

Review of Achievements Guidelines for Managers

The Review of Achievements is the final step in the annual Performance Partnering cycle, and is important for a number of reasons:

- It “closes the loop” for the year and provides an opportunity for each team member, with their manager, to evaluate progress against their individual ADEP Plan, to reflect on learning and to recognise and celebrate achievements.
- It strengthens our individual and collective capability around self-evaluation and reflective practice – a key feature of a culture of excellence.
- It provides evaluative performance data to help inform the annual remuneration review process.

The Review of Achievements Process

Pre-Review Planning & Preparation

From November 2020

Team Members
prepare for Review
Conversations

- Gather feedback/evidence, self-evaluate against ADEP & draft Review form ready for Review Conversations

Managers prepare for
Review Conversations

- Review draft Review forms, feedback/evidence & gather any additional evidence ready for Review Conversations

HRBPs provide
guidance on the
Review process &
support managers in
planning their
approach

- Meet with Leadership/Management teams to plan the Review process & ensure levels of achievement are being applied consistently

Review Conversations

Can proceed from late 2020



HR Business Partners provide ongoing support as required

Signoff & Submission

By end of February

Signoff
& Submission

- Team members & Managers sign off on completed forms
- Team members submit completed forms by uploading to PeopleSoft

Important: Levels of achievement for those with outstanding badges

The “official” cut-off date for submission of badges is December 2020, however this year we have allowed any staff who have not completed their badges until 31 March 2021 to submit. This means data on badge completion for these staff will not be available at Review time. In line with a “high trust” model, these staff should be evaluated on the assumption that they will complete their badges by 31 March, and this should be captured in their ADEP Plans for 2021. Badge completion will then be reviewed prior to remuneration reviews in mid 2021, and the overall level of achievement for any staff who did not complete their outstanding badges as required will be adjusted accordingly.

Your role as a Manager

Part of your role as a manager is to work with your HR Business Partner and your team members to ensure the review process is as timely, transparent and robust as possible.

1. Pre-Review Planning and Preparation

- **Ensure you are fully familiar with the review process and in particular the criteria for levels of achievement.** Further information on these levels of achievement and some examples of their application are provided in the appendix.
- Ensure you allow sufficient time in the process for team members to gather any feedback or evidence they might need to support their self-evaluation
- Encourage team members to send through their self-evaluation ahead of their Review conversations – the more prepared you both are, the more you will get out of the conversation.
- If possible, your management team should meet ahead of the review conversations to consider what the spread of levels of achievement may look like across the team – this will help to ensure relativity and that levels are being applied consistently. Your HR Business Partner can support you to achieve this.

2. Review Conversations

- Make sure you have read and taken the time to reflect on team members' self-evaluations and any feedback/evidence they have submitted *prior to* the review conversation; ideally, you should not be reading documents or seeing them for the first time during the conversation
- Make sure you allow sufficient time for the conversation – the Review of Achievements is important and should not be rushed.
- Make sure you give attention to the whole review conversation – it's easy to focus on the ACHIEVE quadrant as this can be the easiest to measure in terms of achievement, but reflecting on what has been achieved in the DEVELOP - ENJOY – PARTNER quadrants is equally important for well-rounded performance. In particular, consider the PARTNER quadrant and to what extent the team member has actively demonstrated living Te Noho Kotahitanga in the way that they have partnered. This is where feedback from internal/external partners can be particularly useful.
- Aim to discuss and agree on a recommended level of achievement during the review conversation using the criteria provided – this is clearly set out on the Review of Achievements template.
- If you're unable to agree on a recommended level of achievement, this should be documented on the form; as manager, you should indicate on the form the level you feel appropriate with comments to support your evaluation, and your team member should do the same.
- Manage expectations associated with the levels of achievement – these will be used to help inform the remuneration review process, but this is only one input to the process and there are a range of other factors (eg. budget constraints, requirements under the collective, etc) that will influence any remuneration review.

3. Signoff & Submission

- It may take a few iterations for the review form to be completed.
- Once the form is complete with levels of achievement clearly indicated, both you and your team member should sign the form and your team member should then submit it by uploading it to PeopleSoft.

