

Driving a culture of high performance at Griffith

Information to support performance and career development of professional staff



Queensland Australia

Make it matter

Driving a culture of high performance

Griffith is committed to driving a culture of high performance. This starts with setting clear goals, having ongoing 1:1 conversations, and both a mid-year and end-of-year performance conversation.

This continuous performance development process is intended to achieve three key outcomes:

1. **Clarity on your goals** (what you are here to do) and how these contribute to work area / University priorities
2. **Clarity on how you are performing** in your role
3. **Support to develop and grow** as a professional

This document is designed to support the performance development process for professional staff – it includes the following information:

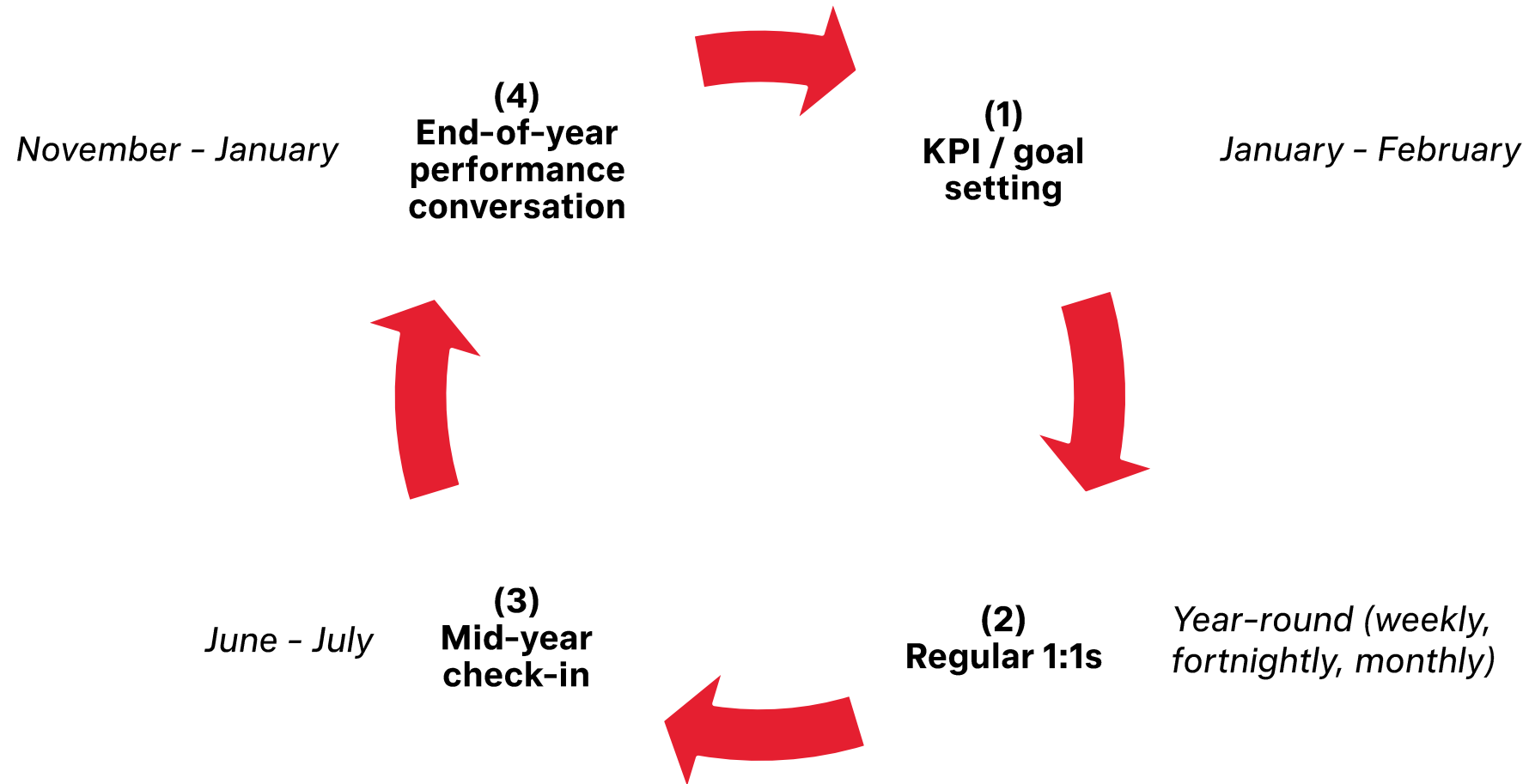
- An overview of the annual performance development cycle
- Step-by-step guidance on using the new Performance & Career Enablement Plan
- Frequently asked questions



