SECRETARIAT OF THE PACIFIC REGIONAL ENVIRONMENT PROGRAMME
HR POLICY - APPROVED
PERFORMANCE DEVELOPMENT SYSTEM
OCTOBER 2010

SPREP
PROE

1. REFERENCE: Staff Regulation 20(c) (2010 Edition)

2. APPLICATION: All Staff

3. PURPOSE

3.1 SPREP's Performance Development System (PDS) has been developed in accordance with the CROP Harmonisation & Remuneration Guiding Principles, best management practices and to reflect the Secretariat's Values and Code of Conduct.

3.2 Key objectives of the PDS include:
   a) To align individual Performance Development Plans (PDP) to the strategic goals of the organisation
   b) To provide feedback to staff on progress towards attainment of goals in a timely manner
   c) To facilitate training and development of staff
   d) To ensure that performance is linked to pay awards that are fair and transparent

3.3 These guidelines outline the key elements of the Performance Development System and how it links to remuneration (The Remuneration Policy). This policy should be read in conjunction with the Recruitment and Selection, Remuneration and Retention Policies.

4. THE PERFORMANCE DEVELOPMENT POLICY & PROCESS

4.1 The individual **Performance Development Plan** (PDP) considers performance from two perspectives:

WHAT you achieve		HOW you behave
Expected Results	Plus	Expected Behaviours
Measured through meeting job-related key result areas and outputs related to the job		Measured through displaying expected behaviours in line with SPREP's Values and Code of Conduct

4.2 To support your performance in both the WHAT and the HOW of your job, the Performance Development Plan also provides for a training plan to be developed for you as your learning and development needs are identified.

4.3 The Performance Development Plan offers benefits to you and the organisation, by providing:
   a) a clear understanding of what is expected from you and why your contribution is important, through well defined key result areas and expected results;
   b) a clear understanding of how you are expected to conduct yourself within the context of the organisation's values;
   c) an opportunity for you to contribute to the annual planning process and the subsequent review of your performance against your agreed key result areas;
   d) an opportunity for you and your Manager to have regular and structured communication and discussion on both planning and review of performance.

1

4.4 Measuring the WHAT
    a) The WHAT is measured by first identifying a number of Key Result Areas (KRAs) from your job description.
   b) Each KRA will have a number of key activities which will also be identified from your job description.

4.5 Measuring the HOW
    a) The HOW is measured by a number of expected behaviours that SPREP expects of all staff. The expected behaviour categories are:
        i) Promote a strong environmental ethic
        ii) Perform as a dedicated, committed and dependable professional
        iii) Demonstrate effective teamwork
        iv) Always act as an ambassador of SPREP

4.6 If you manage other people, there are further **expected behaviours** for management and leadership. Each of these categories has a number of examples to describe what is meant at SPREP by these words, and what the organisation values in this regard. These are however only examples and you are encouraged to add to the list if you have your own examples of what these behaviours relate to.

5. THE PLANNING PHASE

5.1 The performance development process is summarised in the following diagram.
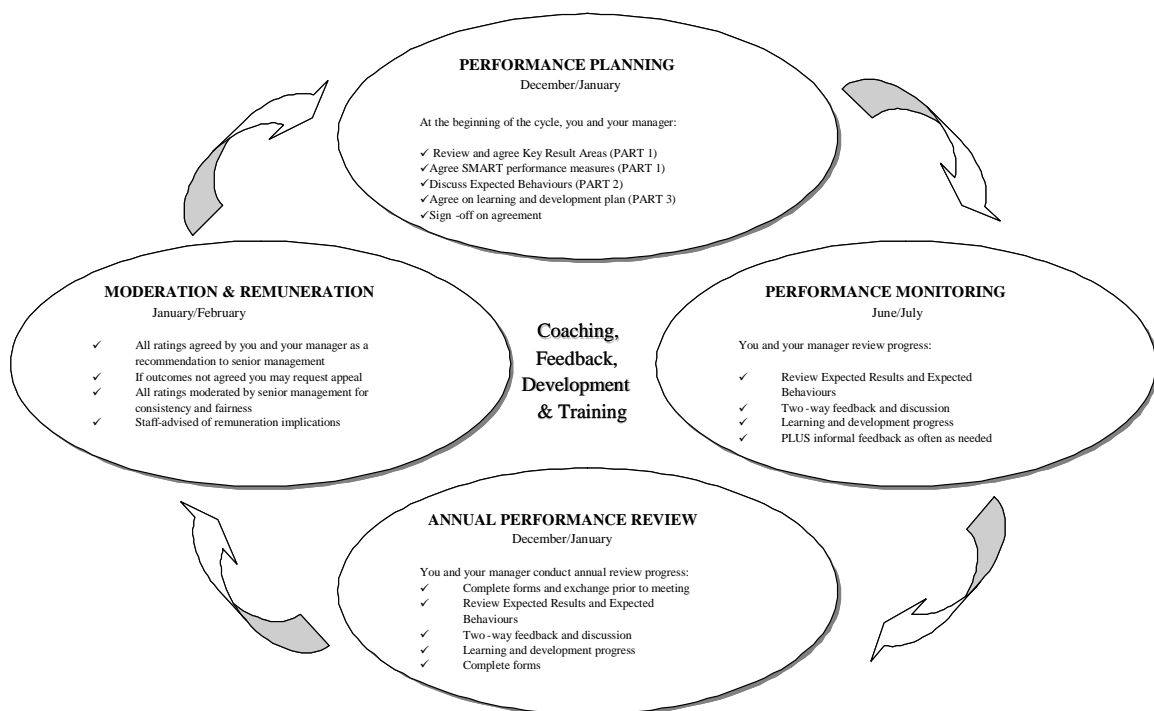
5.2 The process starts with PERFORMANCE PLANNING at the beginning of the year.

5.3 PERFORMANCE MONITORING occurs during the year. The mid-cycle review is a less intensive review *where no ratings are given*, but achievements and *shortfall areas to date are* discussed so that plans for the rest of the year can be articulated. This might also be called a "mid-cycle catch-up" or a "coaching session". This is also the time when staff give feedback to their manager.

5.4 The performance monitoring culminates in a formal ANNUAL PERFORMANCE REVIEW at the end of the year.

5.5   The fourth bubble in the diagram relates to the process whereby th*e organisation looks to en*sure consistent application of the system. MODERATION is done by the Executive team who look at all the ratings that have been put forward in the organisation and challenge any that appear unfounded or inconsistent. These ratings are then linked to pay awards (REMUNERATION).

5.6   **Timeline**: The performance development timeline is summarised in the following table.

Timeline	Process	Action	Who
Dec- Jan	Planning phase	Review and agree Programme Plans Complete PDP Form - Agree or update key result areas and outputs copied from job description - Include or attach any other plans used by your team - Discuss expected behaviours, what these look like in your job and areas for improvement as identified through the previous year's review - Agree training plan, and refer to the Learning and Development Policy if need be - Agree on how mid-cycle manager feedback is going to be done (*see below for options*) - Send a copy of the PDP to HR - Make sure manager and staff member each have a copy of the PDP	Individual & Manager HR
Jan -Jun	Ongoing Monitoring	Monitor individual performance, provide leadership and resources, coaching and support	Manager & Individual
June - July	Informal 6 month review	Coaching and feedback meeting, no ratings given	Manager & Individual HR
July - Dec	Ongoing Monitoring	Monitor individual performance, provide coaching and support	Manager & Individual
Dec - Jan	Prepare for year-end review	Prior to review meeting, staff member and manager independently prepare by: - Reviewing progress against key result areas, individual work plans etc - Assessing performance on expected behaviours. - Staff member self-rates on both KRA's and Behaviours and forwards form to manager - Manager rates staff member and returns form to staff member - Manager and staff member arrange meeting	Individual & Manager HR
Dec – Feb	Year-end review	During the review and feedback meeting - Discuss and agree performance ratings for key result areas and expected behaviours; - Review training planned/undertaken. - Forms completed and signed off by individual, their manager, and the next manager up. - Forms forwarded to HR	Manager & Individual

Feb - Mar	Remuneration Review	▪ Performance data analysed ▪ Overview of ratings completed ▪ Staff advised of pay increase	Senior Managers HR

5.7   Completing the Forms

a) The three key elements of SPREP's Performance Development Plan are planning, monitoring and review, with the success of the system depending on the quality of the communication that occurs between you and your manager.

b) During the planning phase, you and your Manager will have the opportunity to jointly plan for the coming year. The aim is for you to take an active role in setting your goals against the priorities for the next 12 months.

c) The Performance Development Plan cycle begins in December/January with a discussion key result areas and expected results for the year.

d) The planning phase also provides the opportunity:
   i) to refresh your understanding of how your role contributes to the overall goal and direction of the work programme and SPREP;
   ii) for you and your Manager to gain a clear indication regarding the results expected over the planning period;
   iii) for you and your Manager to gain a common understanding of your respective priorities;
   iv) for you and your Manager to discuss your behaviours and identify areas for improvement;
   v) for you to offer suggestions for improvements to your job or work-programme;
   vi) to check whether there any changes that need to be made to the job description, and whether these might require a job evaluation review
   vii) to identify your training needs and develop learning and development plans.
   viii) to agree on how your Individual Work Plan is to be incorporated into the PDP if applicable- either by copying it into the document or by attaching it

e) The Performance Development Plan form (PDP) is a living document and both you and your Manager will retain a copy. If there are any changes to your job during the year, or changes in priorities, the form should be updated to reflect this.

f) If you transfer into a new position during the year, you will have a performance review completed at the conclusion of your current position and a new PDP will be completed with new key result areas and expected results agreed with your new Manager.

5.8   PDP Part 1: My Key Result Areas – What I am expected to achieve

a) The Key Results Areas and their measures will come from the job description and can be copied and pasted into the PDP document.

b) Remember that each job should have a maximum of 6 Key Result Areas with ideally 6-8 tasks at the most under each KRA.

c) Each KRA *and not each task* should ideally have 2-3 measures.

d) The KRA's and measures from the job description will be transferred into Columns 1 and 2 in Part A.

4

e) Column 3 will contain additional measures if applicable and /or specific work for that assessment period (year). This may well include the contents of your Individual Work Plan or any other documents you use for planning work.

f) When setting performance measures, try to make them as S.M.A.R.T. as possible:
   i) **S**pecific;
   ii) **M**easurable;
   iii) **A**ttainable/Achievable;
   iv) **R**esults-oriented; and
   v) **T**ime-bound.

   Specific: Try and identify what you really expect to see from the output, and how you will know if you are successful. Vague and generalised measures are open to misinterpretation e.g. "improve performance" – what exactly does this mean? So be as specific as possible about where the performance improvement should be, what it should look like and how you will know if you are being successful.

   Measurable: Some things have obvious measures e.g. "reduce costs by X %" or "increase revenue by Y $" and are therefore ideal. Not everything you are trying to achieve will have a simple measure though or a mechanism for measuring it e.g. "improved customer service" may rely on observations or feedback from other parties or the manager since more objective measurement systems are not available.

   Attainable/Achievable: Ensure that it is both possible and meaningful to measure and that the goal is realistic. You should consider what aspects are within your control and what are outside of your control - SMART measures are within the control of the job-holder.

   Results-oriented: Measures relate to outputs rather than activities e.g. "attends 6 meetings annually" is not a results –oriented measure, but measure an activity of attending meetings. Rather look for what you are trying to achieve by attending the meetings and therefore find a measure that is more output-focused.

   Time-bound: Where applicable, look at target dates as a part of your measure.

g) It is not always possible to meet ALL the SMART criteria, but the more you are able to meet, the better the quality of the measure. You and your manager should agree on the measure.

h) Limit the number of measures you have for each KRA to 2 or 3 and select the ones that are going to be most meaningful and have the highest contribution towards your success.

i) Remember that part of what you do in the mid-cycle catch-up meeting is to review your key result areas and measures and ensure your form captures any changes e.g. to deadlines which have been moved because of circumstances outside of your control.

5.9   PDP Part 2: Expected Behaviours

a) In part 2 of the PDP the Expected Behaviours section sets the expectation of how you as a member of SPREP staff are expected to perform as you undertake the tasks of your position. Bear in mind that the emphasis may be slightly different from one workplace to another, and it is useful to clarify what you mean in your team by these behaviours i.e. contextualising them.

b) These expected behaviours are *examples* of what a person who is doing a good job will demonstrate; what a person who requires improvement will demonstrate; and what a person who is doing an

outstanding job will demonstrate. These are only examples - you and your manager may wish to expand on any of them or add to them to reflect the expectations for your team.

c) It is appropriate during the planning phase for you and your Manager to discuss this section. This discussion will:
i) clarify what these expected behaviours mean for you in your role in the organisation;
ii) discuss examples of how you can demonstrate these in your day to day work;
iii) identify any area that you particularly need to focus on, either because it is very important for your job or because you have not performed well in this area in the past.

