



Performance Development @ UNSW

Reviewee Resource Book

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Performance Development @UNSW

- ✚ Definition
- ✚ Principles
- ✚ Internal and External Drivers
- ✚ Objectives
- ✚ Benefits

Definition - what's in a name?

Performance Development is called different things in different organisations. For example, Professional Development Planning, Recognition & Development Framework, Professional Development & Review, Personal Planning & Review, and most commonly Performance Management. At UNSW, we choose to name it the Performance Development Scheme for a number of reasons:

The ***focus is on developing*** organisational, team and individual capability.

At UNSW in the past, the term 'Performance Management' has been strongly associated with the discipline process. In order to introduce a new scheme which we trust staff at all levels will engage in, and experience the many benefits that constructive and regular dialogue can bring, we use the term Performance Development to avoid the possibility of confusion.

Performance Development is...

- ✚ The process of identifying, evaluating and developing the work performance of employees in the organisation, so that organisational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance¹
- ✚ A shared process between Reviewers and the individuals and teams they manage. It is based on the principle of management by contract not command...it is based on the agreement of objectives, knowledge, skills and capability (competence) requirements, performance improvement and personal development plans. It involves the joint and continuing review of performance against these objectives, requirements and plans and the agreement and implementation of improvement and further development plans.
- ✚ Based on the belief that everything that people do at work at *any* level contributes to achieving the overall purpose of the organisation. It is therefore concerned with what people do (their work), how they do it (their behavior) and what they achieve (their results)²
- ✚ A scheme in which the fundamental goal is to establish a culture in which individuals and groups take responsibility for the continuous improvement of business processes and for their own skills and contributions³

¹ Lansbury, RD 1988, 'Performance management: a process approach', Human Resources Management in Australia 26(3).

² Armstrong, M, 2000, Performance Management-key strategies and guidelines. 2nd edn. Kogan Page, London.

³ Philpott, L and Shephard, L (1992) Managing for improved performance, in Strategies for Human Resources Management, ed M Armstrong, Kogan Page, London

Principles of Performance Development

- ✓ Translates corporate goals into individual, team, department and divisional goals
- ✓ Helps to clarify corporate goals
- ✓ A continuous and evolutionary process, in which performance improves over time
- ✓ Relies on consensus and cooperation rather than control or coercion
- ✓ Creates a shared understanding of what is required to improve performance and how this will be achieved
- ✓ Encourages self-management of individual performance
- ✓ Requires a management style that is open and honest and encourages two – way communication between Reviewers and staff
- ✓ Requires continuous feedback
- ✓ Feedback loop enables the experiences and knowledge gained on the job by individuals to modify corporate objectives
- ✓ Measures and assess all performance against jointly agreed goals
- ✓ Should apply to all staff; and is not primarily concerned with linking performance to financial reward.⁴

What does Performance Development mean @ UNSW?

Internal and External Drivers

As a leading G08 research-intensive university we are reliant upon the excellent performance of all UNSW staff.

The University Council, President and Vice-Chancellor consider Performance Development to be an essential enabler to improve University performance and to achieve the strategic priorities outlined in the Blueprint to Beyond-UNSW Strategic Intent document.

Performance Development supports the University's commitment to providing a work environment that is free from unlawful discrimination and harassment.

The Enterprise Bargaining Agreement (Clause 33.0) embodies the key functions of Performance Development as described below:

An employee will meet annually with his/her supervisor in order to review his/her work in the past year, to discuss work in future years and to discuss the employees own personal career development. The major areas for conversation will include:

- ∞ how the employee's position links to the wider plans of the work unit and of the University;
- ∞ allocated duties within the work unit and the employee's development needs associated with meeting work unit and University goals;
- ∞ where relevant, facilitating development needs for broad banding progression;
- ∞ support needed by the employee from the work unit and the university in order to achieve personal career goals.

⁴ IRS Management Review (1996)

Performance Development @ UNSW

Objectives

- ✚ assist in the achievement of the strategic priorities of the University
- ✚ better align staff capabilities with the University's guiding principles
- ✚ plan individual performance consistent with the operational goals of the work unit
- ✚ enable staff to gain a sound understanding and definition of roles, responsibilities, capability and anticipated achievements through self-assessment and feedback
- ✚ provide constructive feedback about individual performance and progress
- ✚ plan professional development and support for career development through access to appropriate professional development activities
- ✚ assist individual staff to realise their full potential and achieve their aspirations
- ✚ recognise high performing staff for their positive achievements and contributions
- ✚ encourage and develop mutual trust, respect and understanding between staff and their supervisor
- ✚ enable performance problems to be identified and addressed at an early stage

Benefits

Feedback on performance
Direction & support
Clarify concerns
Recognise achievements
Track changes to the job function
Ensure realistic and challenging work plans
Develop a career plan
Balance career & family

Team

Identify mutually beneficial goals and objectives
Enhance team collaboration
Value the diversity of individual capabilities within the team
Develop creative and innovative strategies across and within teams

UNSW

Improve overall organisational performance through enhanced staff capability
Harness feedback and development strategies to ensure continuous improvement
Effective response to changing needs in the environment
Improve the flow of communication

Preparing for the Performance Development Conversation

- ✚ The link between the Performance Development Scheme, UNSW, your team and you
- ✚ UNSW Performance Cycle
- ✚ Recommended schedule of events
- ✚ Step by step guide to completing the documentation

The link between the Performance Development Scheme, UNSW, your team and you

The following diagram shows the link between the Performance Development conversation and the overall aims of UNSW. A regular conversation about what and how we are doing in our jobs, what we think is important and how we might continue to improve, is the best way to ensure that everyone is headed in the same direction, working towards the same things and leading a positive and well balanced work life.

Once the UNSW strategy and goals are understood, your work area will develop a plan to help UNSW achieve the broader goals. This is called an Operational Plan and ideally all the team will contribute to the plan in some way. This plan details specifically what you and your team members need to accomplish in order to assist UNSW achieves its goals. This is where you, as the individual staff member, play a vital role.

Every year, with the Operational Plan in place, you will have a Performance Development conversation in which you will discuss and agree the types of tasks and projects you can do that will assist the team achieve the operational plan. These are referred to as “priorities” in the Performance Development documentation. Priorities should take into consideration your abilities and your interests; and must be agreed by you and your reviewer.

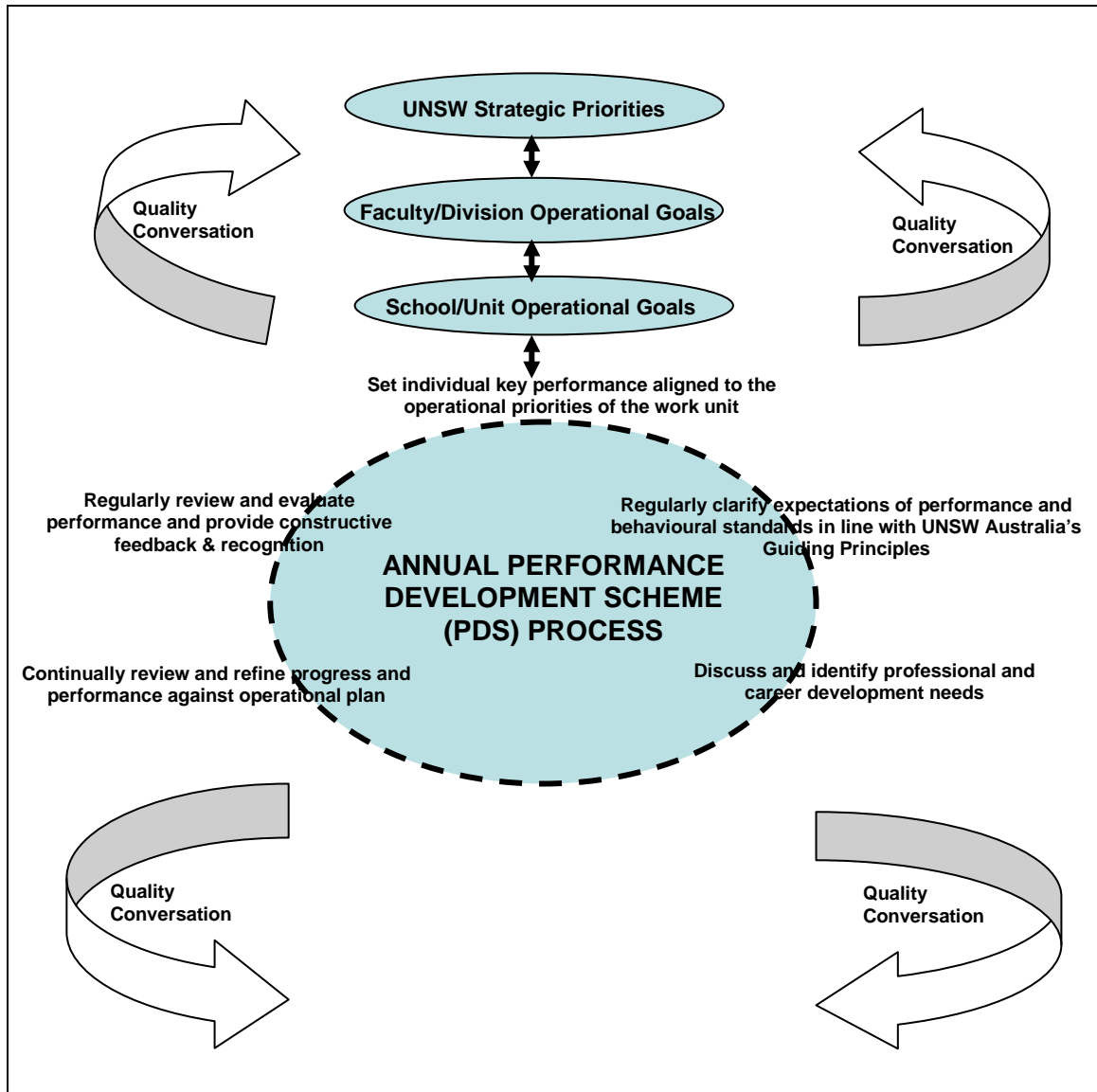
In the review, you will also discuss the past year, what you have achieved and those areas of skill and knowledge in which you would like further development. Together with your reviewer you will discuss and agree on a learning and development plan. This will be particularly important if you are planning tasks or projects for the year ahead which will be new to you.

The other key principle that underpins the Performance Development Scheme is that every staff member gets the opportunity to discuss and develop a career development plan. Note: This does not necessarily mean “promoted up the ladder”. It may just mean a sideways move or simply ensuring that whilst you are working where you are that you remain engaged and interested in the work you do.

All of this activity is reflected in the diagram UNSW “Performance Cycle” which you can find on the next page. Note that the cycle does not begin or end – it is a continuous line. That is because we strongly recommend that you and your reviewer have *regular* discussions throughout the year to monitor and review how your agreed plans are progressing, and to ensure that you receive *regular feedback and support* when it is required.

The aim of this resource book is to assist you to get the best value out of the Performance Development Scheme.

UNSW “Performance Cycle”



Recommended schedule of events

Important: The following schedule of events is **recommended** only. You may decide with your manager to vary the schedule, particularly in the first year when the process is very new. Examples of how the schedule might vary are as follows:

- ✚ A written draft self assessment may take the form of a conversation instead
- ✚ Both parties may simply write their own preparation notes and complete the documentation in the meeting
- ✚ More than one conversation may be required

Reviewer communicates to staff that it is time for the Performance Development meetings and schedules a mutually convenient time and place

Reviewee sends Reviewer completed draft (Recommended 2 weeks prior)

Performance Development Conversation is conducted that includes two lots of documentation:

Achievements & Priorities
Career Planning & Development

(no less than 30mins and no more than 1.5 hours is recommended per meeting)

Reviewee makes adjustments to the draft document (if necessary)

Reviewee and Reviewer sign the final document

Reviewer provides a copy of both PDS forms to HR that will be placed on the individual staff member's personnel file

- Reviewer retains the original PDS forms in their files (confidential area)
 - Reviewer provides a copy to the staff member

Schedule the next meeting

Regular coaching, support and feedback on performance

Completing the Documentation

Performance Development - *Achievements and Priorities*

Reflecting on the past year: Achievements

Document Question: *What were your top 3 or so work achievements in the past 12 months?*

The main focus of this part of the conversation is to discuss what you have achieved over the past year.

Why is this important?

- ✚ Recording your achievements can assist you in job search and application
- ✚ Really thinking about your achievements can help you to clarify your strengths
- ✚ This reflection can trigger ideas for potential career development opportunities
- ✚ Not everyone knows what you have achieved....and sometimes we forget ourselves!

In your preparation, think about the following:

- ✚ *What were the significant accomplishments?*
- ✚ *What challenges did you experience and how did you overcome them?*
- ✚ *Did you realise new strengths?*
- ✚ *What supports enabled you to achieve? (people, processes, systems)*
- ✚ *Have you any letters of thanks, examples of products you have developed, reports you have written?*

Document Question: *What did not go according to plan, and why?*

This question acknowledges the reality of working in a dynamic and ever-changing environment. Sometimes we need to change course and what was perceived as a priority gets replaced with something else. As a consequence, sometimes resources are reallocated, staff changes occur and you find yourself working on other unforeseen projects and priorities. It is for these reasons that it is important to make sure you have regular conversations with your reviewer if it looks like achieving your plans will be difficult – or even redundant.

This question also provides an important opportunity for reflection and evaluation. This discussion can help identify the need for corrections, development and alternative solutions that may apply to processes, systems or your own professional development. This discussion is intended to be a solutions focused positive inquiry; and not a who or what is to blame discussion.

Document Question: *What do you see as your biggest leadership contribution for the year?*

All staff plays a leadership role in some way or another. You might manage staff, look after the area while your manager is away from time to time, and manage projects, deadlines and emerging or changing priorities. You may have trained less experienced staff on the job, mentored a colleague or chaired a meeting.

