

Recognition & Development

for professional staff

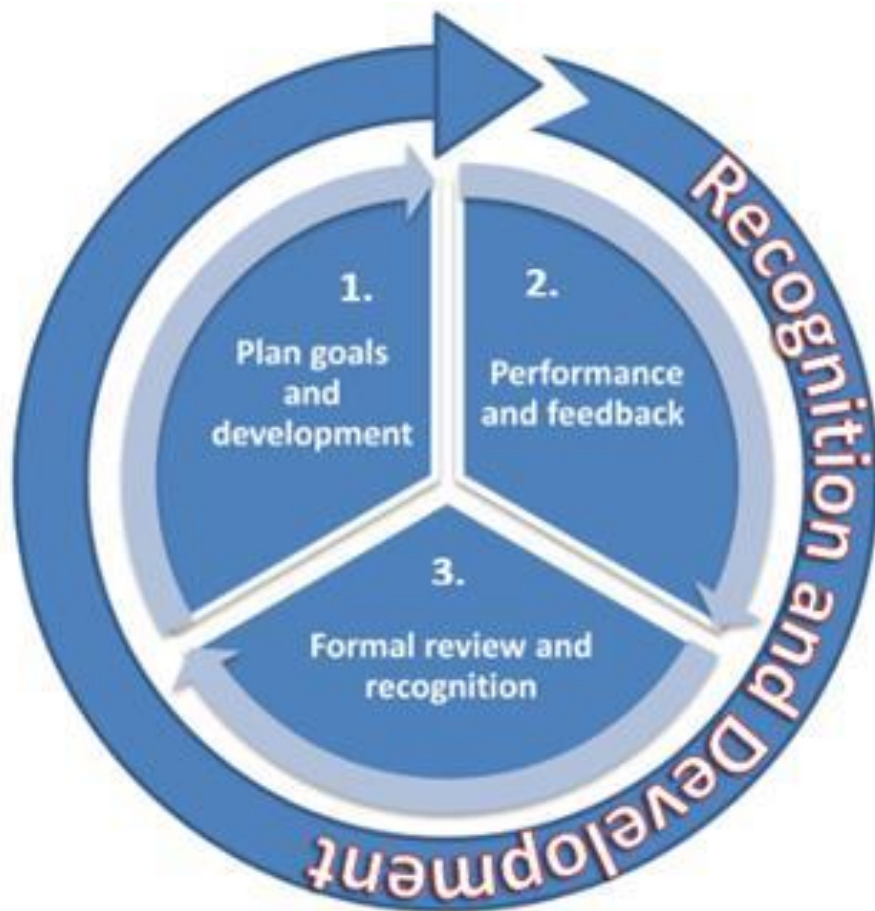


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Purpose of the Recognition and Development Process

The success of the University depends on the performance of its staff, and the *Recognition and Development Process* supports professional and TESOL language teaching staff and their supervisors to continually enhance staff engagement and performance.

Recognition and Development occurs every day of the year. The Recognition and Development (R&D) Process is implemented through on-going meetings and conversations between you and your supervisor, together with an annual performance appraisal meeting (which is structured by the completion of the R&D Plan).

Benefits for you

Through regular conversations with your supervisor and the annual performance appraisal you have opportunities to increase your performance, your satisfaction with your work, and your career options.

Benefits of R&D	
Day-to-day conversations	Performance Appraisal
Receive positive feedback and appreciation	Receive positive feedback and appreciation
Receive feedback on how you can improve	Receive feedback on how you can improve
Clarify what is expected of you at work	Clarify what is expected of you at work
Update your work goals and priorities with your supervisor	Set work goals and priorities with your supervisor for the next 12 months
Discuss what you enjoy in your role and what new challenges you would like to take on	Discuss what you enjoy in your role and what new challenges you would like to take on
Let your supervisor know how you prefer to work with them and what motivates you	Let your supervisor know how you prefer to work with them and what motivates you
Discuss your experience of development activities as you undertake them	Plan what development activities you will undertake – for your current role and career development
	Discuss your career goals (or retirement plans)
	Progress to higher pay increments

Fast facts about Recognition and Development

Fact: My supervisor and I both play an active role in Recognition and Development

You will achieve better job satisfaction, productivity, and career prospects by being proactive. This includes clarifying your work priorities, seeking feedback and planning your development. Although your supervisor has certain responsibilities (see the *R&D Booklet for Supervisors*), you can choose to play an active role too.

