

SUPPLEMENTARY GUIDE TO
**PERFORMANCE
APPRAISAL**

March 2019

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DISCLAIMER

This guide has been prepared by Volunteering and Contact ACT (VCA) for the ACT Government in accordance with a contract executed in July 2018.

The information contained within this guide has been prepared by VCA from material obtained through an environmental scan and extensive consultation with the ACT Community Services Industry (the Industry). VCA has relied upon the accuracy, currency, and completeness of the information obtained through the environmental scan and consultations. VCA is not in any way liable for the accuracy of any of the information used or relied on by the ACT Government or a third party.

The project methodology has been limited to assessing available information, resources, tools and templates, and working with the Industry to create a curated set of fit-for-purpose resources. The broad nature of the research and analysis is such that this guide, including the accompanying tools and templates, are intended to be examples only, and do not reflect the opinion or views of VCA.

Furthermore, VCA has not independently validated or verified the information sourced or provided to it for the purpose of the guide, and the content of this guide does not in any way constitute assurance of any of the information contained herein. VCA accepts no responsibility for any errors in the information sourced publicly or provided by the Industry, nor the effect of any such errors on the analysis, suggestions, or guide.

VCA has provided this guide solely for the benefit of the ACT Government and the ACT Community Services Industry and disclaims all liability and responsibility (including arising from its negligence) to any parties for loss, damage, cost, or expense incurred or arising out of any person using or relying on the information contained herein.

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ABOUT THIS GUIDE

This supplementary guide has been developed as part of one of the foundation actions in the ACT Community Services Industry Workforce Plan. The ACT Community Services Industry Strategy recognised that workforce attraction and retention were issues for the sector and is seeking to address this through the Workforce Plan. This supplementary guide is part of a framework that encompasses onboarding, supervision, peer support, coaching and mentoring with supplementary information on performance appraisal and probation.

It is envisaged that the availability of information, tools and templates across these areas will enable organisations in the Industry to streamline their policies and procedures. Further, the implementation of like policies and procedures across organisations will result in staff having a more consistent experience when moving within the Industry.

This guide is focused on paid employees who work in the Industry. Volunteers are not usually subject to the same performance appraisal process as employees, though your organisation should have a policy and process on how it develops and recognises the performance of volunteers. It is recommended that all volunteer involving organisations implement Volunteering Australia's [National Standards for Volunteer Involvement](#). For more information on how to manage underperformance of volunteers and how to end a volunteer relationship, please see [Not-for-Profit Law's National Volunteer Guide](#).

This supplementary guide was created using research obtained through an extensive environmental scan, as well as through consultation with the Industry. The information and tools provided throughout have been curated from research and developed to cater to the unique characteristics of the Industry. The research consulted, and the information provided are not exhaustive, but are examples of good practice that can be implemented by any organisation. Where a concept, statistic, model, tool or template has been copied or adapted from a specific source this source has been provided in the endnotes.

This supplementary guide is by way of general information and is designed for discretionary use. It does not replace the requirement to obtain specific operational, legal, insurance, or other advice. Volunteering and Contact ACT accepts no responsibility for any errors in the information provided, nor the effect of any such errors. The project was finalised in March 2019.

HOW TO USE THIS SUPPLEMENTARY GUIDE

This supplementary guide is designed to give an overview of what is involved in performance appraisal, a key component of performance management. Performance management is a highly complex system including elements associated with organisational and team performance, organisational development, rewards and remuneration, training and development, performance appraisal and terminations. This supplementary guide provides high level information only on performance appraisal and managing underperformance. This supplementary guide should be read in conjunction with the Guide to Supervision.

When using this supplementary guide, it is imperative that you consider the risk profile of your organisation. For example, some of the tools and templates, whilst providing a baseline, may not be enough if your organisation must adhere to specific legislation or national quality standards. In these circumstances it is recommended that you seek further advice, especially regarding policies, to ensure they are compliant with all requisite legislation, standards, and other safeguarding mechanisms.

When considering your organisation's performance appraisal process, it is important to consider your risk profile and the level of performance appraisal required to ensure staff feel supported in the workplace and organisational objectives are met. Not all the concepts introduced in this supplementary guide may be relevant for your organisation – they are provided so that you can decide what is appropriate for you. The tools and templates provided can be considered the foundational building blocks for performance appraisal and managing underperformance. They are not designed to be all encompassing, rather they provide a starting point that your organisation can adapt and improve.

ORGANISATIONAL SELF-ASSESSMENT

You are reading this guide because you are interested in performance appraisal. This guide has been structured to provide information on the key components of performance appraisal and how performance appraisal can be structured in your organisation. The following questions can be used to help you determine your organisation's level of maturity and competence when it comes to performance appraisal. If you identify areas of deficiency in your organisation's performance appraisal process example tools and templates have been provided to accompany the theoretical concepts in this guide. These tools and templates are included as appendices and are available as individual, editable PDFs and Microsoft Word documents.

Performance Appraisal Self-Assessment Questions

- ▼ Does my organisation have a policy on performance appraisal?
- ▼ Does my organisation have a performance appraisal procedure?
- ▼ Is the process for performance appraisal clearly documented and easy to follow? Could anyone in my organisation pick up the process and apply it effectively?
- ▼ Does my organisation talk about performance appraisal and prioritise it?

- ▼ Does my organisation dedicate resources to performance appraisal?
- ▼ Does my organisation introduce our approach to performance appraisal during onboarding?
- ▼ Does my organisation explain how performance appraisal is linked to probation?
- ▼ Do staff in my organisation know about our performance appraisal process and what do they think of it?

In addition to ensuring you have adequate policies and procedures in place to support performance appraisal there are other important aspects to consider, including:

- ▼ How does my organisation store confidential information? Is this in line with privacy and confidentiality requirements and is this communicated with staff?
- ▼ Does my organisation know if performance appraisal of staff is consistent?
- ▼ How is my organisation monitoring compliance with our performance appraisal policy and procedure?
- ▼ How often is my organisation reviewing our performance appraisal policy and procedure?
- ▼ Has my organisation considered if and how it will appraise the performance of volunteers?

INTRODUCTION

WHAT IS PERFORMANCE APPRAISAL?

Performance appraisal is an element of the overall performance management system and refers to a method by which the job performance of a staff member is documented and evaluated. Performance appraisal should be a constructive process that is applied to all employees in an equitable manner and with a view to support their success in the workplace.

This supplementary guide will only focus on performance appraisal processes including the often-challenging function of managing underperformance. This supplementary guide does not include team and organisational components of performance management, disciplinary or termination procedures or rewards and remuneration strategies (all critical elements of performance management).

Whilst acknowledging that volunteers are not covered by the performance appraisal policy, procedure and practice guidelines in this supplementary guide, it is important for your organisation to go through similar processes of setting expectations, providing ongoing feedback, and ensuring there is a good fit for both the organisation and the volunteer. The breadth and depth of this process with volunteers will be dictated by the roles being undertaken by your volunteers and the level of responsibility they have within your organisation.

