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PERFORMANCE EXCELLENCE



# GUIDE

## Planning, Development and Review

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# CONTENTS

Overview

Guide for Staff

Guide for Supervisors

Appendices

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# OVERVIEW

Introduction	3
Key Elements	4
Participation	5
Responsibilities	5
Benefits	6
PDR Cycle	7

**Overview**

## Introduction

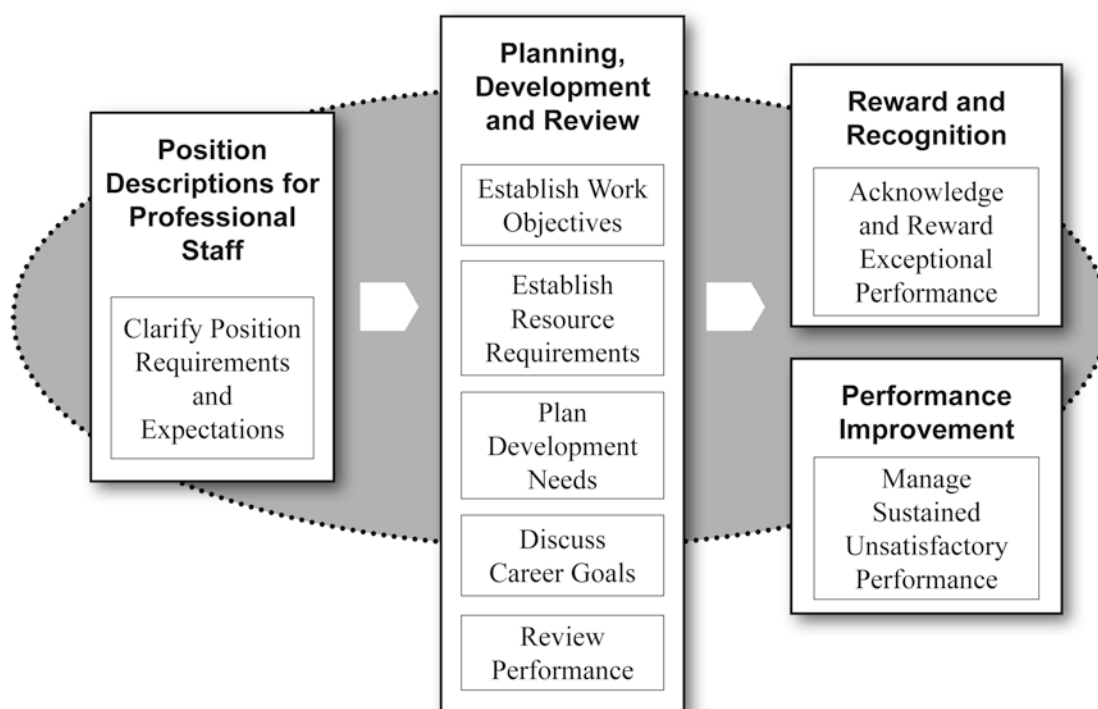
### Development and Review

Success in the workplace means creating an environment where people can perform at their best to enable the School/Branch to achieve its objectives.

This means:

1. Being clear about what is expected.
2. Planning a sustainable workload.
3. Being supported to develop skills, knowledge and abilities.
4. Focussing on coaching, mentoring and support.
5. Having the opportunity to formally review objectives, provide feedback on performance and other broader issues that impact on working life and achievement of individual goals.
6. Having the opportunity to discuss and explore achievements and challenges.
7. Acknowledging and rewarding achievements.
8. Having a fair and transparent framework for dealing with unsatisfactory performance.

# Performance Excellence Framework



The Planning, Development and Review process provides mechanisms for focusing on goals and objectives and for planning the resources and development required to make them possible.

**Overview****Key Elements of Effective Performance Planning and Development**

The Performance Excellence Framework supports achievement in the University by including the following key elements:

- Staff have a clear understanding of their responsibilities and accountabilities, the standards of work expected of them and the impact of their work on achieving the University's goals, including Occupational Health, Safety & Welfare, and well-being.
- Staff understand how their performance directly contributes to the ongoing growth, innovation and excellence in the University's research and teaching programs.
- Supervisors and staff work together to achieve their best and strive for performance excellence.
- All staff receive regular feedback on their performance against appropriate objectives and targets.
- Supervisors provide guidance and ongoing feedback to their staff in their performance.
- Supervisors enable individuals to improve their performance by setting clear goals and monitoring their progress.
- Discussion about achievements and problems is shared so that the staff members and their supervisor can remove blocks to progress and celebrate achievements.
- Supervisors and staff evaluate workload to ensure it is fair and complies with the appropriate workload allocation policy (as amended or replaced).
- Improved and valued performance is encouraged, recognised and rewarded.
- Evaluation is transparent and fair.
- Provides a link to the University's Rewards and Recognition Guide and Promotion Guidelines (Academic Staff and Titleholders) and Classification Standards Policy (Professional Staff), as amended from time to time.

### Participation in the Planning, Development and Review Discussions

- All staff on continuing or fixed term contracts of greater than 12 months are expected to participate. The documents in this process can be used during the tenurable period.
- Supervisors are trained in the Planning, Development and Review process.
- All new staff participate in a comprehensive training program on the Planning, Development and Review process.

## Responsibilities

### Vice-Chancellor & President

- Champions and drives Performance Excellence as a core business process to achieve the University's strategic goals.
- Undertakes Planning, Development and Review with direct reports.

### Deputy Vice-Chancellor, Vice-President, Executive Deans

- Ensure the staff Planning, Development and Review is conducted within their Faculty or Division.
- Undertake Planning, Development and Review with direct reports.
- Provide summary report to the Human Resources Branch (Organisational Development) on the staff development needs identified through PDR.

### Head of School or Branch Manager

- Establish appropriate staff reporting relationships for the process.
- Undertake Planning, Development and Review with direct reports.
- Provide summary information to senior managers about the staff development needs of their Faculty/Division to assist University staff development planning.
- Ensure Planning, Development and Review discussions are conducted by Supervisors/Managers with their staff within the Faculty/Division.
- Communicate and escalate resource requirements identified in PDR discussions that are beyond their ability to provide to Deputy Vice Chancellor and Vice President.
- Provide staff with information about the University and their unit's strategic directions and goals.

### Academic Supervisor, Professional Staff Manager or Delegate\*

- Undertake Planning, Development and Review with direct reports.
- Assist staff to develop their work performance by providing evidence based feedback and providing development opportunities.
- Keep a record of meetings and key decisions.
- Recognise, reward and celebrate achievements.

### Staff Member

- Identify their key work and development objectives aligned with the Faculty/Division's current and future directions.
- Actively prepare for, and participate in, the Planning, Development and Review Process.
- Provide feedback about how their supervisor can assist them to achieve their identified objectives.

### Note

*\* For the purposes of the Performance Excellence Framework, supervisor refers to all levels of supervisor including senior academic and administrative managers. How supervisors are allocated to conduct the PDR discussion will vary across different areas but it is important that the processes outlined in this guide are followed to maintain a consistent approach for all staff.*

**Overview****Benefits of the Performance Excellence Framework****Benefits for Staff**

For the individual staff member the Performance Excellence Framework provides an opportunity to:

- Achieve clarity in what is expected in the position/role.
- Discuss openly and freely any work related issues and organisation obstacles and develop solutions.
- Improve communication between staff and supervisor.
- Increase job satisfaction by contributing directly to the achievement of work area objectives.
- Discuss career aspirations and any guidance and support required to fulfill these aspirations.
- Measure and monitor work performance, challenges and ensure a sustainable workload.
- Have efforts and outcomes acknowledged, and where appropriate be rewarded for exceptional achievement.