Good leaders also role model the values of the organisation. See the 'Guiding Principles' outlined in the University's B2B: Strategic Intent and on page 23 of this resource book.

So this question is very much about ‘how’ you do your work, not just ‘what’ you do. The behavioral competencies framework in the Appendix of this resource book will introduce you to information that can assist you and your reviewer to have a rich conversation about your work performance.

Behavioural Competencies can help guide a conversation about work performance.

- ✚ A competency is made up of the skills, knowledge, and attributes that you apply in performing your job
- ✚ They are generic, and relevant to all roles within UNSW and most other organisations
- ✚ They act as a foundation for you to build upon during your career and life

A discussion about ‘how’ you do your work can help identify your learning and development needs for now and in the future.

Change is occurring rapidly in the workplace. Your ability to respond to constant change, for example, changes in technology, student expectations, and legislation etc is vital to sustaining UNSW as an organisation, and importantly, your employability. That is why there is such a focus now on lifelong learning.

It is not just the technical job-specific skills that make up our job at UNSW. It is equally important to consider *how* you approach your job, your team and your customers.

Keeping a record of your development activity can also be very useful when preparing your next resume, applying for a job or planning a career move.

In your preparation, think about the following:

- ✚ *What do you think are your main strengths?*
- ✚ *Do you envisage a particular career pathway?*
- ✚ *How can we help you grow this skill even more?*
- ✚ *What do you think are your areas to develop?*
- ✚ *Why do you think this is the case?*
- ✚ *What do you think is the impact on your job performance if you are not working at the standard you would like to be in a particular area of competency?*
- ✚ *Is there anything or anyone that is influencing your performance in this area?*
- ✚ *Is it a knowledge, skill or motivation issue?*
- ✚ *What support do you feel you need in order to develop?*

Reflecting on the future year: Priorities

Document Question: *What are your top 3 or so work priorities for the next 12 months?*

As the Cat said to Alice in Wonderland “*If you don’t know where you are going, it doesn’t matter much how you get there*”

Creating Priorities has many advantages:

- ✚ Helps us to prioritise our work and manage our time
- ✚ Helps eliminate duplication of effort and meet schedules more easily
- ✚ Gives our efforts purpose and direction
- ✚ Helps us to establish resource requirements (tools, people, information and material)
- ✚ Can free us from crisis management
- ✚ Helps reduce uncertainty and anticipate change and ambiguity

To complete this section, you need to familiarise yourself with the following information, either by reading the documents, and or, speaking to your Reviewer.

- ✚ The UNSW Blueprint to Beyond - UNSW Strategic Intent
http://www.unsw.edu.au/sites/default/files/documents/UNSW3268_B2B_Design_AW3.pdf
- ✚ Your Faculty/Division Strategic Plan
- ✚ Any available Work Unit Plans

Once you have an idea about what your work unit needs to achieve over the next 12 months, you can then think about what you can do to contribute to the overall plan.

Whilst your Reviewer will have thought about priorities, and there may be some that are less negotiable than others, it is important that you are also prepared for what *you* think would be appropriate and interesting activities and or projects to undertake.

Remember that priorities need to be agreed, and so the more prepared you are, the more likely it will be that you end up agreeing to priorities that are your idea!

Questions to consider when setting and agreeing priorities

- ✚ *What are the strategic priorities?*
- ✚ *What do we need to achieve in the work unit area?*
- ✚ *How will this help to achieve the UNSW, Faculty/Division/Team Goals?*
- ✚ *What would achievement look like?*
- ✚ *What resources will be required?*
- ✚ *What would be of interest to me and contribute to the work unit priorities?*
- ✚ *What am I good at?*
- ✚ *What skills would I like to develop?*
- ✚ *What kind of tasks or projects would be an opportunity?*
- ✚ *What learning and development might be required?*
- ✚ *Do potential barriers to success exist?*

The outcome of this conversation will be your Performance Plan for the year—that of course will need to be revisited from time to time to ensure that it remains relevant and achievable.

Using the SMART Criteria and putting pen to paper helps to craft meaningful priorities

Specific	What needs to be done? What results do you want?
Measurable	How will you know if the goal has been met?
Achievable	Is the goal possible to achieve?
Relevant	Is the goal related to overall school/university goals?
Time Framed	By when should the goal be achieved?

Use accomplishment verbs (action words). For example, increase, reduce, conduct, and achieve, implement. These words clearly state what will occur and can be measured.

Avoid words such as know, understand, appreciate, and learn. These words reflect mental activities, cannot be measured without an associated action; and therefore whether or not the goal has been achieved can be open to interpretation.

“Measures” help define the outcome, and communicate success to yourself and others.

- ✚ Discussing measures helps clarify expectations about the achievement of the priority.

- ✚ Measures can be *quantitative*, using time, cost, increase in output. For e.g. Increase Linkage Grants by 10%
- ✚ Measures can be *qualitative*, using a descriptive statement. E.g. accepted by all stakeholders.
- ✚ Often, qualitative targets can be expressed in quantitative terms. E.g. improve customer satisfaction so that service complaints do not exceed one per week on average.'

Achieving priorities is facilitated by working towards a deadline. Once you have decided the deadline you are in a position to develop an 'Action Plan'. The action plan is made up of the steps you need to take to achieve your goal.

An action plan with time frames achieves results:

- ✚ Reminds you and also communicates to others what you need to do and how you need to manage your time
- ✚ Helps you prioritise your work. This becomes very important when other urgent matters arise unexpectedly and demand your attention. Sometimes deadlines need to be revisited.
- ✚ Enables you to monitor your achievement towards the goal as you are able to 'tick' actions off your list – this also feels good!

Document Question. What impediments or barriers might stop you from meeting these priorities?

A time to reflect on what might prevent the achievement of the priority will help ensure success. Planning for what might go wrong, considering objections, concerns, needs and expectations of clients and stakeholders are all important considerations. Do you need to reduce the risk in some area? How will you do that? There are many considerations involved in creating a good plan. See the Planning @ UNSW section of this resource book for more information about the planning processes.

Document Question: What support might you need to meet these priorities?

Support can mean many things. Support can range from encouragement and positive feedback to regular coaching and instruction. It could mean money, time, resources or all of the above. This question requires reflection like all the others.

New ideas and possible solutions to this question may also be realised in your review meeting. The best ideas will emerge out of a conversation for which you have prepared. Approach the conversation with candour and clarity regarding your concerns and needs.

Document Question: How would you assess your overall performance and contribution over the past 12 months?

This part of the process is where you and your reviewer will determine an overall assessment of *what* you have achieved.

The Overall Assessment has a number of benefits:

1. It provides you and your reviewer with an assessment that provides a clear benchmark for future performance that you can compare yourself against,
2. It assists to form the basis of a decision regarding recognition and reward; and
3. An *overall* assessment is holistic and means that it is easier for you not to over emphasise or dwell on those areas of your work that need to develop – for a lot of people this is easy to do!

