IMPLEMENTATION

Aim

The Planning, Development and Review (PDR) process supports staff members to perform at a standard expected of a University of international standing by providing a continuous cycle of planning and setting of individual work and development objectives, two-way feedback, career planning and performance review.

1   Objectives

1.1   To prescribe the PDR process and the responsibilities for Heads of School/Branch, supervisors and staff members in each part of the process.

1.2   To meet the requirements of clause 5.2 of the University of Adelaide Enterprise Agreement and the requirements of the Staff Development, Performance and Promotions Policy.

2   Scope

2.1   Inclusions
This procedure applies to all fixed-term and continuing staff.

2.2   Exclusions
This procedure does not apply to casual staff members.

3   Process: Preparation

Person Responsible	Actions
3.1 **Head of School/Branch**	a) Read the PDR Guide which sets out the responsibilities and detailed guidance for Heads of School/Branch, staff and supervisors in each part of the PDR process. b) Establish the appropriate reporting relationships for the PDR process as per the PDR Guide. c) Attend a PDR workshop (as needed). d) Promote the PDR process within your School/Branch and ensure staff and supervisors are made aware of the additional information and training that is available on how to complete the PDR process. e) Ensure that supervisors conduct a PDR with their staff within the relevant timeframes. (continued)

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3 Process: Preparation (continued)

	Person Responsible		Actions
3.2	**Supervisor [or delegate as per 3.1(b)]**	a)	Read the PDR Guide which sets out the responsibilities and detailed guidance for Heads of School/Branch, staff and supervisors in each part of the PDR process.
		b)	Attend a PDR workshop (as needed)
		c)	Ensure staff are made of aware of the additional information and training that is available on how to complete the PDR process.
3.3	**Staff Member**	a)	Read the PDR Guide which sets out the responsibilities for staff in each part of the PDR process.
		b)	Attend a PDR workshop (as needed).
3.4	**Director, Human Resources (or delegate)**	a)	Ensure information, training and resources relating to PDR are available to the University.

4 Process: PDR Stages

	Person Responsible		Actions
4.1	**Staff Member**	a)	Engage with and participate in each stage of PDR as detailed in the PDR Guide.
		b)	Use the relevant PDR Conversation Record to document your PDR conversations: PDR – Conversation Record - Academic Staff (Appendix A) PDR – Conversation Record - Professional Staff (Appendix B)
		c)	Record completion of each PDR stage through Staff Services Online.
4.2	**Supervisor (or delegate)**	a)	Ensure that you and your staff members engage with and participate in each stage of PDR as detailed in the PDR Guide.
		b)	Collect and collate evidence of performance (see the PDR Guide).
		c)	Ensure that the completed PDR Individual Plan is accessible to the staff member and the next level manager and the details are kept confidential.
		d)	Ensure staff members have recorded their PDR in Staff Services Online and confirm.
4.3	**Head of School/Branch**	a)	Consider collating and reporting on staff development needs identified through the PDR process to inform the School/Branch staff development program planning.
4.4	**Director, Human Resources (or delegate)**	a)	Periodically report on PDR completion rates to the Vice-Chancellor's Executive.

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5   **Definitions**

Supervisor
Refer to the <u>University of Adelaide Enterprise Agreement (as amended)</u>

6   **Useful information and resources**

6.1   **University related documents and Policies**
<u>Staff Development, Performance and Promotions Policy</u>
<u>University of Adelaide Enterprise Agreement (as amended)</u>

6.2   **Related Legislation**
Not applicable

6.3   **Useful Web-links**
<u>Human Resources Performance and Development – Planning, Development and Review</u>
<u>PDR Guide</u>

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Planning, Development and Review Conversation Record
ACADEMIC STAFF

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Appendix A

This form is part of the University of Adelaide's Planning, Development and Review (PDR) process and contains the key components necessary for an effective PDR conversation. Use this form to record the outcomes of the three PDR conversations. It can be stored locally or uploaded to Staff Services Online (SSO) at the Supervisor's discretion.
Both Staff Member and Supervisor should retain a copy of the completed form at each stage.

