

Annual Performance and Development (APD)

What you need to know to make the most of the process this year

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



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APD Purpose

Through APD, the university is seeking a culture change away from a sole focus on traditional performance management (which predominately focuses on reviewing and assessing staff performance) towards a focus on performance development (supporting and developing our staff to acquire new skills and knowledge).

At UQ, the Annual Performance and Development (APD) process encourages staff to:

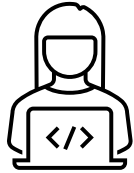
- Highlight their achievements and progress against previously set goals
- Reflect broadly on their performance
- Clarify their career and development aspirations
- Set their goals and objectives for the year to come
- Prioritise a designated time to connect with their supervisor for a formal APD conversations to discuss performance and career development.

The APD process was designed to:

- *Increase the quality of performance conversations and feedback provided to staff*
- *Provide recognition of citizenship activities and behaviours aligned to the UQ values*
- *Improve focus and support for the career and development aspirations of our staff.*

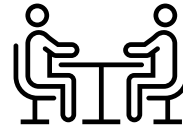
APD ultimately aims to help staff be more effective in their roles, drive staff development and contribute to staff engagement.

APD Roles and responsibilities



Staff member

- Complete self-evaluation and draft goals via Workday ahead of APD conversation
- Proactively book time with your Supervisor / Manager/ PDM for the APD conversation
- Consider the development opportunities or career aspirations you might wish to discuss with your Supervisor
- Reflect on opportunities to contribute to the broader Organisational Unit or University strategy



Supervisor / Manager / PDM

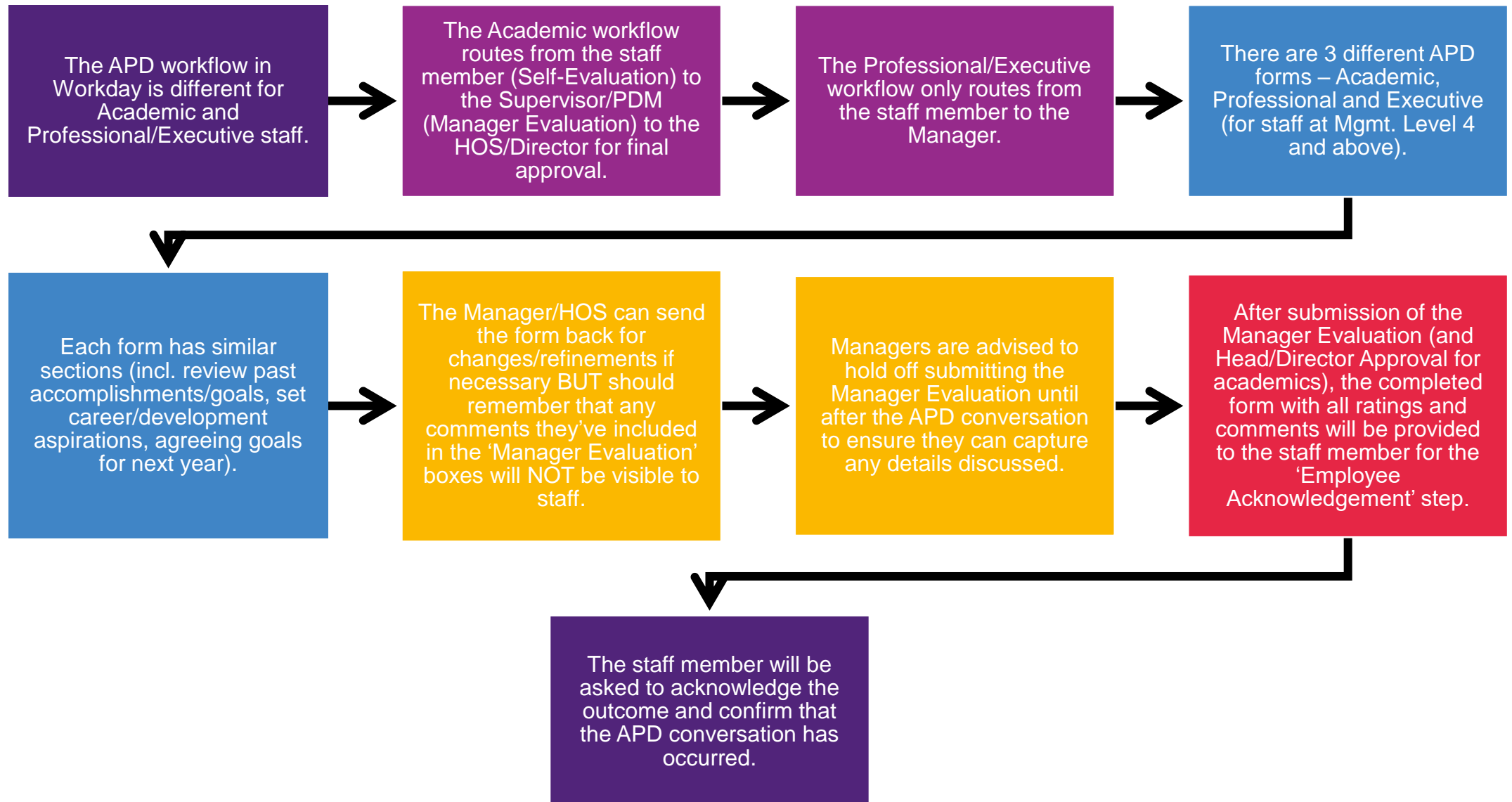
- Prepare for the APD conversation by reviewing the staff member's APD in Workday
- Consider goals for the year ahead and alignment with broader Org Unit / University objectives
- Undertake relevant **APD training** to increase the effectiveness of your APD conversations.
- Schedule the APD conversation with your staff
- Jointly reflect on the past year's achievements in the context of identifying priority areas for next year
- Use coaching questions to draw out development areas