**Benefits for Managers**

For the Manager the Performance Excellence Framework provides an opportunity to:

- Clarify roles, responsibilities and manage workload.
- Manage equitable allocation of resources.
- Draw on ideas of all staff.
- Identify training and development needs and requirements.
- Recognise and reward exceptional performance.
- Identify performance that falls below expectations and provide timely support.

**Benefits for Faculty/Branch**

For the Faculty/Branch the Performance Excellence Framework provides an opportunity to:

- Improve communication between team members, and between staff and their managers.
- Link staff objectives with the University/department objectives and goals.
- Establish a quality assurance framework that assists in the delivery of research team outcomes.

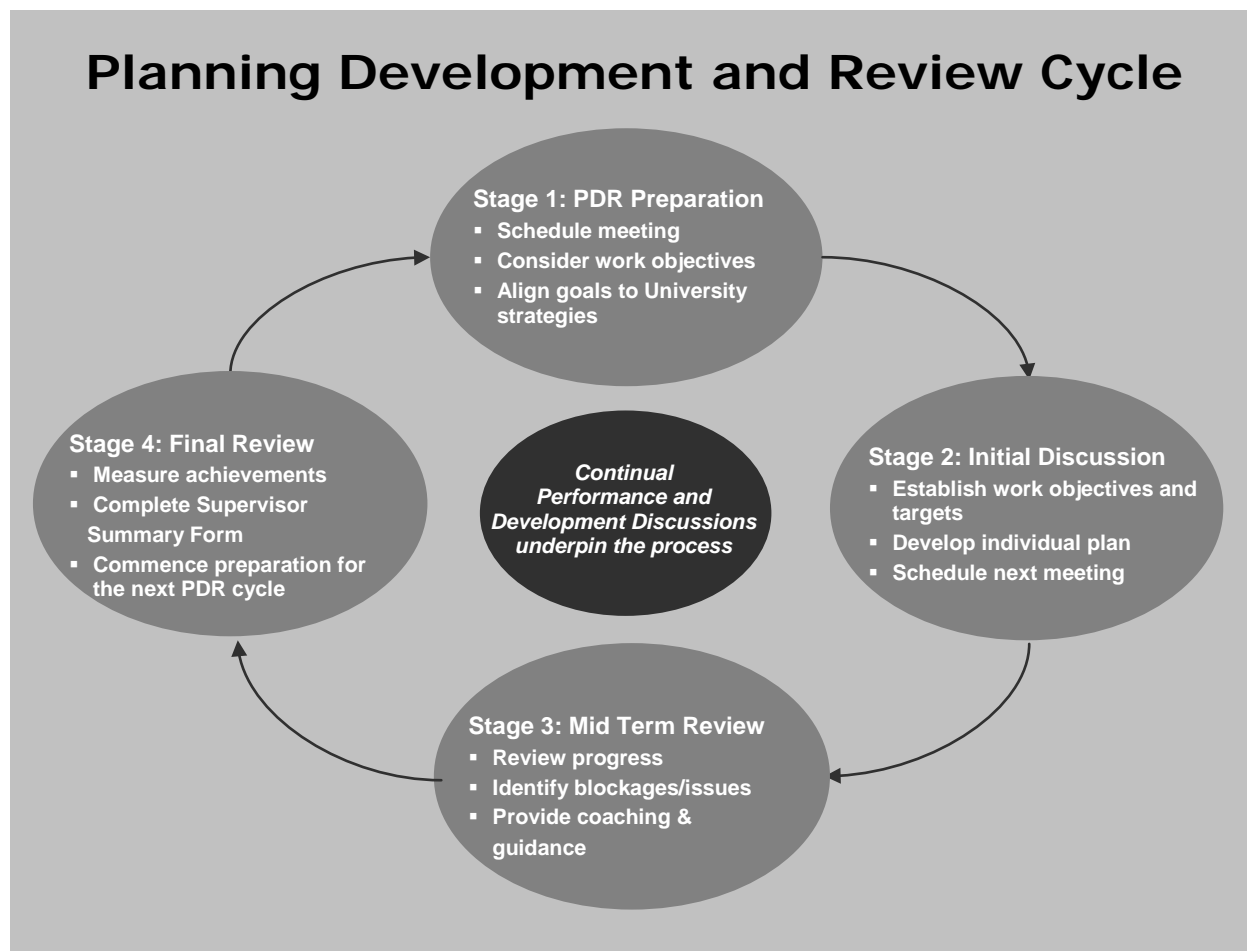
**Benefits for the University**

For the University, Performance Excellence provides a framework that:

- Conveys the message that individuals are valued.
- Aligns University capability with the strategic direction.
- Fosters a culture of continuous improvement where achievement is recognised and rewarded.
- Increases the opportunity for organisation learning.
- Improves overall performance through:
  - Increased sense of teamwork and commitment.
  - Collaborative relations between supervisors and staff.
  - Providing supervisors the opportunity to develop and apply their leadership skills and to motivate and develop their staff.

## Planning, Development and Review Cycle

The Planning, Development and Review (PDR) cycle is a four stage process undertaken over a 12 month period. The process is formalised (documented) during Stages 2, 3 and 4, and is supported by a culture of continual improvement whereby regular (informal) performance and development discussions occur.



**Note:**

The cycle may be run from January to December each year (with Mid Term review undertaken in June) to align with the academic calendar.

**Overview**

# GUIDE FOR STAFF

Purpose	11
Documentation	12
Stage 1: planning for the discussion before the discussion	13
Stage 2: during the discussion	
what you can expect to be discussed	14
your work plan	15
your professional development plan	16
your career plan	16
finalising the discussion	17
Stages 3 and 4: mid term and final reviews	18



## GUIDE FOR STAFF

### **Purpose of the Planning, Development and Review Discussion**

The purpose of the formal planning, development and review discussion between you and your supervisor \* is to:

- Recognise your achievements during the review period.
- Discuss objectives that were not met during the review period, address the reasons and explore the impacts.
- Identify current proficiency, areas for future development and work priorities.
- Discuss and document appropriate work objectives for the year ahead.
- Discuss and document individual development activities to assist you in achieving your work objectives and improving performance.
- Identify and document career plans.
- Provide feedback to your supervisor on workplace issues and impacts.
- Discuss approaches to managing your workload.

### **This Guide**

This guide provides you with:

- An explanation of the Planning, Development and Review process.
- Instruction on how to complete the Planning, Development and Review – Individual Plan.
- Information on where to go for further information and assistance.

This guide is designed to be used in conjunction with skills training on the Planning, Development and Review Process. It does not replace the learning and development of effective communication skills achieved through training and coaching on the Planning, Development and Review Process.

### **Further Information and Assistance**

Refer to the Performance Excellence website for a comprehensive list of information and resources <http://www.adelaide.edu.au/hr/performance/pdr/>

### **Note**

*\* For the purposes of the Performance Excellence Framework, supervisor refers to all levels of supervisor including senior academic and administrative managers. How supervisors are allocated to conduct the PDR discussion will vary across different areas but it is important that the process outlined in this guide is followed to maintain a consistent approach for all university staff*

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**Guide for Staff****Documentation****Individual Plan**

Individual Plan templates assist to guide and document the Planning, Development and Review discussions. This Individual Plan is to be used as a *working document* and referred to regularly during the review period.