5.10 **PDP Part 3: Learning and Development Plan**

a) This section needs to be completed with reference to the Learning and Development Policy.

b) While SPREP's recruitment policy ensures that individuals recruited to the organisation have the necessary skills and experience to competently meet the requirements of the position, SPREP is committed to the ongoing learning and development of our staff within budgetary constraints. Ongoing training and development are important, irrespective of the level of performance assessed during the previous review period.

c) The responsibility for learning and development lies with both you and your Manager and your Manager will assist you in identifying training and development needs, prioritise those needs and apply for a budget for the training. Part 3 of the PDP should be completed.

d) You and your Manager should both retain a copy of the PDP for your records and you should send a copy to HR for their records, and to enable them to plan for needs-driven corporate training. They will collate the training plans across SPREP and look for common themes and needs.

5.11 **Planning Phase Process - Summary**
The following steps summarise the performance planning process:

Step 1	Ensure that KRA's from the latest job description has been copied into the PDP and they're up-to-date.
Step 2	Meet with your manager to discuss and agree Part 1 and Part 3 of the PDP. Agree any additional tasks, goals or measures. Make sure all references to goals and measures for the year are incorporated/ attached to the PDP document.
Step 3	Finalise the Learning and Development Plan Part 3

6. PERFORMANCE REVIEWS

6.1 During the year, you should liaise regularly with your Manager to give each other feedback on progress being made. Problems should be dealt with promptly and professionally. Regular feedback of this nature ensures that there are no "surprises" at the 12-month review. If, as a staff member, you feel you are not getting enough feedback, you should be prepared to ask your manager to arrange regular catch-ups which meet your needs.

6.2   Remember also though that purpose and preparation are keys to the success of performance review meetings.

6.3   **Six-Monthly Review**

a)   In June/July each year, an informal review should take place to allow you and your Manager to get a good indication whether you are on target to meet your key outputs. This review should be considered as a "catch-up" rather than a rigorous review. It may also be viewed as a "coaching session" in which feedback is given on what has been going well, and what areas need to be focused on for the duration of the year. No actual ratings are given at this review.

b)   Teams and Managers plan and allocate work according to their work programmes. However, it is the nature of SPREP's work that unexpected demands will arise. The six-monthly review will give you an opportunity to take account of these unanticipated demands and reprioritise. At this six-monthly review meeting, key activities that are no longer relevant or that have been completed should be identified and new ones negotiated if necessary. Any changes should be documented on the PDP form and you should be clear by the end of the meeting what you are going to be focusing on for the remainder of the year.

c)   Review and feedback at more regular intervals than six monthly may be instigated at either your request or at the request of your Manager. If you are working under a *recovery plan* you can expect monthly reviews and regular feedback. More detail is provided on Recovery Plans later in this document.

d)   Manager Feedback: as part of the mid-cycle review, you will be asked to complete the feedback form on the back of the PDP document OR you and your other team members advise your manager during your mid-cycle meeting that you would prefer a facilitated group meeting for the manager feedback. Your manager should then advise the HR Manager.

e)   If you complete the feedback form, you will be asked to do so for discussion at your mid-cycle catch-up meeting.

6.4   **FEEDBACK TO MANAGERS**

a)   As with any skill, managers need feedback on their managerial skills in order to get better at managing staff. The better the manager, the greater the benefit to staff and the organisation.

b)   Upwards feedback is a powerful tool in the development of managerial and leadership skills in the organisation, since it is those people who see the managerial skills first-hand who are best placed to give feedback. However, it is also acknowledged that giving your manager feedback has a certain risk associated with it and this can be a daunting proposition.

c)   SPREP has therefore decided on two options for making feedback available to managers i.e.

i)   The Two-Way Feedback Form at the back of the PDP document or
ii)   A group session where feedback to a manager is provided by the work team through a facilitator. This is available to all staff and will be facilitated by the HR manager. Where the manager feedback is for the HR Manager, the Line Manager for the HR Manager will facilitate the group session.

d)   This feedback process will take place mid-way through the performance cycle i.e. at the time when the mid-cycle reviews are being done. This will help ensure that staff are not concerned that by giving feedback they are compromising their own performance rating at the end of the cycle.

e)   The HR Manager will remind staff of the timing of this.

f)   A number of principles need to be borne in mind:

    i)   Feedback to your manager in either form is an optional exercise at this stage – you need not participate if for some reason you do not wish to. However, the organisation wishes to develop managerial and leadership skills and this is an integral part of that process, and it is highly likely that this feedback session will be compulsory for all staff in the future.

    ii)   Feedback to your manager is meant to be developmental in nature i.e. comments should be constructive and supportive and not designed to simply harp on a point or get your own back. Destructive feedback will ultimately damage your relationship with your manager and serves no purpose from the organisation's perspective.

g)   **Tips for Using the Two -Way Feedback Form**

    i)   The Two-Way Feedback Form at the back of the PDP document is designed to allow you to make comments in a supportive way i.e. "Things you the manager do well and should continue doing" is an opportunity to acknowledge the good things your manager does. Remember that positive reinforcement of the managerial skills or attributes you value in your manager increases the likelihood that they will continue to be done.

    ii)   The second part of the form asks for "Things you the manager could do more of" and this allows you to make one or two suggestions to your manager about the way they manage you which you believe will have a positive benefit to you or the team in the long run. Note that it is not asking for you to criticise any behaviours, or to highlight things that the manager needs to stop doing, but instead prompts you to suggest where more emphasis or additional time allocated could in your view be beneficial to your performance.

    iii) For example, if you feel the need to see your manager on a more regular basis, avoid saying something that might make them defensive (e.g. "You don't give me enough of your time"). Rather look for a more positive way to say it (e.g. "I would like us to have more regular catch-up meetings so that I can keep you up to speed on my project work").

    iv)   Conversely, if you feel you are being micro-managed to some extent then saying it like that would probably not be well-received either. Instead, you could ask for "more space, more freedom, more autonomy etc to do the work in the way I think it could be done".

h)   **Tips for those who adopt the Facilitated Group Approach**

    i)   If the Facilitated Group approach is to be used, the HR Manager will liaise with the Manager/Team Leader to arrange for a facilitated session which follows the same principles as the Feedback Form.

    ii)   The process will be discussed and agreed between manager and the facilitator before the meeting, and would likely include:
- The facilitator will clarify expectations of the session and then collect feedback from the group of employees in the absence of the manager
- Comments made by staff would be collated by the facilitator and fed back to the manager

- Any feedback which is abusive, irrelevant, personal or any other way not within the spirit of developmental feedback will be discarded
- Feedback would then be given to the manager in an aggregated form i.e. without the source of the feedback being revealed
- The manager would then receive a written summary of the feedback from the facilitator and would be expected to discuss this with his/her manager

i) **Giving and Receiving Feedback**

  i. Feedback in the workplace can be used to congratulate someone on a job well done or as a way of helping to change an individual's behaviour. When it is the latter, the feedback needs to constructively communicate how a person's negative behaviour is perceived by or affects other people. Feedback helps an individual to keep their behaviour "on target" and thus better achieve their goals.