Head of School / Institute Director

- Review past APD data to identify specific areas for focus
- Communicate the purpose and importance of the APD process to your staff and supervisors. Include any strategic priorities for your unit to inform goal setting.
- Meet with your supervisors to clarify and communicate your expectations for the APD process (e.g., consistent use of performance ratings, application of the academic criteria, how career/development needs will be supported)
- Confirm that all Supervisors/PDM's have undertaken **APD training** as required by the Enterprise Agreement.

APD Process overview: what you need to know



Updates to the APD Process 2024/2025 Season

Timeline



Mass advancing of the APD will not occur in 2024/25. Leaders will be responsible for finalising the process and by the key dates

Continuing approach to balance time allocated between self-evaluation and manager evaluation

Goals



Reframing of goal setting – goals should be limited to actions/priorities that are specific and distinct from ‘normal’ or BAU tasks.

Selecting one goal category when setting new goals for 2025/26. Future APD’s will only allow one category per goal.

Consolidation of ‘past’ and ‘future’ goal setting sections for Academic APD form in Workday

HoS Input



HoS/Directors can still add comments to APD’s for Academic employees. However, improvement made to approval chain where HoS/Director is also the direct supervisor – **removing need to submit twice.**

Wording in Academic APD procedure tightened to clarify that HOS/Director can over-rule ratings suggested by supervisors following an explanatory conversation.

Acknowledgement Step



Acknowledgement step will remain within the APD template and enables employee to indicate if APD conversation took place.

Managers will continue to be asked to record date APD conversation occurred. This field is now mandatory.