**Three Parts**

The Individual Development Plan for Academic Staff and the Individual Development Plan for Professional Staff template is in three parts:

**PART A: Your Work Plan****PART B: Your Professional Development Plan****PART C: Your Career Development Plan (optional)****PDR Individual Plan Templates**

Planning, Development and Review Individual Plan templates for Academic and Professional Staff are attached at Appendix A. You can also access a copy of the guidelines and templates from the Performance Excellence website <http://www.adelaide.edu.au/hr/performance/pdr/>

**Before the discussion****Stage 1: Preparing for the Planning, Development and Review Discussion****Setting Up the Meeting**

Your supervisor will schedule a meeting with you at least two weeks prior to the Planning, Development and Review meeting.

At this time your supervisor will explain to you:

- the purpose of the discussion.
- the format of the discussion.
- how you should prepare for the discussion.

**Preparing for the Planning, Development and Review Meeting**

Your preparation prior to the Planning, Development and Review involves:

## Downloading

- A template of the *Planning, Development and Review Individual Plan*.
- A copy of the *Planning, Development and Review Guide for Staff*.

## Reviewing

- Your Position Description (*Professional Staff*).
- Your Work Plan Objectives set in the previous review period against what was achieved.

## Collecting

- Evidence of performance.

## Documenting

- Achievements for the period under review.
- Performance against objectives set in previous review period.
- Objectives that were not achieved, the reasons and the impacts.
- Suggestions for improvement.
- Training and development activities undertaken.
- Mentor feedback.

## Identifying

- Any problems encountered.
- Be specific and offer possible solutions.

## Developing/Drafting

- Suggestions for new Work Plan objectives and how to measure the objectives.
- Ideas for possible learning and development activities to assist you in achieving your Work Plan objectives and improving your performance.
- Career planning and possible activities to assist you in achieving your career goals (optional).

**Guide for Staff**

## Stage 2: The Planning, Development and Review Discussion

**What You can Expect to be Discussed**

The Planning, Development and Review discussion will include:

- Reviewing previously set work objectives, the achievement and non achievement of objectives.
- **Your Work Plan**  
Setting work priorities and work objectives for the coming review period.  
Discussing workload allocation.
- **Your Professional Development Plan**  
Planning development activities to support your Work Plan Objectives.
- **Your Career Plan**  
Developing your career plan. (*Optional*)
- **Staff member feedback**  
The opportunity for you to provide feedback and comment on the PDR discussion/process.
- **Finalising and documenting the discussion**  
Set and document appropriate objectives for the review period.

**Getting the Most from the Planning, Development and Review Discussion**

Achieving the maximum benefit from the Planning, Development and Review discussion requires:

- Being well prepared with all the necessary documentation as outlined in this guide.
- Using your communication and interpersonal skills to keep the discussion focussed and positive.

**Further Assistance – Communication Skills**

Refer to the Performance Excellence website for a comprehensive list of information and resources <http://www.adelaide.edu.au/hr/performance/pdr/>

## Stage 2: The Planning, Development and Review Discussion

### Reviewing Previous Work Plan Objectives

This part of the discussion involves you and your supervisor reviewing your Work Plan Objectives for the previous review period. This part of the process will follow the guide for the Mid PDR Review, which you can find on p.18 of this Guide.

Discussion should be based on appropriate documentation and evidence you and your supervisor have prepared before the meeting. *Refer to Preparing for the Discussion p.13 of this Guide.*

The discussion should contain no surprises for you or your supervisor. Any issues or difficulties should be dealt with as they arise or in regular informal feedback.

### Your Work Plan

This part of the discussion involves you and your supervisor setting your work priorities and a maximum of five work objectives for the coming review period. The discussion focuses on work objectives that:

### Setting Work Objectives and Agreeing Resources

- Align your goals with the Faculty/Division and University's objectives.
- Are appropriate for you and the current stage in your career.
- Where possible take into account your personal career aspirations.
- Take into account the University's Workload Allocation Policy (Academic Staff) as amended or replaced.

An important component of your work objectives is identifying the resources required to be successful in these objectives. For academic staff, this includes the workload for the review period. The template provides an opportunity for you to record the resources identified with your manager or supervisor.

### Sample Work Objectives

Refer to the Performance Excellence website to download sample work objectives for academic and professional staff:  
<http://www.adelaide.edu.au/hr/performance/pdr/>

During the discussion, you are invited to comment on:

- any difficulties you anticipate in achieving your objectives, and the likely impact.
- the assistance you may need to overcome any difficulties.

You and your supervisor set objectives that will be used as a basis for coaching and guidance and may be amended or modified to reflect any changes that occur during the review period. It is important therefore that regular review discussion and feedback takes place.

### Further Assistance – Objective Setting

Refer to the Performance Excellence website for a comprehensive list of information and resources: <http://www.adelaide.edu.au/hr/performance/pdr/>

**Guide for Staff****Stage 2: The Planning, Development and Review Discussion****Your Professional Development Plan**

This part of the discussion involves you and your supervisor identifying Development Objectives to assist you in achieving your work objectives, increasing your satisfaction, and to enhance your overall performance.

**Planning Development Activities**

Consideration is given to:

- The skills/knowledge that need to be developed to assist in achieving work objectives for the review period.
- The skills/knowledge/behaviours that need to be developed to support performance improvement.
- The behaviours that need to be developed to support the University's objectives.
- Identify the most effective development options and their availability.
- The resources required for the identified development activities.
- The most appropriate mentor or learning partner with whom you can receive feedback and guidance, and discuss your progress.
- How you will apply your learning's in the workplace, and transfer the knowledge to others.
- The actions the supervisor needs to take, including the provision of any resources you need to complete your development objectives.
- How to maintain ongoing and regular feedback on progress towards the achievement of the agreed actions.
- Milestones and time management.

**Setting Development Objectives****Sample Development Objectives**

Refer to Appendix B for assistance in developing SMART work plan objectives.

Sample professional development objectives are available for download at: <http://www.adelaide.edu.au/hr/performance/pdr/>

**Developing Your Career**

This part of the discussion is optional. However, you are encouraged to plan for your longer term career.

See Appendix C: Developing your Career, Academic Staff.

See Appendix D: Developing your Career, Professional Staff.

**Staff Feedback**

The supervisor will invite you to provide feedback on any relevant workplace issues that you might wish to raise.

You are also invited to comment and give feedback on the Planning, Development and Review process. *Refer to Appendix A, Individual Plan template.*

**Further Assistance – Giving & Receiving Feedback**

Refer to the Performance Excellence website for a comprehensive list of information and resources <http://www.adelaide.edu.au/hr/performance/pdr/>

## Stage 2: The Planning, Development and Review Discussion

### Finalising the Discussion

In this part of the discussion it is essential that both you and your supervisor leave the discussion with a mutual understanding and clear expectations as to what is to be achieved in the review period. To assist the supervisor may guide a summary of the discussion by:

#### Reviewing:

- the achievements.
- the actual performance outcomes against objectives.
- the new work objectives and how they will be measured.
- the development plan.

#### Completing the documentation:

- Both sign the front page of the Individual Plan.
- Ensure copies are made of the documentation for:
  - The supervisor and/or Head of School
  - The staff member.

#### Agreeing follow-up actions, milestones, and dates:

Carefully document who will do what, and by when, and ensure any follow-up meetings are set.

## Stages 3 and 4: Mid Term and Final Reviews

Your responsibilities for Stages 3 and 4 are the same.

### Mid Term or Final Review

Feedback on progress toward your work plan objectives is an essential part of the Planning, Development and Review process. Therefore your review discussions will be held at six and twelve months after your initial Stage 2 PDR discussion. The reviews are formal discussions that focus on your progress, the support you need and changes that may need to be made for you to stay on track and achieve the agreed objectives within the review period.

### How Am I Going?

Using your Individual Plan and previously set objectives, the review discussion will include:

- Acknowledgment and documentation of progress toward achieving your objectives.
- Discussion, coaching and guidance on objectives yet to be achieved.
- New opportunities, changes in direction and milestones.
- Identifying blockages, issues and problems affecting progress towards objectives, including the provision of identified resources and any new resource requirements. It may include an updated workload plan for academic staff.
- A review of your development goals and career plans, and discussion of progress and the impact that this has made.
- Shared feedback relevant to any part of the process.

As with the annual discussion, it is essential that both you and your supervisor leave the discussion with mutual understanding and clear expectations. The review discussions are summarised by:

#### Reviewing:

- the achievements.
- the actual performance outcomes against objectives.
- the new work objectives and how they will be measured.
- the development plan.

#### Completing the documentation:

- Finalising the feedback for each objective in the Individual Plan.
- Both sign the front page of the Individual Plan.
- Ensure copies are made of the documentation for:
  - The supervisor.
  - The staff member.
  - Head of School / supervisor.

Copies of the completed Individual Plans will be retained in a secure location by the staff member and the supervisor.

### Finalising the Mid Term or Final Review Discussions

#### Follow-up actions, milestones, and dates:

Carefully document all actions, including the person responsible, details of the action, the time frame, and ensure any follow-up meetings are set.

# GUIDE FOR SUPERVISORS

Purpose	21
Documentation	22
Stage 1: planning for the discussion	
organising the meeting	23
preparing for the meeting	23
Stage 2: during the meeting	24
Stages 3 and 4:	
mid term and final reviews	28
Continuous performance feedback	29
Supervisor checklist	29
Supervisor summary form	29

**Guide for Supervisors**

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## A GUIDE FOR SUPERVISORS

### **Purpose of the Planning, Development and Review Meetings**

The purpose of the formal Planning, Development and Review meeting between the staff member and you their supervisor\* is to:

- Recognise, and where appropriate reward, achievements during the review period.
- Discuss objectives that were not achieved during the review period, address the reasons and explore the impacts.
- Identify and agree on current capabilities and classification framework, areas for future development and work priorities.
- Discuss and document appropriate work objectives for the year ahead.
- Discuss and document individual development activities to assist the staff member in achieving the set objectives and improving performance.
- Discuss how the staff member's role and their objectives fit with those of the Department/Unit, and the University Strategic Plan.
- Provide feedback to the supervisor on workplace issues.

### **This Guide**

This guide provides supervisors with a structure for the Planning, Development and Review process.

Supervisors are encouraged to consult Human Resources for information and/or advice on any particular situation(s). For contact details go to:  
<http://www.adelaide.edu.au/hr/about/contacts/>

All supervisors are expected to complete training on the processes and skills involved in undertaking the Planning, Development and Review. To attend training book online at <http://www.adelaide.edu.au/hr/performance/pdr/>

### **Checklist**

The Planning, Development and Review Summary Checklist assists supervisors to ensure all aspects of their responsibilities in the Planning, Development and Review process are met. *Refer to Appendix E.*

### **Note**

*\* For the purposes of the Performance Excellence Framework, supervisor refers to all levels of supervisor including senior academic and administrative managers. How supervisors are allocated to conduct the PDR discussion will vary across different areas but it is important that the process outlined in this guide are followed to maintain a consistent approach for all university staff.*

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**Guide for Supervisors****Documentation****Individual Plan**

Individual Plan templates assist to guide and document the Planning, Development and Review discussions. This Individual Plan is to be used as a *working document* and referred to regularly during the review period.

**Three Parts**

The Individual Development Plan for Academic Staff and the Individual Development Plan for Professional Staff template is in three parts:

**PART A: Your Work Plan****PART B: Your Professional Development Plan****PART C: Your Career Development Plan (optional)****PDR Individual Plan Templates**

Planning, Development and Review Individual Plan templates for Academic and Professional Staff are attached at Appendix A. You can also access a copy of the guidelines and templates from the Performance Excellence website <http://www.adelaide.edu.au/hr/performance/pdr/>

**Before the Discussion****Stage 1: Preparing for the Planning, Development and Review Discussion****Organising the Meeting**

Organising the Planning, Development and Review meeting involves:

- Scheduling a suitable meeting time with the staff member at least two weeks prior to the Planning, Development and Review meeting.
- Ensuring the staff member has a copy of both:
  - the Individual Plan, and
  - the Planning Development and Review Guide for Staff.
- Drawing the staff member's attention to, and making available, resources to assist with preparing for the Planning, Development and Review meeting.
- Communicating to the staff member:
  - the purpose of the discussion.
  - the format of the discussion.
  - how they should prepare for the discussion.

Individual Plan templates are available for downloading at:  
<http://www.adelaide.edu.au/hr/performance/pdr/>

**Preparing for the Planning, Development and Review Meeting**

The supervisor's preparation prior to the Planning, Development and Review meeting involves:

- reviewing the goals and targets outlined in the: (1) University's Strategic Plan; (2) Faculty/Division Plans; and (3) School/Branch Plans, and identifying how they flow into the local work area and the work of the individual members of staff.
- familiarising yourself with the work/role of the individual staff member.
- identifying how the individual staff member contributes to achieving these goals.
- reviewing and identifying appropriate workload allocation.
- developing a position description or reviewing and identifying any changes required in the current position description (*Professional Staff only*).
- collecting/collating evidence on the performance during the period under review.
- identifying areas for further development and/or improvement that need to be addressed in the discussion.

In addition, identify any specific workplace issues that may need:

- Clarification or elaboration.
- Joint problem solving.
- Additional resources.
- Work Load Allocation (*Academic Staff*).

**Guide for Supervisors****During the Meeting****Stage 2: The Planning, Development and Review Discussion****Reviewing Work Plan Objectives**

Reviewing previously set objectives and achievement (or otherwise) of those objectives involves:

- Using objective, constructive and concise communication and interpersonal skills to ensure the discussion is objective and focussed on positive outcomes for both parties.
- Encouraging the staff member to reflect and comment on their own performance.
- Recognising and acknowledging the staff member for their achievements, and discussing objectives that have not been met, and the impact.
- Being well prepared with all the necessary documentation and supporting evidence.

There should be no surprises for you or the staff member. Any issues or difficulties should be dealt with as they arise or as part of regular informal feedback.

Use the following format to assist you in guiding the staff member through the review discussion.

**A Guide to the Review Discussion****Major Achievements**

Invite the staff member to provide feedback and comment on:

**Major Achievements**

- Their achievements during the review period.
- The highlights, as well as the difficulties faced and the approach to overcoming them.
- Outcomes of any training and development activities undertaken.
- Outcomes of their learning partner/mentor relationship (where applicable).

**Performance Outcomes and Assessment****Reviewing actual performance against work plan objectives and negotiating assessment**

For each objective invite the staff member to:

- Provide feedback on the achievement of the objective.
- Supply evidence to support the actual performance.
- Discuss the obstacles and difficulties faced.
- Comment on objectives that have not been achieved and explore the impacts.
- Comment on work allocation (*Academic Staff only*).
- Discuss any difference in views between you. Explore what the differences are, why they exist and any difference in evidence presented.

**Note** *The supervisor makes the final determination on the objectives to be included in the plan.*

## During the Meeting

**Stage 2: The Planning, Development and Review Discussion****Setting Work Objectives**

This part of the discussion involves you and the staff member discussing the work priorities and identifying up to five work objectives for the coming review period. The discussion focuses on work objectives that:

- align with the Faculty/Division and the University's objectives,
- are appropriate for the individual, their current career stage and their performance history.
- where possible take into account the staff member's career aspirations.