Annual performance development cycle

Performance development is an ongoing process, not a once-a-year discussion

Performance development involves both formal and informal touch points throughout the year, including 1:1s, as well as mid- and end-of-year performance development conversations.



1 | Goal / KPI Setting

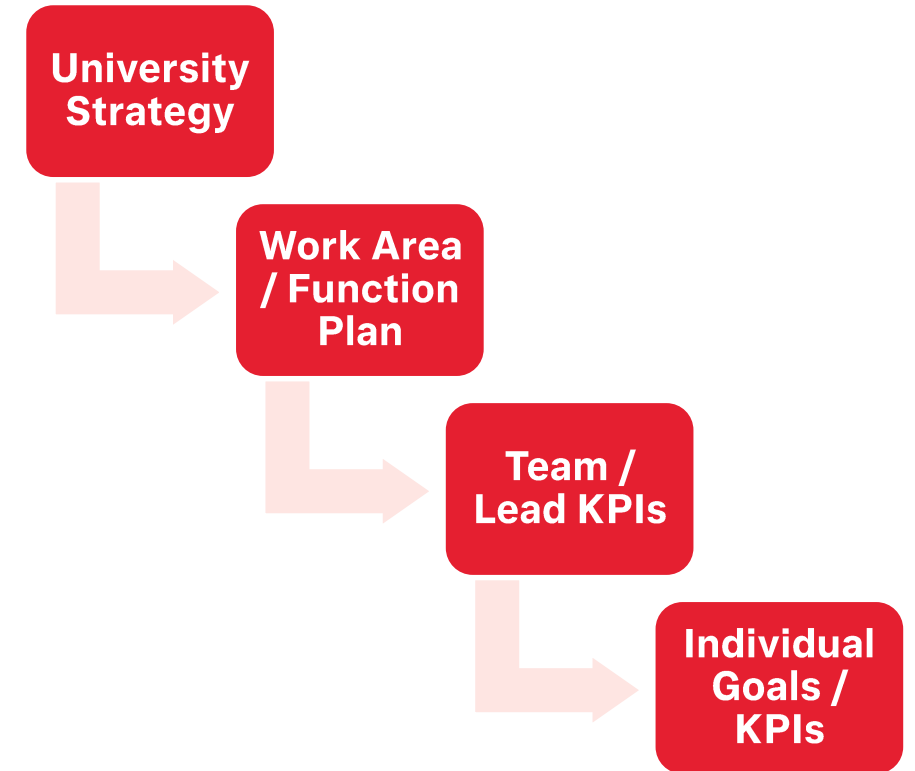
Goals (e.g. KPIs) provide **clarity** and **direction**, enabling employees to effectively prioritise their time and effort on the things that matter. It is recommended that each employee has **5-10 goals**, depending on their role.