Staff Member's Name	**Review Year:**
Staff Member's Position	**Objective Setting Meeting date:**
Supervisor's Name	**Mid Term Review Meeting date:**
School/Branch	**Final Review Meeting date:**

PDR Cycle timings:

Objective Setting Stage	between January and March	Record on SSO by 15 April
Mid Term Review Stage	between June and July	Record on SSO by 12 August
Final Review Stage	between November and mid-January	Record on SSO by 10 February

Note: Whilst there should be three conversations, there can be flexibility in the PDR cycle to hold the Final Review meeting and Objective Setting meeting together.

Prior to each PDR meeting both staff member and supervisor should come prepared with some ideas of work objectives and development needs/activities, or reflection on performance and achievements of these, as well as feedback for the other person.

Conversation Record sections:

Part 1: Objectives & Achievements	This section provides space for KRAs, objectives and measures to be recorded at the Objective Setting Stage and comments from both staff member and supervisor at the Mid Term and Final Review stages. People Leaders may wish to set a specific objective around their leadership role.
Part 2: Development Plan	This section provides space to record outcomes of discussion around strengths and behaviours, short term development plans and future direction and development activities. The 70/20/10 principle has been included to assist staff and supervisors to consider a
Part 3: General	This section enables you to capture leave plans and declare any conflicts of interest.
Part 4: Mid Term & Final Review Summary	Used only in the Mid Term and Final Review Stages, this section allows you to reflect and provide some general summary comments on performance, development and achievements.

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PART 1: Objectives & Achievements

Consider your key result areas and work objectives for the year in conjunction with the minimum performance expectations defined in the relevant Adelaide Academic Role Statement, and specify how you will measure the achievement of each objective. Give thought to your work's alignment with the strategic objectives of the University and your School/Faculty. *It is recommended that you identify four Key Result Areas (KRAs) and set no more than 3 objectives against each KRA.* In reviewing your performance against these objectives, consider whether the measures you have set align to your achievement of these objectives. Your Individual Academic Profile (IAP) may assist with presenting evidence of your achievements.

Key Result Areas (KRA) / Work Objectives		Mid Term Review Comments	Final Review Comments
KRA:	**Measure:**	**Staff member:**	**Staff member:**
Objectives	•	•	
		Supervisor:	**Supervisor:**
KRA:	**Measures:**	**Staff member:**	**Staff member:**
Objectives	•	•	
		Supervisor:	**Supervisor:**
KRA:	**Measures:**	**Staff member:**	**Staff member:**
Objectives	•	•	
		Supervisor:	**Supervisor:**

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Appendix A

KRA:		Measures:	Staff member:		Staff member:
Objectives	•	•			
			Supervisor:		Supervisor:

People Leaders only:

What are your leadership objectives?

KRA:	LEADERSHIP	Measures:	Staff member:		Staff member:
Objectives	•	•			
			Supervisor:		Supervisor:

What support will you need to achieve your objectives?

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Appendix A

PART 2: Development Plan

What strengths have you brought to the role? What opportunities are there for you to apply these strengths?
In order to achieve your objectives, which behaviours or capabilities will you focus on in the next 12 months? e.g. communication, collaboration

Short Term Development

When considering your short term development, first identify development areas or development outcomes that will support you in your role in the short term. Identify the activity that will best provide this development and specify a timeframe to ensure that the expected outcomes are achievable and realistic.
Be sure to consider the 70/20/10 principle.

Areas for Development	Development Activity	Comments and Progress
Record the tasks, skills or behaviours that following discussions, are agreed to require development.	Record the agreed development activity. This could be a workshop, on-the-job training, coaching from someone with the required skill set or accredited course.	Record the action you have taken to support development, and anticipated completion. At the review conversations, records progress on how development is tracking and its impact of the area of development.