**Note** *The supervisor makes the final determination on the objectives to be included in the plan.*

**Setting Work Objectives**

You then invite the staff member to comment on:

- Any difficulties they anticipate in achieving their objectives.
- The assistance that might be needed to overcome any difficulties.

You and the staff member agree that the objectives will be used as a basis for coaching and guidance and may be amended or modified to reflect any changes that occur during the review period. It is important therefore that regular review discussion and feedback takes place.

**Further Assistance – Objective Setting**

Refer to *Appendix B* for assistance in developing SMART work plan objectives. Additionally the Performance Excellence website provides a comprehensive list of information and resources: <http://www.adelaide.edu.au/hr/performance/pdr/>

**Guide for Supervisors****Stage 2: The Planning, Development and Review Discussion****Professional Development Plan**

This part of the discussion involves you and the staff member identifying appropriate development objectives to assist the staff member in achieving the set work objectives, to enhance their overall performance and support career goals.

**Planning Development Activities**

Consideration is given to:

- The knowledge/skills that need to be developed to assist in achieving work objectives for the review period.
- The skills/knowledge/behaviours that need to be developed to support performance improvement.
- The behaviours that need to be developed to support the University's objectives.
- Identify the most suitable development options and their availability.
- The resources required for the identified development activities.
- How the learning will be applied.
- The most appropriate learning partner/mentor.
- What the supervisor needs to do.
- What the staff member needs to do.
- How to maintain ongoing and regular feedback on progress towards the achievement of the work plan objectives.
- Milestones and time management.

**Setting Learning and Development Objectives****Career Plan**

Part C of the Individual Development Plan template, Career Development Planning is optional. However, the University provides support and a wide range of opportunities for career development. The Planning, Development and Review discussion provides an opportunity for the supervisor to encourage staff to plan their longer term career development and be proactive in taking responsibility for their future.

**Staff Member Feedback**

The supervisor invites the staff member to provide feedback on any relevant workplace issues they might wish to raise.

Staff members are also invited to comment and give feedback on the Planning, Development and Review process. *Refer to Appendix A, Individual Plan template.*

**Further Assistance – Developing Your Career / Giving and Receiving Feedback**

Refer to the Performance Excellence website for a comprehensive list of information and resources: <http://www.adelaide.edu.au/hr/performance/pdr/>

## Stage 2: The Planning, Development and Review Discussion

### Finalising the Discussion

It is essential that both you and the staff member leave the discussion with mutual understanding and clear expectations as to what is to be achieved in the review period. It is recommended that you follow these guidelines to finalise the discussion.

#### Review the Discussion

- Acknowledge the achievements.
- Confirm the actual performance outcomes against objectives.
- Confirm the new work objectives and how they will be measured.
- Confirm the development plan.

#### Complete the Documentation

Both sign the front page of the Individual Plan. Ensure copies are made of the documentation for:

- the supervisor and/or the Head of School.
- the staff member.

#### Agree follow-up actions, milestones, and dates

Carefully document who is to do what and by when and ensure any follow-up meetings are set.

### Finish on a Positive Note

#### Finish the meeting on a positive note:

#### Congratulate

- **Congratulate the staff member on their success:**  
Use the final moments of the discussion to reinforce their accomplishments.

#### Encourage

- **Encourage the staff member with their development plan:**  
Emphasise the support available to the staff member for the achievement of their development plan.

#### Recognise

- **Recognise and acknowledge:**  
Recognise and acknowledge the time and effort the staff member has contributed to the process and for attending the discussion.

Let the staff member know that you look forward to working with them through the next review period and that you are confident in their ability to achieve the set objectives.

#### Reinforce

- **Reinforce:**  
Reinforce the point that you are willing to provide assistance and support as necessary.

### Further Assistance – How to End the Meeting

Refer to the Performance Excellence website for a comprehensive list of information and resources: <http://www.adelaide.edu.au/hr/performance/pdr/>

**Guide for Supervisors****Stages 3 and 4: Mid Term and Final Reviews**

Your responsibilities for both reviews are the same. However once you have completed the final reviews for your staff you are required to submit a PDR Supervisor Summary Form. *Refer to Appendix F.*

**Mid Term and Final Reviews**

Feedback on progress toward the work plan objectives is an essential part of the Planning, Development and Review process. Therefore, a Mid Term Review discussion is held 6 months following the annual review discussion.

The Mid Term Review discussion is a formal discussion that focuses on the progress of the staff member, the support they may need and changes that may be needed as a result of changes in the University.

Use the staff member's Individual Plan and previously set objectives as the basis for the reviews. The discussion will include:

- Acknowledgment and documentation of progress toward achieving the objectives.
- Review resource requirements.
- Coaching and guidance on objectives yet to be achieved.
- New opportunities, changes in direction and milestones.
- Identifying blockages, issues and/or problems affecting progress towards objectives.
- Shared feedback relevant to development or progress.

**Finalising the Mid Term and Final Review Discussions**

As with the Stage 1 discussion, it is essential that both you and the staff member leave the discussion with mutual understanding and clear expectations.

**Review objectives:**

- the achievements.
- the actual performance outcomes against objectives.
- the new work objectives and how they will be measured.
- the development plan.
- specific actions discussed by both you and the staff member.

**Complete the documentation:**

- Both sign the front page of the Individual Plan.
- Ensure copies are made of the documentation for:
  - The supervisor.
  - The staff member.
  - The Head of School.

**Agree follow-up actions, milestones, and dates:**

Carefully document who is to do what and by when and ensure any follow-up meetings are set.

**Further Assistance – How to End the Meeting**

Refer to the Performance Excellence website for a comprehensive list of information and resources: <http://www.adelaide.edu.au/hr/performance/pdr/>

## Stages 3 and 4: Mid Term and Final Reviews

### Ongoing Follow-Up and Support

#### Continuous Performance Feedback

It is essential that the staff member's Individual Plan is used by you both as a *working document* and referred to regularly during the review period.

To achieve this, in addition to the formal Annual, Mid Term and Final PDR discussions:

- Provide constructive and regular informal feedback so the staff member is clear on your view of their progress.
- Use the set work plan objectives as a basis for ongoing coaching and guidance.
- Provide opportunities for the staff member to discuss issues as they arise.
- Amend or modify agreed objectives to reflect any changes that may occur.
- Ensure the staff member has access to resources as agreed to facilitate the achievement of development objectives.

### Confidentiality

It is essential to maintain trust and trustworthiness in the PDR process by ensuring all meetings are treated as confidential conversations between the supervisor and the staff member.

All documentation must remain confidential to:

- The staff member.
- The supervisor.
- The Head of School (or the senior staff member nominated by the Head of School) or equivalent manager.

The Supervisor Summary Form (*Appendix F*) provides an aggregated summary of outcomes for a School/Branch. This information does not identify the details of individual PDR discussions and is used for planning development activities and resources.

Copies of the completed Individual Plans will be retained in a secure location by the staff member and the supervisor. Information and associated documents may be used for:

- Rewards and recognition.
- Internal recruiting and reclassification processes.
- Identifying and planning staff development needs and activities.
- Resource planning and allocation.
- Ongoing performance review.