It is most important that you actively contribute to the discussion just as much as we encourage you to do throughout the rest of the Performance Development conversation.

This means that whilst you do not need to complete this part of the draft prior to the conversation, it is important to think about it. How would you rate yourself? And how would you like to be recognised and rewarded?

A rating scale is more than just a measure

There is no definitive right or wrong when it comes to responding to a rating scale and differences in perception between how you and your Reviewer view your level of performance are always possible. What is important to remember is that the rating is only one aspect of the overall process and the intention is that it will guide your development.

- ✚ Take time to think about what you really believe to be the case
- ✚ This is not the time to be shy about your strengths
- ✚ Concrete examples are important in order to substantiate your opinion
- ✚ The more you and your Reviewer able to listen actively to each other's viewpoint and are prepared to shift your perception and or change your mind, the more valid and meaningful the assessment of performance will be.
- ✚ The Rating is a 'scale' so place your mark anywhere—approach it as a continuum

Completing the Documentation Performance Development - *Career Planning and Development*

Why is this important?

At UNSW we recognise that you are our most valuable asset and are essential to achieving our strategic priorities. Supporting you to develop the knowledge and skills required to feel confident to do your job effectively is fundamental to our ongoing success as an international university of outstanding quality. Supporting you in your career development and planning is just as important as we aim to retain and grow our staff.

The University is committed to providing all employees with the opportunity to access learning and development opportunities to assist you in your career development. Traditionally, career progression followed a linear path up a vertical ladder within the one organisation. In today's rapidly changing environment career progression is more likely to involve many lateral moves across many different organisations with perhaps 2–8 career profession changes. This contemporary career path requires you to take active management of and control of your career, and have a plan for enhancing your career opportunities.

So, career development can mean many things. It could mean taking a sideways move into another area within UNSW, seeking project work to explore different options, or making a complete career shift into a totally new field. It involves the balance of all aspects of life, not just work responsibilities.

Planning a career can be a challenging and sometimes daunting task. This task can be made easier if it is broken down into parts and considered step by step. The following information may help you to work through this process.

A career planning model

There are many models of career planning. Most agree that the 4 stages below are the essential elements:

1. Self Assessment

- ✚ Clarify skills, abilities, interests and values
- ✚ Consider lifestyle and employment environment issues
- ✚ Clarify what you really want from your career
- ✚ Review your current employment effectiveness in your job

2. Develop & Investigate Options

- ✚ Research and collect information regarding career options
- ✚ Develop a network of work related contacts to discuss ideas and to seek advice

3. Decisions and Planning

- ✚ Evaluate career options
- ✚ Decide on goals
- ✚ Prepare action plan to achieve career goals

4. Hunting for career opportunities

- ✚ Develop job search strategies, utilise contacts, media, Internet
- ✚ Write resume
- ✚ Prepare for interview

Document Question: *Where do you want your career to be in 3-5 years?*

The ease with which we respond to this question can range from “extremely difficult” through to “very easy”. There is no right or wrong answer and it is okay if you do not find it an easy question to answer. This is itself can be a useful realisation to surface.

The intent of this question is to support you to plan ahead and therefore be in a position to undertake sound preparation for where you want to be in the future. If 3-5 years feels too far away, work with a time frame that works for you.

Document Question: *What strengths will help you achieve your career plans? What areas of development do you have?*

This question requires you to honestly reflect on what you do well and in what areas you would like to develop in order to achieve your career plan. Does the role for which you aspire request a higher level of skill than you currently have? It may be helpful to use the behavioural competencies in the Appendix of this resource book as a reference point. Also – why not ask other people you know and trust. How would they answer this question?

Document Question: *What will you do in the next 12 months to help achieve your career plans?*

It is useful to break your goals down into smaller goals. Long range plans can feel burdensome and unachievable. Consider what you want to achieve – and then work backwards with a realistic plan that has deadlines and is in writing.

Document Question: *What help do you need from the University to develop your skills, knowledge and capabilities in support of your career plans?*

This is the time to be clear and honest about the support you need. Do your homework as to what is available internally and externally. Ask other people. Start networking.

Consider a range of learning options

When planning a development program to address your capability development consider using a range of development activities:

- ✚ work based experiences e.g.v on-the-job-coaching,
- ✚ project work, temporary membership of a taskforce or working party
- ✚ networking or collaboration
- ✚ self-paced learning modules
- ✚ training courses
- ✚ seminars and conferences
- ✚ researching and reading
- ✚ mentors, coaches
- ✚ involvement in internal or external committees and professional associations
- ✚ peer observation of key work activities e.g. teaching, chairing committees, leading team meetings
- ✚ representing school or faculty in wider community
- ✚ maintaining a reflective learning diary

Analysing your learning style

We all learn differently, and identifying your preferred learning style is important to consider when deciding 'how' you can meet your learning needs.

This survey is designed to help you gain an understanding of learning styles so that you can incorporate the various learning styles in your daily learning activities. It is NOT meant to show you your best way of learning as the [research](#) does not promote that. Rather, it is a tool for *learning-to-learn* (metacognition) in order to increase self-awareness about your strengths and weaknesses as a learner so that hopefully you will try the various means of learning, rather than sticking with your preferred methods.

Note that like any survey of this nature, it is not 100 percent accurate, but it should help you gain some understanding of your preferred learning styles based on two continuums:

Processing Continuum: Our approach to a task - learn by doing or watching.

Perception Continuum: Our emotional response - learn by thinking or feeling.

INSTRUCTIONS

Read each statement carefully. To the left of each statement, write the code that best describes how each statement applies to you.

Answer honestly as there are no correct or incorrect answers. It is best if you do not think about each question too long, as this could lead you to the wrong conclusion.

SECTION 1

Write either "**Doing**" or "**Watching**" next to the statements below, depending upon the part of the statement you most closely relate to.

1. _____ **Doing** - I often produce off-the-cuff ideas that at first might seem silly or half-baked. **Watching** - I am thorough and methodical.

2. _____ **Doing** - I am normally the one who initiates conversations. **Watching** - I enjoy watching people.
3. _____ **Doing** - I am flexible and open minded. **Watching** - I am careful and cautious.
4. _____ **Doing** - I like to try new and different things without too much preparation. **Watching** - I investigate a new topic or process in depth before trying it.
5. _____ **Doing** - I am happy to have a go at new things. **Watching** - I draw up lists of possible courses of actions when starting a new project.
6. _____ **Doing** - I like to get involved and to participate. **Watching** - I like to read and observe.
7. _____ **Doing** - I am loud and outgoing. **Watching** - I am quiet and somewhat shy.
8. _____ **Doing** - I make quick and bold decisions. **Watching** - I make cautious and logical decisions.
9. _____ **Doing** - I speak fast, while thinking. **Watching** - I speak slowly, after thinking.

Total number of Doings

Total number of Watchings

The one that has the larger number is your TASK preference.

SECTION 2

Write either "**Thinking**" or "**Feeling**" next to the statement below, depending upon the part of the statement you most closely relate to.

1. _____ **Thinking** - I ask probing questions when learning a new subject. **Feeling** - I am good at picking up hints and techniques from other people.
2. _____ **Thinking** - I am rational and logical. **Feeling** - I am practical and down to earth.
3. _____ **Thinking** - I plan events down to the last detail. **Feeling** - I like realistic, but flexible plans.
4. _____ **Thinking** - I like to know the right answers before trying something new. **Feeling** - I try things out by practicing to see if they work.
5. _____ **Thinking** - I analyze reports to find the basic assumptions and inconsistencies. **Feeling** - I rely upon others to give me the basic gist of reports.
6. _____ **Thinking** - I prefer working alone. **Feeling** - I enjoy working with others.
7. _____ **Thinking** - Others would describe me as serious, reserved, and formal. **Feeling** - Others would describe me as verbal, expressive, and informal.
8. _____ **Thinking** - I use facts to make decisions. **Feeling** - I use feelings to make decisions.
9. _____ **Thinking** - I am difficult to get to know. **Feeling** - I am easy to get to know.

Total number of Thinkings =

Total number of Feelings =

The one that has the larger number is your THOUGHT or EMOTIONAL preference.

SCORING PROCEDURES

Each preference (high score) from the two above sections are used to determine your learning style:

If you prefer Watching and Feeling then you are a REFLECTOR

- ✚ Prefers to learn from activities that allows watching, thinking, and to review what has happened, such as brainstorming and cooperative groups.
- ✚ Lectures may be helpful but only if they provide expert explanations and analysis.
- ✚ Likes innovative and imaginative approaches to doing things.
- ✚ Prefers to view situations from many perspectives.
- ✚ Interested in people and tends to be feeling-oriented.

If you prefer Watching and Thinking then you are a PHILOSOPHER

- ✚ Prefers to pull a number of different observations and thoughts into an integrated whole in a step-by-step manner (go from details to big-picture).
- ✚ Prefers to reason logically and design models, theories, and projects.
- ✚ Likes lectures, analogies, systems, and case studies.
- ✚ Talking with experts is normally not helpful.

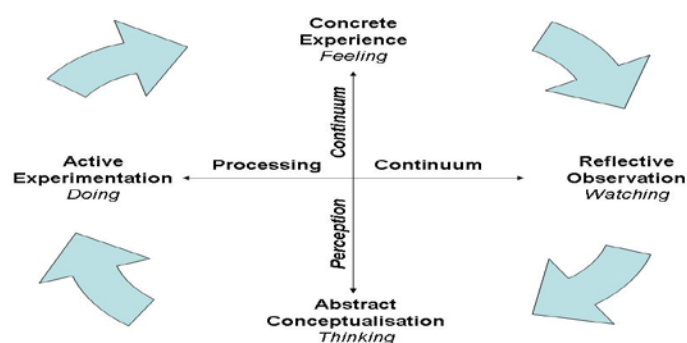
If you prefer Doing and Thinking then you are an ANALYST

- ✚ Prefers the practical application of ideas, solving problems, feedback, and decision-making (obvious links between the task-on-hand and a problem).
- ✚ Prefers technical problems over interpersonal issues.
- ✚ Prefers to apply new learnings to actual practice to see if they work.
- ✚ Likes laboratories, field work, observations, and coaching.

If you prefer Doing and Feeling then you are an ORGANISER

- ✚ Good at adapting to changing circumstances and solves problems in an intuitive, trial-and-error manner, such as discovery learning.
- ✚ Tends to be at ease with people.
- ✚ Prefers the challenges of new experiences, involvement with others, simulations, and role-playing.
- ✚ Likes anything new, problem solving, and small group discussions.

You will best learn by using ALL four styles, rather than your preferred learning style. That is, you should incorporate the styles so that you use the Learning Cycle.



Clark, D. R. (2004), Learning Style Theory. Retrieved 18 July 2008 from <http://nwlinc.com/~donclark/hrd/ahold/isd.html>

Getting the most out of your Performance Development conversation

- ✚ Tips to prepare effectively
- ✚ Communication skills and strategies
- ✚ Active listening
- ✚ How to receive and give feedback
- ✚ Handling difficult emotions in others
- ✚ How to end the conversation
- ✚ What to do after the conversation

Tips to prepare effectively

In preparing for the Performance Development conversation:

- ✚ Clarify your work priorities with your Reviewer by discussing the strategic direction of the School/ Work unit and your role within the team
- ✚ Ensure you understand the process.
- ✚ Ask whatever questions you need so that you feel confident to actively engage in the conversation
- ✚ Allocate time in your diary to complete the documentation—this is not a weekend exercise!
- ✚ Collaborate with others in your team. Do not feel that you need to do this totally on your own. It is often difficult to think about what you are really good at as we get very used to just “doing the job” Ask others how they view your skills.
- ✚ Send your Reviewer a copy of your completed draft in plenty of time before the scheduled meeting.
- ✚ Spend time thinking about your job, your skills, your career—about you.
- ✚ Read the other sections of this resource book designed to assist you in the process
- ✚ Talk to your Human Resources team—they are there to help

Communication skills and strategies

Remember it is important for both you and your reviewer to:

- ✚ Listen actively
- ✚ Be clear
- ✚ Provide examples
- ✚ Be assertive
- ✚ Do not accept ambiguous feedback
- ✚ Use questioning to explore differences of opinion
- ✚ Be prepared to change your mind

Sample responses

This discussion is designed to be a two way discussion. Below are the type of questions and statements you might use as you and your reviewer work through the documentation.

Review Achievements

Priority x was achieved and I learnt quite a lot about x in the process."

"There were some challenges along the way and I would like to discuss those with you today"

"I think that Priority x gave me an opportunity to use my "....." skills which I have not had to chance to apply before now"

If you need to give constructive feedback to your reviewer

"Sometimes when x has happened ...I have felt.....and what I would like is..."

"I really appreciate the way you"

Discuss and agree on how you performed your role and your performance rating

"I rated myself Exceptional in x. The reason I think that is..."

"It is clear that we differ on how we view my performance in this particular area. Can you give me some more examples as to why you view things the way you do?"

"I think I need more development in this area if I want to work towards a job in x. I have thought about how I could do that and my idea is..."

Overall performance assessment

"Whilst we have agreed on most things there are some areas in which we disagree. I would like to discuss those areas further before we complete this part of the form."

"Generally I agree with what you are saying after having had a good discussion about everything. I would just like to make sure that xxx is noted in the space for comments on the template."

"As recognition, what I would value most is..."

Setting future priorities

I have thought quite a bit about how my role relates to our work unit goals and priorities and I think....How do you see it?

"I understand it is important for the team we accomplish x. I've given consideration to how my role contributes to this by..."

"In order for me/the team to accomplish x I see my priorities as being to..."

Agree on priorities and discuss how these will be measured.

"It is agreed I will do x by..."

"I believe a good measure would be X"

Active listening is the most effective and powerful tool in communication

Attentive Body Language (Using your body to focus your attention)

- ✚ Body language showing involvement and attention
- ✚ Appropriate body movement
- ✚ Appropriate eye contact
- ✚ Non-distracting environment

Following Skills (Giving the person space to tell it their way....at least to begin with)

- ✚ Friendly, interested "door openers"
- ✚ Minimal encouragers ("mm", "yes", etc)
- ✚ Infrequent questions
- ✚ Attentive silences

Reflecting Skills (Restating the feeling and/or the content with understanding and acceptance)

- ✚ Paraphrasing (checking periodically that you've got the facts straight, making sure that both feelings and content get a mention)
- ✚ Summarising the major concerns⁵

Know how to receive feedback

- ✚ Try to relax and listen to the total message.
- ✚ Ask questions to clarify ambiguous feedback.
- ✚ Check understanding. For example, "Can you describe what I do or say that makes me appear aggressive to you?"
- ✚ Paraphrase and reflect to let the sender of the feedback know you have heard what they have said, and understand how they feel.
- ✚ Acknowledge what is true.
- ✚ Acknowledge and try to understand their reaction. This doesn't mean that you agree with their judgement, or agree to change your behaviour. For example, you can agree that you are late for work without agreeing that you are lazy.
- ✚ Take time to respond.

Know how to give feedback

- ✚ Balance the positive with the negative.
- ✚ Be specific - use examples.
- ✚ Focus on behaviour not personality.
- ✚ Do not exaggerate e.g. "You're **always** late", unless it is true.
- ✚ Use 'I' statements e.g. Say "I feel annoyed when you are late for meetings" instead of, "You are always late!"
- ✚ 'I' statements rather than 'You' blaming statements communicate that you are taking responsibility for your feelings, and state the effect of other's behaviour on yourself or others. It helps to reduce defensiveness in others.
- ✚ Restrict your feedback to things you know for certain. Do not express your feelings as facts.
- ✚ Give the feedback in a calm unemotional manner.
- ✚ Help the other person to hear you acknowledge their strengths.⁶

⁵ The Conflict Resolution Network, PO Box 1016 Chatswood nsw 2057 Australia

Handling difficult emotions in others

Ideally, there should be no surprises when you are engaged in a performance development conversation if you are having regular discussions with your Reviewer and receiving timely feedback. The annual performance conversation provides you with an opportunity to summarise your past performance; highlight your achievements and look forward to the future together with your Reviewer.

This information is provided to assist you as a staff member:

- ✚ On the rare occasion when you receive or give constructive feedback about an issue for the first time in the performance development conversation
- ✚ Throughout the year in instances when you are communicating and negotiating with your Reviewer, colleagues and customers...and life in general!

If we react to others defensively by attacking or withdrawing, conflict often increases. If, instead, we respond appropriately, we can help to bring the emotions to a level at which the issue can be dealt with more constructively.

Try the following:

Receive	Listen and say nothing for the moment. Give the other person room to discharge emotions. Respect the other person's communication of feelings.
Notice	Observe your own reaction.
Centre	Tune into yourself. Breathe deeply.
Listen again	Ask yourself what you are picking up from the communication. Separate feelings from content. Strain out what is valid and let at least some abuse pass you by.
Reflect back	Reflect both feelings and content. "Let me check with you if..." "Is what you're saying ...?"
Clarify and Explore	What are the other person's needs and concerns? Explore what is behind the words being used. Ask questions to shift the focus from anger to exploring the issues.
Repeat the cycle	Ensure that both feelings and facts are mutually understood.
Move	Acknowledge needs and concerns. Consider the next step e.g. develop options, make an "I" statement, take time out. ⁷

⁶ Schultz, Peter (1988) *The Team Handbook*




⁷ The Conflict Resolution Network, PO Box 1016 Chatswood NSW 2057 Australia

At the end of the conversation




You should leave the conversation knowing what is expected of you, clear about the next 12 months priorities, and what help and support you will get from your Reviewer.

If the conversation has been a fruitful one, this part of the conversation should focus on summarising the key points of the conversation and agreeing on future action.

If this is the first time that you have participated in a performance development conversation allow time to reflect on the conversation

-  *How did you find this process?*
-  *Was there enough time for you to talk about the things you wanted to discuss?*
-  *What worked well, what do you think we might do differently next time?*

After the Conversation

-  Seek feedback on progress towards achievement of your targets
-  Be proactive about acknowledging any factors which may inhibit achievement of a target.
-  Follow up on any outstanding issues

Planning at UNSW

1. Key definitions and principles in the planning process
2. Goals, targets, priorities and measures explained
3. Example performance targets

Key definitions and principles in the planning process

A definition of planning

The following information is adapted from Kris Cole, Management Theory and Practice, © Pearson Education Australia (a division of Pearson Australia Group Pty Ltd) 2005.

Plans are a projected course of action aimed at achieving future objectives. They provide clear goals and map the activities needed to reach them efficiently and effectively.

Values, Vision and Mission: The Corporate DNA

Values and beliefs are powerful motivators for most people. They express what a person holds dear and believe is right and wrong, good and bad, important and unimportant. Values combine with people's beliefs about themselves, others, and the world around them to guide their actions.

An organisation's values show it how to do business and respond to a crisis, and show its employees how to behave every day. They link with and support its vision.

*****At UNSW we call values 'Guiding Principles'*****

Our Guiding Principles@ UNSW

1. Academic freedom
2. Leadership
3. Innovation, initiative and creativity
4. Recognition of merit and excellence
5. Integrity and high ethical standards
6. Equity, opportunity and diversity
7. Mutual respect, collegiality, teamwork and high service standards
8. Professionalism, accountability and transparency
9. Safety
10. Environmental sustainability

Vision is where we are headed. It expresses what the organisation truly wants and cares about. It provides a clear picture of what everyone is striving to achieve. It unifies people by defining an enterprises fundamental purpose. It provides a starting point for moving forward and helps the organisation assess its progress and respond to change.

Mission expresses the 'how'. It underpins the vision and describes how it will be

realised. This means that it needs to be more specific and reflect the organisation's standards in areas such as customer service, product or service quality, reliability and profitability.

*****Our Mission and Vision at UNSW is encompassed in a statement we call the UNSW Aspiration*****

UNSW Aspiration

UNSW's aspiration is to continuously improve our position as a leading research intensive university in the Asia Pacific region, focusing on contemporary and social issues through defined strengths in professional, scientific and technological fields.





We seek to make a significant contribution to the development of knowledge, to learning and teaching, to our students, and to society.

Together, an organisation's values, vision and mission helps to achieve six things:

1. Position itself in the marketplace
2. Focus on what is important
3. Frames for the business plan
4. Guide day-to-day activities and act as a reference point for decision making
5. Send a clear message to all stakeholders about who the organisation is, what it stands for, what it will achieve, and in broad terms, how it will achieve it
6. Enhance an organisation's reputation and help it attract like-minded employees.

Strategic Plans outline the general strategies to be followed to achieve the organisation's vision and mission. They are long term plans that generally look forward six months to five years, the variation depending on how dynamic and volatile the organisation's environment. In fact, the pace of change means that long term planning, which assumed a certainty that no longer exists in many industries, is fast being replaced by continuous planning, making strategic plans never-ending and evolving. The aim is to plot superior ways of adding value for stakeholders, to focus the energies of the organisation and to provide overall direction for its initiatives and activities.

Four essential questions to answer when developing a business plan are:

-  *Who are we?*
-  *Where are we now?*
-  *Where do we want to be?*
-  *How do we get there?*

UNSW Strategic Intent can be found at
http://www.unsw.edu.au/sites/default/files/documents/UNSW3268_B2B_Design_AW3.pdf

The Operational Plan is developed by middle and first line Reviewers for their department or team, showing precisely how the organisation's long term plans and objectives will be achieved. They are shorter than the overall business/strategic plans that they support, generally looking ahead one week to one year. As plans become more short term, their precision increases. Work schedules, holiday rosters, departmental training plans, and health and safety improvement plans are some typical operational plans line Reviewers and team leaders' work with.

Operational Plans provide specific detail of what is to be done to help achieve the established overall goals of the strategic plan and the department's own more specific

objectives. Many Reviewers involve their team in developing the actual operating plans, and in some organisations specialist staff may help formulate them.

From Mission to Operational Plan – an example

Mission: To be an employer of choice Goals: World class health, safety and welfare systems within two years Best in the industry leadership within 18 months Top quartile remuneration within 5 years	
These goals would flow on to the various department in the organisation and be translated into shorter term departmental objectives.	
All Work Units	Human Resources
Improve safe working practices to reach an accident free goal of 100 days by the end of the financial year Reduce reportable accidents to one per annum by May 2014	Design a leadership and management capability framework by November 2014 Implement and evaluate a pilot OHS on line training program by August 2014

Goals, Key Performance Targets, Priorities and Measures Explained

The definition of planning terms can become confusing as they differ across authors and organizations. For example: a KPT can sometimes be called an 'objective', a 'goal', a KPI or a 'priority'.

What is important is that the terminology remains consistent, and the underpinning philosophy that what people focus on in their work is understood, articulated, agreed and aligned with the overriding goals of the institution. Feedback on progress provides employees with a sense of achievement, recognition and accomplishment

That said, whilst below is an attempt to define some more terms, you may still find inconsistencies across our very large and complex organisation.

Key Performance Target (KPT): a statement of the strategic outcome to be achieved. It is an area of work in which we need to make a change or achieve a specific result in order to contribute to the UNSW Strategic Intent

Priority: Work that will contribute to the Key Performance Target

Targets need to be aligned across UNSW

It is important that individual targets and priorities are aligned so that there is a shared understanding of performance requirements throughout the organisation; and that it is clear how everyone is contributing to the achievement of team, divisional/ faculty and UNSW goals. This alignment should not be considered only a top down process. Indeed, when we learn more about the strengths of staff and involve staff in the planning process, new ideas and opportunities can emerge which may lead to a broader or different vision.

Putting it all together-example of an individual performance goal aligned across UNSW

UNSW Objective
Improve Underlying Leadership and Operational Capabilities



UNSW Strategic Priority
2. Maintaining a performance-based meritocracy through:

- a) Continuously improving and investing in the capability of our staff
- b) Providing remuneration, rewards and opportunities aligned with performance
- c) Ensuring rigorous , fair processes for hiring, promotions and succession
- d) Ensuring regular performance reviews of high integrity.



Human Resources Strategy	Priority	Performance Measure
Increase UNSW Leadership Capability	Design, Deliver and Evaluate Middle Management Leadership Program by December 2015	80% of attendees rate workshops as adding value to their job and professional development

Some Examples

Strategy Will be stated in the Strategic or Operational Plan	Work Priority Outline how priorities will be achieved and by when	Measure Outline how you will measure achievement of target
Increase Research student intake	Implement online systems for the Taste of Research Summer Scholarship Program by June 2014	Successful integration of the online process into existing procedures and timelines
Improve Faculty-wide admin functions	Develop and promote Faculty Policy Website by September 2014	Implementation and management of a Faculty Policy Website following appropriate consultation with Faculty/School staff
Improve the student experience	Develop and implement a new process for tracking student complaints by December 2014	Complaint system is developed in collaboration and agreement with team members
Improve efficiency of the business processes and reduce unnecessary bureaucracy	Create and evaluate database to track graduations enquiries and use information accumulated to improve the way information is communicated to students by 10 December 2014	Database is completed within agreed time frame. 80% of database users rate the new system as adding value to the student experience.
Enhance the student experience by developing a student focused culture across the administrative units.	Develop a Service Charter by October 2014	Service Chart is designed in collaboration with the team within agreed time frame.
Improve record keeping at a local level	Create a filing system for all archived documents by December 2014	Filing system is implemented and communicated to staff within agreed time frame.

Important Note

On the following pages you will find templates and information regarding Behavioural Competencies and Priority Planning.

Both documents were designed by the People & Culture Development Unit in consultation with the Performance Development Working Group in 2008/9. The Working Group was representative of the Professional Staff community; and in consultation with the UNSW community, the group collaborated to design the first Performance Development process for the university.

The current Performance Development documentation has much more of what is known as an “Essay” approach in order to facilitate more focus on the conversation and less on the forms. The following documents have been provided as frameworks to help both reviewer and reviewee work through (1) The conversation about “how” the work is done and pin point development needs; and (2) Design and write work priorities that can be agreed and measured.

Please note that the use of these documents is optional. There are many other tools available in the marketplace. Find what works best for you.

Key Behavioural Competencies All Staff

- A competency is made up of the skills, knowledge, and attributes that you apply in performing your job
- The fact that they are ‘Key’ means that they are generic, and therefore relevant to all roles within UNSW and most other organisations
- They act as a foundation for you to build upon during your career and life

Appendix 1: Working with behavioural competencies for all staff

Critical Thinking & Problem Solving

Definition: The ability to analyse information, both creatively and practically, to find optimum solutions coupled with the capability to understand problems or situations by breaking them down and organizing them in a systematic way.

- thinks in a purposeful, reasoned and focused way
- collects, analyses, plans & organises information
- identifies underlying issues and problems and sees connections
- defines & applies strategies for problem solution

Need help to decide how well you are going? Try these trigger questions

How do you organize your daily workload?

How do you plan for meetings?

Do you have to organize information – how and what do you organize? eg timetables, events, meetings, people.

Describe your approach to solving a problem at work: what do you do and how do you react?

How do you plan to prevent problems from occurring?

What would be a complex problem in your job and how have you gone about solving it?

Do people seek you out for advice and ideas?

Have you had to make a decision that was a bit risky?

Have you had a problem that you have had to figure out? How did you go about it?

Communication

Definition:

- consistently communicates in a professional and courteous manner
- actively listens for understanding
- expresses and structures ideas and information in a clear, concise, accurate and logical way and using appropriate language
- develops positive workplace relationships
- gives and receives constructive feedback
- negotiate with others to resolve issues

Need help to decide how well you are going? Try these trigger questions

Do you present information to others? Who? How? (eg in meetings, by email, marketing material, instructions)

What different approaches do you take when talking to different people?

Have you had to compromise or help others arrive at a compromise?

How do you work with people you find difficult?

Have you had to tell someone that their work is not correct/up to standard/on time?

What feedback have you been given? How did you react?

How do you react to people who are angry or distressed?

How do you manage your emotions in these situations

Ethical Behaviour, Values and Diversity

Definition:

- acts in accordance with UNSW values
- acts with integrity and credibility
- treats people with integrity, respect and empathy
- gains trust of colleagues
- aware of own values and regularly examines to highlight biases that may affect behaviour
- demonstrates respect for individual differences

Need help to decide how well you are going? Try these trigger questions

Do you know what the UNSW Guiding Principles are?

Are you aware of UNSW Code of Conduct?

Do you try to treat everyone in a manner to suit them? Can you think of examples?

Do you know what your personal biases are and keep them in check at work?

Can you think of an interaction with a colleague, team leader, manager, internal customer & external customer who needed to trust you?

Do you have to deal with confidential and or sensitive matters in your job? What is your approach to these matters?

Innovation, Initiative and Creativity

Definition:

- receptive to new ideas
- adapts to new situations
- identifies opportunities and translates into ideas and action
- generates a range of options, collaborates and review options and initiate solutions

Need help to decide how well you are going? Try these trigger questions

Do people look to you for ideas?

Do you have ideas? What happens to them?

Have you implemented a new initiative – e.g. new form, process, change in environment

Do you encourage other people when they have new ideas?

Can you think of a project or task that was undertaken because of your efforts?

Have you come up with ideas to make a job or process easier?

Team Work & Collegiality

Definition:

- works in co-operative partnership with supervisor, team leaders, peers and support staff
- actively participates with team and works positively with others to foster team spirit and trust
- proactively contributes towards the achievement of common goals
- actively contributes towards team decision making

Team Work & Collegiality *cont.*

Need help to decide how well you are going? Try these trigger questions

Do you offer your ideas in team meetings?

Can you think of a time where you have had to work with someone new, how did you go about that?

Do you share how you are going in your work with others of your team?

If someone was watching you, how would they describe your behaviour towards your team?

Do you work with other teams outside your own?

What strengths do you bring to the team?

Can you describe a team when there was a team problem/internal conflict- how did you react/what did you do?

Customer Service

Definition:

- demonstrates an understanding customer service requirements and expectations
- presents a professional image at all times
- develops positive and supportive relationships with internal and external customers
- proactively suggests & makes improvements to customer service.

Need help to decide how well you are going? Try these trigger questions

What feedback do you get about your customer service?

Who are your customers – internal and external?

What do you think these customers would say about your service?

Can you think of a time when there was a customer complaint – how did you deal with this?

Change & Adaptability

Definition:

- understands the need for change
- responds and adapts positively to change
- actively contributes towards change outcomes
- acknowledges need to learn to adapt to change

Need help to decide how well you are going? Try these trigger questions

Have you implemented changes in your workplace this year?

How do you react when there is discussion around change?

Do you need help in dealing with change or do you help others?

Appendix 1: Working with behavioural competencies for managers

Leadership

Definition:

- understands self and manages impact on others
- credibly represents self, work unit and UNSW
- sets and exemplifies standards of ethical behaviour and acts as a role model for others
- adapts leadership style to the person and situation
- influences and motivates staff to achieve strategic vision and priorities
- uses coaching effectively to encourage and motivate staff

Need help to decide how well you are going? Try these trigger questions

Do you coach your staff on a regular basis?

Do you know what motivates your team members and apply motivational strategy?

How well do you manage your stress levels so you're your stress or mood does not negatively impact staff?

What do you do to be a positive role model for your team?

Describe how you modify your own behavioural style to relate to peers, management, team; & .customers

When have you had to represent your team or UNSW and what have you done ensure that you have acted professionally and with credibility?

People Management

Definition:

- communicates strategic direction & organisational information to individuals and teams
- sets and communicates clear direction for individuals and teams
- sets achievable goals and priorities for staff and effectively delegates tasks
- applies effective resource management strategies to daily workplace priorities
- plans for individual and team development
- looks for opportunities to reward & recognise
- ensures team compliance with organisational policy and procedure

Need help to decide how well you are going? Try these trigger questions

Can you translate the UNSW strategic directions into something that is meaningful to staff?

How do you involve your team in the planning process?

Do you have regular team meetings with your staff?

How comfortable are you with your skill in setting and agreeing Key Performance targets with your staff?

Describe how you manage the day to day tasks when resources are limited

Do all your team have professional development plans that they are happy with?

How do you apply adult learning principles when coaching & or working with your staff?

Describe how you reward & recognize staff?

Do you know are policies and procedures are relevant to your role and how to find them?

Client Relationship Management

Definition:

- manages client relationships to support business outcomes
- markets the unit through a variety of communication formats and creates opportunities to promote services
- demonstrates and promotes a quality service culture

Need help to decide how well you are going? Try these trigger questions

Describe the key relationships you currently have with internal & external clients in order to do your job effectively

Have you had a 'difficult' client situation that you managed successfully? What did you do & what was the outcome?

What techniques & methods do you use to market your services?

Do you have a marketing plan?

Can your team easily define what Quality Customer service means in your service provision? What is it?

Describe what measures you have put in place to ensure that client satisfaction is maximized on an ongoing basis

Change Management

Definition:

- positively leads and facilitates organisation-initiated change
- proactively communicates rationale for change to individuals and teams
- acts as a role model for change and engages buy-in from others to drive the required change
- demonstrates a focus on continuous improvement and encourages others to look for opportunities for change

Need help to decide how well you are going? Try these trigger questions

Describe a change that you have initiated during the last review period – large or small. How did you go about it, what challenges existed & how did you deal with the challenge?

How comfortable are you with telling staff you have nothing to tell them?

What strategies do you use to engage your staff in the change process?

Do you understand & apply change management theory in your leadership role? How?

Does your team suggest changes to processes? What do you do as a leader to enable this process?

Appendix 2: Priority Planning					
Strategic Priority Should reflect work unit priorities	Key Performance Target Outline how priorities will be achieved	Performance Measure Outline how achievement of the key performance target will be measured	Timeframe for Achievement	Resource Support What resources or support is required to achieve the objective?	Support Approved? Yes / No

Appendix 3: Development Planning

1. **Identify** what **skills, knowledge and behaviours** need to be developed
2. **Decide** on an appropriate **development activity and/or strategy**
3. **Prioritise** the capability **development needs** and set a **realistic timeframe** for achievement
4. **Evaluate** the **effectiveness** of the development activity/strategy

***Development Priority Timeline**

High = within 6-8 weeks

Medium = within 3-6 months

Low = within 6-12 months

List the identified development needs	Development/Training Activity/Strategy	Development Priority & Timeline			Evaluation/ Measurement (How will you know when you have embedded what you have learnt?)
		Priority*	By When	Cost	