Future Direction & Development

What development opportunities aligned to 70/20/10 will support you in your desired future aspirations or career (for example, secondment opportunities, workshops or shadowing).

Desired Future Direction	Development Activities

70/20/10 Learning and Development Principle
The 70/20/10 principle views development of an individual as occurring through three basic types of activity. The numbers represent the recommended percentage that each should contribute to the learning of an individual.

Experiential Learning 70
Learning and Development through day-to-day tasks, challenges and practices
e.g. Acting position opportunities, participation in task forces or committees, Special Studies Program (SSP)

Social Learning 20
Learning and development with and through others
e.g. coaching, mentoring, conference attendance

Formal Learning 10
Learning and development through structured modules, courses and programs
e.g. further study, formal workshops or seminars, online learning

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PART 3: General

Workload Allocation

Refer clause 5.4.3 of the University of Adelaide Enterprise Agreement.
PDR is an opportunity to discuss workload allocation with regard to the relevant workload model.

Leave Balances and Plans

Refer clause 4.1.5 of the University of Adelaide Enterprise Agreement and the Leave Entitlement Procedure.
Annual and Long Service leave supports the health and wellbeing of staff. PDR is an opportunity to discuss your proposed leave plans for the year.
As per the Leave Entitlement Procedure, leave plans must be entered into SSO.

| **What are your proposed leave plans for the year? Include Long Service Leave if appropriate.** |
| If your annual leave balance is in excess of 30 days (35 days for shift workers) consider how you will reduce this. |
| |

Conflict of Interest - Annual Declaration

Refer to University of Adelaide Conflict of Interest Procedure.
University staff are required to formally report any personal, external or financial interests, including gifts that have the potential to create a conflict of interest.

| **Do you have any declarations to make?** |
| |

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PART 4: Mid Term and Final Review Summary
Complete this section at the Mid Term and Final Review meetings.

Staff Member

Mid Term	Final Review
Is there anything stopping you from achieving your goals as well as you could?	
What could your supervisor do differently to better facilitate you achieving your goals?	
General comment on your achievements, performance and development over the year.	
For People Leaders only: Reflect on how you have supported a positive and productive team and fostered high performance.	

Supervisor

General comment on staff member's achievements, performance and development over the year.	

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Appendix B

PART 1: Objectives & Achievements

Consider your key result areas and work objectives for the year and specify how you will measure the achievement of each objective. Give thought to your work's alignment with the strategic objectives of the University and your School/Branch. Team planning before conducting the PDR process is also recommended so that team and individual objectives are aligned. *It is recommended that you identify four Key Result Areas (KRAs) and set no more than 3 objectives against each KRA.*

Key Result Areas (KRA) / Work Objectives		Mid Term Review Comments	Final Review Comments
KRA:	**Measure:**	**Staff member:**	**Staff member:**
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		Supervisor:	**Supervisor:**
KRA:	**Measures:**	**Staff member:**	**Staff member:**
Objectives	•		
		Supervisor:	**Supervisor:**

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Appendix B

KRA:		Measures:	Staff member:	Staff member:
Objectives	•	•		
			Supervisor:	Supervisor:

People Leaders only:

What are your leadership objectives?

KRA:	LEADERSHIP	Measures:	Staff member:	Staff member:
Objectives	•	•		
			Supervisor:	Supervisor:

What support will you need to achieve your objectives?

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Appendix B

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Experiential Learning **70**
Learning and Development through day-to-day tasks, challenges and practices
e.g. workplace projects, higher duties opportunities, secondments

Social Learning **20**
Learning and development with and through others
e.g. coaching, mentoring, conference attendance

Formal Learning **10**
Learning and development through structured modules, courses and programs
e.g. further study, formal workshops or seminars, online learning

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PART 3: General

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PART 4: Mid Term and Final Review Summary

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Mid Term	Final Review
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For People Leaders only: Reflect on how you have supported a positive and productive team and fostered high performance.	

Supervisor

General comment on staff member's achievements, performance and development over the year.	

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