



MACQUARIE UNIVERSITY PERFORMANCE DEVELOPMENT AND REVIEW (PDR) 2008 ACADEMIC STAFF

The Performance Development and Review form is used to record the annual Performance Review and Development discussions between a staff member and their supervisor. This form is also used for conducting mid-year reviews, probation reviews and personal development plans.

The Performance Development and Review consists of five parts:

- Part A* Individual Performance Plan (looking forward exercise)
- Part B* Learning and Development Plan (looking forward exercise)
- Part C* Performance Review based on Individual Performance Plan (looking back exercise)
- Part D* Behavioural Indicators (looking back exercise)
- Part E* Performance Development and Review Summary (overall comments and sign off)

The Performance Development and Review is to be completed annually. Please refer to the **Performance Development and Review Support Guidelines** for support on how to conduct the performance discussions.

Name:	Staff Number:
Position:	Department:
Supervisor Name:	Date Review Conducted:

PART A – INDIVIDUAL PERFORMANCE PLAN

This plan is a reflection of the discussion between a staff member and his / her nominated supervisor and is used to document the staff member's performance objectives for the upcoming performance review cycle.

TEACHING AND LEARNING

Objective What will be achieved?	Tasks What will I do to achieve this objective?	Performance Indicator What is the expected level of achievement and how will it be measured?	End Date When will it be completed?

RESEARCH

Objective What will be achieved?	Tasks What will I do to achieve this objective?	Performance Indicator What is the expected level of achievement and how will it be measured?	End Date When will it be completed?

OUTREACH

Objective What will be achieved?	Tasks What will I do to achieve this objective?	Performance Indicator What is the expected level of achievement and how will it be measured?	End Date When will it be completed?

SERVICE AND ORGANISATIONAL SUSTAINABILITY

Objective What will be achieved?	Tasks What will I do to achieve this objective?	Performance Indicator What is the expected level of achievement and how will it be measured?	End Date When will it be completed?

Staff member signature:

Date:

Supervisor signature:

Date:

PART B - LEARNING AND DEVELOPMENT PLAN

The Learning and Development Plan is a development and career progression tool for the up coming year and beyond. The staff member and supervisor will work together to develop the plan and review progress against the plan both intermittently and in the annual Performance Development and Review process. Learning outcomes are designed to support staff development to more effectively contribute to achievement of their current role and operational plans, and their personal and professional growth. All learning outcomes should be reviewed in view of budget guidelines.

Areas of Strength Current strengths displayed in achievements	Development Areas Attributes, skills and knowledge sets to be further developed

Learning Outcomes What skills and / or knowledge sets will be developed?	Learning Strategy How will the outcome be achieved? What actions will be taken?

Career Intentions Staff member interests and career aspirations	Strategies to Pursue Career Aspirations Potential mid to longer term strategies to realise career aspirations

PART C - PERFORMANCE REVIEW

PERFORMANCE RATINGS

The following descriptors are to be used for the **overall performance rating** in Part E. These definitions may also guide you in your performance review discussions.

Descriptor	Definition
Excellent	Consistently exceeds performance expectations
High Achievement	Regularly exceeds performance expectations.
Proficient	Meeting performance expectations and objectives
Partial Achievement	Occasionally delivers on performance expectations. Improvement is required
Unsatisfactory	Not meeting performance expectations
Progressing	If in position for less than 6 months, may rate as "progressing as expected".

PERFORMANCE OUTCOMES

The following outcomes are expressed as objectives in your Individual Performance Plan (Part A – Planning Documentation).

TEACHING AND LEARNING

Outcome	Achievement	Staff Member Comments	Supervisor Comments
What was the desired outcome?	What was achieved and how was it measured?		

RESEARCH

Objective	Achievement	Staff Member Comments	Supervisor Comments
What was the desired outcome?	What was achieved and how was it measured?		

OUTREACH

Objective What was the desired outcome?	Achievement What was achieved and how was it measured?	Staff Member Comments	Supervisor Comments

SERVICE AND ORGANISATIONAL SUSTAINABILITY

Objective What was the desired outcome?	Achievement What was achieved and how was it measured?	Staff Member Comments	Supervisor Comments

UNPLANNED OUTCOMES

Please capture below any outcomes and achievements that were not planned for in the beginning of the cycle and not captured in Part A – Individual Performance Plan.

Outcome What was the desired outcome?	Achievement What was achieved and how was it measured?	Staff Member Comments	Supervisor Comments

PART D - BEHAVIOURAL INDICATORS

Below is a set of behaviours linked to the university's values. You will need to discuss how you use these behaviours to achieve your performance outcomes.

BEHAVIOURAL DEFINITIONS	
Behaviour	Definition
Communication Openness	Organises and presents information, views and concepts in a timely, concise, and appropriate format for a variety of audiences. Determines the most appropriate format and vehicle for delivering information (eg oral, written email) to maximise audience understanding of both the message and its intent.
Relationship Building Nurturing, compassionate, openness	Identifies and develops positive working relationships with students, staff and external stakeholders that are built on honesty and trust. Creates opportunities for staff and students to develop new skills Responds to changing needs. Clarifies and manages expectations on an ongoing basis. Invites feedback, considers and incorporates multiple perspectives in all decisions and actions.
Teamwork and Collaboration Co-operation, nurturing	Works cooperatively with others in accomplishment of joint tasks and common objectives. Understands team dynamics, fosters collaboration, Provides a tangible support to team members and contribution to team output Listens and responds to the input of others in a manner that creates an environment of mutual trust.
Accountability Responsibility, excellence	Achieves job and University success by demonstrating initiative and a focus on set objectives. Balances and prioritises efforts within the context of multiple and changing responsibilities. Maintains commitment to achieving outcomes and takes ownership of final outcomes. Follows tasks through to completion Displays personal responsibility for delivering to standards within set timeframes. Utilises financial resources prudently
Flexibility and Adaptability Curiosity, courage, openness	Is open and receptive to change. Demonstrates flexibility in managing shifting priorities, incorporating new ideas and approaches in response to changing University needs. Challenges the status quo, provides valuable input in change efforts and continually looks for better ways of doing things.
Integrity and Ethics Acts with conscience, just, honesty, courage, independence	Builds trust and integrity amongst fellow staff and students by developing people's confidence in one's intentions and those of the university. Ensures transparency in communications and commitments and applies ethical principles at all times. Values and consistently displays integrity when dealing with others. Assesses each matter fairly and on its merits.

BEHAVIOURS IDENTIFIED

Comment on how the application of these behaviours has impacted on the achievement of your performance objectives. Comment on where any of the behaviours could be applied to achieve future objectives. Identify whether any behaviour needs further development. Identified behaviours should then be documented in the Learning & Development plan for the next year with strategies for how they can be developed.

PART E - PERFORMANCE AND DEVELOPMENT SUMMARY

This section is a sign-off in recognition that both the staff member and supervisor acknowledge that the performance discussion has taken place and that a development plan and performance plan have been developed for the coming year.

Staff Member Comments

Supervisor Comments

Next Level Supervisor – Comments (Optional)

Next Level Supervisor Name:

Signature:

Date:

Overall Rating:

Signed: Staff Member

Date:

Signed: Supervisor

Date: