

Introduction

The purpose of this guide is to provide a step-by-step approach to work through the streamlined Academic Employee Career Development (AECD) template. The template is a guide to support both the staff member and their supervisor in planning and preparing ahead of the conversation.

Academic Employee Career and Development (AECD) Performance Conversation (Current Review Period: dd/mm/yyyy – dd/mm/yyyy)						
Employee's Name:		Employee's Position:				
Academic Supervisor's Name:		Date:				
Reflections on Previous Performance Plan (insert date range of previous review period) <ul style="list-style-type: none"> What worked well for your performance in the previous review period and what could you stop/start/continue to strengthen these areas? Were there areas of your work in the previous review period that you recognise fell short of your expectations? Are there any mitigating circumstances / Performance Relative to Opportunity considerations? What achievements in the previous review period are you most proud of? 						
Performance Objectives and Focus Areas for Current Review Period <ul style="list-style-type: none"> What is your work profile this year? What are your performance goals and focus areas for the current review period? (What does success look like to you?) What support will help you achieve these goals and impacts? 						
Career Plan <ul style="list-style-type: none"> What are your career goals? What are the immediate and short-term milestones towards these longer-term goals (next 1 to 2 years)? Are you intending to apply for promotion this year? Is your current work profile supportive of your individual circumstances and career plan? 						
Professional Development for This Year <ul style="list-style-type: none"> What are your professional development needs (career, performance and team) for this review period? What on-the-job, formal or informal opportunities (offered by Griffith/externally) might assist in achieving your performance objectives and longer-term career plans? <p>Learning & Teaching Researcher Education & Development Mid-Career Research Career Online Program HEA Fellowships Graduate Certificate in University Learning & Teaching program Leadership Programs, Framework and Success Profiles Griffith's Staff Development Offerings LinkedIn Learning Productivity Hub AI Hub – Resources and Courses</p>						
Development Goals	Action	By when				
Staff Declaration Please confirm you have considered, and where appropriate made disclosures or updates under each of the following categories. <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>Conflict of Interest: <input type="checkbox"/></td> <td>Foreign Influence: <input type="checkbox"/></td> <td>Company Directorship: <input type="checkbox"/></td> <td>Academic Dashboard: <input type="checkbox"/></td> </tr> </table>			Conflict of Interest : <input type="checkbox"/>	Foreign Influence : <input type="checkbox"/>	Company Directorship : <input type="checkbox"/>	Academic Dashboard: <input type="checkbox"/>
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Feedback: Planned Schedule of Check-In Meetings <ul style="list-style-type: none"> How often, and for how long will we meet over the next 12 months to check in on your progress, development plan and support needs? 						
Mid-Year Review Feedback Comments: <ul style="list-style-type: none"> How are things progressing towards goal and focus areas to date? (Note: Academic Supervisor to seek feedback from key stakeholders e.g. Head(s) of School, Research Centre Director(s)). 						
Staff Member Signature:	Date: / /	Supervisor Signature Date: / /				
End-of-Year Summary Comments: <ul style="list-style-type: none"> Where have things been going well? Where are <u>there</u> areas for improvement? If applicable, where have set standards not been met?(Note: Academic Supervisor to seek feedback from key stakeholders e.g. Head(s) of School, Research Centre Director(s)). 						
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Please forward completed document to staff file by emailing recopy-staff@griffith.edu.au with the subject line: staff [number-02](#) Performance Plan (year). E.g. 2126765-02 Performance Plan 2024

What is the streamlined AECD template?

The template is a guide to the key elements of the AECD performance and career development conversation that all academic staff undertake every year. The streamlined template aims to reduce the administrative burden and guide the supervisor and staff member to focus on the essential elements of the AECD process. The template forms the basis of the official performance, career and professional development plan.

Who uses the template?

Staff and supervisors use the template to plan, prepare and guide the AECD conversation. Staff and supervisors will be prompted to commence, review or complete AECD performance conversations through organisational or Group communications and the template is used to identify the key areas required for the performance conversation.

How to use the template

- 1 The Form is downloaded from the AECD Website and completed by the staff member. It is recommended that the staff member email a copy of their form and a copy of their [Academic Dashboard](#) to their supervisor prior to their career and development performance conversation.



- 2 Following the Conversation, the staff member will record any adjustments or updates on the form.

The template will inform the performance conversation between staff member and their academic supervisor

A copy of the form is filed on the staff file ready for the next mid or end of year review.
(a copy can also be kept locally if needed)

Schedule feedback and check-in meetings or review periods in calendars

**Information captured on the form will inform these ongoing conversations*

Conversations can occur prior to the template being used, as a way of focusing and having broader conversations that may require considerable thinking, planning, or reflection.

The template does not substitute the conversation, but reflects the agreement of where focus for performance, career and development needs to be placed.

TIP: Before you email the completed AECD Conversation Form to your staff file via recopy, we recommend that you also *keep a copy of the completed form* to reference throughout the year and for future conversations.

Completing the Template

Each section of the template contains prompting questions and considerations for the staff member and the academic supervisor to focus, clarify and agree on the performance, career and professional development goals for the review period

Reflections on Past Performance

The questions aim to assist in critically reflecting on the past performance plan and to identify, acknowledge and build on strengths, improvement areas, key achievement and wins, and mitigating circumstances (including [Achievement Relative to Opportunity](#)) that may have impacted on the performance plan.

This is also an opportunity for the supervisor to acknowledge, guide and support the staff member in their ongoing growth and development.

Academic Supervisor's Name:	Date:
Reflections on Previous Performance Plan (insert date range of previous review period)	
<ul style="list-style-type: none">• What worked well for your performance in the previous review period and what could you stop/start/continue to strengthen these areas?• Were there areas of your work in the previous review period that you recognise fell short of your expectations?• Are there any mitigating circumstances / Performance Relative to Opportunity considerations?• What achievements in the previous review period are you most proud of?	

The Academic Dashboard includes information which can help evidence and highlight the staff members performance such as

- *Teaching Allocation*
- *Teaching Evaluations: Average SET and SEC (Student Experience of a Course) scores*
- *Training Completions – discussions on development and capability needs*
- *Leave Balances –discuss future planning, well-being*
- *Research Outputs and Income*
- *HDR (Higher Degree Research) Supervision*

Other data:

- *Evidence of industry or community engagement where necessary*
- *CV if requested (usually when a new supervisor relationship established)*

Performance Objectives and Focus Areas for Current review Period

This section aims to clarify and set shared and agreed performance goals for the current performance period and to clarify and discuss the work profile of the employee. **Here is where any specific University or Group performance standards can be incorporated into the employee's performance goals.*

It also provides both the staff member and the supervisor with the chance to clarify indicators of success and the goals and expectations of each other and reflect these in the agreement plan. Any requirements to adjust the work profile would be made in accordance with the Group or University.

Group specific Performance Expectation Guidelines may be referenced for the planning of the performance objectives. If you are unsure where to access the Group specific guidelines, please consult with your Dean (Academic) or HR Business Partners.

Performance Objectives and Focus Areas for Current Review Period

- What is your work profile this year?
- What are your performance goals and focus areas for the current review period? (What does success look like to you?)
- What support will help you achieve these goals and impacts?

Possible Learning & Teaching Indicators: measurable outcomes

- Research / Practice Supervision: length of candidature; feedback
- Course Teaching: SEC / SET data; Peer Reviews; New Course Development / Curricula Development / Innovation in Delivery
- Work Integrated Learning
- L & T Leadership roles (e.g. Program Director)
- Scholarly teaching outcomes: publications, presentations
- Citations / Awards / L&D Grant Applications / Reflective Practice
- Student Outcomes: Retention; Employability

Possible HDR Indicators

- Consider talking with the HDR Convenor in advance of the performance conversation
- Utilise data available from the HDR Completions Dashboard
- Quality of HDR supervision practice as well as the number of HDR completions (Principles to promote excellence)
- Discuss difficult/challenging HDR supervision arrangements to brainstorm solutions
- Support professional development of HDR supervision practice

Possible Research Indicators: process / measurable outcomes

1. University Research Performance Guidelines
2. Staff Research Output Tool, providing details for last 5 years on:
 - Profile / Function; Level; F/T
 - Breakdown of Income
 - Publication numbers
 - RHD completions
3. Research Dashboard (Planning and Statistics Portal)
4. Quality
5. Impact & Translation

Career Plan

The career plan reflects the previous and current discussions in relation to the long-term career goals and the short- and medium-term milestones to achieve these.

Note: Work profile and intentions to apply for promotion are important factors to discuss at this stage on the conversation. Reference to Group Performance Expectation Guidelines may be useful to reference to target the next academic level for promotion.

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Professional Development for This Year

Professional development activities are outlined in this section. A range of available options within Griffith are provided for consideration. External opportunities may also be considered and outlined in this section.

Note: Conference attendance where the staff member is delivering sessions or key notes are not included for Professional Development, rather these should be captured in the performance or career plan as appropriate. Attending a conference as a delegate would be suitable for inclusion in this section.

Professional Development for This Year		
What are your professional development needs (career, performance and team) for this review period? What on-the-job, formal or informal opportunities (offered by Griffith/externally) might assist in achieving your performance objectives and longer-term career plans?		
Learning & Teaching Researcher Education & Development Leadership Capability Framework Leadership Development Griffith's Training Calendar LinkedIn Learning Productivity Hub		
Development Goals	Action	By when

Feedback: Planned Schedule of Check-In Meetings

The staff member and the supervisor discuss and agree on the schedule of informal and review meetings and schedule these in diaries.

This schedule should reflect a balance between the staff member's need and the supervisor's assessment of support that would enable and encourage optimal performance, maintain ongoing professional development and short, medium- and long-term support for career goals.

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Mid-Point Review Feedback Comments

The mid-point review conversation aims to provide a check in on progress and the approach to take for the remainder of the plan to meet outcomes.

Feedback from relevant key stakeholders (Heads of School, Research Centre Directors etc.) is an important and informative input at this stage.

Mid-Year Review Feedback Comments:

- How are things progressing towards goal and focus areas to date?
- (Note: Academic Supervisor to seek feedback from key stakeholders e.g. Head(s) of School, Research Centre Director(s)).

Staff Member Signature: _____ **Date:** / / **Supervisor Signature** _____ **Date:** / /

End-of-Year Summary Comments

The final summary of the performance period's achievements and outcomes is reflected here along with any feedback from relevant key stakeholders (Heads of School, Research Centre Directors etc.).

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Completed performance conversation templates

Once the performance period is complete, the finalised template is saved electronically to the staff member's file by following the instructions on the template. This becomes the staff members official record of performance.

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Supervisor Conversation Fundamentals – how do I support an environment of success?

What leads to academic performance? Individual factors include:

- Ability (e.g., expertise, skills),
- Motivation (e.g., engagement, work self-efficacy, mastery, autonomy and purpose), and
- Opportunity (e.g., awarded grant funding, good health)

Leadership and the working environment can influence individual factors, by:

- Supporting skills development
- Supporting engagement
- Promoting effective health and wellbeing

Meta-analyses consistently relate the quality of the relationship to be a key predictor of the extent to which supervisors can influence these aspects.

Thus: *“a key contributor to people doing a good job is to be challenged and supported by their supervisor”*

REFLECTION QUESTIONS

Think about your behaviours and tendencies during career or development conversations.

- What do I need to know about myself to be effective during a career and development conversation?
- Do I come prepared to meetings, am present and demonstrate genuine interest in the other person?
- Do I talk more than I listen?
- Do I acknowledge feelings and or efforts when someone has shared something important with me to show understanding?
- Do I offer solutions, or do I guide others to develop their own solutions in designing and developing a career plan?
- Do I share and provide strategic context and clarify their understanding of performance expectations?
- Do I address issues/differences of opinion with curiosity and non-defensively to understand their perspectives before providing my perspective or providing context to why?
- Am I open to feedback from the other person and willing to work towards resolving issues if they arise?

Think about how you will help others celebrate small wins and manage setbacks in their development or career journey.

- Do I wait to give positive feedback only when the actual goal is achieved?
- Do I provide genuine praise for small wins?
- Do I help people learn to handle setbacks, or do I prescribe solutions?
- Do I advocate on their behalf?
- Do I show and communicate confidence in their ability to achieve their goals and perform effectively on many tasks?
- Do I recognise and acknowledge all aspects of their work (ie, teaching, research and scholarship, service)?
- Am I brave enough to engage in conversations with staff who are not meeting expectations and scaffold and support those who require improvement?

For more information contact your HR Business Partner