-Chancellor/Vice-President will notify the staff member in writing of their proposed recommendation to the Vice-Chancellor & President.

Termination of Employment

The staff member may seek a review by a Review Committee by submitting a written request outlining the reasons for the appeal and any relevant supporting documentation to the Deputy Vice-Chancellor/ Vice-President within 10-working days from the date of receipt of the advice. No appeal will be accepted outside this period.

Appeal

If no appeal is made within 10-working days from the date of receipt of the written notice, the Vice-Chancellor & President will give written notice to the staff member as specified in their contract of employment or as set out in Clause 16 (whichever is the greater).

Summary of the Managing Unsatisfactory Performance process

The following is a summary of the steps the supervisor should take for the Unsatisfactory Performance Counselling Sessions.

1. Review and assemble information, facts and documentation about the staff member and their performance.
2. Review The University of Adelaide Collective Agreement 2006-2008 as amended or replaced. Available from the Performance Excellence intranet: <http://www.adelaide.edu.au/hr/performance>
3. Seek additional guidance from Human Resources.
4. Contact the staff member and discuss a date, time and location to meet. Ask the staff member if they would like a representative to be present.
5. Use the SMART objectives checklist to review and confirm the objective(s) to discuss with the staff member. *Refer to PDR Guide.*
6. Use the Preparing to Give Feedback on Performance guide to prepare for a focused discussion. *Appendix B.*
7. Prepare a draft of the Unsatisfactory Performance Counselling Session Record template and as appropriate prepare a draft Performance Improvement Plan. *Appendix A.*
8. Use the Preparing for Unsatisfactory Performance Discussion Checklist to prepare for and to conduct the discussion. *Appendix C.*
9. Ensure all formal discussions are documented in the Unsatisfactory Performance Counselling Session Record template. *Appendix A.*
10. Keep focused by addressing the performance issue(s), not personal characteristics.

Appendix B PREPARING TO GIVE FEEDBACK ON PERFORMANCE

Step 1 **Describe Current Behaviours:**

Describe current behaviours and actions that you want to redirect to improve a situation.

What is the focus and goal of the feedback?

What is the specific area(s) of performance?

What is the key action / behaviour that you want to cover?

Step 2 **Identify situations:**

Identify situation(s) where you and others have observed the behaviours and / or actions that have contributed to the unsatisfactory performance.

When and where did it occur?

What are the evidences, facts, documentation that you have collected?

Step 3 **Describe the impact and consequences:**

Describe the impact and consequences of the current behaviours and / or actions.

What is the impact of the staff member's behaviour / actions on the School/Branch/University if there is no change and the unsatisfactory performance continues? (i.e., *describe how the behaviour has affected others*)

What are the consequences for the staff member if there is no change and the unsatisfactory behaviour continues? (i.e., *clearly describe how it will affect the staff member*)

Step 4 **Identify alternative behaviours / actions:**

Identify alternative behaviours and actions for you, the staff member, and others to take.

What is the change you want to see? Be specific.

What are your constructive suggestions to help the person?

Appendix C UNSATISFACTORY PERFORMANCE DISCUSSION CHECKLIST

Use the following checklist as a guide to assist in conducting the unsatisfactory performance discussion.

Use this checklist in conjunction with the Unsatisfactory Performance Counselling Session Record template.

Set the Climate	<ul style="list-style-type: none"> ▪ Contact the staff member and arrange a time suitable for you both to conduct the counselling session. Explain its purpose. ▪ Ask the staff member if they would like a representative to be present. ▪ Arrange for a Human Resources representative to be present as appropriate. ▪ Arrange a location and physical layout that is non-threatening. <p>Be empathetic by:</p> <ul style="list-style-type: none"> ▪ Actively listen and encourage open honest communication. 	
Introduction - Set the Agenda	<ul style="list-style-type: none"> ▪ Introduce each participant and state their roles. Record attendees. ▪ State the purpose of the meeting. ▪ State the terms under which the counselling will proceed (i.e. Clause 45 of The University of Adelaide Collective Agreement 2006-2008, as amended or replaced). ▪ Inform the staff member that a record of meeting will be produced and that they will be provided with a copy. 	
State the Unsatisfactory Performance	<ul style="list-style-type: none"> ▪ Introduce the item on the agenda. ▪ Explain the staff member's unsatisfactory performance. ▪ Identify specific instances of the staff member's unsatisfactory performance. Refer to supporting facts and documentation. 	
Explore the issue(s) by asking open questions	<ul style="list-style-type: none"> ▪ Ask the staff member if there are circumstances that have contributed to the unsatisfactory performance of which the supervisor may not be aware. ▪ Encourage realistic self assessment by asking questions to gain an understanding of the staff member's actions and attitude toward each issue(s). 	
State the Improvement Required	<ul style="list-style-type: none"> ▪ Identify and discuss the performance improvement required of the staff member. ▪ Seek acknowledgement from the staff member that their unsatisfactory performance has been fairly represented during the counselling session. ▪ Advise the staff member that a Counselling Session Record will be issued. ▪ Seek the staff member's acknowledgment of the unsatisfactory performance and their commitment to improve. <p>For second and third counselling discussion:</p> <ul style="list-style-type: none"> - draft and issue a Performance Improvement Plan, - state that the staff member has 10 working days to respond, and; - the next meeting will finalise the Performance Improvement Plan. - confirm a date and time for the next meeting. 	
Summary	<p>Summarise the discussion stating:</p> <ul style="list-style-type: none"> ▪ This process is in accordance with clause 45 of the University of Adelaide Collective Agreement 2006-2008 (as amended or replaced). ▪ State the process and possible consequences if the staff member's performance does not improve as required, or, ▪ In the case of the second and third counselling discussion, state the purpose of the next meeting will be to discuss a Performance Improvement Plan. ▪ Ask the staff member if they have any questions and/or comments. 	
Close the meeting	<ul style="list-style-type: none"> ▪ End on a positive note. Establish a partnership approach. Offer the staff member encouragement and express confidence in their ability to improve. 	