To ensure goals are directly related to an individual's role and aligned to Griffith's strategy / their work area plan, review the following resources when drafting goals:

- Griffith Strategic Plan
- Work Area / Functional Plan (e.g. Forward Plan)
- Griffith Capability Framework
- Employee Position Description

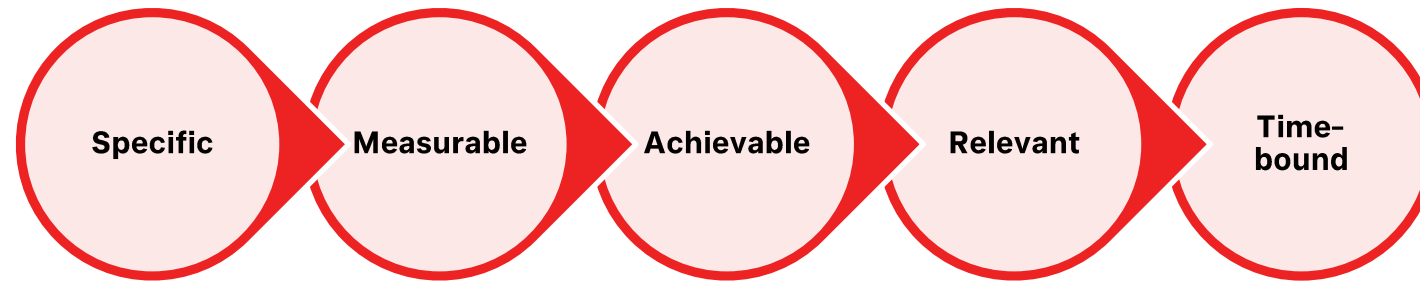
WHAT YOU NEED TO DO

It is recommended that employees draft their own performance goals ahead of a discussion with their manager. Together, employees and managers should have a dedicated discussion to prepare for the year ahead, review the employee's proposed goals, and finalise and **document agreed performance goals in the Performance & Career Enablement Plan.**



1 | Goal / KPI Setting

Use the **SMART goal framework** to help write robust goals:



The following examples of SMART goals may also be helpful:

- Achieve a 2% increase in team engagement scores, as measured through the 2024 employee engagement survey, by rolling out X initiative.
- Ensure all customer enquiries are resolved in a timely manner, providing an initial response within 1 working day from receipt (ongoing).
- Create user guides / processes for new Financial Analysts by the end of July 2024.
- Plan and deliver 4 staff development webinars by April 30, with 25+ attendees each and a minimum NPS of 80.

If you are interested in learning more about how to set SMART goals, explore the following resources:

- LinkedIn Learning Course (55 mins): [Setting Team and Employee Goals Using SMART Methodology](#)
- LinkedIn Learning Video (~3 mins): [Creating SMART goals](#)
- Resource: [Tips on Setting SMART Goals](#)

2 | Regular 1:1s

At a cadence that works best for the employee and manager (e.g. weekly, fortnightly or monthly), ensure you have dedicated time to check-in 1:1. This helps create alignment between the employee and manager, and keep track of goals.

During 1:1s, it can be helpful to discuss:

- **Work tasks and projects:** Progress on current tasks and projects, any challenges or barriers, and any support required
- **Development:** Progress towards developmental goals, and any opportunities or activities to support those goals
- **Goals / KPIs:** Progress towards longer-term goals or KPIs, and any changes to those goals or their timeframes
- **2-way feedback:** Both the manager and the team member can give and receive feedback (positive and / or constructive)

If you are interested in learning more about how to have better 1:1 meetings, explore the following resources:

- LinkedIn Learning Video (~3 mins): [*Making one-on-one employee meetings count*](#)
- LinkedIn Learning Video (~3 mins): [*Realise the power of the one-on-one meeting*](#)
- Forbes Article: [*How to Make Your One-on-Ones with Employees More Productive*](#)
- Culture Amp Blog: [*24 great one-on-one meeting questions managers can use*](#)
- Culture Amp E-Book: [*A Manager's Guide to 1-on-1 Meetings*](#)
- Fellow Blog: [*60 Great Questions to Ask your Boss in a One-on-One Meeting*](#)

3 | Mid-year check in

The mid-year check in is an opportunity to discuss:

- **Goal progress:** How is the employee progressing towards their goals? Are they facing any barriers / do they require any additional support to achieve their goals? Do any goals need to be amended?
- **Career development:** How is the employee progressing with their development? Are there any specific activities or opportunities for the employee in the second half of the year to support their career development and help them achieve their developmental goals?

