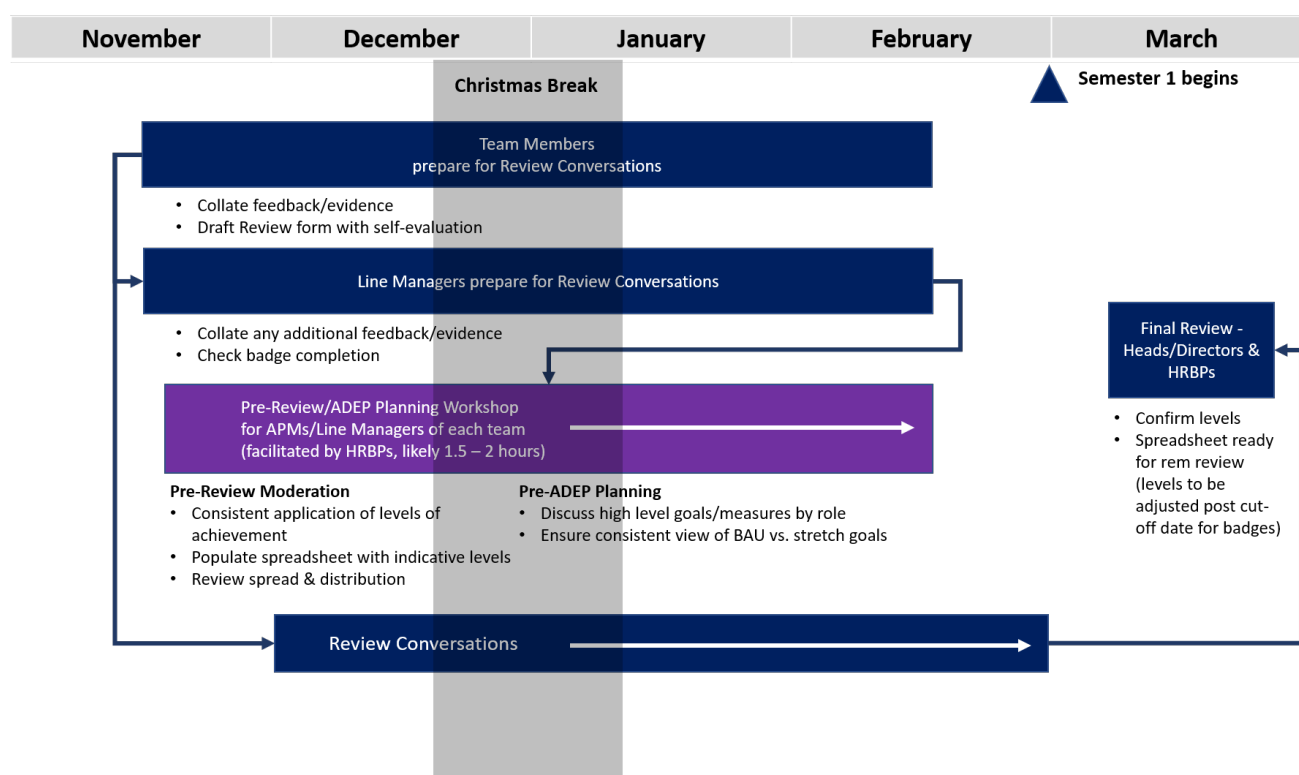# Performance Partering

Review of Achievements for 2022 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 for 2022 Process

November	December	January	February	March

Christmas Break

Semester 1 begins

Team Members prepare for Review Conversations

- Collate feedback/evidence
- Draft Review form with self-evaluation

Line Managers prepare for Review Conversations

- Collate any additional feedback/evidence
- Check badge completion

Pre-Review/ADEP Planning Workshop for APMs/Line Managers of each team (facilitated by HRBPs, likely 1.5 – 2 hours)

Final Review - Heads/Directors & HRBPs

- Confirm levels
- Spreadsheet ready for rem review (levels to be adjusted post cut-off date for badges)

Pre-Review Moderation
- Consistent application of levels of achievement
- Populate spreadsheet with indicative levels
- Review spread & distribution

Pre-ADEP Planning
- Discuss high level goals/measures by role
- Ensure consistent view of BAU vs. stretch goals

Review Conversations

Performance Partnering

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
    -   Ask 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.