Fact: Recognition and Development happens every day of the year

The largest part of the R&D Process happens in day-to-day conversations with your supervisor. The formal part of the Process, completing the R&D Plan, occurs annually, but the rest of the year is even more important. If you are not receiving as much feedback and information as you would like, take the initiative and talk to your supervisor about having a regular meeting.

Fact: No matter where you are in your career, the annual performance appraisal meeting is an opportunity.

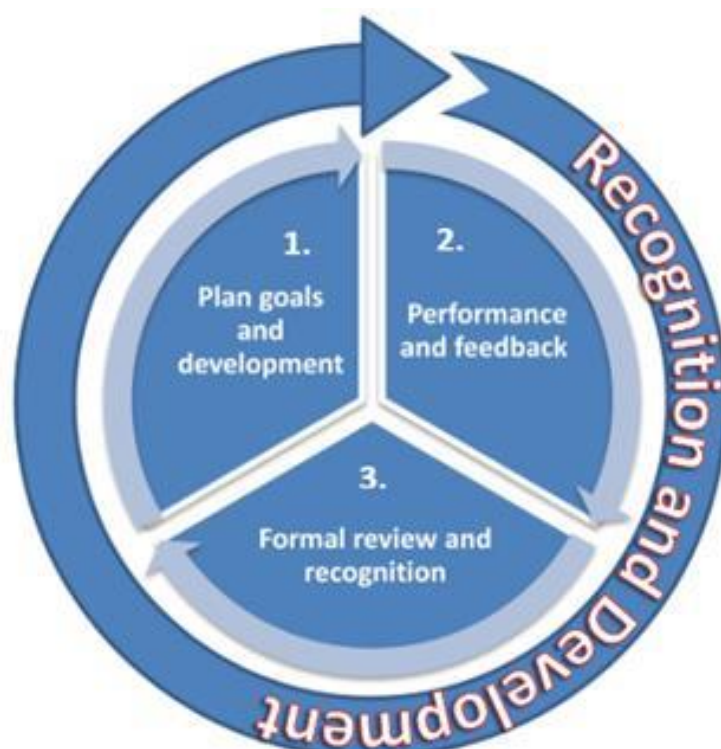
The annual performance appraisal meeting is a chance to choose development activities, plan the next step in your career (including retirement), or find a new challenge in your current role. Even if your job title doesn't change, the environment you work in is constantly changing. You need to keep yourself up to date.

Fact: Performance appraisal is about both positive feedback and ways to improve.

Most staff at UQ perform their jobs well and deserve recognition. Performance appraisal is an opportunity to exchange positive feedback and ideas for continuous improvement. It is also about planning for the future - clarifying your goals and identifying development activities. You can help ensure your performance appraisal meeting is effective by “managing up” and being proactive in preparing yourself and your supervisor.

Recognition and Development phases

Throughout the year, there are three phases to the R&D Process, as shown in the diagram.



Phase 1: Planning goals and development

(At induction, and in December each year)

What happens	Your role
<p>With your supervisor, you plan your goals and development for the following year.</p> <p>You do this in December each year as part of the performance appraisal meeting.</p> <p>(Exception: If you joined the University <i>after</i> 1 August this year, you set goals with your supervisor during induction, and then conduct your first performance appraisal the following year).</p>	<ul style="list-style-type: none"> • Review your position description. As needed, highlight any duties that may have been removed, revised, or added and draft new sections to bring the statement up to date. • Begin to fill in the R&D Plan in draft and send it to your supervisor well in advance of your meeting. • Come to the meeting ready to discuss: <ul style="list-style-type: none"> ○ what you would like to achieve in the next 12 months ○ new challenges you would like to take on ○ your skills and professional development needs ○ your career aspirations ○ your work-life balance, use of flexible working options and leave plans ○ other support you would like to request.

Phase 2: Performance and feedback

(All year)

What happens	Your role
<p>Throughout the year, you work towards the goals you agreed on in Phase 1.</p> <p>Your supervisor supports you by offering support, and feedback on what is working well and how things can be improved.</p> <p>This is the largest phase of the cycle.</p>	<ul style="list-style-type: none"> • Ask for and be open to feedback on your work. • Be proactive in updating your supervisor on your progress. • Undertake development activities as agreed. • Talk to your supervisor to clarify what is expected of you, or if you need other support to do your work well.