WHAT YOU NEED TO DO

In June - July, managers should schedule time with employees (~1 hour) for the check-in. **Ensure the discussion is documented in the Performance & Career Enablement Plan.** See slides 9-14 for more information on how to complete the plan.

4 | End-of-year review

The end-of-year review is an opportunity to have a meaningful conversation about employee performance over the past 12 months. Use this time to reflect on the year that has passed and think about the year ahead. This should include:

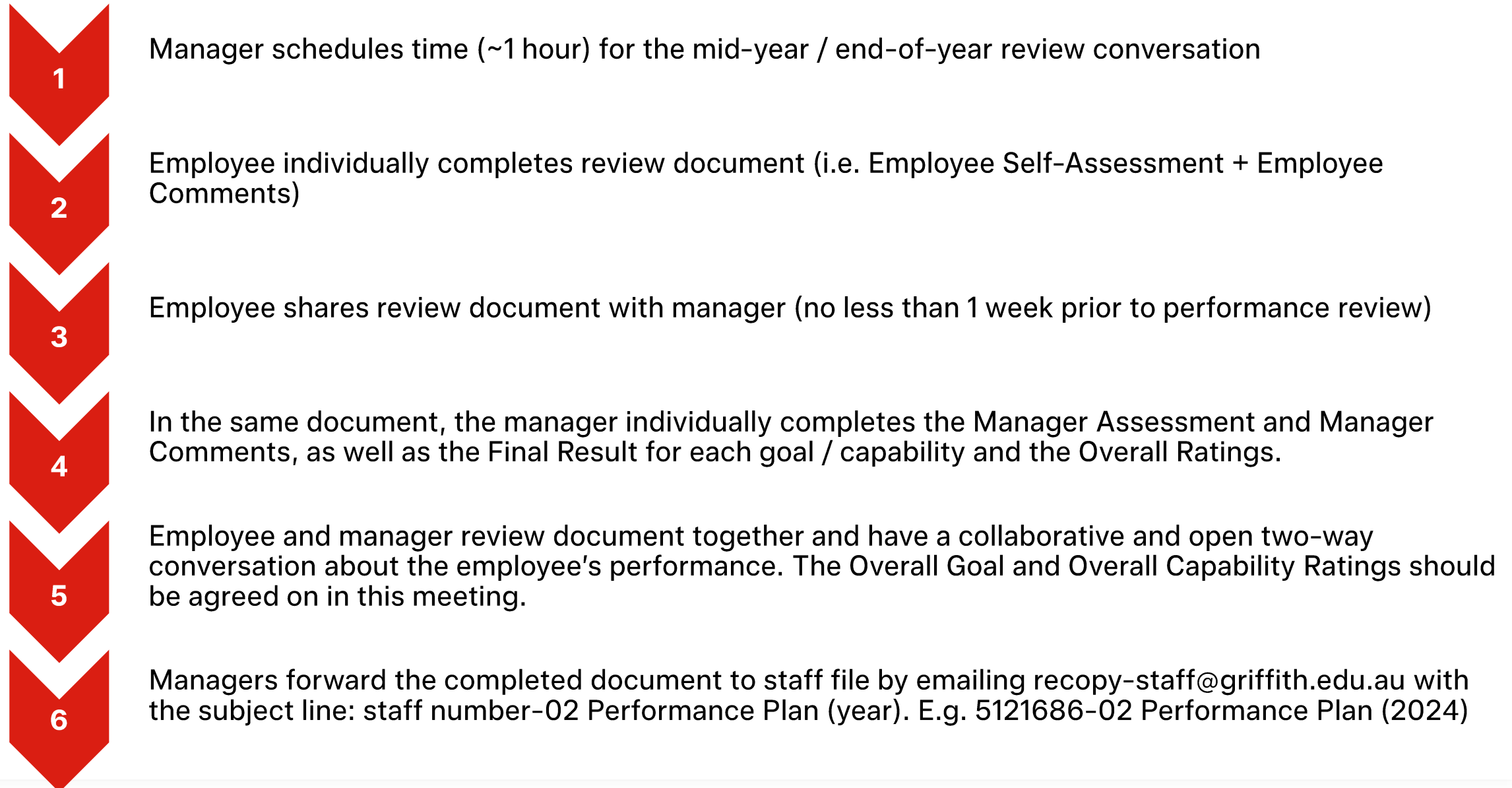
- Celebrating **successes**
- Identifying any **areas to improve**
- Discussing **developmental aspirations** and how to achieve these going forward
- Review of the employee's **Position Description** to ensure it is appropriate for the current role and accountabilities of the position