Continuous Improvement



NEW QUICK REFERENCE
GUIDES TO SUPPORT
APD IN WORKDAY



FOCUS ON CAREER
DEVELOPMENT AND
FEEDBACK CULTURE IN
APD FOUNDATIONS



DEVELOPMENT OF A NEW
LEADING APD DIGITAL
MODULE FOR
SUPERVISORS AND
MANAGERS

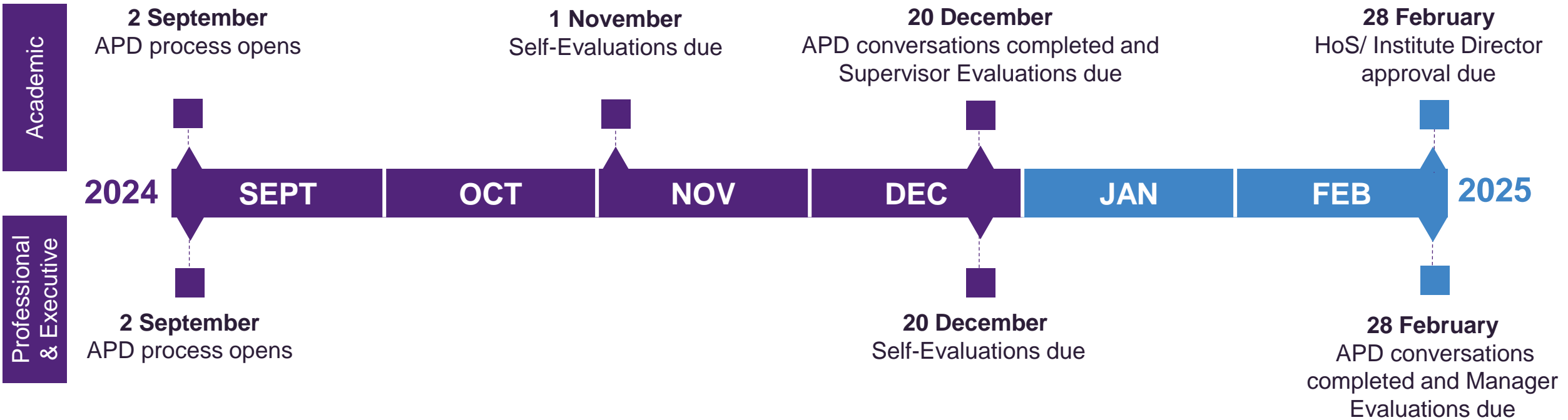


WORKSHEETS TO HELP
ASSIST THE GOAL
SETTING PROCESS



FURTHER DEVELOPMENT
OF REPORTS, CLIENT
PARTNERING SUPPORT
AND TRIAGE TO ENSURE
SMOOTH PROCESS

APD 2024/2025-Timeline and Due Dates

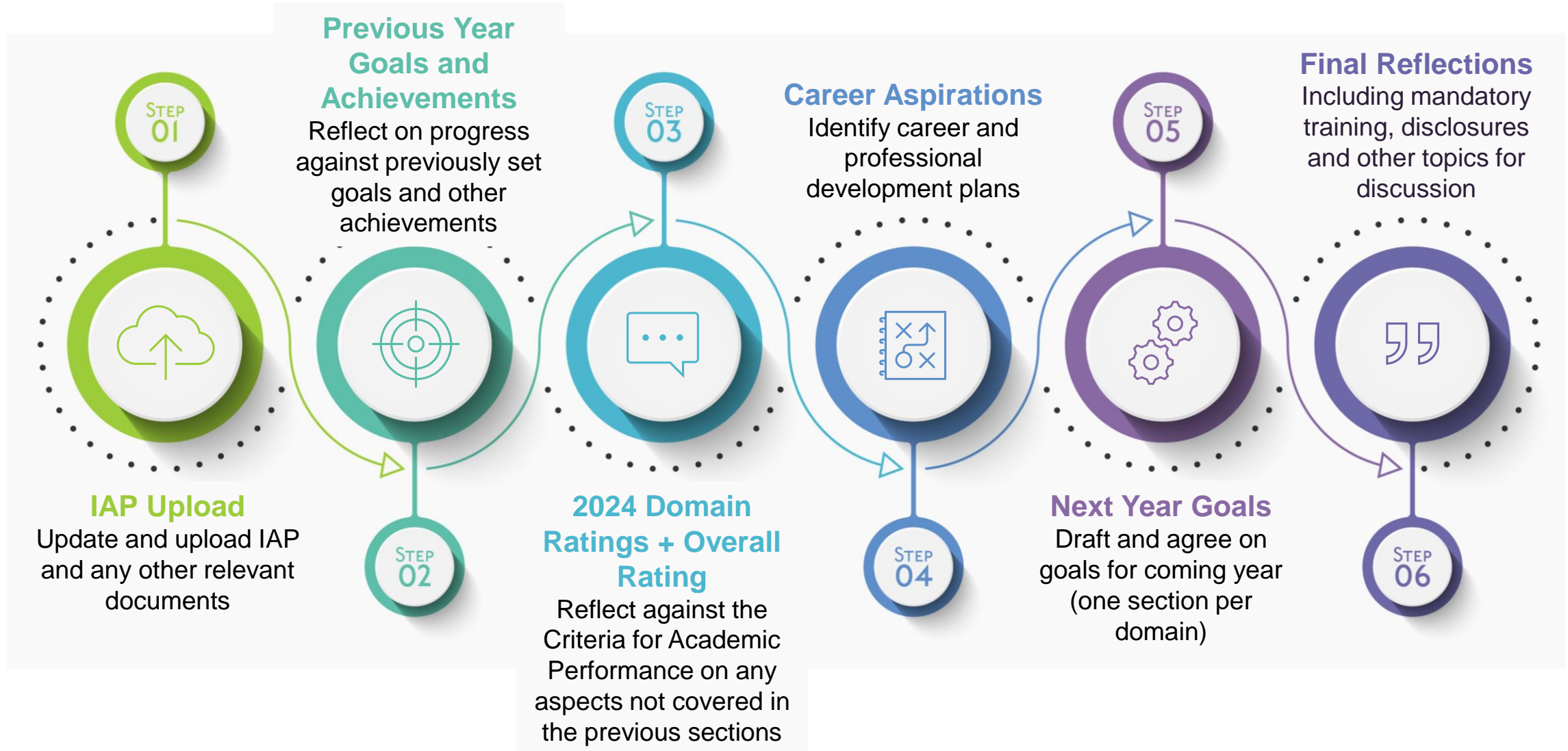


Scheduled centrally distributed reminder communications will include:

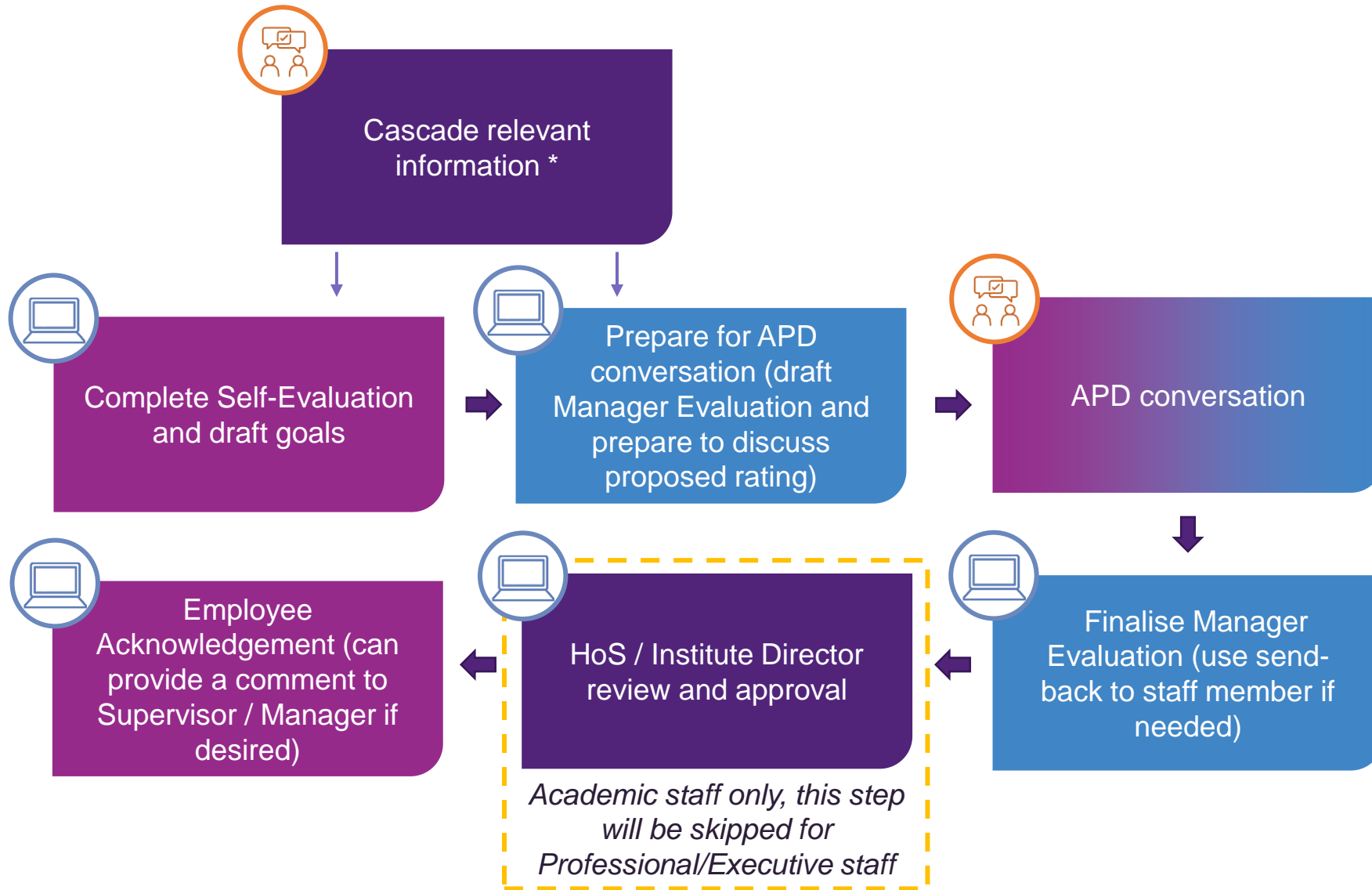
- 2 x staff to complete their self-evaluation (**Academic** – 9 and 23 October, **Professional/Exec** – 11 November & 11 December)
- 2 x supervisors to complete manager evaluations (**Academic** – 25 November & 11 December, **Professional/Exec** – 12 & 21 February)
 - 2 for HoS/Directors to complete HOS/Director approval (**Academic only** – 3 February & 21 February)

Local monitoring of completion rates and communications to be drafted and distributed by local leaders with support from HRCP.

APD Workday Process for Academic Staff



Recommended APD process



Key



* e.g. strategic planning, expectations, ratings guidance

APD Workday Process for Professional / Executive Staff



Employee Self-Evaluation

Hints and Tips



Focus

- Set aside dedicated time to complete your self-evaluation to avoid distractions
- Be concise but clear, noting you will have the opportunity to discuss further in the APD conversation
- Utilise Workday's 'Save for Later' functionality so you don't lose any progress
- Reflect on available [APD resources](#) before you start and complete APD Foundations (and Leading APD if you are a manager/supervisor)



Balance

- Balance the amount of effort across each section of the self-evaluation
- For example: don't put all your effort into the goal reflections and miss the opportunity to effectively reflect on your career aspirations
- We recommend aiming to set 5-7 quality [SMART](#) goals in total. This breakdown could look like: 3-4 Delivery goals, 1-2 Citizenship goals, 1-2 Development goals.



Housekeeping

- Recommended that goals are limited to initiatives, activities, priorities which are specific and distinct from the normal tasks a staff member would undertake every year. For lower level HEW staff, this may include BAU tasks that have specific elements they are planning to focus on during the next 12 months
- **Selecting only ONE category for each goal is mandatory from this year**
- Update the status of each goal (e.g. in progress, partially completed, completed, no longer required)



Clarity

- Being clear on the actions steps you will take to achieve a goal makes it transparent to reach and easier to rate overall
- Avoid generalised /vague comments (e.g. setting a goal like "Attend a workshop")
- If possible, use data to show results and impact
- Include contributions to team or organisational outcomes if relevant
- If you encountered challenges, explain how you either overcame or learnt from them

Goal Setting – hints and tips

The core purpose of goal setting is to set clear expectations for what needs to be accomplished in the year ahead

Effective goal setting can:

- create clear expectations
- clarify requirements for a successful year
- create a clear vision for development and incorporate development opportunities
- create accountability
- make evaluations fairer
- support alignment of a staff member's goals with the Organisational Unit goals, and the University strategy more broadly (see [Goal Alignment](#) module).

Drafting goals

As a starting point, employees will draft their goals in Workday ahead of a discussion with their Manager. Determining your own goals increases ownership and commitment to achieving these objectives. Where needed, a Manager can add or expand on goals as part of the conversation.

Top Tip

We recommend aiming to set 5-7 quality SMART goals in total. This breakdown could look like: 3-4 Delivery goals, 1-2 Citizenship goals, 1-2 Development goals.

Goal setting is completed against specific goal categories

Professional / Executive	Academic *
<ul style="list-style-type: none"> • Delivery • Citizenship and Leadership • Development 	<ul style="list-style-type: none"> • Teaching • Research • Supervision and Researcher Development • Citizenship and Service

* Depending on Academic Category

What resources should I refer to when goal setting?

Professional / Executive	Academic
<ul style="list-style-type: none"> • Position description / Job profile • UQ Strategic Plan • Organisational Unit Strategic Plan 	<ul style="list-style-type: none"> • Position description / Job profile • Criteria for Academic Performance • UQ Strategic Plan • Organisational Unit Strategic Plan

[Academic
Goal Library](#)

[Professional
Goal Library](#)

[Executive
Goal Library](#)

Criteria for Academic Performance and Domain Ratings

How Supervisors assess performance against the Criteria for Academic Performance and determine a rating

Step 1

Consider:

- ① Performance against goals
- ② Achievements and outcomes articulated within IAP
- ③ Commentary and context provided in the APD template
- ④ Relative to opportunity considerations
- ⑤ Any other relevant observations from the supervisor

Step 2

Review the Criteria for Academic Performance and rating guidelines (as highlighted red below)

Further information can be found in the Academic Annual Performance and Development Policy and Procedure [5.70.15]

CITIZENSHIP AND SERVICE DOMAIN ACADEMIC PERFORMANCE: EXPECTATION BY LEVEL				
Level D Professor	Level D Associate Professor	Level C Senior Lecturer	Level B Lecturer	Level A Associate Lecturer
CITIZENSHIP AND SERVICE DOMAIN PERFORMANCE CRITERIA*				
a) Citizenship demonstrates leadership of self and senior leadership of others in relation to UQ values	a) Citizenship demonstrates and leads others in relation to UQ values	a) Citizenship demonstrates UQ values consistently	a) Citizenship demonstrates UQ values	a) Citizenship demonstrates UQ values
b) Internal service demonstrates senior leadership in relation to internal service, including significant outcomes and innovations within and beyond the organisational area unit	b) Internal service sustains a track record of impact, achievement and initiative in internal service role/s	b) Internal service has an established record of achievement and initiative in internal service role/s	b) Internal service undertakes internal service role/s effectively	b) Internal service undertakes internal service role/s
c) External service demonstrates senior leadership in relation to external service	c) External service shows leadership in relation to external service	c) External service shows evidence of an established record in relation to external service	c) External service actively pursues agreed goals in external service	c) External service collaborates in engagement activities and partnerships
d) Engagement demonstrates senior leadership in relation to external service	d) Engagement leads self and others in advancing partnerships, and in relation to UQ and public engagement activities	d) Engagement pursues successful engagement activities and media opportunities	d) Engagement actively pursues agreed goals in engagement activities and partnerships	d) Engagement collaborates in engagement activities and active participation in priority activities for the unit
e) Leadership shows high level of leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to and improving the governance of the institution	e) Leadership shows leadership of self and others through mentoring, supervision, responsibility for staff wellbeing, and contributing to the governance of the institution	e) Leadership shows leadership of self and others through mentoring, supervision and a responsibility for staff wellbeing	e) Leadership shows leadership of self and others through mentoring and collaboration	e) Leadership shows leadership of self through collaboration and active participation in priority activities for the unit

*Approvers will be directed to specific Examples of domain activity relating to criteria above. It is expected that approvers will exercise appropriate judgement in the application of the rating guidelines.

GUIDELINES FOR CITIZENSHIP AND SERVICE DOMAIN PERFORMANCE RATINGS AGAINST CRITERIA

1. **Exceeds expectations:** Typically, must demonstrate both a) and b) and two of c), d) or e)
2. **Performing well:** Typically, must demonstrate both a) and b) and one of c), d) or e)
3. **Some gaps:** Typically, must demonstrate a) and one of b), c), d) or e)
4. **Unsatisfactory:** Typically, does not demonstrate a)

Step 3

Determine Performance rating for each relevant domain (noting Citizenship and Service must be rated)

Rating	Domain			
	Teaching	Research	Supervision and Researcher Development	Citizenship and Service
Exceeds Expectations				
Performing Well				
Some Gaps				
Unsatisfactory				
Not Applicable				

Academic Form changes for 2024/25

Based on feedback regarding the lengthy feel and overlap/duplication for staff when reflecting on past goals AND the criteria for academic performance, the Academic APD form has been shortened from 12 sections in previous years, to 6 for the 2024/25 round.