  ii) Appropriate feedback in a constructive manner and in a positive climate can lead to substantial improvement in performance and thus job satisfaction.

  iii) Giving feedback on performance should not be limited to formal review meetings. Effective performance development involves maintaining an open relationship between an employee and their Manager through regular and open feedback.

  iv) Managers are also responsible for encouraging feedback from an individual on the Manager's own performance. A Manager then gains an opportunity to take action to improve their leadership skills.

j) **How to Receive Feedback**
   Most of the time performance review meetings are positive and provide motivation and guidance to both staff and Managers. However, if you feel that you are being given feedback which will require you to change your behaviour:

   i) Check for understanding and seek clarification if necessary;
   ii) Are the requested changes to standards or behaviour reasonable?
   iii) Is there enough, or too much, information for you to respond to?
   iv) Do you need time to reflect before responding to this feedback?

6.5   **Annual Review**

a)   At the end of the review year, you will complete a self- assessment of your performance against the key result areas and behaviours, forward your views to your manager. Your Manager will do the same for you and return the document with his/her views.

b)   You and your Manager should then meet for a full review of the year's performance, the objective of which is to produce an agreed fair and accurate assessment and record of your year's performance. If no agreement is reached, the staff member may lodge an appeal as per the Appeal Process contained in this document.

c)   *Self-Assessment and Manager's Assessment*

   i)   Self-assessment provides the opportunity for you to reflect on your strengths as well as your development areas. When we take stock of ourselves and decide to develop in a particular area, we are usually more likely to commit to that development more strongly if we feel like it was our own decision to do so.

   ii)   In preparation for the review meeting, you should consider each of the relevant sections of the PDP, and honestly review your own performance, noting learning points as you do so.

   iii)   Your Manager will also consider each of the relevant sections of the PDP independently of your self-assessment. Areas for improvement will be noted, as will ideas for how this improvement might be achieved.

   iv)   The form has room for you to provide comments in support of your ratings.

           NOTE: Whilst it is sometimes difficult to be objective about our own successes and shortcomings, the self-assessment process encourages you to think critically of your performance for the period under review. You should be prepared to express your views clearly and openly on both strengths and development areas.

   v)   The preparation by you and your Manager will culminate in a review meeting.

   vi)   Review meetings are to be an open two-way discussion between you and your Manager. You should feel free to discuss areas of concern, barriers you may be encountering, and ask for assistance if necessary to meet your goals. Your Manager will provide you with feedback regarding the quality of your work, and provide suggestions for areas of improvement and means to gain this improvement.

   vii)   Performance review meetings are generally meant to be positive experiences and provide motivation and feedback for you and your Manager. If any difficulties arise, you and your manager should in the first instance try to resolve the dispute together. If resolution cannot be reached you should seek assistance from the HR team or your manager's manager as per the Appeal Process.

6.6   **PDP Part 5: Expected Results**

a)   As noted, you in the first instance should do a self assessment on both KRA's and Behaviours. You should review the rating descriptions (see below) as a reminder of what is expected for each rating.

b)   Once your manager has reviewed your self assessment, they will return the form to you with their assessment and arrange a meeting.

c)   During the annual review meeting you and your Manager should agree on an assessment of your performance in each key achievement area, again in relation to the descriptions below:

Rating	Descriptor
Unacceptable	*Little or no progress has been made towards meeting the specific results. Significant and urgent improvement is needed.*
Needs Development	*Some requirements for this KRA were not fulfilled. Further work is required.*
On-Track	*Specific results for this KRA were almost met. This is the expected level of performance for someone tracking to full competence, but not there yet. This rating may only be used for new employees or those new to the role or those performing satisfactorily on an agreed recovery plan.*
Fully Effective	*On balance the requirements for this KRA were fulfilled. This is the expected level of performance for someone who is competent in the position.*
Exceeds	*Exceeded the fully effective performance indicators for this KRA and has added value beyond the level expected of a competent employee.*

d)   Note that performance ratings *above or below* Fully Effective (or On-Track in the case of new staff) must be supported by examples. The examples must be sufficiently compelling that a third party reviewer would agree that the rating assigned is justified.

e)   Your performance ratings for each of your KRAs should be transferred to Part 7 of the PDP and a summary achievement level for expected results agreed on.

f)   At this stage you will have a number of ratings for both your KRA's and behaviours- see the example below.

KRA	Agreed rating
1 Description	FE (Fully Effective)
2 Description	E (Exceeds)
3 Description	FE
4 Description	FE
5 Description	ND (Needs Development)
6 Description	E
OVERALL RATING	FE

g) There is no mathematical equation for arriving at the Overall Rating. This is arrived at through the application of the principle of *"on-balance"* i.e. what level *on balance* did the job-holder achieve when all is taken into account, including which KRA's scored higher or lower, which KRA's were more difficult to achieve, which had the most emphasis or visibility during the year etc.

h) This is a judgement call and should be debated and agreed.

6.7   PDP Part 6: Expected Behaviours

a) As part of your self-assessment you should complete Part 6 of the PDP by scoring yourself at the level you think best describes your behaviour. Your manager will do the same.

b) During the annual review meeting you and your manager will agree a performance rating for each of the expected behaviours again using the descriptions noted above.

c) Again, an overall rating for Behaviours will need to agreed on using the "on-balance" approach discussed above.

d) As with the KRA's above, performance ratings above or below Fully Effective (or On-Track) must be supported by examples.

e) *Outstanding rating*: Should there be a host of Exceeds ratings in your KRA's and Behaviours, your manager may at this time feel justified in *recommending an Outstanding rating* for consideration by the Review Committee. For an employee to receive an Outstanding recommendation, they need to have Exceeds on a number of KRA's, and the manager must be convinced that they meet the criteria for Outstanding as described in the PDP document i.e.

Outstanding	Performance was clearly well above the job requirements in all aspects. Consistently scored Exceeds ratings for most key result areas. An exceptional employee whose excellence is obvious to all.

i. Note that it is expected that a only small percentage of staff will receive an Outstanding recommendation and the Review Committee's role is to stringently assess all such recommendations, to ensure they are deserved.

ii. Where the committee is not convinced that the rating is justified, they can call for more information and/or overturn the decision.

f) Transfer your summary achievement level for your expected results and the expected behaviours into the boxes provided. You and your Manager can add any additional comments and should sign and date the form. When completed the PDP should be forwarded to your manager's manager for comment and sign-off.

g) Your manager's manager will review all the ratings received and will challenge any that appear unsubstantiated, or unrealistic. If challenged, your manager will be required to substantiate the rating or meet with you again to discuss why the rating is to be changed.

h) The completed PDP is to be returned to HR in time to meet the deadline for the Executive Team review of all ratings- this will be communicated on an annual basis.

6.8 **Performance Review Preparation Tips**

a) Preparation is the key to the success of performance review meetings. Both you and your Manager should take time for planning the review meeting before meeting with each other. In undertaking this planning the following points should be considered:

   i) By You and Your Manager
   - For each of the KRAs what level of achievement has been reached?
   - Which KRAs have been performed particularly well and why?
   - Which KRA's have been partially achieved or not achieved at all and why?
   - Are any areas or responsibilities of the job unclear?
   - What training has been undertaken since the last review?
   - Has new knowledge/skill obtained through training been applied in the workplace?
   - Is there a need for any additional resources, training or support to do the job more effectively?

   ii) By You
   - Do you have any feedback for your Manager on their performance?
   - Are there things that your Manager could do to help to improve your performance?
   - What have you consciously done to develop your behavioural skills and competencies? How has this been demonstrated in your work?

6.9 **Performance Review Process – Summary**
   The following steps summarise the performance review process:

Step 1	Complete your self-assessment ratings against your key result areas, and expected behaviours (part 1 and 2) with notes. Use all relevant information. Pass your form on to your manager. Your manager enters their views and returns form to you.
Step 2	You and your manager meet to discuss and agree on your performance ratings for each of the KRAs and Behaviours. Agree on a summary achievement level for KRA's and for Behaviours (applying the "on-balance" principle). Complete the annual performance review sections part 5, 6, 7.
Step 3	You and your manager should note any comments in part 6 and sign and date the PDP. The form should be sent to your manager's manager for review and comment
Step 4	Your manager's manager may challenge the rating or ratings if there is insufficient comment or documentation, or if they believe the rating is not warranted. Your manager will then be required to review the decision with you and make the change if necessary.
Step 5	Your PDP is then forwarded to HR in time to meet the deadline for moderation. Note: If there is a disagreement on the rating or the way the review was conducted, you may appeal the decision- see the Appeal Process below.

Step 6	The planning for the new performance period begins as described in the previous sections. You and your manager are to agree KRAs and key activities for the new year. This can be done either as an extension of the review meeting, or in a new meeting.

7. APPEAL PROCESS

7.1 If, on completion of the performance review process, you feel that the performance appraisal does not fairly reflect your performance over the review period, or the review was not conducted in the spirit this document intends, you may choose to lodge an appeal. You are encouraged in the first instance, however, to attempt to resolve any differences of opinion with your Manager.

7.2 In the first instance you should indicate your intention to appeal by not signing the PDP form and writing words to the effect that you wish to appeal in the comments section of Part 5.

7.3 You may also choose to go directly to the HR Manager should you prefer. The HR Manager will schedule a meeting with yourself and your manager, and if necessary, your manager's manager or will attempt to facilitate resolution of the issue. You may also invite another staff member for support.

7.4 The HR Manager will represent the issue at the next level up if unresolved and will convene a meeting with all appropriate parties to have that manager listen to submissions. The Director will be the highest level an appeal may be heard.

8. RECOVERY PLANS

8.1 If as a result of the performance review process a staff member's performance is assessed to be Unacceptable for any KRAs or behaviours, a recovery plan to improve performance in these areas will be developed and agreed by the Manager.

8.2 This recovery plan will clearly identify what is expected and will set out appropriate timeframes (normally three months) in which this should be achieved.

8.3 A new PDP will be completed for the recovery plan period. Measures of performance will also be agreed.

8.4 The Manager and staff member will agree on regular meetings (at least monthly) while on your recovery plan to provide coaching and feedback.

8.5 If at the end of your recovery plan timetable performance is not assessed as On-Track or Fully Effective, the Manager will recommend formal disciplinary action to the HR manager.

9. ORGANISATIONAL OVERVIEW AND MODERATION

9.1 To ensure that the performance and remuneration systems are fair, consistent, transparent, and defensible it is important that the performance ratings be reviewed by a senior team before any remuneration adjustments are made.

9.2 This moderation process will be undertaken by a Moderation Team which will consist of:
a) The Director
b) The Deputy Director

c) The Programme Managers
d) The Human Resources Manager.

9.3 The process will include:

a) Perusing the performance ratings summary for ratings that seem out of place;
b) Checking for inter-team consistency to ensure that one area of the organisation doesn't have systematically inflated (or too harsh) performance ratings;
c) Reviewing a sample of performance development forms for each rating as an opportunity to identify examples of best practice in setting performance objectives and standards within the organisation. At the other extreme this is a chance to identify where job descriptions and performance standards are too generalised and hence to easy to achieve or exceed.
d) Calling for more information from managers to substantiate high or low ratings

9.4 Should the Team agree that a performance rating is inflated or too harsh, then that decision will be recorded, along with reasons, and the summary achievement level amended.

9.5 Managers who consistently rate high or low will be challenged by their Director and training/coaching will be provided if necessary to attempt to promote consistency.

9.6 As a result of the moderation process, if job descriptions and performance standards are found to be inadequate e.g. too generalised, these will be updated and improved.

9.7 When moderation occurs:

a) The Manager concerned will be briefed by their Manager and advised that the ratings initially agreed with the employee are unacceptably high or low and have been moderated downwards or upwards.
b) The Manager who originally did the performance review will need to ensure that they convene a meeting with the affected staff member to advise them of the change to the rating.

9.8 If you consider the outcome of the moderation process to be unfair, you may appeal to the Director in writing. The Director shall decide whether or not a substantive case exists to uphold the original ratings.

9.9 Any opportunities for improvement to the performance development or remuneration systems identified as a result of the moderation process will be forwarded to the HR Manager for consideration.

