Conducting a meaningful Performance Development Conversation

References:
• MNHHS Capability Framework and Lominger™
• MNHHS Human Resources
• Department of Health Human Resources
• Performance, Capability and Recognition (PCR) Strategy
Learning objectives:
By the end of this workshop the participants will be confident in:

- Policies and procedures
- Responsibilities as a manager
- The PDP process
- Professional Development Framework
- Conducting a successful PDP
- Locating resources and HR advice
Governance and accountability
The Chief Executive is responsible for actively monitoring the PDP process within their organisation ensuring that all employees have a current PDP in place.
The CE provides the organisations % on PDP Mandatory reporting on a Monthly basis to the HHS Board.
The following information is provided as the minimum mandatory standard practice, procedure or process to enable satisfactory compliance as per HHS & Department of Health HR policies and procedures.
Any local guidelines/procedures must be consistent with the overarching policy and schedule to ensure employee entitlements continue to be met.

In addition to regular informal feedback, all managers are to ensure that they develop a PDP and conduct a mid-cycle and annual review for all employees that have a direct reporting relationship to them.
The PDP process should align with the organisations strategic priorities and link to business planning cycles.

Inclusions in the PDP

• Performance expectations – corporate, strategic and operational objectives (e.g. MNHHS Strategic Plan 2016-20).

The PDP process is to provide a mechanism for linking the service objectives and values to
employee performance and take into account the local environment and other factors.

- MNHHS values and behaviours, Code of Conduct for the Queensland Public Service

- Role description based and capability objectives – for example, satisfactorily completing the aspects of their work (e.g. administrative processes/tasks such as spread sheet development, Customer service in line with MN Putting people first strategy).

- Personal capability development needs – includes developmental aspects of the role (for example, their own learning needs, skill gaps, participation in education and training activities).
Manager responsibilities

1. Skills required for each role (Role Description)
2. Ensure your staff are clear on what their roles and responsibilities are
3. Manage probation period
4. Provide regular feedback (positive and corrective) to staff on their performance
5. Provide development opportunities consistent with organisational requirements, staff abilities, interest and capacity.
6. Manage compliance with Mandatory Training
7. Have a formally documented PDP in place for all staff in the format relevant to your service

Metro North HHS has not mandated a Performance Development Plan template

1. Confirm what the organisation needs from each role and that this is clear in the Role Description
2. Establish performance goals and measurable performance targets
3. Clarify expectations with staff members Identify performance strengths
4. Address skill deficiencies/Gaps
5. Evaluate behaviour and conduct in alignment with Metro North HHS values and code of conduct
6. Assess learning and development needs to improve role effectiveness
7. Monitor compliance against mandatory role requirements including credentials

You can customise the standard template to meet your work area needs, you don’t even have to use the PDP template.

The PDP is more about the discussion with the employee and not about the document that you use.
Employees and managers are required to:
Participate in the PDP process twice a year (an initial plan set up and 6 monthly review) for existing employees- (and within three months of commencement for new employees)

All existing MNHHs employees (excluding casuals)
Long term casual employees (while not mandatory) are encouraged to have a PDP conversation.

Q. Why do you think it would be valuable for a long term casual to complete a PDP?
A. To enable you to provide valuable feedback on their performance and to determine their goals and objectives are in line with the organisations.

Q. When are the other times that a PDP can be initiated?
A. During the employees probationary period – the responsibilities of the role have significantly altered – or if an employee has never completed one

The Values in Action program sits in the 'our people' strand of Putting people first.
SYSTEMS - We enable employees by providing up to date systems consistent with the delivery of patient-centred care, opportunities in career progression and learning and professional development.
ENGAGEMENT - We engage, reward, recognise, and consult our staff.
CULTURE - We foster a culture that attracts people and where people have pride in their role.
Part 1 – Development plan

- To develop a PDP or formally document a discussion about performance feedback, learning strategies and actions required to obtain new skills or develop existing skills for the employees position. The PDP or discussion must be consistent with MNHHS Strategic plans, divisional/unit priorities and business plans.

Succession planning is an important workforce planning tool to reduce vacancy risks, align the workforce to future service delivery needs and provide employees with development opportunities and career pathways.

MNHHS is committed to supporting the development and promotion of employees from within the health service.

A succession plan does not replace the need for a competitive recruitment process, but instead supports long term operational planning.

Succession plans should be reviewed and updated regularly as business changes occur.

Tools to support team succession planning are also available https://qheps.health.qld.gov.au/metronorth/hr/workforce-planning/succession-planning

Succession planning steps
1. Identify critical roles
2. Assess employee potential and retention risk
3. Determine successors - This should be linked to Performance and Development Planning discussions
4. Moderate succession plans between teams - Moderation can support identification of more development opportunities for staff and a better understanding of individual capability and aspiration.