HOW IS PERFORMANCE APPRAISAL DIFFERENT FROM PERFORMANCE MANAGEMENT?

Performance management is a well-established, all-encompassing term used to describe the practice that drives decisions about performance, remuneration, promotions, disciplinary procedures, terminations, transfers and development needs within an organisation.¹

Performance management is a much broader concept than performance appraisal or a disciplinary process. It aims to improve organisational, functional, team and individual performance. Effective performance management measures the progress being made towards the achievement of an organisation's business objectives. It does so by planning, establishing, monitoring, reviewing and evaluating organisational, functional, team and individual performance.

As mentioned above performance appraisal is one aspect of performance management. This guide only covers performance appraisal, which should feed into your organisation's overall performance management approach.

WHY IS PERFORMANCE APPRAISAL IMPORTANT?

Performance appraisal can motivate staff to improve their performance and help them to be more engaged with their work and the organisation. At the same time, it ensures supervisors and staff are aware of and are working with their strengths and weaknesses and staff understand their job responsibilities.

Performance appraisal is critical for all staff, acting as both a performance development and performance management mechanism and needs to be included in any induction process for staff. When a staff member comes on board they need access to performance appraisal processes to ensure they understand their duties and the expectations of their performance in undertaking these duties. Staff need regular performance appraisals to ensure they are performing their duties properly and in line with the expectations of their role, and are receiving any support needed to aid their development and to assist them to contribute to organisational objectives. Performance appraisal allows the organisation to set expectations and guide performance of staff and address any issues in a timely manner through ongoing monitoring and feedback.

Importantly, performance appraisal includes the timely identification and addressing of performance challenges or gaps that may, over time, result in action on underperformance. Addressing underperformance is often one of the most challenging parts of performance management and can generate significant conflict and angst for the staff member and the supervisor as well as other members of the team. It does, however, need to be addressed and organisations owe a duty to all their staff to ensure that individual performance contributes to organisational performance.

WHAT DOES PERFORMANCE APPRAISAL INVOLVE?

Performance appraisal is a process whereby staff in partnership with their supervisor:

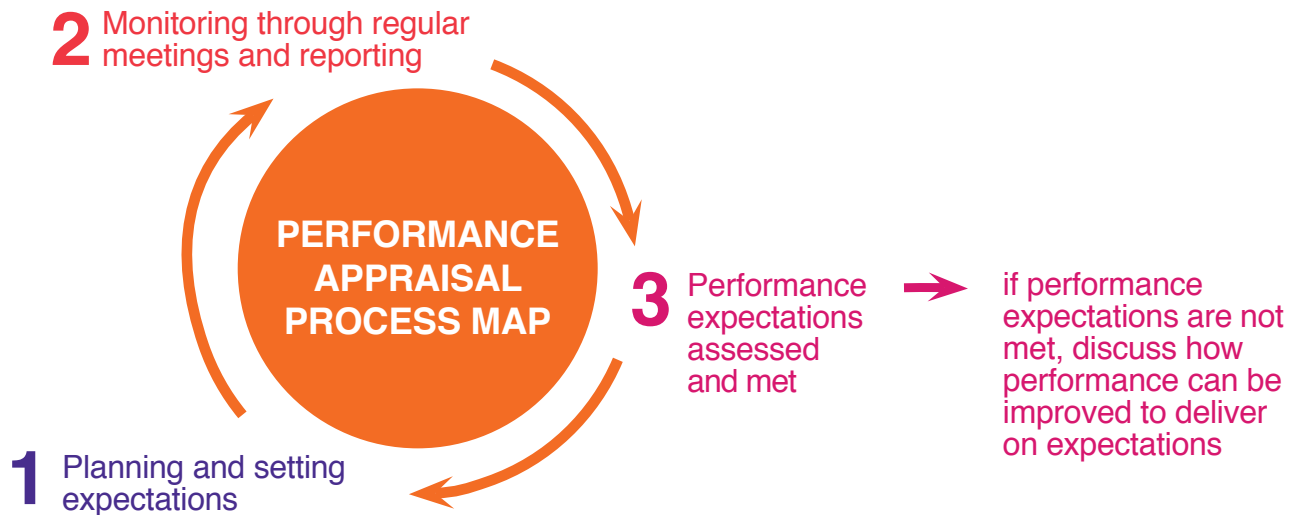
- ▼ establish plans and set performance expectations;
- ▼ have an ongoing process of monitoring progress against those plans and performance expectations; and,
- ▼ identify and address opportunities for development and improvements in skills, knowledge and experience.

Depending on your organisation's broader performance management system, the performance appraisal process may also be linked to rewards and remuneration including promotions and increases in salary. Ratings and links with any remuneration and rewards process are not addressed in this supplementary guide.

Performance appraisal is a cyclical process. Following the planning and appraisal period the supervisor and staff member will commence again with a review of the plans and performance expectations for the coming period.

The performance appraisal relationship needs to be based on trust and mutual understanding, and the supervisee needs to feel comfortable disclosing information and experiences to their supervisor. Understanding what good performance appraisal looks like should be determined by management based on an organisation's risk profile and the needs of staff. As with supervision more broadly, performance appraisal has strategic and operational objectives and should be structured in a way that is beneficial to staff and not seen as a mechanical management requirement aimed at forcing compliance.

PERFORMANCE APPRAISAL PROCESS MAP



PRINCIPLES OF PERFORMANCE APPRAISAL

- ▼ Be honest and open – good performance appraisal relies on a good relationship
- ▼ Keep it simple – keep the emphasis on development and performance and keep the paperwork and process simple
- ▼ Keep in touch – use ongoing supervision and feedback to build towards a formal appraisal review
- ▼ Make goals interesting, challenging and engaging – this is what really motivates people to achieve
- ▼ Be inclusive, taking into account the experience and needs of people of all genders and sexualities, from all cultures and with all abilities.
- ▼ Ensure/support alignment – align staff member's goals with team and organisational goals
- ▼ Build on strengths more than correcting weaknesses – nobody is good at everything
- ▼ Get the mix right – focus on complementary skills within your team
- ▼ People like to perform – people like to work, achieve, be praised, and know that their contributions are valued
- ▼ Give praise – recognise and acknowledge good performance as soon as it happens
- ▼ Let people know how they are doing – give regular, timely feedback, either motivational, formative, or both

- ▼ Get the right tools for the job – make sure that the resources are in place to help run the process, and to enable people to demonstrate performance improvement
- ▼ ‘They perform, you perform’ – a supervisor's performance depends on the team; when they perform well it's easier for the supervisor to perform well
- ▼ As a supervisor, be an example – set the standard by example and strive to be a better supervisor
- ▼ Motivate, motivate, motivate – the often-missing element from most performance appraisal processes. People will only achieve superior performance if they want to.²

TOP TIPS FOR PERFORMANCE APPRAISAL

- ▼ Develop a clear process and make sure you follow it to ensure fairness for all staff.
- ▼ Document the process. Rigorous record-keeping is an important part of performance appraisal, to ensure procedural fairness and reduce the risk of a claim should the process result in dismissal.
- ▼ Make expectations clear. Give staff every opportunity to improve their performance by making sure they understand the expectations of their role. Develop a performance improvement plan that all parties agree is realistic and achievable.
- ▼ Listen to staff. There are plenty of reasons why staff may not be performing to the required standard – and not all of them will be related to work.
- ▼ Be inclusive, taking into account the experience and needs of people of all genders and sexualities, from all cultures and with all abilities.
- ▼ Allow time for staff to improve their performance. The goal of performance appraisal is not discipline; it's about helping staff to perform at the required standard.
- ▼ Provide coaching and supervision along the way. A key part of performance appraisal is not just outlining the required standard, but also helping staff to develop the skills to get there.³

LINK WITH OTHER GUIDES

This supplementary guide is linked to other guides in this series starting with an introduction in the Guide to Onboarding. The Guide to Supervision includes key information that forms part of the performance appraisal process including information on reflective practice and different supervisory and learning models. Finally, the Supplementary Guide to Probation includes information on how your organisation's performance appraisal process is linked with your probationary process.

POLICY

Your organisation should have a performance appraisal policy that applies to all employees. The policy should be a high-level statement of intent about your organisation's performance appraisal process. Organisational policies are usually endorsed by the Board of Directors or similar, and rarely change over time.

When creating your performance appraisal policy, it is important to consider all the factors in your working environment that need to be reflected in your policy. This includes references to any legislative, insurance, quality standards, or other safeguarding mechanisms that apply to your organisation. There may also be specific provisions in your funding agreements that affect your policy, and this should be reflected in the content.

A Policy Template is provided at [Appendix A](#) as a starting point, but it is likely there are additional considerations for your organisation based on your risk profile and the programs and services you deliver. This may be one area where you choose to seek further advice, such as legal advice.

As volunteers are not usually subject to the same performance appraisal processes as employees, your organisation may choose to differentiate them in your policy. When differentiating the performance appraisal policy for volunteers it is important to be mindful of the roles your volunteers undertake and the level of responsibility they are assuming in their role. Your organisation should have a policy on reviewing volunteer engagements and providing feedback on performance.

PROCEDURE

Your organisation should have a performance appraisal procedure that sits alongside your policy. The procedure should detail how your organisation will approach performance appraisal, and what mechanisms you will put in place to support this function of staff performance. The performance appraisal requirements in your organisation will likely be dictated by the type of work you are undertaking and the services you are delivering. All employees should be participating in performance appraisal processes.

A Procedure Template is provided at [Appendix B](#).

As with your performance appraisal policy, you may need to adapt your performance appraisal procedure for volunteers. This can be as simple as outlining the process you have for reviewing volunteer engagements and how you will provide feedback on a volunteer's performance. The complexity of your procedure for volunteers will be dictated by the types of volunteer roles you have in your organisation and may differ between roles.

PRACTICE GUIDELINES

Performance appraisal plays a critical role in delivering on organisational performance through monitoring, support and ongoing development of staff. Performance appraisal:

- ▼ is a formally structured process that should encourage critical reflection that enables the supervisee to identify their own strengths and weaknesses;
- ▼ should seek to empower the supervisee to recognise good practice and identify how practice could be improved; and,
- ▼ should always be conducted with the aim to enhance the quality of services, the performance of the supervisee, and the outcomes for service users.

It is the role of the supervisor to facilitate a conversation that allows the supervisee to share their experience in a safe, non-judgmental environment. In this supplementary guide the performance appraisal process does not include a performance rating system linked to formal rewards and remuneration.

Set out in the remainder of this supplementary guide are the following tools to assist organisations to design, document and manage a performance appraisal process:

- ▼ Definition and explanation of key performance indicators (KPIs)
- ▼ A Performance Planning and Development Plan template to document agreed performance expectations and the appraisal of staff performance
- ▼ A Personal Development Plan template to document individual development objectives including identified training and coaching
- ▼ Guidance to structure performance appraisal meetings including how to prepare for those meetings
- ▼ Managing Underperformance Guidelines to assist with managing this process

PLANNING AND SETTING EXPECTATIONS

SETTING KEY PERFORMANCE INDICATORS

Key performance indicators (KPIs) are a set of quantifiable measures used to evaluate success in meeting objectives.⁴ KPIs are important because they enable organisations to understand how staff performance contributes to operational and strategic goals. In addition to providing measures for success, KPIs also hold staff accountable for their performance. Determining the metrics required to track the impact of performance on organisational goals can be incredibly difficult, especially in person-centred professions where outcomes are achieved over the long-term.

Two conflicting maxims add to the complexity of setting KPIs in the Community Services Industry. Firstly, the maxim 'what gets measured gets managed' recognises that examining an activity and associated metrics/ outputs is an important pre-cursor to managing effectiveness and increasing productivity and performance. In contrast, the maxim 'not everything that counts can be counted' recognises that certain behaviours and actions that are conducive to success, such as investing time and energy into building trust-based relationships, may not be easily counted or measured. When setting KPIs for workers in the Industry, supervisors, managers, the executive and Boards need to support quality with KPIs that measure what matter.

A KPI should be a metric based on a target that is core to your organisational or strategic goals. KPIs should be based on your organisation's most important objectives and should be fixed and capable of being forecasted.⁵ KPIs should:

KPIs should:

- ▼ tie into the overall organisational objectives;
- ▼ measure areas that will influence the success of the organisation; and,
- ▼ indicate areas requiring further action.⁶

When setting KPIs, start with the following five steps:

1. Define your key purpose: what are the major goals your organisation is working towards?
2. Plot your objectives: list your primary and secondary objectives under your goals.
3. Add your actionable goals: what actionable goals will help you reach your objectives?
4. Determine your metrics: what metrics are you going to measure?
5. Set your targets: set benchmarks whilst being realistic about what can be delivered.⁷

The **SMART Goal** technique can be a useful way to set KPIs for staff.⁸ SMART goals involve the following five components:

Specific: KPIs need to be specific and easy to track.

Measurable: What is being measured needs to be defined and staff need to understand how KPIs are being measured.

Achievable: KPIs should act as a motivator for staff, encouraging them to work hard and achieve their goals. KPIs need to be attainable or they may demotivate staff who see their KPIs as unachievable.

Relevant: KPIs need to be relevant to the person's role and relate to organisational and strategic goals.

Time-bound: KPIs can be short or long-term goals but need to have a timeframe.

KPIs should be built into work plans and monitored through regular supervision meetings. Monitoring of KPIs helps to recognise staff who are exceeding expectations and provide an opportunity to motivate staff who are not meeting expectations.

A KPI Template is provided at [Appendix C](#) to assist supervisors and staff with documenting individual KPIs.

A brief list of sample SMART goals is provided at [Appendix D](#) to assist with wording of KPIs.

PERFORMANCE PLANNING AND DEVELOPMENT

Performance planning and development is an ongoing process that focuses on the performance and development of a staff member over time and should be discussed at regular supervision meetings and performance appraisal meetings. Performance planning and development aims to develop, maintain and improve skills, knowledge and job performance. Performance planning and development can be role-focused, career-focused, or personal. By prioritising performance planning and development in the workplace your organisation can cultivate your talent by supporting staff to thrive and ensure the achievement of organisational objectives. Investment in sound performance planning and development as part of performance appraisal aids in recruitment and fosters retention by showing staff they are valued, your organisation has a vested interest in their success, and they are key to the achievement of organisational outcomes.

A Performance Planning and Development Plan template is provided at [Appendix E](#). This template can be used to inform and document the agreed KPIs and performance expectations of the staff member in the forthcoming period. It should be clearly linked to organisational objectives and KPIs. This template can also be used to document the results of performance appraisal discussions.

A Personal Development Plan template has been provided at [Appendix F](#). This can be used to address specific development needs that are identified during the performance appraisal process. This may be incorporated into the Performance Planning and Development Plan template or be kept as a separate document depending on the needs of the organisation.

PERFORMANCE APPRAISAL MEETINGS

Performance appraisal is a formal process that should be structured around agreed review points and may be managed through the following key discussions:

- ▼ Planning and setting expectations discussion
- ▼ Quarterly discussion
- ▼ Mid-year review discussion
- ▼ Annual review discussion

1. PLANNING AND SETTING EXPECTATIONS

Planning and setting expectations plays an important role in laying the foundations for the different stages in the performance appraisal process.

The aim of the planning stage is to establish an agreed program of work for the forthcoming year against which a staff member will be assessed as part of their annual performance review. Supervisors and staff each have their own responsibilities in the planning process. These responsibilities are detailed below.

Supervisor responsibilities include:

- ▼ Set a date – allow one-two hours for discussion and secure a confidential location.
- ▼ Provide notice – send meeting invitation to staff member at least one week in advance
- ▼ Gather information – including position description, previous discussions, development plans and performance information.
- ▼ Prepare – set aside time to prepare for the discussion.

Staff member responsibilities include:

- ▼ Verify details – confirm the date/location and availability to attend.
- ▼ Gather information – including position description, development plans, and performance data to support appraisal.
- ▼ Prepare – set aside time to prepare for the discussion.

At the beginning of each new year, supervisors and staff will need to set expectations for the year ahead (this can also be completed at the annual review to combine meetings). This involves establishing key goals/KPIs for staff to achieve over the year. It is important to remember that these goals might change if there are changes in your organisation's priorities throughout the year.

All staff need to have a clear understanding of what their performance goals and expectations are and why they are important. This will ensure that there are no surprises during the performance appraisal process and will aid in driving behaviour towards achieving organisational objectives.

The expectations set in this stage of the appraisal process should:

- ▼ address staff member's main accountabilities or tasks which fall under your organisation's strategy and business plan and are documented in their position description;
- ▼ reflect the areas for improvement identified, especially those highlighted in the staff development actions;
- ▼ focus on a few critical expectations (between one and three) for each objective to avoid overwhelming the staff member; and,
- ▼ be specific, measurable, achievable, relevant and time-bound (SMART).

The planning and setting expectation stage will result in the development of a document that provides an accurate record of agreed planning deliverables and performance expectations. This provides an ongoing tool for managing performance. This document may also include areas for staff development and training (or your organisation can have separate staff development plans).

2. QUARTERLY DISCUSSIONS

First and third quarter discussions are conducted to discuss performance and provide feedback and direction to staff. Quarterly discussions are relatively informal and focus on a conversation around how the staff member is progressing against the objectives set out in their individual plan including any areas for development.

It is the responsibility of the supervisor and the staff member to prepare for these discussions and it is the supervisor's responsibility to record the key points of quarterly discussions. These discussions can be recorded in the Performance Planning and Development Plan template provided at [Appendix E](#).

3. HALF YEARLY REVIEW

A half yearly review is conducted to ensure staff have a clear understanding of their performance relative to their objectives and any personal development actions they have identified. The half yearly review is identical to the annual review and provides a mid-point formal and documented discussion to:

- ▼ confirm the performance and development deliverables and expectations;
- ▼ provide an assessment of successes in achieving objectives and in meeting performance expectations; and,
- ▼ identify any areas for development or areas requiring attention to ensure delivery of individual objectives/KPIs.

4. FINAL ANNUAL REVIEW

The final annual review is the most formal part of the performance appraisal process and is conducted at the end of each year to assess the performance of staff over the previous twelve-month period. This is the part of the process where you meet to assess whether performance expectations have been met.

In undertaking the half yearly and annual review process the following needs to occur:

Preparation

The main objective of the preparation stage is to identify and consider key points for discussion relevant to the staff member's work performance prior to the actual half yearly or annual discussion. The supervisor collates relevant feedback on the staff member and this may include discussions with other staff in the organisation. The outcome of this preparation should be that both the supervisor and staff member are ready to meet and discuss their key points with supporting evidence.

To ensure an effective discussion about performance, it is crucial that the supervisor and staff member share the same understanding of how performance-related behaviours are valued.

The supervisor should not make any conclusive judgements prior to the discussion. The supervisor must ensure that notes are kept to a minimum to avoid giving the staff member the impression that their performance appraisal is a forgone conclusion, which would otherwise undermine the discussion process.

The Discussion

The discussion is an important part of the performance appraisal process as it provides an opportunity to review the staff member's performance and to identify opportunities for improvement. A formal discussion is held at the half yearly and annual review points.

The discussion should result in a mutual understanding between the supervisor and staff member regarding the staff member's performance, be documented on the organisation's agreed templates/system and signed by the supervisor and the staff member.

The other important aspect of the discussion involves identifying opportunities for improvement, which are incorporated into the creation of new staff development actions for the year ahead. The annual review discussion is also a good time to discuss plans for next year including new goals and planned projects.

At the conclusion of the half yearly and the annual review discussion the supervisor should recap and ask the staff member the following questions:

- ▼ Is there anything more we should discuss regarding your work performance?
- ▼ Is there anyone else that I should be talking with to improve my understanding of your performance?
- ▼ Is there anything more we should discuss regarding my leadership?

FEEDBACK

Feedback lies at the core of an effective performance appraisal process and should:

- ▼ be provided on a regular and ongoing basis to improve performance;
- ▼ be timely; and,
- ▼ shape performance and behaviour of staff towards achieving organisational objectives.

If feedback is given regularly then the appraisal process is easier and more effective.

Effective ongoing feedback includes:

- ▼ Setting goals – that are appropriate, measurable, achievable and that motivate and drive performance;
- ▼ Monitoring performance – keeping track of staff performance, including both achievements and non-achievements;
- ▼ Listening and understanding – making an effort to understand barriers to performance;
- ▼ Constructive feedback – reviewing past and present behaviours and suggesting ways to improve performance, including ensuring feedback is not just focused on one recent event but provides a balanced view over time;
- ▼ Positive reinforcement – giving positive recognition to reinforce behaviours that reflect high performance. This must be given in a timely manner to ensure effectiveness; and,
- ▼ Empowering for performance – providing staff with the knowledge, skills, abilities and resources that will improve performance (for example, supporting identified training and development). Staff cannot be criticised for not improving performance if they have not been supported to do so by the organisation.

MANAGING UNDERPERFORMANCE

During the performance appraisal process, underperformance may be identified. Underperformance may be assessed as one-off or ongoing. It is important to remember that enacting a process to manage underperformance should only occur when your organisation has undertaken all the preceding steps in this guide. Organisations have a responsibility to support their staff to deliver on organisational and role objectives, which should be done through a robust performance appraisal process that includes ongoing support and development.

One off underperformance should be identified in a timely manner and constructive and proactive steps should be taken by the staff member and the supervisor to address it. Generally, one off underperformance relates to performance that is not meeting the staff member's agreed performance plan for a limited period e.g. for less than one quarter. It may have arisen in the short term due to a lack of skills/knowledge or experience. There should be an agreed development plan to address this through formal training or coaching.

Ongoing underperformance arises when a staff member consistently fails to perform their role to the required standard, which is identified during the performance appraisal process. The area of underperformance needs to be identified in a timely manner and a supportive improvement plan should be put in place.

Ongoing underperformance is generally identified when one or more of the following occurs:

1. There is a failure by the staff member to comply with and meet the work requirements or agreed work targets.
2. The staff member is consistently failing to meet deadlines and there is no apparent barrier to performance.
3. The staff member produces substantially inaccurate or incorrect work, has been provided feedback and has failed to address performance gaps in a timely manner.

Organisations need to work with staff who are identified as underperforming to try to assist them to improve their performance.

It is critical throughout the process of managing underperformance that:

- ▼ there is clear and timely communication between the staff member and their supervisor;
- ▼ all discussions are evidence and factually based;
- ▼ all discussions are documented;
- ▼ all discussions and documentation remain confidential; and,
- ▼ there are reasonable timeframes agreed to address underperformance.

The Fair Work Ombudsman has a best practice guide on managing underperformance and a range of online learning tools. These can be accessed using the following links:

- ▼ [Best Practice Guide](#)
- ▼ [Online Learning](#)
- ▼ [Tips, preparation worksheets and an employee's guide for difficult conversations](#)

The Fair Work Ombudsman has developed a Managing Underperformance – the 'Initial Steps' Checklist document which is provided at [Appendix G.](#)

An adapted version of the Fair Work Ombudsman's Guide for Difficult Conversations is provided at [Appendix H.](#)

When there has been consistent and significant ongoing underperformance your organisation may decide to refer the staff member to your disciplinary process. Disciplinary processes are formally documented and agreed processes in an organisation for addressing ongoing underperformance and misconduct. Information and resources for disciplinary processes are not included in this guide.

As mentioned throughout this supplementary guide, volunteers are not usually subject to the same performance appraisal processes as employees. Part 5 of the Not-for-profit Law [National Volunteer Guide](#) has information on managing underperformance of volunteers and ending the volunteer relationship.

EVALUATION

Evaluating your performance appraisal process is an important part of your organisation's feedback strategy. As identified in this supplementary guide, performance appraisal is a critical and non-negotiable aspect of staff engagement, support, and performance. Performance appraisal is a right of all employees and should be a process that employees actively engage in to support their ongoing development and the achievement of organisational objectives.

Your evaluation should consider the viewpoints of supervisors and staff in your organisation. A survey will enable you to understand if your performance appraisal process is effective, and if there are areas for improvement. As an organisation you may also seek to evaluate the effect that performance appraisal has on staff retention, engagement, and management. Subjective surveys will contribute to this, but a more thorough evaluation will be required to determine cause and effect.

Sample Performance Appraisal Feedback Questions can be found at [Appendix I](#).

CONCLUSION

Performance appraisal is a critical but often neglected function of staff performance, support and development. Investing in a sound performance appraisal policy and accompanying procedures will have tangible benefits for your organisation including more engaged staff and better outcomes for all stakeholders. As identified through this supplementary guide, the performance appraisal requirements of your employees will be dictated by the nature of their roles. It is imperative that your organisation have a structured performance appraisal process in place for all employees. Further, your organisation should consider how to appraise the performance of volunteers as a recognition tool and to aid their ongoing professional development.

APPENDIX A – EMPLOYEE PERFORMANCE APPRAISAL POLICY TEMPLATE

Policy Title	Employee Performance Appraisal Policy
Policy Owner	
Policy Approver	
Related Policies	
Related Procedures	
Storage Location	
Effective Date	
Review Date	

PURPOSE

The Employee Performance Appraisal Policy governs the performance appraisal process for all employees at

SCOPE

This policy applies to all employees.

DEFINITIONS

Performance appraisal: a process which continuously identifies, measures and develops the performance of employees at connecting individual performance and objectives with the overall mission and goals of the organisation.

POLICY STATEMENT

is committed to delivering on organisational objectives through an empowered, skilled and high performing workforce. To ensure this, all employees will be involved in a robust performance appraisal process that meets good practice guidelines.

recognises that performance appraisal plays an integral role in organisational and team performance, staff development, learning, and continuous improvement.

The content of performance appraisal meetings will remain confidential between the supervisor and staff member except for agreed actions and goals, or where the disclosure of the information is consented to or required by law.

PROCEDURE OVERVIEW

The policy is accompanied by the Employee Performance Appraisal Procedure that provides detailed information on the process of performance appraisal at . The Employee Performance Appraisal Procedure details the persons responsible for performance appraisal.

REVISION HISTORY

Version	Change	Author	Date of Change

APPENDIX B – EMPLOYEE PERFORMANCE APPRAISAL PROCEDURE TEMPLATE

Procedure Title	Employee Performance Appraisal Procedure
Procedure Owner	
Procedure Approver	
Related Policies	
Related Procedures	
Storage Location	
Effective Date	
Review Date	

PURPOSE

The Employee Performance Appraisal Procedure details the performance appraisal process for all employees. The procedure also details the roles and responsibilities associated with performance appraisal.

SCOPE

This procedure applies to all employees.

DEFINITIONS

Performance appraisal: a process which continuously identifies, measures and develops the performance of employees at _____ connecting individual performance and objectives with the overall mission and goals of the organisation.

RESPONSIBILITIES

The _____ has responsibility for ensuring all employees are aware of this performance appraisal procedure and their responsibilities under this procedure.

The _____ will delegate different parts of the performance appraisal process to members of the _____ team who will be responsible for performance appraisal.

Anyone who has been delegated responsibility by the _____ to conduct an aspect of performance appraisal must comply with the Employee Performance Appraisal Policy and this procedure.

Both supervisors and employees have a responsibility to participate in the performance appraisal process and recognise it as an important part of their accountability to the organisation, their professional development and career progression.

_____ values high performance in the workplace. Performance appraisal plays a critical role in ensuring clear expectations of performance and identifying areas for improvement.

_____ prides itself on being a workplace of choice and recognises performance appraisal as a powerful means of ensuring employees feel supported in the workplace and recognise their own potential for growth.

PROCESS

The performance appraisal process at _____ includes four formal occasions for reviewing and appraising performance. This is supported by regular and ongoing supervision and feedback.

- 1. Planning and Setting Expectations:** This involves establishing and documenting agreed key goals/ key performance indicators for employees to achieve over the year.
- 2. Quarterly discussions:** First and third quarter discussions are conducted to discuss performance and provide feedback and direction to employees.
- 3. Half yearly review:** A half yearly review is conducted to ensure employees have a clear understanding of their performance relative to key performance indicators and identify any areas for development.
- 4. Annual review:** A thorough review is conducted at the end of each year to appraise the performance of employees over a twelve-month period. This includes the discussion and documentation of performance achievements and any areas of concern. This annual review also includes creating new planning and development plans and setting new expectations for the year ahead.

Per the Employee Performance Appraisal Policy, the content of performance appraisal meetings will remain confidential between the supervisor and employee except for agreed actions and goals, or where the disclosure of the information is consented to or required by law.

APPENDIX C – KEY PERFORMANCE INDICATOR TEMPLATE

	EXPLANATION	EXAMPLE
STRATEGIC GOAL		
PERSON/S RESPONSIBLE		
KEY PERFORMANCE QUESTION		
KEY PERFORMANCE INDICATOR		
DATA COLLECTION METHOD		
DATA COLLECTION FREQUENCY		
REPORTING FREQUENCY		
REVISION DATE		

APPENDIX D – SUGGESTIONS FOR SMART GOALS

SMART goals will be individual to each staff member and will need to be developed at the planning and expectation setting stage of the performance appraisal process. Below are some examples that demonstrate how KPIs are set that are specific, measurable, attainable, relevant and time bound.

- ▼ Present at two or more internal staff meetings per quarter to improve confidence and presenting skills.
- ▼ Improve industry knowledge by attending 3+ industry events and provide a write-up to the rest of the team on key learnings afterwards.
- ▼ Develop and practice management skills by conducting weekly meetings with direct reports, and quarterly meetings with the whole team resulting in 10% improvement in employee engagement score at the end of the year (measured through the annual staff satisfaction survey).
- ▼ Review and reduce the number of meetings on my calendar by 30% in order to enable more time for strategic planning by end of the month.
- ▼ Grow my network by having at least one lunch each week this quarter with an external stakeholder.
- ▼ Improve my service delivery understanding by working on at least one project team delivering on continuous improvement to service delivery.
- ▼ Spend a day per month for the next 3 months building my customer understanding by shadowing teammates in service delivery; deliver a write-up at the end on key learnings to the rest of the team.
- ▼ Reduce overtime from 150 hours per month to 50 hours per month by the end of the year with no increase in incident reports.
- ▼ Identify, execute and run 5 customer education webinars this quarter with 10+ attendees and an 80%+ satisfied/very satisfied rating.
- ▼ Conduct phone interviews and on-site interviews to achieve the goal of hiring a new finance manager by the end of the quarter.
- ▼ Increase the reach of the business Facebook page from 35,000 likes to 100,000 likes by the end of the year through ads, events, and video.
- ▼ Ensure that the 90%+ of the team has completed training on the new client management IT software by the end of the quarter.
- ▼ Secure \$10K in sponsorship commitments by the end of March.
- ▼ Deliver customer support with a 90%+ satisfied/very satisfied customer satisfaction rate and reduce overall customer contact volume by 10%.

APPENDIX E – PERFORMANCE PLANNING AND DEVELOPMENT TEMPLATE⁹

Name:

Review Date:

Last Review:

The purpose of the performance planning and development template is to:

- ▼ Guide the performance planning and development of staff
- ▼ Establish a holistic, quarterly performance review process
- ▼ Increase the regularity of supervision between the staff member and their supervisor
- ▼ Increase staff engagement, job satisfaction and performance
- ▼ Improve feedback loops
- ▼ Resolve issues in a timely manner
- ▼ Ensure training and development are a priority
- ▼ Focus on career progression
- ▼ Check in to see how the staff member is tracking against their job expectations

Before attending a performance planning and development review discussion you should:

- ▼ Be prepared
- ▼ Be ready to discuss the four key areas of job performance (shown in diagram below)
- ▼ Be open to giving and receiving feedback
- ▼ Consider what goals you should be working on, and those you would like to start working on (both personal and professional)
- ▼ Openly discuss any areas for improvement
- ▼ Discuss and set an action plan going forward

You are encouraged to:

- ▼ Monitor and reflect critically on your own performance
- ▼ Follow up with your supervisor as required, which may be more frequently than your quarterly review
- ▼ Action feedback and goals

Key areas of performance to be delivered:

1.

2.

3.

4.

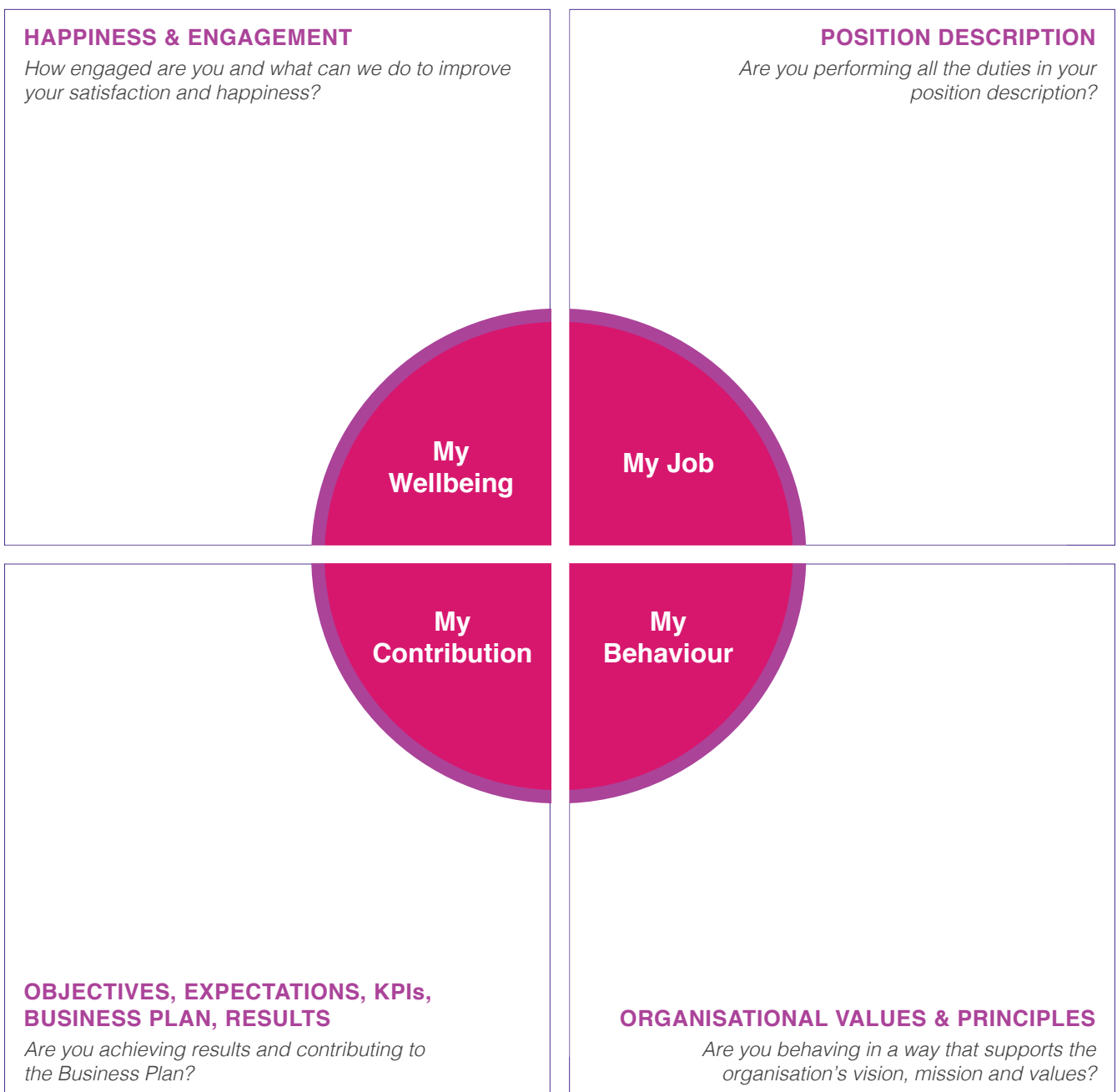
Rating for the key areas of performance:

1. Exceeds expectations

2. Meets expectations

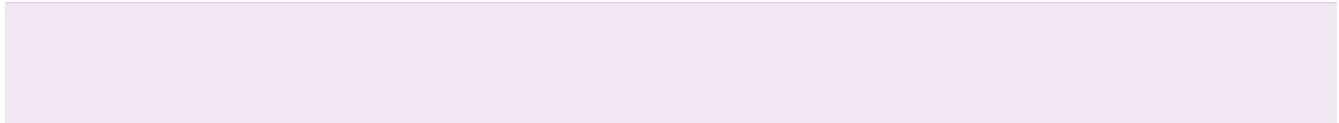
3. Expectations not met

4. Not rated



ORGANISATION'S VALUES

CULTURE AND CAPABILITY PILLARS



FINALISATION OF APPRAISAL

Please summarise below any comments on overall performance including any positive outcomes, as well as areas for growth/improvement. You can also comment on the effectiveness of your working relationship and ideas for future improvement. Is it essential that both the supervisor and staff member have reach consensus before signing off.

In signing this appraisal form, I confirm that the performance appraisal process has been undertaken in a fair and reasonable manner, and all items documented are accurately represented by both staff member and supervisor. All performance growth/improvement areas have been agreed on and both staff member and supervisor commit to undertaking and achieving this growth/improvement.

Employee's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Date:** _____

APPENDIX F – PERSONAL DEVELOPMENT PLAN TEMPLATE

Staff Name: _____

Supervisor's Name: _____

Plan Start Date: _____

Plan Completion Date: _____

Development Objective 1:

On-the-Job

Feedback and Coaching

Training and Education

Development Objective 2:

On-the-Job

Feedback and Coaching

Training and Education

Development Objective 3:

On-the-Job

Feedback and Coaching

Training and Education

In signing this form, I confirm that all performance growth/improvement areas have been agreed on and both staff member and supervisor commit to undertaking and achieving these development objectives.

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

APPENDIX G – MANAGING UNDERPERFORMANCE GUIDELINES

The following guidelines have been provided to help you manage underperformance in your organisation.

STEP 1: IDENTIFY THE ISSUE

- ▼ Start by writing down specific examples of the staff member's behaviour that is causing an issue, and when this behaviour is occurring. Gather any documents that demonstrate the issue (e.g. work examples, complaints or performance statistics).
- ▼ Write down why the behaviour is an issue – it may be affecting your organisation, other staff, clients, or the safety of the workplace.
- ▼ Write down how the behaviour needs to change.

STEP 2: ASSESS THE ISSUE

- ▼ Before you meet with the staff member, think about how serious the issue is and how long it has existed.
- ▼ Assess how wide the gap is between what you expect of the staff member and what they're doing.
- ▼ Think about the possible cause of the issue – make sure you keep an open mind.

STEP 3: MEET WITH THE STAFF MEMBER

- ▼ Discuss the issue with the staff member as soon as possible – ignoring it is likely to make it worse.
- ▼ Arrange to meet with the staff member at a time and in a place where you won't be interrupted, overheard or rushed.
- ▼ Let the staff member know in advance what the discussion will be about, so they don't feel ambushed.
- ▼ Allow the staff member to bring a support person of their choice to the meeting if they want to (a support person may be a co-worker, family member, friend or union representative. Their role is to support the staff member during the meeting, not to speak or advocate for them).
- ▼ Clearly describe the issue, using examples, along with how it's affecting the organisation.
- ▼ Invite the staff member to respond.
- ▼ Explore the issue and possible causes by asking open questions.
- ▼ Make sure the staff member understands the change required.
- ▼ Think about the impression that your body language gives – face the staff member, adopt an open posture, maintain good eye contact, and try to be relaxed.

STEP 4: JOINTLY DEVISE A SOLUTION

- ▼ Explore possible solutions by asking open questions.
- ▼ Invite the staff member to suggest solutions.
- ▼ Agree on a way to resolve the issue.
- ▼ Offer appropriate support (e.g. training or coaching).
- ▼ Agree on a timeframe for your staff member to improve their performance and set a date for review.

STEP 5: MONITOR PERFORMANCE

- ▼ Make sure you follow through with any training or other support that you offered to the staff member.
- ▼ Monitor the staff member's progress and provide ongoing feedback – be very clear.
- ▼ Meet with the staff member to review their performance at the end of the agreed timeframe. .
- ▼ If the staff member's performance has improved, acknowledge that the issue has been resolved and discuss how to maintain the improvements – continue to offer support and encouragement.
- ▼ If the staff member's performance hasn't improved, extend or repeat the process, or consider progressing to more formal steps.

STEP 6: KEEP RECORDS

- ▼ Keep confidential notes of your discussions with the staff member and the outcome of the process.¹⁰

APPENDIX H – HAVING DIFFICULT CONVERSATIONS IN THE WORKPLACE RESOURCE

It is highly likely that supervisors and managers will have to have a difficult conversation with their staff at some point during their tenure. These conversations may arise from misconduct issues, underperformance, or simply from leave requests or requests for a pay rise. Irrespective of the issue, it is important that any difficult conversations take place as soon as reasonably practicable. This ensures the staff member in question is treated with respect and the issue isn't allowed to linger.

It is imperative that all difficult conversations are undertaken carefully, and your organisation's approach is considered and meets any legislative requirements. Privacy and confidentiality requirements must be upheld with regards to the conversation and any subsequent follow-up, including the proper storage of documentation.

The following practical steps can assist supervisors and managers to navigate difficult conversations with their staff:

- ▼ **When meeting with a staff member be upfront about what the issue is** – state the issue straight away and be as direct as possible. Do not preface the conversation with small talk and do not sugar coat the issue.
- ▼ **Stick to the facts and use evidence to support your case** – do not rely on opinions or hearsay and give the staff member the right of reply. Give as many examples as possible as to why the issue is impacting your organisation.
- ▼ **Focus on the issue and not the person** – ensure nothing you say comes off as an attack on the person's character.
- ▼ **Listen to the staff member and consider their point of view** – there could be facts or situations you are unaware of that explain the behaviour/issue. Ensure you have an open mind going into the meeting and are open to an explanation from the staff member.
- ▼ **Be aware that the staff member could react emotionally** – consider telling the person they can bring a support person to the meeting and be aware that it may be a legal requirement for you to provide this option, especially where there are ongoing issues.
- ▼ **Be aware of your own emotions** – remain calm, objective, and focused on the issue at hand.
- ▼ **Ensure the conversation is solutions-focused** – allow the staff member to help determine possible solutions going forward to address the behaviour/issue.
- ▼ **Follow up the conversation in writing and formally document the conversation on the staff member's personal file** – this step is important to clarify that you and the staff member are on the same page about the issue and agree on the proposed solution. Both parties should sign off on any documentation. Such documentation may be necessary if the behaviour or issue continues in order for you to institute a formal disciplinary procedure or terminate the staff member.

If the staff member in question is a volunteer it is important to be mindful that they are willingly giving their time to your organisation. Be respectful of their voluntary contribution but do not allow it to be an excuse for inappropriate behaviour or underperformance. Difficult conversations can be harder with volunteers because they are under no obligation to attend the workplace.

The ideal result of a difficult conversation is for both parties to come to an agreement on how to rectify the behaviour or issue going forward. Gaining a commitment from the staff member to an action-plan increases the likelihood that the identified solution will be successful.

Make sure you follow through on any actions you have agreed to as a supervisor, manager, or on behalf of the organisation. Keep communication channels open so the staff member feels comfortable to re-visit the issue

with you and let you know if they are having difficulty following through on their actions.

Unresolved workplace issues can be damaging to culture, morale, other staff, and can even threaten your organisation's reputation or funding. When difficult conversations are executed quickly they are more likely to lead to successful outcomes, and they can improve staff engagement resulting in a happier and more productive workplace.

These guidelines have been adapted from the Fair Work Ombudsman. To access a free, online course on having difficult conversations [click here](#).

APPENDIX I – SAMPLE PERFORMANCE APPRAISAL FEEDBACK QUESTIONS¹²

SUPERVISOR EVALUATION OF STAFF MEMBER

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt accepted and respected by my staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My staff member willingly participated in performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My staff member was open to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My staff member actioned feedback given during performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My staff member was prepared for our meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt well equipped to provide performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt that performance appraisal enhanced the performance of my staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think performance appraisal is important in our organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I think I provided helpful and valuable performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What improvements did you observe in your staff member during the performance appraisal period?

In what ways could the performance appraisal process have been more effective?

Do you have any further comments about the performance appraisal process or suggestions for improvement?

STAFF MEMBER EVALUATION OF SUPERVISOR

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My supervisor made me feel accepted and respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor created a safe and trustworthy environment for performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor provided me with useful feedback and specific areas for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor adequately emphasised my strengths and capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor assisted me to identify new ways of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor was open to receiving feedback from me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor was prepared for our meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise the benefits of performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance appraisal made me better at my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I found performance appraisal to be helpful and valuable ¹¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What improvements did make during the performance appraisal period?

What improvements did make during the performance appraisal period?

Do you have any further comments about the performance appraisal process or suggestions for improvement?

ENDNOTES

- 1 Australian HR Institute (2019) Performance management available online at <https://www.ahri.com.au/resources/ahriassist/performance-management/>
- 2 The Happy Manager (2019) 15 Principles of Performance Management available online at <https://the-happy-manager.com/tips/principles-of-performance-management/>
- 3 iHR Australia (2012) Clear, fair and under control: 6 tips for effective performance management available online at <https://ihraustralia.com/clear-fair-and-under-control-6-tips-for-effective-performance-management/>
- 4 Oxford University Press (2018) Oxford Dictionaries available online at https://en.oxforddictionaries.com/definition/key_performance_indicator
- 5 Taylor, J (2017) How To Define Your KPIs available online at <https://www.klipfolio.com/blog/define-kpi>
- 6 Business Victoria (2018) Review staff performance available online at <http://www.business.vic.gov.au/hiring-and-managing-staff/staff-management/review-staff-performance#>
- 7 Digital Balance (2018) Set Your KPIs in 5 easy steps: free template available online at http://www.digitalbalance.com.au/wp-content/uploads/2015/02/KPI_template_digital_balance.pdf
- 8 Resilium (2018) How to set SMART KPIs for your employees available online at <http://www.resilium.com.au/advice-centre/staff-resources/how-set-smart-kpis-your-employees#.XBrYnFwzaM8>
- 9 Performance Planning and Development Template adapted from Mental Illness Education ACT (2018)
- 10 Fair Work Ombudsman (2018) Managing underperformance available online at www.fairwork.gov.au/how-we-will-help/templates-and-guides/best-practice-guides/managing-underperformance
- 11 Questions adapted from Syracuse University (2019) Student Evaluation of Supervision available online at http://soe.syr.edu/academic/counseling_and_human_services/modules/Preparing_for_Supervision/student_evaluation_of_supervision.aspx