Other important points to note

The Review of Achievements process does not stand alone and its value and effectiveness relies partly on us all effectively playing our part in the annual Performance Partnering cycle as a whole. For you as a manager, this means:

- **Better ADEPs** - ensure the setting of goals at the beginning of the year – the ADEP process – is robust and effective. It's much harder to gauge the extent to which goals have been achieved at the end of the year if they are not easily measurable. So make sure your team members have solid, SMARTA*goals in their ADEP Plans – and don't sign off on ADEP Plans if they're not.
- **Regular check-ins** – ensure you are meeting with your team members at least every 90 days. This is important for two reasons:
 - It provides an opportunity to discuss and review progress against goals – what's working, what's not, what further support/resources are required, etc.
 - It provides an opportunity to review and check that the goals set at the beginning of the year are still current and relevant, and to adjust those goals if they are not. This recognises that things change and priorities shift, and where this is the case, the ADEP Plan should be amended and resubmitted accordingly. Again – it's much harder to evaluate what's been achieved at Review time if the goals set are no longer relevant.

Appendix: Understanding the Levels of Achievement

What is being reviewed?

1. **Level of achievement of goals per ADEP** (the ACHIEVE section)
 - this includes any all-staff or role-specific requirements embedded in the ADEP
2. **Demonstration of Unitec's Te Noho Kotahitanga values**
3. **Overall level of achievement**, taking into consideration *what* has been achieved across all sections of the ADEP and *how* it has been achieved.

Levels of Achievement

There are four possible levels of achievement:

Partially Achieved	Substantially Achieved	Achieved	Exceeded
Not all individual goals have been achieved with the expected quality. <ul style="list-style-type: none"> Both results and quality did not meet expectations Significant supervision and/or support was required Did not demonstrate the ability to keep pace with changes and demands of the role Did not deliver a significant portion of individual goals. 	Individual goals have mostly been achieved with the expected quality. <ul style="list-style-type: none"> Both results and quality generally achieved but may lack consistency in some areas and did not meet expectations Moderate supervision and/or support was required Mostly demonstrated the ability to keep pace with changes and demands of the role Has achieved most but did not deliver all of their individual goals 	All individual goals have been achieved with the expected quality. <ul style="list-style-type: none"> Both results and quality meet expectations Minimal supervision and/or support was required Demonstrated the ability to keep pace with changes and demands of the role Has achieved all of their individual goals. 	Has achieved greater than expected results in both goals and quality. <ul style="list-style-type: none"> Both results and quality always meet and usually surpass expectations Minimal supervision and/or support was required Demonstrated the ability to keep up with changes and demands of the role, and proactively initiates change, regularly influencing and adding value more broadly Has achieved beyond expectations in most aspects of their role

Demonstration of Te Noho Kotahitanga Values

There are two possible ratings:

Overall to what extent have values been effectively demonstrated?

<input type="checkbox"/>	Effective Generally aligned; demonstrates the behaviours inherent in our Values	<input type="checkbox"/>	Further improvement needed Generally disregards; with behaviour contrary to that inherent in our Values
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"Partially Achieved" – Example Only

Support Staff Member

- This support staff member's accountabilities revolve around support for 2 schools. She regularly fails to provide key data needed by the school by the published deadlines which has put pressure on staff in the school. As manager, you have received three separate emails of complaint about this and each time you've fed this back to the staff member. Consequently, a performance support plan was implemented which included extra training as well as weekly meetings to review progress however no long term or sustained improvement has been evident.
- As support staff, she was expected to complete one badge in 2020, being the parity badge Living Te Noho Kotahitanga. While she attended the associated workshop and took a full PD day following this, she failed to complete or submit. She has not completed the all-staff requirement relating to the International Code of Practice. She has not engaged in the Performance Partnering and ADEP process and either called in sick; or asked to reschedule. She has not been proactive and has not suggested alternative dates when you've prompted and when you've put it in her Outlook as a calendar invite she has failed to turn up.
- Separately, two of her colleagues have asked if they can move their desks away from her. She is frequently on her private cell phone making non-work calls. She has been asked by colleagues if she could use a quieter voice or take the calls in the breakout room but has not responded to this. She has been found to be distracting; a non-team player; and in general, lacks demonstration of the behaviours that underpin our values, particularly Ngākau Māhaki. Little mahi or goodwill is evident.
- Next month you intend to formally address the poor performance and start her on a performance improvement plan.

