

# **ANNUAL REPORT ON PERFORMANCE MANAGEMENT SCHEME**

**(Executive Staff, Heads of School, Middle Managers and General Staff)**

**Prepared by Organisational Development, Division of Human Resources**

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The Performance Management Scheme was approved by the University Council on 3 May 2001. The date for completion of the first round was 31 July 2002.

All Divisions and Faculties were issued a progress survey at the end of 2002. Results revealed that:

- 11 primary cost centres (i.e. Divisions, Offices, Centres) have a 100% completion rate
- 4 have a 75-80% completion rate due to staff turnover
- 2 have a 45-50% completion rate due to a change in Senior Management
- 2 have been unable to commence due to an absence of Senior Management

All five Faculties reported on implementation, indicating 100% completion rates for the General Staff Scheme, except where there had been turnover at the Head of School level. However, strategies are in place to address this.

These figures indicate the commitment of supervisors and staff to the University, their readiness for the scheme, and the effectiveness of the implementation strategy.

A comprehensive introduction to the scheme was provided by the Division of Human Resources. This included presentations to all sections on all campuses, and separate training and information workshops for supervisors and staff. The sessions were very well attended and the Division of Human Resources obtained valuable feedback on the documentation and procedures.

This feedback was incorporated into new documentation made available in 2002, reflecting the dynamic nature of the scheme, and the commitment to continuous improvement of the scheme.

Areas clarified for staff included:

- Authorities and responsibilities for management and the process for nomination of supervisors.
- Links with other Human Resource processes such as reclassification, salary progression and unsatisfactory performance.
- Budget allocation for professional development.
- Reporting, documentation, storage, access and confidentiality.

## **Professional Development**

The Performance Management Scheme has provided valuable information for the professional development programs of the University, and some of this information has been incorporated into the 2003 Semester 1 Program.

Professional Development needs were identified at three levels. Organisational Development is committed to ensuring that there is a coordinated approach to the future development of plans and strategies for professional development, that is informed by the needs identified by the University. This need will require consideration in the preparation of future budgets.

The three levels of need are:

### **1. Area Specific**

Many areas identified a need for specific training and development, for example, Residences & Catering in Hospitality Service, and Learning Materials Centre in Image Editing Software Skills. A number of areas indicated the need for Project Management training.

### **2. Skill Specific**

The most commonly identified skills requirements were:

- Planning – Strategic and Operational
- Project Management
- Customer Service
- Budget Management
- Organisation, including time and workload management
- Team Building
- Marketing, especially in the Schools
- Communication skills – writing and speaking
- Quality Assurance

### **3. Information Technology**

- Microsoft products training, both intermediate and advanced
- Web publishing tools, software and methods
- Desktop publishing

The Information Technology Literacy Strategy continues to guide our thinking on these types of professional development needs within the University. The proposed training needs analysis should enable us to distinguish and address wants from needs. The introduction of Certificate I in Information Technology should provide a framework for addressing some of these needs in 2003.

## **Further Action Required**

- Enhance Leadership and Management training to reinforce understanding of the links between Strategic Planning, Quality Assurance, financial management, performance management, and the attraction, retention and development of staff.
- Ensure the provision of professional development, remuneration, reward and recognition schemes to reinforce the implementation of Performance Management.
- Coordinate discussions with other CSU professional development providers to ensure information about their training activities is available for the preparation of budgets in 2004.
- Investigate the number of staff supervised by each performance management supervisor so that workloads are reasonable.
- Organisational Development to work with areas to ensure the best use of team Performance Management processes.
- Review instruments for survey and information collection.

For further information on this paper, please contact Anna Bounds, Manager, Organisational Development.