2. **Pre-Review / ADEP Planning Workshop**

    -   **Attend a workshop –** Review/ADEP Planning Workshops for Managers
        -   These are being facilitated in response to feedback that managers would like more guidance in the goal-setting process and in the application of levels of achievement.
        -   The intention is to hold these workshops ahead of 2022 Review conversations where possible; they will be facilitated by your HR Business Partner who will work with your Head of School or Director to agree timing.
        -   There are two purposes:
            -   **Pre-Review Moderation** (ahead of Review Conversations) - to ensure consistency in the way the levels of achievement are being understood and applied by managers, across teams and across Unitec as a whole.
            -   **ADEP Planning** (ahead of the next year's ADEP Conversations) **–** to ensure consistency in the goal-setting process (BAU vs. aspirational goals) and to discuss and agree high level goals/measures by role where appropriate to build alignment with team takitahi and action plans

3. **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 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.

4. **Signoff & Submission**

- It may take a few iterations for the review form to be completed.
- Once your team member has completed their input, add any comment you would like to make as a manager to support the level of achievement agreed.
- 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:

  o It provides an opportunity to discuss and review progress against goals – what's working, what's not, what further support/resources are required, etc.
  o 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.

Performance Partnering

Appendix: Understanding the Levels of Achievement

What is being reviewed?

1. **Level of achievement for key accountabilities and goals per ADEP** (the **ACHIEVE** section) – this includes:
   o Key accountabilities (ie. day-to-day requirements) of their position
   o Shared/common goals (all-staff or role-specific) embedded in the ADEP
   o Individual goals

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.

Performance Partnering

Levels of Achievement

There are five possible levels of achievement:

	Partially Achieved	Mostly Achieved	Achieved	Highly Achieved	Exceeded
	An employee demonstrates an inconsistent level of performance that meets only some goals and expectations.	An employee demonstrates a moderate level of performance that is mostly consistent and meets most goals and expectations.	An employee demonstrates a solid level of performance and regularly meets, and occasionally exceeds, overall goals and expectations.	An employee demonstrates a high level of performance and consistently meets, and often exceeds, overall goals and expectations.	An employee demonstrates an exceptional level of performance and consistently exceeds overall goals and expectations.
Key Accountabilities of the Role	A limited number of key accountabilities have been completed to a satisfactory level	Most key accountabilities have been satisfactorily completed	Key accountabilities have been satisfactorily completed	Key accountabilities have been completed to a high level	They initiate and complete work beyond their key accountabilities
Agreed Individual Goals	A limited number of agreed goals have been achieved to the required standard	Most agreed goals have been achieved to the required standard	Agreed goals have been achieved to the required standard	Agreed goals have been achieved to a high standard	Agreed goals have been consistently achieved to a very high standard
Timeliness & Quality	Work performance overall adds limited value, is behind schedule, and quality is variable	Most work performance adds value, is on schedule and of good quality	Work performance adds value, is on schedule and of good quality	Work performance adds value, is often done ahead of schedule and is of high quality	Work performance adds value, is done ahead of schedule and is of outstanding quality
Competencies of the Role	A number of the relevant competencies need to be more fully demonstrated or developed	Most of the relevant competencies have been satisfactorily demonstrated or developed	Relevant competencies have been satisfactorily demonstrated or developed	All competencies have been well demonstrated or developed	All competencies have been demonstrated or developed in an outstanding manner
Self-Management	Requires significant supervision and/or additional support to achieve goals and work responsibilities	Requires moderate supervision and/or additional support to achieve goals and work responsibilities	Requires occasional supervision and/or additional support to achieve goals and work responsibilities	Requires minimal supervision and/or additional support to achieve goals and work responsibilities	Requires very minimal supervision and/or additional support to achieve goals and work responsibilities
Team Contribution	Overall, the employee's contribution to the success of the school or support team has been limited	Most of the employee's work has contributed to the success of the school or support team	Their work has contributed to the success of the school or support team	They made a strong contribution to the success of the school or support team	They made a major contribution to the success of the school or support team