5. Track and report on key risks

**Part 2 – Professional skills requirements**

All mandatory, legislative and requisite training has been undertaken and is up to date
Part 3 – Performance appraisal

Establishment of performance expectations for the coming 12 months and the assessment of these expectations based on business requirements

- participate in a performance meeting to assess previous performance and clarify the employee’s role.
- participate in ongoing management of workplace performance including work allocation, coaching and regular feedback discussions
- if necessary, manage unsatisfactory performance in accordance with the Performance Improvement HR Policy G11

**Accountabilities** are derived from the positions role description

**Key Performance Indicators** – How will the employee achieve the accountabilities?,

**Targets** - what is the time frame for the accountabilities to be achieved? 3, 6, or 12 months.

Do the KPI’s need to be placed into quantitative data?

i.e. for myself one of my KPI’s is to ensure that the services within my education portfolio maintain a minimum mandatory compliance of 90%
### Metro North HHS values

<table>
<thead>
<tr>
<th>Respect</th>
<th>Typical Behaviours demonstrated (click on the links below for ideal examples)</th>
</tr>
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<tbody>
<tr>
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<td>• Expresses points of view respectfully</td>
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<td>Balances stakeholders</td>
<td>• Considers needs of all stakeholders equally</td>
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| Teamwork                     |                                                                             |
|------------------------------|                                                                             |
| Collaborates                 | • Works collaboratively with colleagues                                       |
| Develops talent              | • Seeks opportunities for professional development                            |
| Values differences           | • Recognises that own way of thinking and communicating is not the only way    |
| Builds effective teams       | • Engages in common challenges                                                |

| Compass                      |                                                                             |
|------------------------------|                                                                             |
| Customer / patient focused   | • Demonstrates awareness of patient journey and expectations                  |
| Demonstrates self-awareness  | • Reflects on past mistakes                                                  |
| Manages ambiguity            | • Deals effectively with unusual situations and seeks help when necessary     |
| Demonstrates resilience      | • Welcomes and learns from feedback                                           |

| Integrity                    |                                                                             |
|------------------------------|                                                                             |
| Decision quality             | • Understands own ethical obligations in decision making                     |
| Ensures accountability       | • Does not hesitate to make decisions within own delegation and authority    |
| Courage                      | • Freely gives constructive feedback to peers and line managers               |
| Manages complexity           | • Keeps the bigger picture in mind                                            |

### Part 4 – Metro North HHS values

The Metro North HHS values should be demonstrated in the way we go about our day to day work within the relevant competencies under the five values.

The framework describes ideal performance and behaviours according to the level of your role – be it **early career** or **mid-career / middle management** or **senior management / executive level**.

There are links to tools to assist you with this step located in the electronic PDP document. **Or via** [https://qheps.health.qld.gov.au/metronorth/hr/recruitment/lominger](https://qheps.health.qld.gov.au/metronorth/hr/recruitment/lominger)

The **tools** provide you with a set of applicable comments that can be utilised, the comments should reflect the employees demonstrated behaviours. For example – see pic......
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Performance and development agreement
The conversation has taken place and been recorded on the prepared PDP template, the document is agreed on by all and signed by all, it is now complete.

**Review stage**

**2-3 Monthly Review (Probationary Employees)** There should be no surprises if you have been actively been providing ongoing feedback.

- Monitor and Review progress (on-going assessment of performance and ability to perform role)
- Highlight employee achievements to date & on-going progress in role
- Identify and address any significant issues affecting performance, behaviour
- Where required, arrange for additional training and/or support to be provided (Skill Gaps)
- Record discussion with employee and note why responsibilities are not being met
- Assess reasons and reset goals – develop strategies to support employee

**Maintain two way communication between both parties**

**Explain expected outcomes and develop timeframes with employee for achieving new goals / targets**

The purpose of the six monthly review is to:

- Assess progress against performance expectations
- Highlight employee achievements since PDP meeting (recognition and reward)
- Monitor progress of skills development
- Address any significant issues affecting
performance or development targets (Have the skill gaps minimised or closed?)
• Detect and address any problems that may have arisen which impede progress in achieving the performance expectations
• Assess reasons and reset goals – develop strategies to support the employee Make any necessary amendments to the Performance and Development Plan together.

In addition after the review supervisors should make a record of any significant information discussed at the meeting.
For example, why a responsibility is not being met, strategies that were developed to support the employee during the remaining performance period.

Annual Review
Review objectives and targets set in the 6 monthly review and provide feedback. If targets have not been met, this should have been discussed with the employee throughout the year. You should not wait until the 12 month performance appraisal review to address performance problems. Performance problems should be discussed at anytime when performance has not met targets.

Provide positive feedback
Encourage the employee to actively participate in the discussion. Review performance targets together and amend PDP Plan if required.