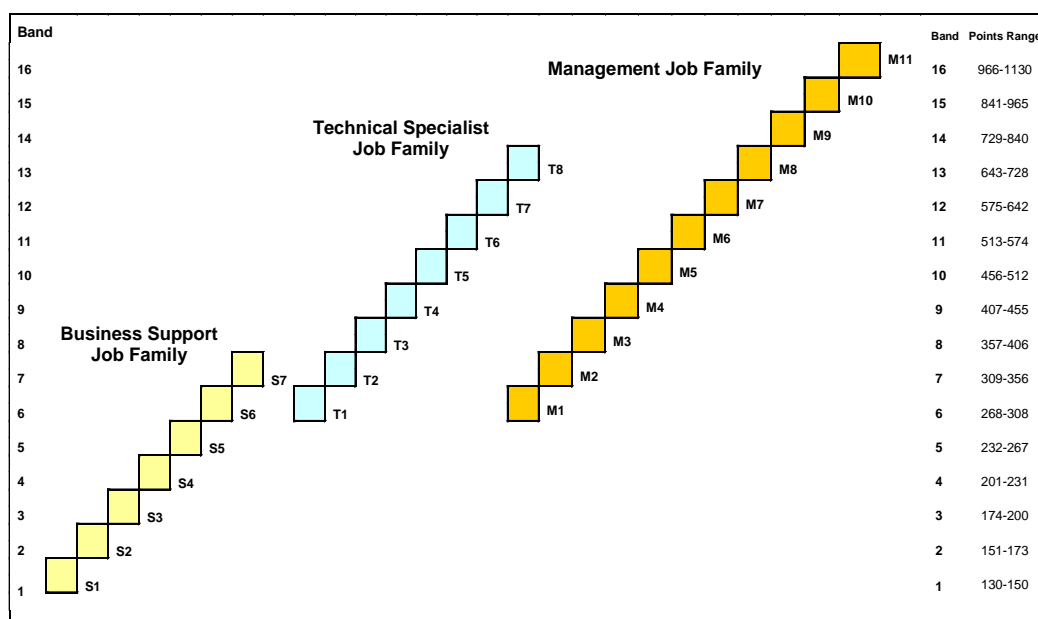## 10. THE LINK WITH THE REMUNERATION SYSTEM

10.1 As noted earlier, this should be read in conjunction with SPREP's Recruitment and Selection and Remuneration Policies. One of the aim's of SPREP's remuneration system is to recognise and reward performance. The remuneration structure provides a range of pay for position; your performance determines your placement and progression within that range. This is illustrated below.

10.2 The Banding Model
a) All SPREP jobs have been evaluated using the Strategic Pay SP10 Job Evaluation methodology, a summary of which is contained in the appendices. Job evaluation assesses the position, not the job holder and is based the job being performed competently.
b) When jobs are evaluated, a set of points are created, from which Bands are developed.
c) SPREP has also applied a job families approach to categorise jobs and help describe the rationale for the respective bands.
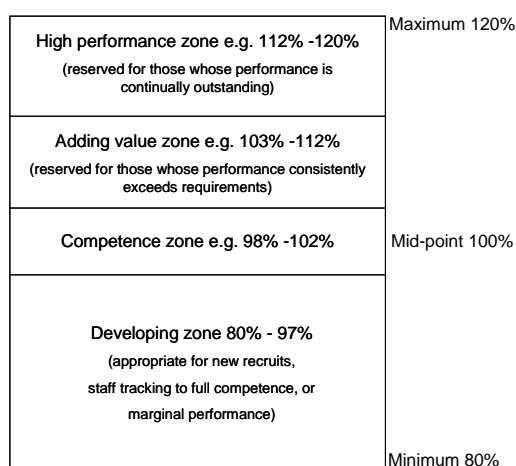
d) The Job Families framework has placed jobs based on job family into Business Support, Technical Specialist and Management, with specific levelling language (job levels) within each job family.

CROP Job Families Framework 2010

Band		Band	Points Range
16	Management Job Family — M11	16	966-1130
15	M10	15	841-965
14	Technical Specialist Job Family — M9	14	729-840
13	T8 — M8	13	643-728
12	T7 — M7	12	575-642
11	T6 — M6	11	513-574
10	T5 — M5	10	456-512
9	T4 — M4	9	407-455
8	Business Support Job Family — T3 — M3	8	357-406
7	S7 — T2 — M2	7	309-356
6	S6 — T1 — M1	6	268-308
5	S5	5	232-267
4	S4	4	201-231
3	S3	3	174-200
2	S2	2	151-173
1	S1	1	130-150

10.3 Pay Ranges within Bands

a) Each band has a pay range of 80%-120%, with the midpoint at 100%. The midpoint is arrived at through the process of market benchmarking, using agreed market data. More detail on this process is contained in the Recruitment and Retention Policy.

b) The salary ranges are segmented in order to recognise varying levels of performance. The lower part of the range is reserved for new staff tracking to full competence or for staff with marginal performance; the middle of the range is the "competence zone"; and the higher part of the range is reserved for high performance.

c) This concept is illustrated in the following diagram:

High performance zone e.g. 112% -120% (reserved for those whose performance is continually outstanding)	Maximum 120%
Adding value zone e.g. 103% -112% (reserved for those whose performance consistently exceeds requirements)	
Competence zone e.g. 98% -102%	Mid-point 100%
Developing zone 80% - 97% (appropriate for new recruits, staff tracking to full competence, or marginal performance)	Minimum 80%

10.4 Staff will normally be appointed in the lower part of the salary range and will be progressed through the range based on their performance with those demonstrating higher levels of performance progressing more quickly than others towards the "competence zone".

16

10.5 Only staff who demonstrate performance higher than that expected in the role will be paid above the "competence zone".

10.6 The performance matrix, like the one illustrated below, is a common device to ensure equity, consistency and affordability in salary review processes.

11.THE LINK BETWEEN PERFORMANCE AND REMUNERATION

11.1 As a result of the performance review process, you and your manager will have agreed a summary performance rating for your key result areas and the expected behaviours. These performance ratings will be translated into an overall performance rating using the following matrix.

Summary Rating for Key result areas	Summary Rating for Behaviours					
	Unacceptable	Needs Development	On Track	Fully Effective	Exceeds	Outstanding
Unacceptable	1	2	3	3	3	3
Needs Development	2	3	4	4	5	5
On Track	3	4	5	5	5	6
Fully Effective	3	4	5	5	6	7
Exceeds	3	5	5	6	7	8
Outstanding	3	5	6	7	8	9

11.2 The next consideration is about where you are currently paid. Those people paid back of the midpoint who are performing well should move relatively more quickly than for example those paid well ahead of the market.

11.3 Your base-salary movement will then be determined through the pay-matrix - based on your position-in-range (i.e. where your salary is in the range) and your overall performance rating as follows:

Rating for Overall Performance	Position in Range Immediately before the Performance Review being Assessed (Note: MM= market movement; A% is the smallest percentage and G% the largest)							
	Below 90%	90-94.9%	95-99.9%	100-100%	100.1-105.9%	106-111.9%	112%-120%	Ceiling
1								
2				Nil	Movement			
3	MM+A%	MM						90%
4	MM+B%	MM+A%	MM					95%
5	MM+C%	MM+B%	MM+A%	MM				100%
6	MM+D%	MM+C%	MM+B%	MM+A%	MM+A%			105%
7	MM+E%	MM+D%	MM+C%	MM+B%	MM+B%	MM+A%		110%
8	MM+F%	MM+E%	MM+D%	MM+C%	MM+C%	MM+B%	MM+A%	115%
9	MM+G%	MM+F%	MM+E%	MM+D%	MM+D%	MM+C%	MM+B%	120%

11.4   MM above refers to Market Movement and is based on the assumption that surveyed data used by SPREP indicates that there has been a movement in the market.