WHAT YOU NEED TO DO

In November - January, managers should schedule time with employees (~1 hour) for the review. **Ensure the discussion is documented in the Performance & Career Enablement Plan.** See slides 9-14 for more information on how to complete the plan.

Step-by-step guide to using the Performance & Career Enablement Plan

The mid- and end-of-year performance review process



Completing the review

General feedback

- Both the **employee and manager should provide comments** in the General Feedback section.
- When completing this section, employees and managers are encouraged to **include examples of observable behaviour**, considering both task performance and demonstration of values / behaviours.
- Consider developmental activities or opportunities that will help the employee **fulfil their current role responsibilities** as well as **progress toward their career aspirations or goals**.

See page 7 of Griffith Strategic Plan for **values definitions**

Some examples include training, conferences, stretch projects, secondments, job shadowing, mentoring

General Feedback & Actions		Employee Comments
Overall, what is the employee doing well?		
What can the employee continue to improve?		
How has the employee demonstrated Griffith values (Excellence, Reciprocity, Inclusion, Integrity and Innovation) in their role? What are a few practical ways the employee could further embed values in their everyday work?		
How is the employee progressing with their professional development goals? What developmental activities or opportunities may the employee benefit from going forward?		

Completing the review

Review of goals and capabilities

- **Employees provide a self-rating** in the "Employee Self-Assessment" column; **Managers also provide a rating** in the "Manager Assessment" column.
- Both employees and managers should provide **supporting commentary** in the "Comments" section to accompany their rating. Comments should outline if the goal was achieved, any outcomes or feedback received, and any observable examples of when / how the capability was demonstrated.
- The **final result** for each goal / capability and **overall results** should be completed by the manager and brought to the review for discussion and agreement with the employee.

Employees should complete their self-assessment and write in their comments **prior to sending it to their manager** for review.

Griffith Capabilities		Individual Goals		Manager Comments	Manager Assessment	Final Result	Employee Comments	Employee Self-Assessment
Complete the self- and manager assessment of capabilities using the 4-point Capability Scale. More detail can be found in the "How to Use" tab.		Complete the self- and manager assessment of goals using the 4-point Goal / KPI Scale. More detail can be found in the "How to Use" tab.						
Student or service centric Understands and prioritises user need Delivers a remarkable user experience		Goal 1: [Insert description of goal here]						
Collaborative and inclusive Builds high performing partnerships and Commits to diversity and inclusion		Goal 2: [Insert description of goal here]						
Innovative and enterprising Continuously develops self and others Has a growth mindset and is intrapreneurial		Goal 3: [Insert description of goal here]						
Digital and data enabled Harnesses digital technology Makes data-driven decisions		Goal 4: [Insert description of goal here]						
		Goal 5: [Insert description of goal here]						
				Overall Goal Rating <i>To be completed by manager / agreed on in discussion</i>				
				Overall Capability Rating <i>To be completed by manager / agreed on in discussion</i>				

Completing the review

Rating scale for performance goals / KPIs

The rating scale below should be used to evaluate an employee's achievement of agreed performance goals / KPIs.

Where do most people sit on the scale?