Additional behaviours for consideration may include:

- **Student centred / customer focused –** demonstrated a consistently good level of service to learners and/or customers
- **Problem solving –** able to identify problems and present viable solutions and plans to execute
- **Flexibility -** willing to complete work that may be out of scope of their regular responsibilities
- **Ability to prioritise -** able to handle multiple priorities with some degree of confidence
- **Responsive to change -** open to change and able to maintain a positive attitude through change

- **Self-awareness & reflective practice –** open to constructive feedback and opportunities for development
- **Leadership –** demonstrated strong leadership among peers and colleagues
- **Feedback/recognition from others –** consistently receives positive feedback from learners and/or colleagues
- **Professionalism –** able to maintain a positive and professional manner when under pressure or in stressful situations

Performance Partnering

Demonstration of Te Noho Kotahitanga Values

There are two possible ratings:

Overall to what extent have values been effectively demonstrated?

	Effective		Further improvement needed
☐	Generally aligned; demonstrates the behaviours inherent in our Values	☐	Generally disregards; with behaviour contrary to that inherent in our Values

Performance Partnering

- This support staff member's accountabilities revolve around support for two 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 cellphone 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
(Refer to the Guide to Levels of Achievement on Page 4)

X Partially Achieved	Mostly Achieved	Achieved	Highly Achieved	Exceeded

Performance Partnering

- 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 two (outstanding) badges from the previous year was not 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 current year 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
(Refer to the Guide to Levels of Achievement on Page 4)

| | Partially Achieved | **X** | Mostly Achieved | | Achieved | | Highly Achieved | | Exceeded |

Performance Partnering

"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 previous and current year 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 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 in line with the expectations of the Senior Lecturer position description.
- He is the School's Maori success champion
- He models the values of Te Noho Kotahitanga

Overall Level of Achievement
(Refer to the Guide to Levels of Achievement on Page 4)

	Partially Achieved		Mostly Achieved	**X**	Achieved		Highly Achieved		Exceeded

Performance Partnering

"Highly Achieved" – Example Only

Accounts Administrator

- This staff member works in the Finance team as an Accounts Administrator and has been in the position for 20 months.
- They are competent, require minimal supervision in their role and can independently perform the key responsibilities including monitoring and following up outstanding debtors either directly or through external providers as required.
- This person set four clearly articulated SMARTA stretch goals all related to and supporting the broader Finance Department's Takitahi and Action Plan. Three of the goals were met within the deadline and were very well executed. The manager and staff member agreed that due to the unexpected change of focus in the current year, which meant a higher workload, the fourth goal would be postponed to the following year.
- This staff member consistently produces work of high quality and within the required deadlines, is proactive, and never requires following up or supervision.
- They model Unitec's leadership competencies, in particular: '*Builds Trust*' through gaining the confidence of others; and '*Collaborates'* through partnering with others, listening to understand stakeholder needs and partnering to support shared objectives.
- This person can be relied upon to perform at a consistently high level, contributing successfully to team and individual workstreams. Their organised, engaged and effective support of core tasks and processes within the Administration team has helped grow the positive reputation of this team.

Overall Level of Achievement

(Refer to the Guide to Levels of Achievement on Page 4)

	Partially Achieved		Mostly Achieved		Achieved	X	Highly Achieved		Exceeded

Performance Partnering

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
(Refer to the Guide to Levels of Achievement on Page 4)

	Partially Achieved		Mostly Achieved		Achieved		Highly Achieved	X	Exceeded