11.5   Note that in the unlikely event that there is a negative movement, band midpoints will not be reduced but would likely stay the same.

11.6   The MM+A, B, C etc refers to an additional amount that will be paid on the basis of performance. These amounts will depend on what ratings staff receive and where they are within their respective bands.

11.7   The value of A, B, C etc will be modelled annually and will change from year to year.

11.8   The pay matrix is designed to ensure equity, consistency, transparency and affordability in dividing the salary increase budget according to employee performance and to the employee's position in the salary range.   The actual percentages in the above table will be modelled by management after the annual performance review to ensure affordability.

12. INFORMING STAFF OF THE PAY AWARD

12.1   Staff will be advised annually of the pay award made, as follows:
a)   Current pay
b)   Current position in range
c)   Performance rating
d)   Pay award
e)   New position in range

Individual Performance Development Plan (PDP) - APPROVED

Name: ....

Position: ....

Team: ....

Manager: ....

Performance Period   From: ....

                      To: ....

Progress Review Date: ....

Annual Performance Review Date: ....

Your Rights and Responsibilities in the Performance Development System

☑   To be an active participant in the process and discussions.

☑   To expect a reasonable time allocation from your manager.

☑   To have both parties prepare thoroughly for discussions. Either party may request a postponement if the other party is unprepared.

☑   To receive on-going feedback and coaching to help you develop. Your mid-cycle and end-of-year reviews should contain few or no surprises, as they should build on regular performance related discussions throughout the year. If these discussions are not occurring, ask for them.

☑   To be open and honest with your manager, raising any concerns you may have and providing feedback according to the agreed processes put in place for this.

☑   To recognise that the content of performance agreements may change during the year, and to be prepared to be flexible and take such changes into consideration.

☑   To work towards agreement.

➡   **Part 1** - Planning for Results - Job

➡   **Part 2** - Expected Behaviours

➡   **Part 3** - Learning and Development Plan

➡   **Part 4 -** Performance Summary

➡   **Part 5** - Final Comments and Sign-Off

➡   **Part 6** - Employee Feedback to Manager **(optional)**

PART 1 - MY JOB (What I am expected to achieve to contribute to SPREP's outcomes)

What I am expected to achieve: Key Result Areas & tasks (from the job description)	I will be successful when: (measures from the job description)	My specific focus and standards expected of me this year, or projects, specific goals this year	My comments and assessment for this KRA:	Manager comments and assessment:
			My progress/achievements to date (mid cycle discussion):	**Manager's mid-cycle comments:**
			My end of year comment:	**Manager's end of year comment:**
			My self rating (end of year only):	**Manager's rating:**
			Agreed rating:	

PART 2 - EXPECTED BEHAVIOURS (How I am expected to behave- based on Organisational Values and the Code of Conduct)

In order to uphold the Organisational Values and Code of Conduct, I will…	Staff Rating (eg FE, E, - refer to summary page for descriptions)	Manager Rating	Agreed rating (to be transferred to summary page)	The following examples would indicate that my performance might be above the Fully Effective level:
1 Promote a strong environmental ethic by e.g.: • Considering the environmental impact of daily work activities e.g. printing, use of air conditioning, purchases I make, my transport and energy use • Avoiding and discouraging environmentally damaging practices **(from Environmental Leadership)**				Seeking and introducing initiatives to enhance SPREP's environmental leadership through energy use and/or minimising waste in the workplace and encouraging others to do the same. "Going the extra mile" to deliver exemplary services to member countries and partners, which promote and benefit SPREP as an organisation Showing a willingness to provide coaching and mentoring to extend the knowledge and skills of others and make them better in their roles Looking for ways to apply knowledge and skills to challenge existing ways of doing things to improve organisational performance
2 Perform as a dedicated, committed and dependable professional by e.g: • being punctual for meetings, reports and other deadlines • being accountable for my decisions and expenditure • keeping accurate records • Taking personal accountability for all aspects of my work and continuously seeking ways to improve performance **(from Service Delivery)**				Being sought out by colleagues and stakeholders for advice as an expert in my field Demonstrating committed team building skills by encouraging and modelling participation, and seeking and acknowledging the contributions of others in the team. Using effective strategies to confront complex issues or avoid conflict escalation in difficult relationships or in varied cultural circumstances. Building and sustaining positive and productive long-term relationships with suppliers/ partner organisations/ and related non-government organisations (advocating, influencing, achieving benefits for SPREP)
3 Demonstrate effective teamwork, by e.g. • Collaborating in teams, valuing others' contribution and sharing knowledge • Showing respect and courtesy to my colleagues, Members and stakeholders • Recognising and drawing on our diversity and that of the communities we serve • striving to maintain a healthy work-life balance **(from Valuing our People)**				**The following examples would indicate less than Fully Effective performance:** Acting at times to undermine the organisation's value system e.g. being negative publicly about the organisation. Being reluctant when expected to do something outside immediate role demands e.g. internal corporate responsibilities Failing to look for opportunities to save energy or minimise waste and exercising poor judgement regarding use of resources. Delivering late, incomplete or poor quality reports, activities etc to the detriment of the team or organisation. Requiring more supervision than would normally be expected Responding defensively to constructive or developmental feedback from others Responding negatively to change initiatives, ideas and suggestions, by focussing on the problems not the solutions
4 Always act as an ambassador of SPREP, by e.g. • Being honest and politically impartial • Never allowing conflicts of interest or personal gain to influence my work • Supporting others to meet high ethical standards by discouraging unethical behavior where necessary • Supporting organisational strengthening initiatives and • Taking pride in SPREP **(from Demonstrate Integrity)**				Being reluctant to share knowledge with others Not taking responsibility for mistakes made or problems created Creating or failing to resolve personal conflicts with people or teams. Communicating inappropriately e.g. causing offence or failing to be culturally or gender sensitive Producing written communication that is unclear, incomplete, or contains errors or inaccuracies.