The supervisor could ask the employee to outline: Their own evaluation of their performance; What the employee agrees with and what they disagree with.
The supervisor should try to relax the employee, outline clearly the purpose of the review discussion (to agree on how well performance/developmental targets/goals have been achieved and to plan for future performance targets and developmental activities for the coming year).
In the following slides we will investigate these six elements of the performance development framework.

Six key elements of Performance Development Conversations

1. Set and Clarify expectations
2. Regular conversations to advise employees of any Professional Development Opportunities
3. Plan and Review, be prepared
4. Develop
5. Recognise
6. Resolve performance issues
1. Set and Clarify Expectations

Set and clarify mutually agreed expectations and ensure employees understand what defines success in the context of their role.

Targets need to be SMART;
- **SPECIFIC** (clearly states the required outcome);
- **MEASURABLE** (ensure targets can be assessed or observable);
- **ACHIEVABLE** (ensure targets can be met, are challenging yet achievable);
- **REALISTIC** (concise to the point); **RELEVANT** (linked to the RD and work unit objectives).
- **TIMELY** set specific timeframes for the employee to achieve the goals

Engage employees regularly in meetings to advise of any Professional Development Opportunities and outline the PDP Process and when it will be conducted for the yearly mandatory requirement.
2. Regular Conversations

Conduct regular two way conversations with employees. Conversations provide valuable opportunities to discuss work, receive feedback and plan development.

**Set/arrange** times with your employee that is acceptable to both parties and in an appropriate venue.

Discuss the employees specific responsibility for the units goals and expectations and timelines against those goals in the next 3, 6 to 12 months.

Document/record key elements and actions of the discussion.

Review the document prior to each regular meeting to ensure the identified goals can/are being achieved.
3. Plan and Review

Managers should regularly review work plans and progress with each of their employees

• **Realign performance priorities to embrace change**
• **Ensure work is aligned to overall objectives**

Record that you have met and approved their PDP

**Be Prepared**
• Have the PDP Template pre-prepared (Part 3, Table 1) accountabilities derived from the role description.
• Discuss and agree.
• Have the employee role description and other relevant documents to conduct the PDP conversation i.e. MN Strategic Plan
• Metro North’s Capability Framework
4. Develop

Identify and develop individual Capabilities to meet current and future organisational needs.

The capability activities must be;
- Identical to those mutually agreed on in your initial discussion
- Beneficial to the employee’s current work

Actively participate in ongoing management of workplace performance including work allocation, coaching and regular feedback discussions

Manager’s can review these development activities and then make comments or suggestions in the comments field of the document within each listed development activity/goal.

Development opportunities can be identified from the CISS and MN training calendar and the 70:20:10 learning model.

Additional courses and activities can come from other sources as approved by you.

Cunningham centre funding for operational and administrative staff.

Targeted training for administrative officers
Policy Number: G14 (QH-POL-238)
Publication date: March 2018

Targeted training for operational stream employees
Policy Number: G13 (QH-POL-240)
Publication date: March 2018

What is the 70:20:10 learning model?
The 70:20:10 Principle
Employees need a balance of practice and theory in order to develop new knowledge skills and behaviour.

70. The majority of development (70 per cent) should be based in experience (learning by doing, experimenting, making mistakes, trying different approaches and talking about the experience).

20. Twenty per cent of development should occur through peer or one-on-one interactions.

10. Formal courses, such as classroom style learning, should be the least prevalent (10 per cent).
5. Recognise

Recognise and celebrate performance and achievements to support a culture where people feel valued and appreciated.

- Promotes stronger working relationships
- Increased employee engagement
- Motivation
- Job satisfaction

Via

Formal recognition via awards (CISS MN)

Social recognition
- Peers can recognise one another’s achievements through feedback. Saying thank you to colleagues is an easy way to recognise one another's achievements in the workplace
- Years of service recognition
6. Resolve performance issues

Hold regular conversations to:
• Resolve issues and provide feedback in a timely manner

With the aim to:
• avoid escalation to performance management procedures

Specific resources to support Formal Performance Improvement are available on QHEPS via Human Resources pages.

If necessary, manage unsatisfactory performance in accordance with the Performance Improvement HR Policy G11
Developing Performance conversations

Engage all employees in meaningful conversations about;

- Their performance and its development

Support the team member to identify key aspects of

- Their role
- Their strengths
- Their development needs

The intent of the Developing Performance process is to engage all employees in meaningful conversations about their performance and its development.

These conversations should support the team member to identify key aspects of their role, their strengths and their development needs, related capability development options and their career aspirations.

Skilful facilitation of these conversations empowers individuals to perform at their best.

So how do we proceed with the PDP conversation?
Conversations are:

- A shared responsibility
- Ongoing
- Formal and informal

A shared responsibility
These conversations are not about having something done to you, as performance management systems may have been about in the past. They are about empowering and supporting team members to talk about their work role and enabling them to be responsible for the direction of their own development.