Phase 3: Formal appraisal and recognition and Phase 1: Planning goals and development

(November - December)

What happens	Your role
<p>As part of the yearly appraisal, you and your supervisor discuss your progress towards agreed goals, recognise your achievement, and then re-negotiate your goals and development activities for the following year.</p> <p>Appraisals are conducted in the last 2 months of the calendar year, and take into account the work undertaken between 1 January and 31 December.</p>	<ul style="list-style-type: none">• Ensure you and your supervisor both have a copy of your previous R&D Plan for this role.• Re-read this booklet.• Come ready to discuss what you have achieved over the last 12 months – including what went well and what barriers you experienced.• Prepare to repeat Phase 1 of the cycle (as above).

Planning your goals and development

Review the position description

The first thing to do in *Phase 1: Plan Goals and Development* is to check your position description is up to date. The duties of a position naturally evolve over time. Reviewing the position description first will make it easier for you to then set goals for the following 12 months. Ask your supervisor or local HR representative for a copy if you don't have one.

The HEW level of a position is not changed through the performance appraisal process, but through the classification process, which focuses on the work involved the position, not on the personal performance of the staff member. If you and your supervisor decide that your duties have substantially changed and may not be classified at the appropriate HEW level, a request for reclassification of duties may be submitted; see PPL [5.40.03 Evaluation and Classification of Positions](#).

Set goals and measures of success for the next 12 months

The R&D Plan asks you to draft your goals for the next 12 months, based on your conversations with your supervisor to date. During your appraisal meeting, you and your supervisor will further refine these goals.

Consider the priorities of your team and the University (refer to the relevant team, operational and strategic plans or ask your supervisor) to make sure that your work is aligned with these priorities. **Having a clear “line of sight” from your work to these strategic goals shows the value of your work.**

Here's an example of how a day-to-day task aligns with the strategic goals of the University. The task: “answering queries from RHD students in a professional and generous manner” is important, because the students then spread the word about the quality of the service they receive at UQ, which consequently helps us achieve our goal of attracting more RHD students to UQ.



To give yourself the clearest direction, make the goals “SMART” goals. SMART goals include a measure of success – **a way of telling whether you have achieved what you set out to.**

SMART goals provide an easy and transparent way for you and your supervisor to know if you are on track with your goals.

S	Specific	Have you specified exactly what, when, where and with who?
M	Measurable	What part of the goal can you measure? Number of forms processed, percentage of satisfied students, increase in the number of enquiries?
A	Achievable	Feasible goals are more motivating than goals that are too difficult or overwhelming.
R	Relevant	Is the goal in line with the team’s goals? Does it contribute to the University’s priorities or is it a “nice to do”?
T	Time-bound	Negotiate when each aspect of the goal will realistically be achieved.

A good way to test whether your goal is SMART is to ask yourself “*If someone followed it exactly as written, would they be guaranteed to produce the outcome we want?*” Below are some examples.

Example goal - not SMART	Example SMART goal
Work on reception	When on reception duty, receive visitors and phone calls, using a friendly and professional manner and direct them to the appropriate person or someone else who can help, or take a message. Aim to answer the phone within about 3 rings, and attend to visitors within about 1 minute.
Promote the School to increase enquiries from students	Design and deliver a program of cost-effective promotional activities that address the interests of our key markets. Increase the number of enquiries from postgraduate students by an average of 10% each month compared to that month in the previous year.

Updating goals throughout the year

There will always be unforeseen events that change the way your team needs to do its work, and your goals should respond accordingly. This highlights the need for day-to-day conversations to ensure you and your supervisor are on the same page. If substantial changes to your goals are required, or if your supervisor changes, you may need to update this section of the R&D Plan.

It's not the plan that is important, it's the planning.

- Dr Graeme Edwards

In addition, it's good practice to have another more structured meeting partway through the year (for example, in June), to see how things are tracking against what you and your supervisor have previously agreed in your Recognition and Development Plan. You can suggest this to your supervisor if you would like to discuss your performance in a more formal way without having to wait for the annual appraisal.

Work preferences

Everyone has aspects of their work that they particularly enjoy, and some they would rather avoid. It is worthwhile letting your supervisor know what you find most and least satisfying about your work, with a view to considering ways to increase the satisfying aspects and decrease the unsatisfying aspects.

This could be achieved by:

- swapping tasks with team members to increase variety
- rotating tasks that are either particularly satisfying or unsatisfying among the team
- doing unsatisfying tasks in a new way (e.g., ask team members to help you brainstorm ideas on difficult projects instead of struggling by yourself; look for creative ways to communicate with stakeholders).