### Supervisor Checklist

#### Planning, Development and Review process Checklist

The Planning, Development and Review Checklist will assist you in ensuring you have met all aspects of your responsibilities as a supervisor in the Planning, Development and Review process. *Refer to Appendix E.*

### Supervisor Summary Form

#### Stage 4: Planning, Development and Review Summary Form

On completion of the final review, Supervisors and Managers must submit a PDR Supervisor Summary Form to their next level manager on completion of PDR discussions. *Refer to Appendix F.*



# APPENDICES

A	Planning, Development and Review Individual Plan	
	template for academic staff	33
	template for professional staff	37
B	Setting objectives	41
C	Career development academic staff	43
D	Career development professional staff	44
E	Supervisor checklist	45
F	Supervisor summary form	46

## APPENDIX A

### **Planning, Development and Review**

### **Individual Plan**

- 1. Academic Staff**
- 2. Professional Staff**

Note: Copies of the Individual Plans can be downloaded from the Performance Excellence website at:  
<http://www.adelaide.edu.au/hr/performance/pdr/>

# INDIVIDUAL PLAN - ACADEMIC STAFF

PERFORMANCE EXCELLENCE

PLANNING, DEVELOPMENT & REVIEW DISCUSSION RECORD - TEMPLATE



ANNUAL REVIEW PERIOD: \_\_\_/\_\_\_/20\_\_\_ to \_\_\_/\_\_\_/20\_\_\_

This form is a record of the Planning, Development and Review discussions.

The purpose of the Planning, Development and Review discussion is to:

- Discuss areas for future development and work priorities.
- Align work activities to the University's strategic objectives.
- Discuss and document individual development activities.
- Identify and document career aspirations.

Your Individual Plan is in three parts:

**Part A: Your Work Plan**

**Part B: Your Professional Development Plan**

**Part C: Your Career Plan (optional)**

Use SMART Objectives (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-based). It is recommended that you limit the number of objectives to a maximum of 5 for the review period. Refer to the Performance Excellence website for a comprehensive list of information and resources: <http://www.adelaide.edu.au/hr/performance/pdr/>

*Attach additional pages as required for objectives or comments, evidence of progress and/or achievements to this form.*

<b>Staff Member:</b>	<b>Supervisor:</b>
Name: _____	Name: _____
School: _____	School: _____
Position: _____	Position: _____
If your supervisor has changed during the PDR cycle please enter your new supervisor's details here:	
<b>New Supervisor:</b>	
Name: _____	
Position: _____	

**STATUS:**     Objectives Set     Mid Term Review Held     Final Review Held

<b>SIGNATURES:</b>		
<b>Planning and Development Objectives:</b>		
Staff member: _____	Supervisor: _____	Date: _____
<b>Mid Term Review:</b>		
Staff member: _____	Supervisor: _____	Date: _____
<b>Final Review:</b>		
Staff member: _____	Supervisor: _____	Date: _____

## PART A: WORK PLAN FOR NEXT 12 - 24 MONTHS

*When setting your Work Objectives, consider your work priorities over the next 12-24 months. These should be related to Teaching and Supervision, Research, Scholarship and Creative Activity, Administration, Service and Leadership in the University, Professional Activity and Service to the Community, including OHS&W responsibilities and accountabilities.*

Enter your work objectives at the annual objective setting discussion. Complete the review sections below at each review meeting.

<b>Work Objectives:</b> (max. 5 objectives)	<b>Outcomes or Measures (KPIs)</b> <i>How will I know when objectives have been met</i>
<b>Objective 1</b>	
<b>Objective 2</b>	
<b>Objective 3</b>	
<b>Objective 4</b>	
<b>Objective 5</b>	

**Resources and Support Required to achieve my Work Objectives, (include workload considerations):**

**Workload Agreement – Please record any changes to workload allocation** (refer University Policy on Workload Allocation, as amended or replaced)

- Teaching and Supervision -
- Research, Scholarship and Creative Activity -
- Administration -
- Service and Leadership in the University -
- Professional Activity & Service to the Community -

### Mid Term Feedback and Review

<i>Comment on progress and achievements and/or plans to complete objectives.</i>	<p><b>Mid Term Review Comments:</b></p> <p><b>What work objectives have been met? What has been the impact?</b></p> <p><b>Where objectives have not been met, discuss and document the potential impacts and critical dependencies.</b></p>
--	--

### End of Period Feedback and Review

<i>Comment on completion of objectives. If objectives were not achieved, provide reasons</i>	<p><b>Final Review Comments:</b></p> <p><b>What work objectives have been met? What has been the impact?</b></p> <p><b>Where objectives have not been met, identify and discuss the potential impacts for self and others.</b></p>
--	---

## PART B: PROFESSIONAL DEVELOPMENT PLAN FOR NEXT 12 - 24 MONTHS

*When setting your Professional Development Objectives, consider your existing knowledge and current level of tasks and skills. Identify the knowledge, behaviours and professional requirements to successfully achieve your work objectives identified in Part A and your alignment with the University of Adelaide's strategic objectives.*

*Identify how you will apply your professional development.*

*Nominate a learning partner and/or mentor to support you in achieving your objectives.*

Enter your objectives at the annual objective setting discussion. Complete the review sections below at each review meeting.

### Professional Development Objectives:

(max. 5 objectives)

### Outcomes or Measures

*(how will I put the learning and development to use?)*

**If required nominate a Development Partner or Mentor:**

**Position:**

**Resources and support required to achieve my professional development:**

### Mid Term Feedback and Review

#### Progress against Plan

*List and comment on development activities undertaken.*

#### Mid Term Review Comments:

### End of Period Feedback and Review.

#### Achieved Outcomes and Measures

*List and comment on development activities undertaken*

#### Final Review Comments:

## **PART C: CAREER DEVELOPMENT PLAN (Optional)**

*This section is optional, however it is recommended that you give thought to how you want to plan your long term career to explore career development opportunities for discussion with your supervisor at Planning, Development and Review meetings.*

*Consider career development options and specific activities that will support you in achieving your career objectives and how you will measure your success.*

Identify and discuss your career aspirations at the annual objective setting discussion.

Complete the review sections below at each review meeting.

### **Objectives: Desired future career directions**

*Short to mid term 2-3 years*

*Longer term 3-5 years*

*Beyond 5yrs*

### **Career Development Actions**

*Short to mid term 2-3 years*

*Longer term 3-5 years*

**Resources and support required to achieve my career objectives:**

**Mid Term Review Feedback and Comments**

**Final Review Feedback and Comments**

# INDIVIDUAL PLAN - PROFESSIONAL STAFF

PERFORMANCE EXCELLENCE

PLANNING, DEVELOPMENT & REVIEW DISCUSSION RECORD - TEMPLATE



ANNUAL REVIEW PERIOD: \_\_\_/\_\_\_/20\_\_\_ to \_\_\_/\_\_\_/20\_\_\_

This form is a record of the Planning, Development and Review discussions.

The purpose of the Planning, Development and Review discussion is to:

- Discuss areas for future development and work priorities.
- Align work activities to the University's strategic objectives.
- Discuss and document individual development activities.
- Identify and document career aspirations.