Additionally, further guidance and specificity has been added around goal setting, clarifying that only activities/priorities/projects that are a specific focus areas for the year to come should be added as goals. This aims to support academic staff setting a lower number of higher quality goals. This will also be of benefit in future cycles by limiting reflections on goals to the most significant activities undertaken.

	Sections	Academic APD form – 2023/24	Academic APD form – 2024/25
Documentation	Supporting Documentation	<ul style="list-style-type: none"> Individual Activity Profile 	<ul style="list-style-type: none"> Individual Activity Profile
Past Performance	Goals	<ul style="list-style-type: none"> 2023 Teaching Goals 2023 Research Goals 2023 Supervision & Researcher Development Goals 2023 Citizenship & Service Goals 	<ul style="list-style-type: none"> Reflection on past goals
	Academic Domain Reflection (pulling in Academic Criteria for current appointment level)	<ul style="list-style-type: none"> Teaching Research Supervision & Researcher Development Citizenship & Service 	<ul style="list-style-type: none"> Teaching Research Supervision & Researcher Development Citizenship & Service
Career & Development	Career & Development	<ul style="list-style-type: none"> Career & Development Aspirations 	<ul style="list-style-type: none"> Career & Development Aspirations (optional)
Forward Planning	Goals	<ul style="list-style-type: none"> 2024 Teaching Goals 2024 Research Goals 2024 Supervision & Researcher Development Goals 2024 Citizenship & Service Goals 	<ul style="list-style-type: none"> Goals for 2025 (with clarification that only specific priorities/activities should be articulated as goals)
	Summary	<ul style="list-style-type: none"> Final Reflections 	<ul style="list-style-type: none"> Final Reflections

Determining an Overall Performance Rating for Academic Staff

As with the individual domain ratings, consideration should also be given to relative to opportunity factors and consideration of other relevant circumstances in determining the overall rating.

Should the supervisor determine that overriding the guidance above is warranted, the justification should be provided in the relevant Overall Rating section of the APD process.

Further information can be found in the [Academic Annual Performance and Development Policy and Procedure \[5.70.15\]](#)

Overall Rating	Domain Ratings
4 - Exceeds Expectations	4 Exceeds Expectations
4 - Exceeds Expectations	3 Exceeds Expectations, and 1 Performing Well
3 - Performing Well	2 or less Exceeds Expectations, and 2 or more Performing Well
3 - Performing Well	1 Some Gaps, and any combination of higher ratings
2 - Some Gaps	2 or more Some Gaps, and any combination of higher ratings
2 - Some Gaps	1 Unsatisfactory, and no Some Gaps
1 - Unsatisfactory	2 or more Unsatisfactory, or 1 Unsatisfactory and 1 Some Gaps

Professional and Executive Ratings

How Managers apply the rating scale to the goal domains and overall rating

1. Review the goals set and employee evaluation for both '*Delivery*' and '*Citizenship and Leadership*'. Consider the measures that were agreed in the previous year and what your staff member was able to achieve.
2. Consider any feedback you or your staff member may have received.
3. Reflect on your observations throughout the year
4. Consider the four-point rating scale definition as outlined to the right and in the [5.70.01 Executive and Professional Staff Annual Performance and Development - Policies and Procedures](#)

Rating	Description
4 Exceeds expectations	<ul style="list-style-type: none"> • Performance consistently exceeds expectations and goals are met. Ambitious, or 'stretch', goals are also achieved. • Consistently delivers high quality outcomes at/before timeframes and well above the standards expected of their role and cohort. • Consistently exhibits exemplary standards of UQ values, citizenship behaviours and leadership (where relevant).
3 Performing well	<ul style="list-style-type: none"> • Performance satisfactorily meets most expectations and goals, or may exceed in one or two areas. • Delivers outcomes within timeframes required, consistent with their current role and cohort. • Consistently demonstrates expected UQ values, citizenship behaviours and leadership (where relevant).
2 Some gaps	<ul style="list-style-type: none"> • Performance does not meet all expectations and goals, may have met some but not all delivery goals. • Does not consistently meet required work quality, timeframes and output expected of their current role and cohort. • Occasionally demonstrates behaviour below expected UQ values, citizenship behaviours and leadership (where relevant).
1 Unsatisfactory	<ul style="list-style-type: none"> • Performance does not meet most or all expectations or requirements. • Does not demonstrate skills, knowledge and/or capabilities required for their role and does not produce work to expected standards. • Does not sufficiently demonstrate UQ values, citizenship behaviours and leadership (where relevant).

APD Learning supporting Performance & Development

Learning options available to support the capability uplift of APD processes, skills and behaviours in leading performance and development at UQ.

	APD Foundations	Leading Performance & Development (new)	Leading APD	Bespoke development requests
Audience	Supervisors/Managers and staff	All Supervisors and Managers including Performance Development Managers	All Supervisors and Managers including Performance Development Managers	Determined by local needs/priorities
Focus	<ul style="list-style-type: none"> Understanding the APD process Process overview and timelines Roles and responsibilities Purpose/benefits and how to get the best out of the process Giving and receiving feedback (new in 2024) Career Development (new in 2024) Links to resources and support 	<ul style="list-style-type: none"> Enabled and empowered to lead continuous performance and development at UQ. Prepared for a successful and engaging APD season that includes effective performance and development conversations, career development and goal setting. Engaged in know how to create a positive and inclusive feedback culture, building trust and psychologically safe environments. Supported with ongoing resources and tools for the APD process and in how to continuous engage with individuals and teams. 	<ul style="list-style-type: none"> Enhancing skills in performance and development conversations Providing feedback (positive and constructive) using SBIN model Conversation frameworks Frameworks for effective staff coaching/development <p><i>APD Foundations will form as a pre-requisite to attending Leading APD, and it will be strongly recommended they've participated in attending Leading Performance and Development.</i></p>	<p>For example:</p> <ul style="list-style-type: none"> Understanding and applying the Criteria for Academic Performance within the specific Faculty/ School/ Institute context Dean/ Head/ Director expectations for consistently applying the 'Domain' and Overall performance ratings. Supervisor expectations for supporting development of staff within the Organisational Unit.
Format	30-minute self-paced online course	30-minute self-paced online course	Two-hour interactive workshop/locally determined	Locally determined
Facilitated by	N/A – Digital Online Course	N/A – Digital Online Course	OCC will offer a small number of centralised sessions with primary focus of HR Client Partnering delivering these at a local level by request only	Head of Organisational Unit Supported by HR Client Partnering team

APD Resources and Support

Performance toolkit



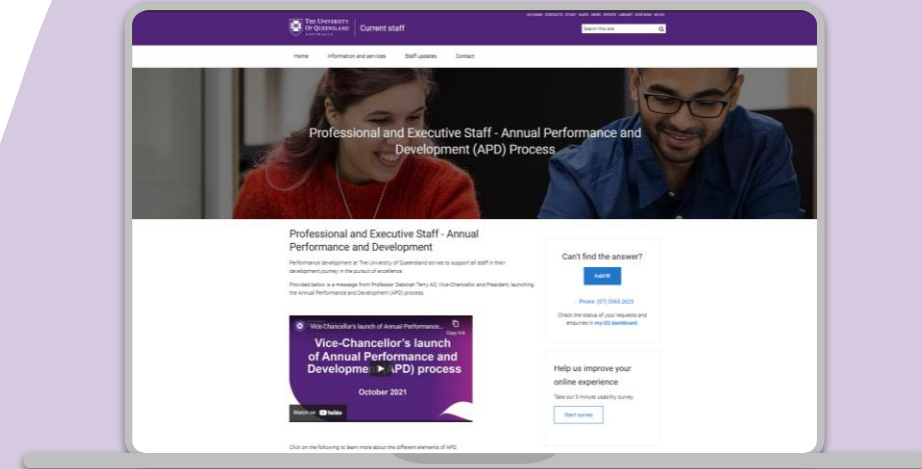
Professional & Executive Goal libraries



Frequently Asked Questions



Supporting guides and videos



APD Resources Website

Contact



AskHR

ask.hr@enquire.uq.edu.au

For general APD
Questions



HR Client Partnering

central-hr-advisory@uq.edu.au

Local leadership advice, support
and detailed questions regarding
APD



Organisational Culture and Capability

Supporting HRCP and helping
to resolve complex queries and
facilitating the overall APD
process