Performance and Development (Career Success) Procedure

Section 1 - Background and Purpose

(1) The University is committed to developing and retaining high performing staff. This procedure outlines the University's approach to performance and development (Career Success).

Section 2 - Scope

(2) This procedure applies to all continuing or fixed-term staff.

(3) New staff members are required to participate in the probation process as the first step in the Career Success - Annual Cycle.

Section 3 - Policy Statement

(4) Refer to the [Workforce Management Policy](#).

Section 4 - Procedures

Part A - Annual Cycle

(5) The Career Success cycle runs from 1 April each year and concludes on 31 March the following year.

Part B - Career Success Annual Plan

(6) The Career Success Plan comprises of the following sections:

Section	Overview
Performance Goals	Goals and activities to be delivered over the performance cycle. Goals should be aligned to the staff member's Position Description, University strategy and/or area's Business Plan. A University-wide goal pertaining to organisational safety and standards is assigned to all staff and managers. Goals should be specific, measurable, achievable, relevant and time-bound (SMART) and include appropriate indicators. A minimum of two and a maximum of 10 goals are required.
Capabilities	Capabilities (skills) and proficiency level required for role success. Staff and managers jointly select the relevant capabilities. Managers provide rating of capability level required for role. Staff provide self-assessment rating of current capability level. A minimum of four and a maximum of six capabilities are required.

Section	Overview
Development Goals	Development activities required to support the achievement of performance goals and bridge any identified gaps in capability proficiency. Development goals and activities to be supported through mix of on-the job experience, exposure (eg. coaching, mentoring, job shadowing etc) and education initiatives or workshops. A minimum of one development goal is required.

Part C - Phases

(7) The Career Success cycle consists of the following key phases:

Phase	Overview
Goal Setting (April-June)	Discussing and ensuring that goals are aligned to the staff member's Position Description, University strategy and/or area's Business Plan. Clearly defining the expectations of the role and quality of output required. Identifying the behavioural capabilities required for the role. Agreeing development activities required.
Progress Review (October-November)	Providing ongoing feedback regarding how on the job performance is tracking against the plan. Recording and updating achievements. Making changes to the plan.
Year End Review (March-April)	Reviewing overall performance for the year and celebrating achievements. Giving and receiving performance feedback. Assessing the quality of outcomes and results achieved during the period.
Parity (May)	Ensuring fairness and objectivity in the overall performance process. Leadership teams reviewing overall performance ratings for the area (School/Division/Department/Team), ensuring alignment with local are performance. Managers discussing rationale for ratings and any amendments with leadership team members.
Review and Complete (May-June)	Approving final performance ratings for staff. Managers discussing rationale for ratings with staff.

Part D - Roles and Responsibilities

Role	Responsibility
Staff	Participating in the Career Success process. Drafting their performance plan and making any changes required. Identifying the capabilities required for their role and assessing their level of proficiency against each capability. Documenting progress against goals in readiness for the progress review and year end review phases.
Manager	Ensuring plans are aligned with the area business plan and University strategy. Guiding and support staff in developing their performance plan and reaching their goals. Benchmarking and documenting the capability proficiency level that is required for their staff member's role. Regularly discussing progress, feedback and achievements. Providing final performance ratings and feedback to staff.
Academic Reviewer	Providing oversight and feedback on an academic staff member's performance. Providing the line manager with any specific work related insights into work performance. Does not have involvement in the assessment process.

Part E - Performance Rating

(8) Staff performance goals and Career Success plans will be assessed based on the following five point rating scale:

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5	Outstanding Performance
4	Exceeds Expectations
3	Meets Expectations
2	Needs Improvement
1	Unsatisfactory

Part F - Exclusions – Performance Unable to be Assessed

(9) Staff who have been in the Career Success cycle for less than six months will be excluded from having their performance assessed as part of the End of Year Review process. This timeframe can be varied in consultation and agreement between the staff member and their manager.

Part G - Performance Pay

(10) Performance pay outcomes will be determined by the final overall performance rating outcome approved at the parity discussion and documented in a staff member's Career Success Plan. Performance pay outcomes will be paid in accordance with the [Remuneration and Benefits Procedure - Performance Pay](#).

Part H - Under Performance

(11) Where staff members are under performing, the manager will discuss and document areas for improvement and provide support as required. This can occur at any time during the year.

(12) If performance issues are not rectified within a reasonable time frame, the processes detailed in the [Collective Agreement](#) may be initiated.

Part I - Grievance Resolution

(13) There will be an attempt to resolve any fundamental disagreements between staff members and supervisors at the local level. However, staff members also have access to the University's Grievance Resolution Procedures.

Part J - Development & Support

(14) Training and support material will be provided to assist manager's and staff carry out their responsibilities as part of the Career Success process.

Section 5 - Definitions

(15) For the purpose of this Policy and Procedure:

a. Academic Reviewer: refers to someone who provides oversight, feedback and commentary on an academic staff member's performance and Career Success plan. Academic Reviewers are not line managers.
b. Capabilities: refer to the core behavioural capabilities (skills) outlined in the La Trobe Capability Framework and applicable to all Academic and Professional and Administrative staff.
c. Collective Agreement: refers to the current La Trobe University Collective Agreement.
d. Manager: refers to the immediate line manager/supervisor.

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