Your Individual Plan is in three parts:

**Part A: Your Work Plan**

**Part B: Your Professional Development Plan**

**Part C: Your Career Plan (optional)**

Use SMART Objectives (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-based). It is recommended that you limit the number of objectives to a maximum of 5 for the review period. Refer to the Performance Excellence website for a comprehensive list of information and resources: <http://www.adelaide.edu.au/hr/performance/pdr>

*Attach additional pages as required for objectives or comments, evidence of progress and/or achievements to this form.*

<b>Staff Member:</b>	<b>Supervisor:</b>
Name: _____	Name: _____
School/Branch: _____	School/Branch: _____
Position: _____	Position: _____
If your supervisor has changed during the PDR cycle please enter your new supervisor's details here:	
<b>New Supervisor:</b>	
Name: _____	
Position: _____	

**STATUS:**     Objectives Set     Mid Term Review Held     Final Review Held

<b>SIGNATURES:</b>		
<b>Planning and Development Objectives:</b>		
Staff member: _____	Supervisor: _____	Date: _____
<b>Mid Term Review:</b>		
Staff member: _____	Supervisor: _____	Date: _____
<b>Final Review:</b>		
Staff member: _____	Supervisor: _____	Date: _____

## PART A: WORK PLAN FOR NEXT 12 - 24 MONTHS

*When setting your Work Objectives, consider your work priorities over the next 12-24 months and accountabilities as outlined in your Position Description.*

*These may be related to leadership, management, specific OHS&W/technical competencies and ways for you to contribute directly to the achievement of the Faculty/Division objectives.*

Enter your work objectives at the annual objective setting discussion. Complete the review sections below at each review meeting.

<b>Work Objectives: (max. 5 objectives)</b>	<b>Outcomes or Measures (KPIs)</b> <i>How will I know when objectives have been met</i>
<b>Objective 1</b>	
<b>Objective 2</b>	
<b>Objective 3</b>	
<b>Objective 4</b>	
<b>Objective 5</b>	

**Resources and support required to achieve my work objectives, including workload considerations:**

### Mid Term Feedback and Review

<i>Comment on progress and achievements and/or plans to complete objectives.</i>	<p><b>Mid Term Review Comments:</b></p> <p><b>What work objectives have been met? What has been the impact?</b></p>  <p><b>Where objectives have not been met, identify and discuss the potential impacts and critical dependencies.</b></p>
--	--

### End of Period Feedback and Review

<i>Comment on completion of objectives. If objectives were not achieved, provide reasons</i>	<p><b>Final Review Comments:</b></p> <p><b>What work objectives have been met? What has been the impact?</b></p>  <p><b>Where objectives have not been met, identify and discuss the potential impacts for self and others.</b></p>
--	---

**PART B: PROFESSIONAL DEVELOPMENT PLAN FOR NEXT 12 - 24 MONTHS**

*When setting your Professional Development Objectives, consider your existing knowledge and current level of tasks and skills. Identify the knowledge, technical skills, behaviours and professional requirements to successfully achieve your work objectives identified in Part A and your alignment with the University of Adelaide's strategic objectives. Identify how you will apply your professional development.*

Enter your objectives at the annual objective setting discussion. Complete the review sections below at each review meeting.

<p><b>Professional Development Objectives:</b> (max. 5)</p>	<p><b>Outcomes or Measures</b> <i>(how will I put the learning and development to use?)</i></p>
---	---

**Resources and support required to achieve my Professional Development Objectives:**

**Mid Term Feedback and Review**

<p><b>Progress</b> against Plan</p> <p><i>List and comment on development activities undertaken.</i></p>	<p><b>Mid Term Review Comments:</b></p>
--	---

**End of Period Feedback and Review.**

<p><b>Achieved</b> Outcomes and Measures</p> <p><i>List and comment on development activities undertaken</i></p>	<p><b>Final Review Comments:</b></p>
--	--------------------------------------

## PART C: CAREER DEVELOPMENT PLAN (Optional)

*This section is optional; however it is recommended that you give thought to how you want to plan your long term career to explore career development opportunities for discussion with your supervisor at Planning, Development and Review meetings.*

*Consider career development options and specific activities that will support you in achieving your career objectives and how you will measure your success.*

Identify and discuss your career aspirations at the annual objective setting discussion. Complete the review sections below at each review meeting.

### **Objectives: Desired future career directions**

*Short to mid term 2-3 years*

*Longer term 3-5 years*

*Beyond 5yrs*

### **Career Development Actions**

*Short to mid term 2-3 years*

*Longer term 3-5 years*

### **Resources and support required to achieve my Career Objectives:**

### **Mid Term Review Feedback and Comments**

### **Final Review Feedback and Comments**

## APPENDIX B

### Setting Objectives

#### Why Set Objectives?

Setting work plan objectives is central to the Planning, Development and Review process.

The objective setting process sets the agenda for the review period to:

- ensure the achievement of the School/Branch objectives by involving staff and their supervisor in setting and resourcing key objectives;
- gain commitment of staff in the achievement of those objectives;
- provide a benchmark against which individual performance can be measured;
- assist staff in gaining the necessary experience and achievements to support promotion/reclassification applications; and
- ensure that staff are working toward a balanced portfolio of activities appropriate to their role and the stage of their career.

#### SMART Objectives

Well defined objectives should always be **SMART**, that is

**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant  
**T**ime-based

**Specific:** Objectives must be specific. Objectives must express the action and results so it is clearly stated what is to be achieved, by when and according to the stated standards. Using verbs to state the outcome helps to clarify what is needed. For example: *develop, introduce, publish, increase, etc.*

**Measurable:** All objectives must include some way of measuring and verifying whether the objective has been achieved and to what level. Measures may be qualitative (quality of work, satisfaction) or quantitative (numbers achieved, costs incurred, revenue achieved). Generally there are four ways to measure; *quality, quantity, costs (or revenue) or time.*

**Achievable:** While objectives should provide challenge, development and motivation for the individual objectives must also be realistic and achievable. Consider the abilities of the individual and the availability of resources.

**Relevant:** The objectives must be relevant to the level/role of the individual, the priorities and workload of their area and focussed on the results/outcomes to be achieved. The objectives must also be consistent with and contribute to University and department goals.

**Time-Based:** Objectives must have clear time lines attached. Although the Planning, Development and Review process is annual, objectives can be set for longer time frames. This may be particularly appropriate for researched based objectives. Timeframes including milestones are set to monitor progress toward the objectives and to allow for interim adjustments.

---

**Appendices**

## APPENDIX B

### Setting Objectives (cont.)

#### Types of Work Objectives

**Improvement:** Building on what is already being done, doing it 'better'. SMART objectives will make it clear specifically what element will be 'better' and how it will be done, to what level/standard improvement is to be reached and by when.

**Maintenance:** Maintenance objectives are relevant when the individual does a core activity but the circumstances may change. For example, if resources are reduced within the review period, the maintenance objective of carrying out the same activity with reduced resources would both stretch the individual and contribute to improvements for the School/Branch/Unit.

**Development:** Doing something completely new, or developing an existing activity in a new direction. The objective must still be relevant to School/Branch/Unit plans and helps the individual work towards a balanced portfolio of achievement.

#### Setting Work Objectives

##### Work Objectives

- Individual work objectives aligned with the Faculty/Division activities are set each year.
- Individual and School/Branch/Unit objectives will be consistent with the University's strategic objectives.
- Individual objectives are recorded and become the benchmark against which the individual's progress and achievements are discussed, supported and assessed.
- Supervisors and individuals are jointly responsible for working toward the achievement of objectives and will need to revise objectives as necessary when unforeseen changes in circumstances or priorities occur.
- When drafting work objectives academic staff should be aware of the Promotions Policy (*Academic Staff and Titleholders*).
- When drafting work objectives professional staff should be aware of the Classification Standards Policy.