Of course in all roles there are some duties that can't be reduced or delegated, so bear in mind that some things can be changed and some things cannot.

Behavioural expectations

Before your performance appraisal meeting, have another look at the [Code of Conduct](#) to remind yourself of what is expected of you and your supervisor as UQ employees and the ethical obligations you both have (HUPP 1.50.1).

Mandatory performance requirements if you supervise professional staff

If you are a manager or supervisor, you have obligations contained in legislation and University policy regarding occupational health and safety, performance appraisal, workplace ethics and workload management. Attendance at the appropriate training course and fulfilment of the specified performance requirements are compulsory, and have been included on the R&D Plan.

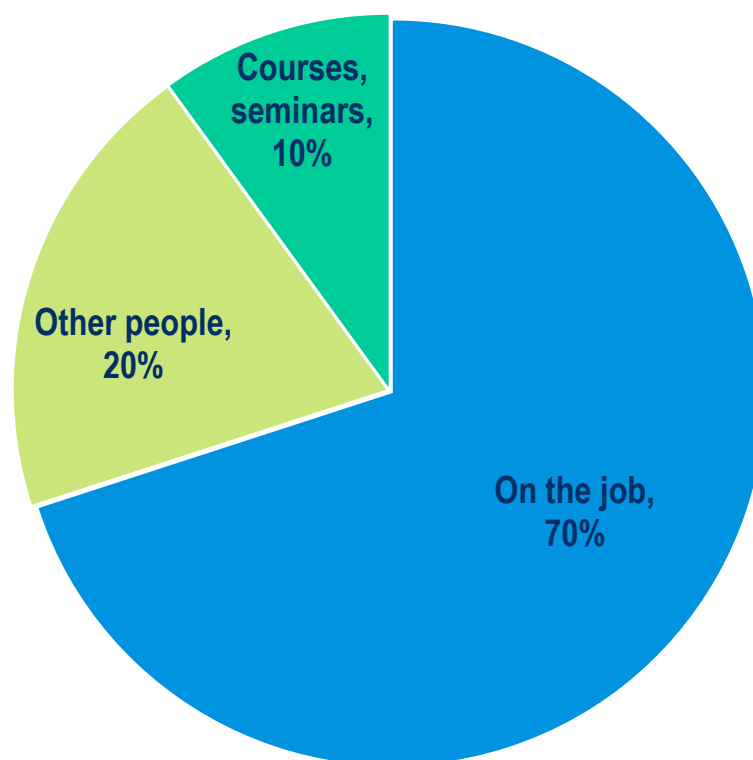
Development activities

When you complete the R&D Plan before the appraisal meeting, you have the chance to identify your strengths and development needs. **Everyone has both strengths and weaknesses** and it is important to recognise both.

When planning your development activities, make sure you consider what capabilities are most important in your role. You will get the largest return on your investment of your time and effort if you focus on these things that are most relevant to your job, rather than focusing on only your weakest area.

When discussing professional development, often the first activities that come to mind are training courses. **However, the majority of our most valuable learning actually occurs in the workplace.** In fact, only 10% of our learning comes from formal training courses and seminars; 20% comes from other people such as a mentor or manager; and **70% comes from things we do in the workplace**¹.

Where our learning comes from



When discussing what development activities you will undertake, remember to consider the following effective methods of learning that occur on-the-job and from other people, as well as formal training.

On-the-job activities

- new projects and challenging tasks
- lateral transfers and job rotation
- study visits and inter-university visits
- temporary higher duties (see PPL [5.50.04 Performance of Higher Level Duties](#))
- staff interchanges or secondments (see PPL [5.80.10 Secondments](#))

¹ Lombardo, M. and Eichinger, R. 2000. *The Leadership Machine*.

Learning from others

- participation in mentoring, as a mentor or a mentee (see PPL [5.80.19 Mentoring](#))
- support from a coach
- involvement with informal networks or professional associations and events
- books, journal articles, industry magazines, podcasts, email newsletters , blogs

Formal training

- internal and external courses and seminars - including the [University Staff Development Program \(SDP\)](#)
- [mandatory courses](#) in the Staff Development Program
- formal tertiary study (see PPL [5.80.07 Study Assistance Scheme](#))
- relevant conferences.

If you would like assistance with identifying an appropriate development activity, or have suggestions for development activities that the University could offer its staff, phone [Organisational and Staff Development](#), or email staffdev@uq.edu.au.

Unless you try to do something beyond what you have already mastered, you will never grow.