Ongoing
This process is a four-phased ongoing process. It is not about a conversation once or twice a year, nor is it about talking to people only when they are not performing. The Managing Unsatisfactory Performance Process is a completely separate process to the Performance Developing Framework.
The process is about providing team members with the time and space to have conversations about their work, career goals, necessary support and professional development, so they feel valued and supported in their work role and to ensure the employee and the manager agree on;
- What needs to be achieved
- What capabilities the employee requires
- What support employees and managers require to perform their roles
- The work standards and behaviours expected of employees.

Formal and informal
These conversations are not just about having formal conversations about performance and development. Informal conversations are also extremely important and a great opportunity to talk about whether the professional development team members have chosen is working for them. The 'on the spot'
feedback and informal checking-in with the team members are also great ways of creating a Performance Development culture.
Start with the Personal

Career development questions......
• Understand your employees

They also offer opportunities for you to share your take on their strengths, successes and goals.

The following career development questions are designed to help you understand where your employees feel they are in their careers and where they’d like to go in the future.
1. What activities in your job have you enjoyed the most and found most interesting? Which have you disliked?

2. Which projects from the past year are you most proud of?

3. What are your most valuable talents and skills?

4. What are your career goals for the immediate future? And the distant future?

5. What are you already doing to reach those short- and long-term goals?

1. Don’t underestimate the power of simply enjoying the tasks you and your employees do at work each day. For everyone who hates doing payroll, there’s someone who loves it. And these answers may evolve as an employee learns more and tries new activities. It’s important to check in from time to time and reiterate your interest in giving employees, as much as is possible, work they genuinely enjoy.

2. This question lets your employees use real-life experiences as a means of showing accomplishments. It’s also time-bound so their answers won’t get repetitive and stale.

3. This question lets you see how employees view themselves and their contributions, which may differ from what you assume. It also gives you a chance to offer your observations about their strengths, and how they contribute to the company’s success. It’s a nice way to connect your employees’ goals to the organisations needs.

4. This question lets you understand what your employees want for their career in specific short- and long-term time frames, and what they’ve done or plan to do about those goals.

5. This lets you see what the employees have done already that you might not be aware of, and also to see what they’re planning to do, hoping to do and how you might help.
Connect the Personal to the Organisation

Designed to help employees gain a greater understanding

Their answers can also help you think of key people or Projects that might be a good addition to their development.

The next set of career development questions are designed to help employees gain a greater understanding of the big picture within the organisation, and their place in it.

As you discuss these career development questions, you will get a sense of what other functional areas they may enjoy or add value to.
1. Do you know the organisation’s goals for the year?

2. What projects or other responsibilities would you like to be a part of to help develop your career?

3. Is there another area/person you’d like to learn about/from?

1. If your employees know the answer to this, ask how they want to contribute to that bigger picture. If they don’t, you can share the goals so they can align their individual goals with the organization’s.

2. If they’re not sure, you can make suggestions. If you agree on any, this will help their development.

3. This allows you, as the manager, to see that your employees receive guidance from people you trust to give good advice. It can also assist in developing succession planning, rotational and backfill opportunities within the directorate.
Look Toward the Future

Remember, your goal is to facilitate their development, but they carry the responsibility to act.

You want to encourage and facilitate their action and ownership of their career goals.

The final set of career development questions can be used to spur your employees to action.
1. Which development activity can you start on now that would be most beneficial to achieving your short-term goals? Your long-term goals?

2. What can I do to help you get started?

3. Can you report back with your progress in three to six months?

1. This lets the employees think of concrete actions to begin immediately that will benefit their career. For example, shadowing in another team with the goal of rotating or backfilling in that area. Listen with an open mind and be ready to accept their ideas or guide them to new ones.

2. You can reiterate your interest in being a resource here and in removing obstacles for them.

3. This shows your desire for this to be a continuing discussion, not a one-off conversation, and signals to employees that they’ll be held accountable for their results.
Centring each development discussion around the employee’s unique personal goals and experiences, tying them to the organisation as a whole and then carrying them forward will show employees that you are serious about their long-term success and career development.

They’ll feel more empowered and more valued within our organisation.

This will benefit the individual and the organisation/service/team.

You’ll have employees that are highly skilled, and happier

Development is a win for everyone.

Start having discussions today.
Resources

MNHHS Performance development and planning on QHEPS
Including a template: which can be customised to meet your needs.

Standard PDP template (DOC)
Department of Health Human Resources Policy G9 (QH-POL-189)
G14. Targeted training for administrative officers (QH-POL-238)
Notification of Qualification Form
Human Resource Policy G11 (QH-POL-190)

PDP Manager checklist