When rating yourself / your employee, keep in mind that most employees will perform at the "**Successfully achieves goals**" level. This level is indicative of a job well done and shows the employee is a valued contributor to the team.

Developing	Successfully achieves goals	Exceeds expectations	Exceptional impact
Needs development to consistently achieve goals. The individual requires additional direction or support to fulfil role requirements and/or may be new to the role and coming up to speed given limited tenure.	Successfully achieves goals and consistently delivers outcomes. Viewed as someone who "does their job and does it well"; is a valued contributor.	Exceeds expectations when achieving goals. Viewed as someone who sets the standard for what "great" looks like, and has a significant, positive impact on progress towards work area goals.	Goes above and beyond their goals, and demonstrates consistently exceptional impact. Viewed as a major contributor to the success of the work area / University and/or drives significant improvements. Proactively takes on greater levels of responsibility.

Completing the review

Rating scale for capabilities / behaviour

The rating scale shown below should be used to evaluate an employee's demonstration of Griffith Capabilities. Refer to [Griffith's Capability Framework](#) for more information about the expected capability at each level of leadership (i.e. Leads Self, Leads Others, Leads Leaders, Leads Function, Leads Organisation).

Where do most people sit on the scale?

When rating yourself / your employee, keep in mind that most employees will perform at the **"Successfully demonstrates capability"** level.

Developing capability	Successfully demonstrates capability	Exceeds expectations of capability	Demonstrates exceptional capability
Sometimes demonstrates the capability expected of the role / level. Additional development or guidance is required for the individual to consistently demonstrate the capability.	Successfully and consistently demonstrates the capability expected of the role / level.	Has mastered the capability expected of the current role / level. Frequently demonstrates capability that exceeds expectations of the role / level.	Consistently demonstrates exceptional capability that surpasses expectations of their current role / level. Capability demonstrated contributes to organisational success.

Frequently Asked Questions (FAQs)



FAQs

Question	Answer
Why are we using a rating scale?	Rating scales enable: • A more standardised and objective performance review process • Opportunity for clear recognition of employee performance • A structured basis for providing feedback, to help with clear understanding of strengths and areas for improvement
Why is there an employee assessment and a manager assessment?	Including both an employee and a manager assessment of performance is valuable as it: • Creates opportunity to align any differences in perception, and ensure there is a shared understanding of performance expectations. • Allows the employee voice to be heard, ensuring employees can share their own reflections on their performance that are independent of their manager. • Requires both parties to thoughtfully reflect ahead of the review, and provide a transparent and clear rationale for their ratings.
Why am I being evaluated against the Griffith Capability Framework?	The Framework was created to provide a common language of some of the non-technical skills that will support Griffith staff to thrive now and into the future. These capabilities are important to the performance of everyone at Griffith, no matter the role, and are also key to the success of the University as a whole. Including the Framework as part of Goal Setting and mid- and end-of-year reviews ensures all employees are clear on the behaviours expected of all Griffith staff, and have clear guidelines for what will help achieve individual and collective performance.
How do I know which level of the Framework is applicable to me?	At the beginning of the year when you set goals with your manager, this is a great opportunity to discuss the Griffith Capability Framework and the behaviours expected based on your role / level. There are clear definitions for each leadership level to enable you to choose the level most suitable for you (e.g. Leads Self, Leads Others, Leads Leaders, etc).
How do I assess binary goals (i.e. complete vs not complete)?	For binary goals / KPIs, "Developing" can be used to indicate the goal / KPI was not achieved, while "Successfully achieves goals" can be used to indicate if it was achieved.
How do I rate a goal / KPI that was deferred?	Throughout the year, team / organisational priorities and timelines may change, which means goals / KPIs are deferred to a later date or may be unachievable in the original timeframe. If this occurs, leave the self-assessment, manager assessment and final result cells blank.
What if I need additional support?	The Professional Staff Performance Review page has a number of resources to support you in having a productive performance development conversation. Contact your Human Resources Business Partner for additional support / guidance where needed.