- George Bernard Shaw

Recognition

Informal recognition

In 1999 the Hay Group studied more than 500,000 employees in 300 companies. They investigated 50 factors that help organisations retain their staff. The results are below, in order from most to least important. Interestingly, while employees did rank pay in the top 10, it was at the bottom of the top 10. This result was echoed in UQ's own results from the 2011 Voice Engagement survey, with answers to the question "I am satisfied with the income I receive" being only a weak predictor of the University's productivity. Pay is important. However, there are many other things that influence your job satisfaction – and many of these are easier to change.

Use the list below as a starting point to identify which factors are most important to you in enjoying your job, and how you could improve these for yourself. Take advantage of your regular meetings or your annual performance appraisal to make suggestions to your supervisor. You can also give your supervisor some positive feedback to let them know what they are already doing to create these top ten factors in your workplace.

Top ten retention factors (as ranked by employees)²
1. Career growth, learning & development
2. Exciting work & challenge
3. Meaningful work, making a contribution
4. Great people to work with
5. Feeling a part of a team
6. Good boss
7. Recognition for work well done
8. Autonomy, sense of control over work
9. Flexible work hours & dress code
10. Fair pay & benefits

Formal recognition

Progressing through pay increments

The performance appraisal provides the basis for your supervisor's recommendation on incremental progression. If your performance is assessed as *Commendable* or *Successful*, or as *Requires Improvement* and steps have been identified to improve performance, a pay increment will be granted. Increments are effective on the anniversary date of appointment to your position.

Rewarding outstanding performance

Significant financial rewards are available for staff whose performance is rated as outstanding. In order for overall performance to be assessed as outstanding, all of the following criteria must be met:

1. There is evidence of sustained exceptional performance over the whole year, not just in relation to one or two instances.
2. The outcomes achieved are truly exceptional (ie an undoubted major contribution to the work of the organisation unit, or innovative solutions to University problems/work practices/services etc).
3. The evidence of the exceptional performance is apparent beyond the staff member's immediate work area.
4. It is approved by the relevant Senior Manager (see glossary).

Where the staff member's performance is assessed as outstanding, the supervisor can recommend a double increment, to be approved by the Senior Manager.

For outstanding performance of a staff member already at the top of the salary scale, the supervisor can recommend an outstanding performance loading. An outstanding performance loading consists of an increase of 90% of the difference between the top of the scale of the staff member's HEW level and the bottom of the scale of the next higher HEW level. Once granted, the pay level continues indefinitely (unless the staff member goes to a different HEW level, or is subject to disciplinary procedures).

Such rewards are for truly outstanding performance and are rare.

² Hay Group, 1999. "1998-1999 Employee Attitudes Study", *HR/OD*, 8(December 1).

Staff recognition awards

The University acknowledges the work of staff members through a range of awards, which you may like to nominate a colleague for, or you may be nominated for. See <http://www.hr.uq.edu.au/recognition>

FAQs about performance appraisal

I don't have time in my job to fill out the R&D Plan before my performance appraisal meeting, does this matter?

You should be allocated time during work hours to prepare for the meeting. It's important that you prepare your thoughts properly, so that you are in the best position to share your perspective with your supervisor in the meeting and advocate for anything you need to help you perform your job. Ask your supervisor to help you find time during the working day to prepare for the meeting.

I would like someone else to conduct the appraisal, is this OK?

If you want to have someone other than your nominated supervisor appraise you, discuss this with the Head of organisational unit.

I have had more than one supervisor in the reporting period (since January last year). Who conducts the appraisal?

It is best practice for you to meet with both your supervisors to exchange feedback about your performance over the year, and to discuss plans for the coming year (if you will be working with that supervisor again).

Only one supervisor completes the *Record of Assessment and Recommendation for Increment* – the one who knows the most about your performance. This supervisor takes comments from the other supervisor into account.

I will be on leave during November or December, when do I have my appraisal?

If you will be on leave when the appraisals are conducted, make arrangements with your supervisor for your appraisal to be conducted *before* you go on leave. Appraisals are due by 31 December (including sign-off by the Head of organisational unit or their delegate).

I am not happy with the outcome of my appraisal or the way it was conducted. What can I do?

If you are dissatisfied with the outcome of an appraisal, after talking with your supervisor, you should raise your concern with the next senior line manager above your supervisor. This manager will resolve the matter through a discussion with you and your supervisor. Human Resources staff and, if you choose, a representative such as another staff member or union representative (as defined in the [Enterprise Agreement](#), section 1.19) are also available for advice.

Tips for getting the most out of your performance appraisal meeting

- **Prepare.** Use this booklet and the checklist on the front of the R&D Plan to prepare for the meeting.
- **Relax.** The performance appraisal is a positive experience for most staff – a chance to receive praise, to find out helpful information about how you can improve, and to get support for your professional development and career development. If you're relaxed, you will both feel more comfortable and you can focus on getting the most out of the meeting.
- **Ask questions.** When setting goals, ask questions to make sure you both have the same understanding of what you are planning to achieve, and why it's important.
- **Ask for feedback.** Feedback on your performance and on your strengths and areas needing development is part of the appraisal anyway, but asking for this feedback makes it easier for your supervisor to give it.
- **Listen carefully.** Do your best to see things from your supervisor's perspective, withholding judgement about what your supervisor is saying.
- **Take a deep breath** if you feel defensive. Most of us take our jobs seriously and personally, making it more difficult to hear comments about our skills and work, even when those comments are intended to help us improve. Try to see where the comments are coming from, and remember that every single staff member in the University has things they can improve on – it's good to know what yours are.
- **Focus on facts and behaviours** if there is some feedback you disagree with and you need to explain how you see things.
- **Speak up.** Take this opportunity to explain your own perspective to your supervisor. They can't read your mind and there may be things that you assume they know which they are not aware of.

Relevant policies and procedures

- PPL 5.43.7 [Career Planning for Retirement](#)
- PPL 1.70.06 [Discrimination and Harassment](#)
- PPL 5.40.03 [Evaluation and Classification of Positions.](#)
- PPL 5.55.01 [Management of Professional Staff Workloads](#)
- PPL 5.70.13 [Medical Conditions Affecting Performance](#)
- PPL 5.70.01 [Performance Appraisal for Professional and TESOL language teaching staff](#)
- PPL 5.70.02 [Probation for Professional Staff](#)
- PPL 5.55.03 [Professional Staff Flexible Working Arrangements](#)
- PPL 5.60.10 [Recreation Leave](#)
- PPL 5.30.01 [Recruitment and Selection](#)
- PPL 5.80.01 [Staff Development](#)
- PPL 5.80.07 [Study Assistance Scheme for Professional Staff](#)
- PPL 5.43.05 [Telecommuting](#)

Contacts for further assistance

For advice on recognition and development contact:

- your supervisor or Head of organisational unit.
- your local HR representative
- Employee Relations, Central HR, <http://hr.uq.edu.au/er-contacts>
- Organisational Development, Central HR, <http://www.hr.uq.edu.au/od-contacts>

For more information:

- You can find all related UQ policies in [the Policies and Procedures Library](#) (PPL) and the [Handbook of Policies and Procedures](#) (HUPP).
- See the *Recognition and Development booklet for supervisors* for additional detail on the process.

Employee Assistance Program:

- The University provides free and confidential counselling through *Davidson Trahaire Corpsych*, phone 1300 360 364. You can use this service to address a broad range of both personal and work related issues (difficult decisions, career development, conflict, stress, relationship issues, health issues, anxiety, etc.).

Glossary

Head	The head of the organisational unit (e.g., Director)
Head's delegate	The head of organisational unit may wish to delegate signing of the Record of Assessment and Recommendation for Increment form to another staff member e.g. Faculty Executive Officer, School Manager, Manager.
HUPP	Handbook of Policies and Procedures (all policy documents to be transitioned from the HUPP to the PPL during 2011/2012) www.uq.edu.au/hupp
PPL	Policies and Procedures Library www.uq.edu.au/ppl
Reporting period	The calendar year
Senior Manager	The Senior Managers include the: <ul style="list-style-type: none">• Executive Dean or Institute Director• Senior Deputy Vice-Chancellor• Deputy Vice-Chancellors• Pro-Vice-Chancellor• Executive Director (Operations) and University Secretary

Actions for you

Action	First step?	When?
<i>Examples:</i>		
Initiate regular meetings with supervisor to discuss my work, clarify priorities, ask questions.	Send meeting invitation for the first meeting at which I will request ongoing meetings	
Seek feedback on strengths and development needs from supervisor, colleague or mentor	Write a list of who I could ask - people I trust to give me honest feedback and who know my performance	
Find out more about career options that match my strengths and interests	Write a list of skills I enjoy using	
Talk to supervisor about taking on new challenges in current role	Think about what skills I would like to develop	