#### Further Assistance – Promotion Guidelines / Sample Work Objectives / Setting Development Objectives

Refer to the Performance Excellence website for a comprehensive list of information, sample work objectives, sample development objectives and resources: <http://www.adelaide.edu.au/hr/performance/pdr/>

## APPENDIX C

### Career Development Options - Academic Staff

<b>Introduction</b>	The University provides support and a wide range of opportunities for career development. The focus is to encourage all staff to be proactive in taking responsibility for their own future.
<b>Roles and Responsibilities</b>	<b>Academic Staff</b> at all levels are the planners and drivers of their own careers. <b>Supervisors</b> act as mentors and/or coaches and provide guidance on career possibilities and opportunities within their Faculty/Division and the University. <b>Human Resources</b> provide assistance and information on careers within the University.
<b>Career Development Options</b>	<p><b>Personal and Career Development Skills Academic Staff</b></p> <p>There are a range of activities staff can participate in to assist in the advancement of their careers. Some possibilities include:</p> <ul style="list-style-type: none"> <li>• Special Studies Program.</li> <li>• Attending leadership and management development programs.</li> <li>• Gaining knowledge through contributing to University's strategic plans, manuals, guides and policy documents and involvement in key committees.</li> <li>• Being involved in special interest groups.</li> <li>• Working with a mentor.</li> <li>• Coaching by a supervisor, peer or colleague.</li> <li>• Membership of a professional organisation.</li> <li>• Online learning/computer based training.</li> <li>• Participation in teams, task force groups or committees.</li> <li>• Work shadowing/observation.</li> <li>• Attendance/participation in/at conferences/seminars/meetings.</li> <li>• Participation in multidisciplinary projects.</li> </ul>
<b>Networking</b>	<p>There are a range of opportunities to network with staff across the University. Networking is good way to build upon your:</p> <ul style="list-style-type: none"> <li>• organisational knowledge.</li> <li>• understanding of other individuals jobs/activities.</li> <li>• understanding of key organisational changes and challenges.</li> <li>• knowledge of key people contacts across the University.</li> </ul> <p>Established networks across the University can be found at:  <a href="http://www.adelaide.edu.au/hr/services/">http://www.adelaide.edu.au/hr/services/</a></p>
<b>Further information – Promotion &amp; Classification / Development Activities / Training Providers / Career Planning Literature</b>	Refer to the Performance Excellence website for a comprehensive list of information and resources: <a href="http://www.adelaide.edu.au/hr/performance/pdr/">http://www.adelaide.edu.au/hr/performance/pdr/</a>

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**Appendices**

## APPENDIX D

### Career Development Options - Professional Staff

<b>Introduction</b>	The University provides support and a wide range of opportunities for career development. The focus is to encourage all staff to be proactive in taking responsibility for their own future.
<b>Roles and Responsibilities</b>	<p><b>Professional staff</b> at all levels are the planners and drivers of their own careers. <b>Supervisors</b> may act as mentors and/or coaches and provide guidance on career possibilities and opportunities within their Faculty/Division and the University.</p> <p><b>Human Resources</b> provide assistance and information on careers within the University.</p>
<b>Career Development Options</b>	<p><b>Personal and Career Development</b></p> <p>In addition to on the job training there are a range of activities staff can participate in to assist in the advancement of their careers. Some possibilities include:</p> <ul style="list-style-type: none"> <li>• On the job training/cross-functional training.</li> <li>• Further tertiary study.</li> <li>• Gaining knowledge through contributing to University's strategic plans, manuals, guides and policy documents and involvement in key committees.</li> <li>• Membership of a professional organisation.</li> <li>• Online learning/computer based training.</li> <li>• Participation in multidisciplinary teams or projects.</li> <li>• Work shadowing/observation.</li> <li>• Attendance/participation in/at conferences/seminars/meetings.</li> <li>• Visiting outside workplaces.</li> </ul>
<b>Other Career Development Opportunities</b>	<ul style="list-style-type: none"> <li>• Job rotation.</li> <li>• Lateral change.</li> <li>• Flexible work arrangements (i.e. to take on additional study or participate in a project).</li> <li>• Membership of a University committee/s.</li> <li>• Membership of a cross-functional work team.</li> <li>• Study leave.</li> <li>• Work secondments.</li> </ul>
<b>Networking</b>	<p>There are also a range of opportunities to network with staff across the University. Networking is good way to build upon your:</p> <ul style="list-style-type: none"> <li>• organisational knowledge;</li> <li>• understanding other individual jobs/activities;</li> <li>• keeping up to date with changes; and</li> <li>• names of key people contacts across the University.</li> </ul>
<b>Further information – Promotion &amp; Classifications / Employment Opportunities</b>	Refer to the Performance Excellence website for a comprehensive list of information and resources: <a href="http://www.adelaide.edu.au/hr/performance/pdr/">http://www.adelaide.edu.au/hr/performance/pdr/</a>

## APPENDIX E

### Planning, Development and Review Checklist for Supervisors

Use this checklist to ensure you have completed all your supervisor responsibilities in the Planning, Development and Review process.

#### Preparing for the discussion

- School/Branch strategic and operational plans reviewed and revised as appropriate.
- Workforce plans, work loads and position descriptions (Professional staff) reviewed.
- Resources available for staff development activities identified.
- PDR meeting time and place confirmed.
- PDR Individual Plan and PDR Guide provided to the staff member.
- Thought given to and notes taken on each of the sections for discussion with the staff member.
- Thought given to and notes taken on how to recognise and reward outstanding achievement.  
*Refer the Guide for Rewards and Recognition.*
- Thought given to and notes taken on workload allocation (*Academic Staff only*).

#### Reviewing performance and setting work objectives

- Formal Planning, Development and Review discussion held.
- Documentation completed and signed by all.
- Documentation photocopied so that both you and the staff member have copies to be used as a basis for ongoing discussions.
- Follow-up discussion times and possible milestone meeting scheduled.
- Documentation stored in an accessible and secure location.

#### Follow-up

- Forward completed Supervisor Summary Form for training and development to School/Branch Head to be included in Faculty/Division staff development plan. Consolidated Faculty/Division report to be sent to Human Resources Branch.
- Staff development training and resources made available as discussed with the staff member.
- Copy of the documentation to Head of School/Branch.
- Feedback to Human Resources on suggestions for improvement of the process.
- Report to Head of School/Branch on completion of the PDR process.
- Diarise any milestones, follow-up meetings and activities.
- Record and recommend rewards for outstanding achievement as appropriate.

*Refer to the Performance Excellence website for a comprehensive list of information and resources:*  
<http://www.adelaide.edu.au/hr/performance/pdr/>

**Appendices**

# APPENDIX F

## SUPERVISOR SUMMARY FORM

### Planning, Development and Review

ANNUAL REVIEW PERIOD: \_\_\_/\_\_\_/20\_\_\_ to \_\_\_/\_\_\_/20\_\_\_

Supervisors and Managers will submit this summary to their supervisor upon completing all Planning, Development and Review discussions. The relevant Deputy Vice-Chancellor/Vice-President, Executive Dean, will use the information in planning and development for the Faculty or Division.

A copy of the Faculty/Division development summary is to be sent to Human Resources (Organisational Development) to enable the design and implementation of University or Faculty/Division based development programs.

The Planning, Development and Review process has been completed for all staff in my area with the exception of those listed below.

Name	Reason
	<i>e.g. maternity leave</i>

**Outstanding individual or group achievements identified as a result of this process are:**

**General concerns that have been raised during this process are:**  
*For example : Level of statistical analysis not adequate*

Agreed actions that have not been implemented	Reason

## DEVELOPMENT REQUIREMENTS

Supervisors will forward a summary of the development needs of their next level manager to assist Staff Development and Planning.

Development requirements identified	Faculty or Division goal which will be enhanced by the development

Head/Manager

School/Branch: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

DVC/ VP Services & Resources/Executive Dean

Faculty/Division: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Copy of the Faculty/Division development summary sent to the Human Resources (Organisational Development)**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_