Overall Level of Achievement



Partially Achieved



Substantially Achieved



Achieved



Exceeded

"Substantially Achieved" – Example Only

Lecturer

- Course feedback reveals that this Lecturer did not teach to the course outline and there was a level of dissatisfaction around quality of teaching on one of the courses, which happened to be newly assigned to the Lecturer this year. There was a steep learning curve however the max workload time allocation was provided for preparation; attention to detail to observe full course curriculum outcomes not complied with.
- In the two other courses per semester the Lecturer taught on, the feedback was within accepted norms but not exceptional.
- Te Puna Ako had flagged with Head of School and Lecturer that the Moodle pages the Lecturer was responsible for could be improved upon and offered to assist but the Lecturer did not take this up.
- One of the two 2019 (outstanding) badges has not been completed. The Lecturer had been directed to complete the Minimum Moodle standards due to the above concerns with the Moodle pages. The Lecturer did complete one parity badge (Living Te Noho Kotahitanga) successfully to Emerging level. No progress to date on 2020 badges.
- In most instances the values of Te Noho Kotahitanga were evident with the exception of at least twice, when the lecturer shouted and was very disruptive in a staff team meeting. The staff member can be slightly unpredictable in their reactions to situations or when in receipt of information and can be viewed as volatile.

Overall Level of Achievement

☐

Partially Achieved

☒

Substantially Achieved

☐

Achieved

☐

Exceeded

"Achieved" – Example Only

Senior Lecturer

- This staff member is a Senior Lecturer and has a good reputation for being an industry expert in his discipline.
- All the required 2019 & 2020 badges have been completed as has the all-staff requirement for the International Code of Practice
- They have actively participated in the ADEP process and always come well prepared with draft documents and discussion points.
- This year, the ACHIEVE goals were aspirational and included one for a collaboration between the school, industry and research. He has led this and met agreed milestones.
- He has provided mentoring for two new academic staff members who joined Unitec earlier this year.
- He is the School's Maori success champion
- He models the values of Te Noho Kotahitanga

Overall Level of Achievement

☐

Partially Achieved

☐

Substantially Achieved

☒

Achieved

☐

Exceeded

"Exceeded" – Example Only

Administrative Staff

- This Administrative staff member is held up as a role model by all others
- He provides exceptionally accurate and efficient customer service and is able to offer downstream solutions (and possibilities) to his internal stakeholders.
- He consistently over-delivers in regard to all areas of his position description.
- He offers exceptional customer service and shows great active listening, interpersonal, time management and problem-solving skills. He models the behaviours that underpin Living Te Noho Kotahitanga and the standards of Unitec's Code of Conduct.
- Has enthusiastically completed all ADEP, Badging, and other activities such as completing the International Code of Practice all-staff requirement. He has assisted others from the team with their Badging for the Living Te Noho Kotahitanga Emerging level when he became aware some were struggling.
- The ADEP Goals listed under ACHIEVE were clearly aligned to the team's Takitahi and Action Plan. He set relevant & meaningful stretch goals that were above and beyond the remit of the position he is employed in. One of his goals was to lead a project including stakeholders from other departments. You feel he has excelled in leading this project. It is a great example of development utilising the 70/20/10 model - 70% coming from experiential learning.
- You believe he's now developed basic leadership qualities and possesses influencing skills and other attributes suggesting he is ready for the next step in his career should he be interested.
- He is held in high regard throughout the organisation.

Overall Level of Achievement

☐

Partially Achieved

☐

Substantially Achieved

☐

Achieved

☒

Exceeded