Mid-Cycle: Comments on behaviours, if any	**Staff comments to support ratings above**	**Manager comments to support ratings above**

PART 2 B - LEADERSHIP AND MANAGEMENT BEHAVIOURS:
For Executive Members, Managers, Team Leaders, Supervisors - in addition to Part 2

I will ...	My Self Rating (eg FE, E refer to summary page for descriptions)	Manager Rating	Agreed rating (to be transferred to summary page)	
For Managers & Supervisors: **Demonstrate effective management behaviours e.g.:** > Managing resources effectively and efficiently > Ensuring corporate requirements are met individually and as a team, > Managing staff performance and ensure consistency. > Conducting fair, consistent, timely performance planning and review meetings and encourage open communication to discuss performance. > Actively scheduling time to help staff develop and be the best they can > Creating an environment which encourages the resolution of performance issues > Demonstrating active commitment to the organisation's values and code of conduct				**The following examples would indicate that my performance might be above the Fully Effective level:** > Leading and inspiring the team to consistently achieve outstanding results individually and as a team > Modelling a flexible, effective management style that is obvious to others outside of the team > Being an outstanding coach by modelling effective techniques and being open to learning myself > Receiving consistently excellent feedback from staff on management qualities and behaviours > Inspiring the team to achieve an outstanding level of ownership, commitment and enthusiasm > Modelling a leadership style that is acknowledged outside of that team as being the key to outstanding individual and team results > Providing a role model for engaging and enthusing team members about excellence in all aspects of their work > Promotes engagement with code of conduct and orh=ganisational values.
For Leadership: **Demonstrate effective leadership behaviours e.g.:** > Developing and communicating strategic vision and translating this into clear objectives for my team. > Building and sustaining a motivated team, inspiring a shared commitment and leading by example > Developing good working relationships with stakeholders > Developing clear links between organisational strategic goals and team goals for staff to understand the big picture and the role they play in it > Enabling staff to thrive through providing them with challenge, ownership and feedback				**The following examples would indicate less than Fully Effective performance:** > Lacking direction or being vague and indecisive when supervising staff > Communicating poorly, causing uncertainty and re-work > Failing to recognise and/or resolve issues with staff > Being unapproachable or unavailable to staff > Not helping staff develop > Avoiding addressing issues of sub-standard work or poor performance > Not being vigilant on health and safety issues and taking short-cuts > Lacking commitment to corporate initiatives including the performance development system > Failing to manage other resources e.g. equipment or the budget efficiently > Not adequately translating organisational goals into team goals > Avoiding addressing issues of sub-standard work or poor performance with the managers or staff in question > Displaying actions which are inconsistent with words e.g. undertaking to do something and not following through, or not modeling appropriate behaviours

Mid-cycle : Comments on behaviours	End of cycle: Staff comments to support ratings above	End of cycle: Manager comments to support ratings above

PART 3 - MY LEARNING AND DEVELOPMENT PLAN

Job related learning and development necessary to achieve or exceed key result areas and key behaviours *(To be agreed at start of the performance cycle, and reviewed in the mid-cycle coaching session.)*

Work with your supervisor to identify your most important development needs in your current job and prioritise training to meet those needs, being realistic about what training is important and what would be nice-to-have. *(Your previous performance review will also help to identify development needs.)*

Development/training need	Proposed action (e.g. attend a training course; seek on-the-job coaching)	Approximate cost of proposed action, including any travel	Progress: actual action taken

Agreed : Staff Member's Signature: **Manager's Signature:**

PART 4 - PERFORMANCE SUMMARY	A copy of this form will go to the Review Team

Overall comments/examples to support the rating:

Summary Rating for the Job	Exceeds	Fully Effective	Needs Development	Unacceptable	On Track
Key result area 1					
Key result area 2					
Key result area 3					
Key result area 4					
Key result area 5					
Key result area 6					

Outstanding (Manager's Recommendation)	Exceeds	Fully Effective	Needs Development	Unacceptable	On track
Performance was clearly well above the job requirements in all aspects. Consistently rated as Exceeds for most Key Result Areas. An exceptional employee whose excellence is obvious to all.	Performance was noticeably above the required job level. Met all Key Result Areas, and rated as Exceeds for at least half.	Met all Key Result Areas. Met the level expected of a competent employee in this job.	On balance, did not fully achieve the Key Result Areas. Aspects of work need attention. Needs more training or more time in order to increase their level of competency.	Inadequate progress towards one or more Key Result Areas. Urgent improvement is required. This is currently being addressed or will be addressed in the immediate future.	Meets expectations for someone new to the role.

Overall comments/examples to support the rating:

Summary Rating for the Behaviours	Exceeds	Fully Effective	Needs Development	Unacceptable	On Track
Environmental Leadership					
Service Delivery					
Valuing our People					
Demonstrating Integrity					
Management (if applicable)					
Leadership (if applicable)					

Outstanding (Manager's Recommendation)	Exceeds	Fully Effective	Needs Development	Unacceptable	On track
Performance was well above the expectations in all aspects. An exceptional employee whose excellence is obvious to all. Consistently rated as Exceeds in the majority of the behaviours.	Performance was noticeably above the expectations. Fully Effective in all behaviours, and rated as Exceeds for at least half.	Met the expectations for the behaviours. No more than one behaviour rated as Needs Development. Performed at a competent and experienced level.	Aspects of behaviour need attention. Performance fell short of some expectations. One or more Needs Development ratings.	Unacceptable ratings across some/ all of the behaviours. Urgent improvement is required. This is currently being addressed or will be addressed in the immediate future.	Meets expectations or someone new to the role.

PART 5 - COMMENTS and SIGN-OFF

Comment on overall performance for the year, and any aspects of the Review, as desired.

Summary Achievement Level for Delivering Results *(copy from PART 4)*

Summary Achievement Level for Behaviours *(copy from PART 4)*

Team/Organisation Contributions that have not been recognised elsewhere in this review

Manager's Comments:	Employee's Comments:	Next Level Up Manager's Comments:
	I note the points raised in this Performance Review and sign this form to indicate my understanding and agreement with this review. (If there are some areas requiring further discussion, please do not sign until these have been discussed and resolved. Refer to the appeal process if necessary.)	
Signature: _____ Date: _____	Signature: _____ Date: _____	Signature: _____ Date: _____

Once the forms have been completed and signed off by your reviewer's manager, they are to be returned to Corporate Services/Human Resources. To ensure organisational consistency, all Summary Ratings will be validated by the Review Committee before any decisions are made on salary or other matters.

PART 6 - MY FEEDBACK TO MY MANAGER (OPTIONAL)

This section allows you to give feedback to your manager on things you find helpful about the manager's performance, and areas you think could be done differently to develop their working relationship with you.
Bear in mind that managers are expected to learn and develop and seek feedback to grow in their role, to the mutual benefit of themselves and their team. Comments should therefore be constructive and should be supported by examples where appropriate.

Things you (the Manager) do well and should continue doing	Things you (the Manager) could do more of

MANAGER'S SIGNATURE: