



Charles Sturt
University

Learner Guide - Employee Development and Review Scheme

Academic Employees and Supervisors

People and Culture



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Introduction

Charles Sturt University is committed to helping people be the best they can be. The Employee Development and Review Scheme (EDRS) is a tool which provides employees and managers with a simple and consistent approach to managing performance outcomes. The Scheme is a space for shared understanding of goals and opportunities which can be aligned with the University Strategy.

In this Learner Guide, you will find guidance, activity sheets, resource links and templates relevant to the Employee Development and Review Scheme (EDRS) at Charles Sturt University.

Learner Responsibilities

The best place to start is to get familiar with this Learner Guide. The table of contents provides an overview of what is covered. Use the glossary in this guide, and/or talk to your supervisor to clarify any terminology you do not understand.

When reviewing this guide please:

- Read all learning materials with which you are provided;
- Follow the guidance of your supervisor;
- Seek out people and information that can increase your knowledge of the EDRS process; and
- Participate in all activities if attending a face-to-face training session.

Supervisor Responsibilities

Your supervisor will help you to understand the EDRS process. They will give you feedback and advice and receive your feedback. They will provide you with information about workplace policies and procedures in relation to the EDRS process. Your supervisor is there to answer any questions you may have.

General Principles of EDRS

The following principles apply to EDRS:

1. Aligned to the University's organisational strategic objectives and priorities;
2. Encourage a culture of high performance to support individual and organisational development;
3. A fair and equitable process, incorporating the principle of natural justice;
4. Clearly articulates development expectations;
5. Provides ongoing feedback and support;
6. Is a shared responsibility;
7. Employees take an active role in their own ongoing professional learning and development; and
8. Is undertaken in a professional manner and aligns with Charles Sturt's values and behaviours.

Overview of the EDRS Process

What is EDRS?

The Employee Development and Review Scheme is the formal review process at Charles Sturt. The EDRS process allows you and your supervisor to review the previous year's work and set work and development objectives for the coming year.

The intent of EDRS is to encourage meaningful conversation between you and your supervisor to ensure you are equipped to perform your role effectively.

EDRS serves the following purpose:

- Reviewing work performance and setting objectives;
- Professional development – Identifying activities and the appropriate level of support to achieve your objectives;
- Focusing on being a truly values driven organisation; and
- Support from Charles Sturt to achieve work, professional development and ways to live the values.

EDRS meetings are formally held from October - December and then informally every three months throughout the year, with your supervisor. The goal is for you and your supervisor to have a common understanding of your working situation, that your work is focused, and expectations are clear, and that your development is designed to meet your current and future professional needs.

EDRS Cycle

EDRS is part of Charles Sturt's planning and review cycle. It starts with the University's strategic objectives, priorities, and the review of Faculty/School/Division/Centre portfolios and the development of Initiative and Implementation/Operational Plans. These plans provide the basis for performance planning. They establish a regular periodical review in which each employee works with their supervisor to monitor progress and achievement of the approved objectives and standards.



People Management at Charles Sturt

EDRS is integral to the success of People Management at Charles Sturt and is an ongoing process and allows us to:

- Align everyone's work with University strategic objectives and priorities;
- Fully develop people into their positions; and
- Encourage individual planning of professional learning and development.

Preparing for your EDRS meeting

To get the best out of your meeting, it is important you adequately prepare. Take some time to consider your role, your responsibilities and your professional development goals for the next 12 months. Assist your supervisor to prepare where possible. Consider the location or venue where the meeting will take place. You may wish to have a formal setting but equally valuable to both parties might be a more relaxed environment. Avoid the last-minute rush because you will not be able to get the best results from your conversation and this may affect the goals you set with your supervisor and your ability to achieve them.

Prepare for the Conversation

To ensure you have a meaningful conversation it is recommended that you prepare, and this may include:

- **Knowing your content - gathering evidence, for example:**
 - understand Charles Sturt Strategy;
 - consider Faculty/School/Division/Centre plans;
 - understand your contribution to team objectives;
 - review your position description to ensure it reflects the requirements of the role;
 - reflect on work progress against plan: what went well, what could be improved and how these improvements can be implemented and contribute to the Faculty/School/Division/Centre plans;
 - focus on individual work and development objectives – think about your achievements and challenges over the past year and your plan for the coming year; and
 - take the opportunity to think about your career aspirations.
 - If you have a research component to workload, you are required to complete and provide a Research Plan to your supervisor
- **Knowing yourself** – what conditions do you need for a constructive conversation and prepare for the meeting, thinking about your mindset and demeanour.

Prior to your EDRS Meeting, you will need to review your previous plan, and be prepared to discuss your draft plan for the coming year.

Review last year's plan	Draft this year's plan
<ul style="list-style-type: none"> • What the employee achieved and how they achieved it; • Why objectives were not met; • The timeframes in which objectives were achieved; • The evidence available to demonstrate achievements against identified measures; • Your contribution to the performance of the Faculty/School/Division/Centre. 	<ul style="list-style-type: none"> • What you would like to achieve for the plan period; • Develop work objectives; • Set development objectives, based on the Charles Sturt capability framework; • Your contribution to the Faculty/School/Division/Centre. • How you can live the values everyday.

During your EDRS meeting

During the EDRS meeting, you and your supervisor will review your previous year's plan and discuss your draft plan for the coming year, you may also discuss:

- What went well in the previous 12 months, recognising efforts and successful outcomes;
- What could be improved and how these improvements can be implemented;
- How your performance is contributing to the performance of the team and your Faculty/School/Division/Centre and Charles Sturt;
- How you are progressing on your career path (if identified); and
- Request to participate in follow up meetings, as appropriate.

Other considerations may include:

- Any changing expectations or priorities, that impact your work and what solutions were implemented to address these changes;
- Whether there are enough challenges in the work you are given;
- What impedes your work and what progresses it;
- What can be done to improve the working context;
- Methods to improve your own and team outcomes;
- What types of rewards you value;
- Ideas for improvements, innovations and further development;
- Opportunities at the right level of responsibility;
- Workload allocation;
- Whether you have acquired the skills/ knowledge identified as necessary to achieve your work objectives;
- How any newly acquired skills have been used and the level of skill achieved; and
- Your position description and whether it accurately represents the work you do.

After your EDRS meeting

You and your supervisor are both responsible for ensuring you meet at least every three months to discuss your progress against your agreed objectives. Discuss how to move forward, such as actions each will take, follow up needed and frequency of meetings.

EDRS Manager

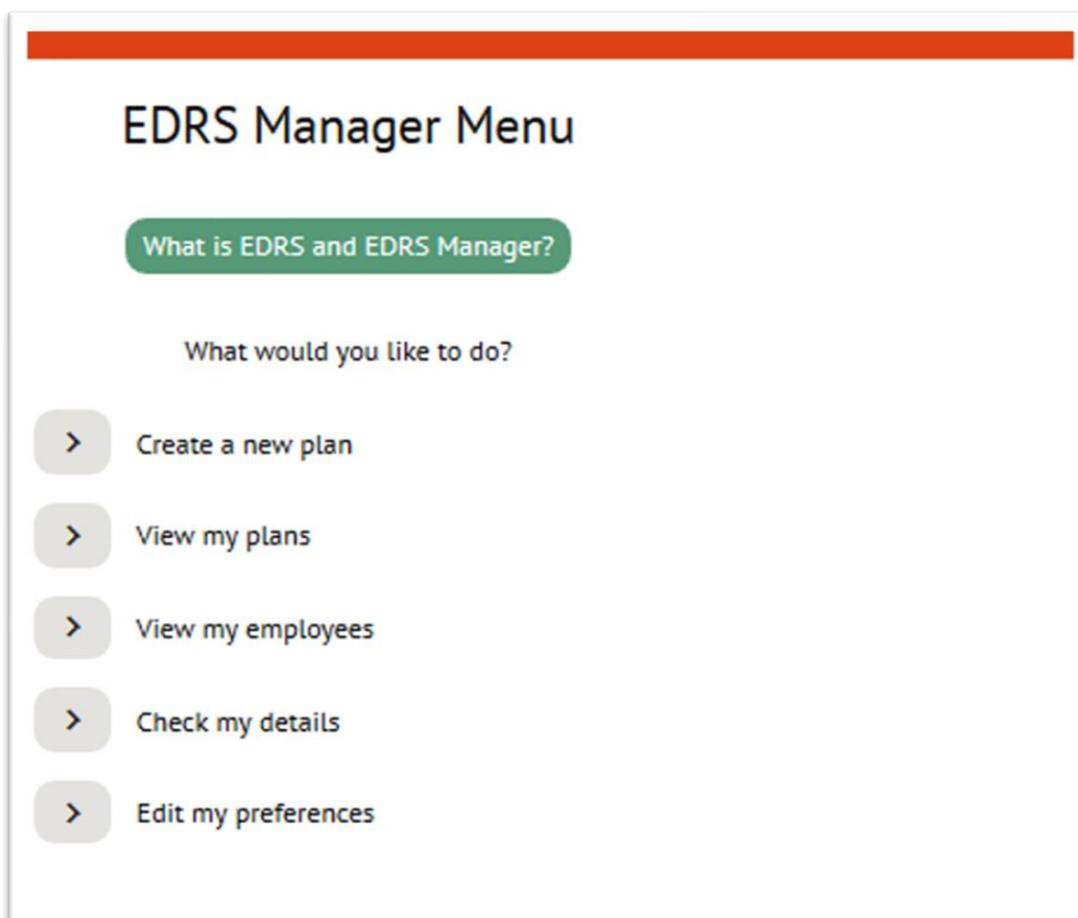
EDRS Manager is an online performance management system that supports all academic employees who are eligible to participate in the EDRS process. The system is easy to use and supports you to build comprehensive work, development and values goals. This guide demonstrates how to use the system by referring to screen shots.

EDRS Manager is available on the Division of People and Culture webpage/Career Development.

After you login to the portal, you will arrive at the home page as seen in the image below. There are three areas on this screen that you can access. If you are a supervisor, you will have two extra areas on the screen to view for your employees.

EDRS Manager Menu

1. Create a new plan
2. View my plans
3. View my employees - supervisor view only
4. Check my details
5. Edit my preferences - supervisor view only



You can also access, in the top right-hand corner the following:

1. FAQs
2. Support
3. Sign out

EDRS Manager Plan Stages

Your plan will progress through several stages. The stages are:



Stage 1: Pre-approval (at the start of the plan period)

At this stage the employee can develop the plan. When it is ready to be approved the employee moves it to the next stage.

Stage 2: Ready to approve (early in the plan period)

At this stage the supervisor can review the plan in consultation with the employee and make some initial comments. If the employee or supervisor would like adjustments to be made, then either can move the plan back to the previous stage. If the employee or supervisor are happy with the plan the supervisor can move it to the next stage.

Stage 3: Approved (early in the plan period, and during)

At this stage the employee can execute the plan. If the employee wants to change the plan at some point during the plan period, the employee just needs to move the plan back to the first stage and go through the above process again.

Towards the end of the plan period the employee can make comments about how the plan has gone, and then move the plan to the next stage.

Stage 4: Ready to finish (late in the plan period)

At this stage the supervisor can review the plan in consultation with the employee and make some final comments. If the employee or supervisor would like adjustments to be made, then either can move the plan back to the previous stage. If the employee and supervisor are happy with the plan the supervisor can move it to the next stage.

Stage 5: Finished (at the end of the plan period)

At this stage no changes can be made - the plan is finished. If changes need to be made the supervisor must move the plan back to the previous stage.

Creating a new plan in EDRS Manager

1. To create a new plan, select the relevant **position** for your plan
(if your position is not on the list then click **'Support'** in the top right corner of EDRS Manager).
2. Select who will be the **supervisor** for your plan
(if the supervisor listed is not correct, select **'Find'** to choose the correct supervisor for this plan).
3. Enter the plan **start and end date**.
Confirm what your role is during the plan, either **Academic** or **Academic - manager/leader** (select if you are a supervisor).
4. Click **OK** to continue.

Create a new plan

Which position is the plan for?* ?

Who will be supervising the plan?* ?

When does the plan start?* ?

When does the plan end?* ?

What is your role during the plan?* ?

Stage 1: Pre-approval: New plan

Stage 1 Pre-approval	Stage 2 Ready to approve	Stage 3 Approved	Stage 4 Ready to finish	Stage 5 Finished
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At this stage you can make changes to the design of the plan. When you are ready to have the plan approved you should move it forward to the next stage. ?

1. **Setup:** starting from the top, ensure details are correct in each field. Click on the **Edit** button to change any details that aren't correct.
2. **Comments:** at each stage of your plan you can make comments. Your supervisor will be able to view these comments and also provide their own comments (purple boxes).
3. **Self-assessment:** complete your self-assessment.
4. **Objectives:** set yourself no more than 3-5 **work** objectives and 3-5 **development** objectives.
5. **Initial Comments:** are items you may wish to bring to your supervisors attention (Stage1-3).
6. **Final Comments:** are to be completed at the end of your plan (Stage 4 and 5).

Setup

Position: ? 0 [Edit](#)

Supervisor: ? 0

Dates: 24 Oct 2021 → 24 Oct 2022 ? 0

Role: Academic ? 0

Self-assessment

Self-assessment (optional): 0% complete ? 0 [View](#)

Objectives

New objective: ? 0 [Add](#)

Initial comments

Rebecca's initial comments: ? 0 [Add](#)

Supervisor's initial comments: ? 0

Final comments

Rebecca's final comments: ? 0

Rebecca's supporting document: ? 0

Supervisor's final comments: ? 0

Stage 1: Pre-approval: Self-assessment

1. **Setup:** starting from the top, assess how well you display the attributes from the Charles Sturt Capability Framework, using the sliders as appropriate.
2. **Attributes:** click on each attribute name for further guidance. Please note if you are an academic leader there are further attributes for you to consider as a leader.
3. **Results:** you can see the results of your self-assessment as you work through the self-assessment.
4. **Note:** while the self-assessment is optional, we recommend you complete this assessment to help you understand the key areas for discussion in your face-to-face meeting.

Your self-assessment is confidential to you and your supervisor(s)
Group summaries might be used for planning and development

Collaborating with others

- ▶ **I influence** Never Always
- ▶ **I listen closely** Never Always
- ▶ **I network** Never Always

Getting Results

- ▶ **I am business savvy** Never Always
- ▶ **I am innovative** Never Always
- ▶ **I am service focused** Never Always

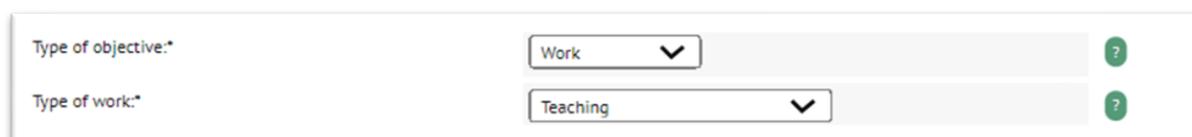
Taking Ownership

- ▶ **I adapt to change** Never Always
- ▶ **I live our values** Never Always
- ▶ **I take action** Never Always

[← Back to the plan](#) [↑ Back to the top](#)

Stage 1: Pre-approval: Objective setting – Work

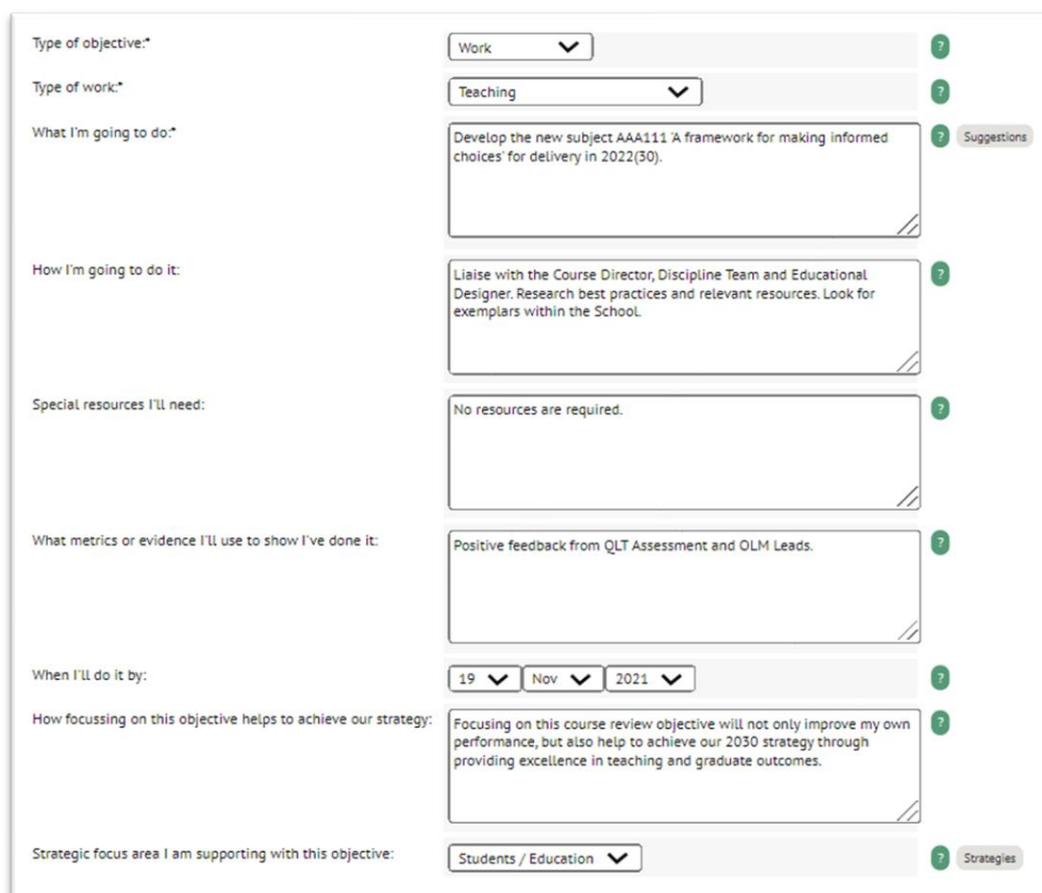
1. **Type of objective:** Starting from the top, select **work** objective.
2. **Select the type of work:** Teaching, Research/Professional/Creative, Admin/Management.



Type of objective:* Work [?] [v]

Type of work:* Teaching [?] [v]

3. **What I am going to do:** Explain what your objective is - what you are aiming to do. Click on the 'suggestions' box for examples.
4. **How I am going to do it:** Explain how you are going to achieve each objective.
5. **Special Resources I'll need:** If you require any special resources to help achieve this objective then you can specify these here. These might include equipment, time or money (for example).
6. **What metrics or evidence I'll use to show I've done it:** Explain how you will show that you have achieved the objective. This will help you make sure that the achievement of your objective is measurable.
7. **When I'll do it by:** If you'd like to specify a date by which you will complete this objective or as a check-in at a certain date, you can do so here.
8. **Strategic Focus:** Why I am focusing on this to help achieve our strategy, link to individual objectives.
9. **Strategic Plan:** For each objective, you can specify a Strategic focus area that you will be helping to achieve.



Type of objective:* Work [?] [v]

Type of work:* Teaching [?] [v]

What I'm going to do:* Develop the new subject AAA111 A framework for making informed choices' for delivery in 2022(30). [?] Suggestions

How I'm going to do it: Liaise with the Course Director, Discipline Team and Educational Designer. Research best practices and relevant resources. Look for exemplars within the School. [?]

Special resources I'll need: No resources are required. [?]

What metrics or evidence I'll use to show I've done it: Positive feedback from QLT Assessment and OLM Leads. [?]

When I'll do it by: 19 [?] Nov [?] 2021 [?] [?]

How focussing on this objective helps to achieve our strategy: Focusing on this course review objective will not only improve my own performance, but also help to achieve our 2030 strategy through providing excellence in teaching and graduate outcomes. [?]

Strategic focus area I am supporting with this objective: Students / Education [?] Strategies

Stage 1: Pre-approval: Objective setting – Development

1. **Type of objective:** starting from the top, select **development** objective.
2. **What I am going to do:** explain what your objective is - what you are aiming to do. Click on the 'suggestions' box for some examples from your self-assessment.
3. **How I am going to do it:** explain how you are going to achieve the objective.
4. **Special Resources I'll need:** if you require any special resources to help achieve this objective then you can specify these here. These might include equipment, time or money (for example).
5. **What metrics or evidence I'll use to show I've done it:** explain how you will show that you have achieved the objective. This will help you make sure that the achievement of your objective is measurable.
6. **When I'll do it by:** if you'd like to specify a date by which you will complete this objective you can do so here. If you want to check-in at a certain date, you can also do so here.
7. **How focusing on this objective helps to achieve our strategy:** Why I am focusing on this to help achieve our strategy, link to individual objectives.
8. **Strategic Plan:** For each objective, you can specify a Strategic focus area that you will be helping to achieve.

Type of objective:*	Development ▼	?
What I'm going to do:*	Contribute to team effectiveness in my School.	? Suggestions
How I'm going to do it:	Mentor an Associate Lecturer in my discipline through a semester, by meeting with them weekly during session one informally to discuss the discipline and their teaching.	?
Special resources I'll need:	Workload allowance.	?
What metrics or evidence I'll use to show I've done it:	Class subject evaluation year-on-year improvement, Associate Lecturer feedback.	?
When I'll do it by:	20 ▼ Jun ▼ 2022 ▼	?
How focussing on this objective helps to achieve our strategy:	This will build my skills and those of the Associate Lecturer so we can both contribute to team effectiveness, which helps to achieve our 2030 people strategy by creating opportunities for our people to excel.	?
Strategic focus area I am supporting with this objective:	People ▼	? Strategies

Stage 1: Pre-approval: Objective setting – Values

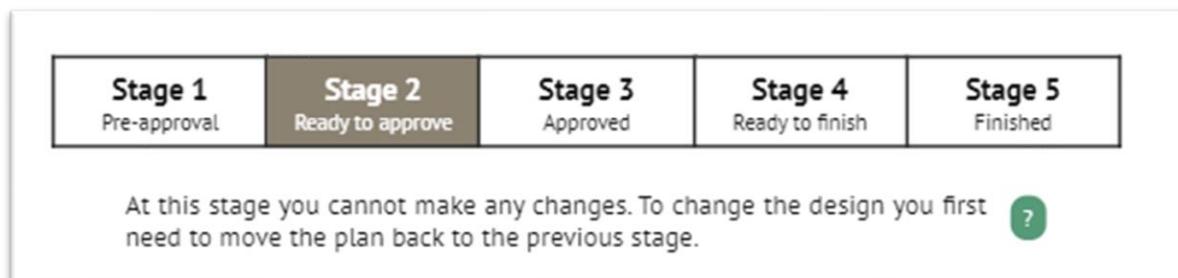
1. **Type of objective:** starting from the top, select **value** objective.
2. **What I am going to do:** explain what your objective is - what you are aiming to do. Click on the 'suggestions' box for the Values in Action document.
3. **How I am going to do it:** explain how you are going to achieve the objective.
4. **Special Resources I'll need:** if you require any special resources to help achieve this objective then you can specify these here. These might include equipment, time or money (for example).
5. **What metrics or evidence I'll use to show I've done it:** explain how you will show that you have achieved the objective. This will help you make sure that the achievement of your objective is measurable.
6. **When I'll do it by:** if you'd like to specify a date by which you will complete this objective you can do so here. If you want to check-in at a certain date, you can also do so here.
7. **How focusing on this objective helps to achieve our strategy:** why I am focusing on this to help achieve our strategy, link to individual objectives.
8. **Strategic Plan:** for each objective, you can specify a Charles Sturt Strategy plan that your objective will be helping to achieve.

The screenshot shows a form with the following fields and content:

- Type of objective:*** Values (dropdown menu)
- What I'm going to do:*** Improve the student experience of our students through alignment to required student response times.
- How I'm going to do it:** I will do this through regular, clear and succinct information deliver in the subject outline and through weekly announcements to students. I will highlight inclusivity and insightful values focusing on respect, accessibility and being impactful and having a student-centred approach.
- Special resources I'll need:** No resources are required.
- What metrics or evidence I'll use to show I've done it:** I will measure this through student and key stakeholder feedback and make refinements to ensure it continues to align with our values.
- When I'll do it by:** 19 (dropdown), Nov (dropdown), 2021 (dropdown)
- How focussing on this objective helps to achieve our strategy:** Focusing on this objective will not only improve my own personal development and reflection around teaching practise, but it will also help to achieve our 2030 strategy through providing excellence in teaching and graduate outcomes.
- Strategic focus area I am supporting with this objective:** Students / Education (dropdown menu)

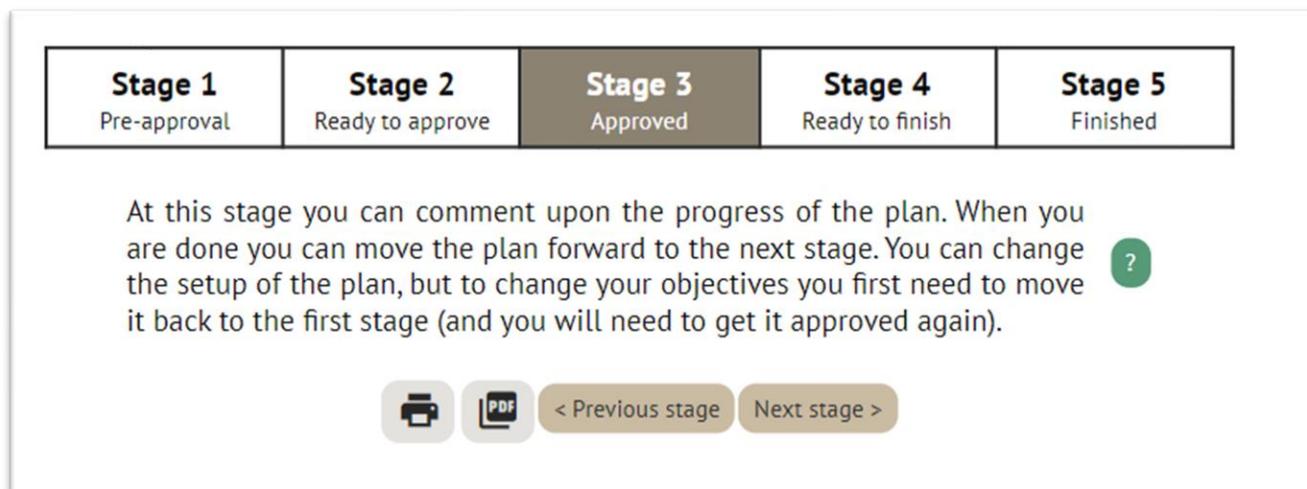
Each field has a green question mark icon and a blue zero icon to its right. The 'Values' and 'Students / Education' dropdowns have a 'Values' and 'Strategies' button respectively next to them.

Stage 2: Ready to Approve



1. **Ready to approve:** your plan is now finished and ready to move to the next stage for your supervisor to review.
2. **Comments:** your supervisor can also make some comments in the 'Initial Comments' section or use the 'Comment Boxes' provided (purple boxes).
3. **EDRS Meeting:** at this stage, your meeting with your supervisor is due to take place where you will discuss your plan, review the objectives you set and consider your development strategy over the next 12 months and adjust as necessary. If you need to make any adjustments, you or your supervisor needs to move the plan back to the previous stage. When you and your supervisor are comfortable with the plan, your supervisor can move it to the next stage.

Stage 3: Approved



1. **Approved:** at this stage you can work on your plan throughout the plan period. If you want to update or change the plan or make comments, you will need to move the plan back to the first stage and go through the process again.

Documentation: you can add supporting documents for your plan under 'supporting document'.

Stage 4: Ready to Finish

Stage 1 Pre-approval	Stage 2 Ready to approve	Stage 3 Approved	Stage 4 Ready to finish	Stage 5 Finished
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At this stage you cannot make any changes. To change your comments you first need to move the plan back to the previous stage ?



1. **Ready to Finish:** as you reach the end of your plan, you should finalise your plan.
2. **Objectives:** provide comments on **'How it went'** for your work and development objectives.

Type of objective:	Work (Teaching)	? 0
What I'm going to do:	Develop the new subject AAA111 'A framework for making informed choices' for delivery in 2022(30).	? 0
How I'm going to do it:	Liaise with the Course Director, Discipline Team and Educational Designer. Research best practices and relevant resources. Look for exemplars within the School.	? 0
Special resources I'll need:	No resources are required.	? 0
What metrics or evidence I'll use to show I've done it:	Positive feedback from QLT Assessment and OLM Leads.	? 0
When I'll do it by:	19 Nov 2021	? 0
How focussing on this objective helps to achieve our strategy:	Focusing on this course review objective will not only improve my own performance, but also help to achieve our 2030 strategy through providing excellence in teaching and graduate outcomes.	? 0
Strategic focus area I am supporting with this objective:	Students / Education	? 0
<hr/>		
Type of objective:	Development	? 0
What I'm going to do:	Contribute to team effectiveness in my School.	? 0
How I'm going to do it:	Mentor an Associate Lecturer in my discipline through a semester, by meeting with them weekly during session one informally to discuss the discipline and their teaching.	? 0
Special resources I'll need:	Workload allowance.	? 0
What metrics or evidence I'll use to show I've done it:	Class subject evaluation year-on-year improvement, Associate Lecturer feedback.	? 0
When I'll do it by:	20 Jun 2022	? 0
How focussing on this objective helps to achieve our strategy:	This will build my skills and those of the Associate Lecturer so we can both contribute to team effectiveness, which helps to achieve our 2030 people strategy by creating opportunities for our people to excel.	? 0
Strategic focus area I am supporting with this objective:	People	? 0

3. **Final comments:** make some comments about how the plan has gone under 'Final Comments' or use the 'Comment Boxes' (blue boxes). Your supervisor will also make some final comments about your plan using the 'Final Comments' section or the 'Comment Boxes' (blue boxes).

Final comments

Rebecca's final comments: ? 1 Edit

Rebecca's supporting document: [View \(.docx\)](#) ? 0 Edit

Supervisor's final comments: ? 0

Stage 5: Finished

Stage 1 Pre-approval	Stage 2 Ready to approve	Stage 3 Approved	Stage 4 Ready to finish	Stage 5 Finished
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At this stage you cannot make any changes to the plan. ?

1. **Finished:** Your supervisor makes final comments and the plan is finished. If changes need to be made the supervisor must first move the plan back to the previous stage.

Final comments

Rebecca's final comments: ? 1

Rebecca's supporting document: [View \(.docx\)](#) ? 0

Supervisor's final comments: ? 0

EDRS Conversation

In order to participate in an effective conversation, there are three stages – Preparation, Participation and Follow Up. Within each of these stages is core communication skills to utilise.

Preparation	<ul style="list-style-type: none"> • Know your content • Know yourself • Review your previous plan
Participation	<ul style="list-style-type: none"> • Clearly state your highlights and lowlights • Be open to feedback and a review of your progress • Be ready to share <ul style="list-style-type: none"> ○ Barriers to high performance ○ Improvements to assist you ○ Areas for growth and opportunity • Discuss how to move forward
Follow Up	<ul style="list-style-type: none"> • Update EDRS Manager • Regular informal meetings • Be open to feedback and a review of your progress • Be ready to share

Tools and Behaviours

Emotional Intelligence	Emotional Intelligence is the ability to monitor one's own and others feelings and emotions
GROW Coaching Model	Provides a framework for structuring a conversation and can be used in your preparation.
SBI/BI Feedback Model	Is a framework that helps structure effective feedback.

Emotional Intelligence

Emotional Intelligence can be developed and is a learned skill. Emotional Intelligence allows for self awareness, self management, and responding rather than reacting.

Recognising emotions:	perceiving emotions in self and others.
Understanding emotions:	how emotions may progress and what they mean.
Using emotions:	to facilitate thinking.
Managing emotions:	managing your own state.

Ownership
Accountability
Responsibility

Proactive

ABOVE THE LINE

BELOW THE LINE

Blame
Excuse
Denial

Reactive

High Stakes Conversations

- Above and beyond day to day chit chat
- Address positive and negative areas of performance
- Stakes are high
- Strong emotions maybe evoked
- Potentially opposing opinions
- Success linked to self-awareness
- Typical responses: fight, flight, flow

Effective Questioning

- Use open questions: what, when, who, how
- Ask specific questions that need specific answers
- Keep the conversation flowing with open questions
- Why implies criticism
- Avoid leading questions or questions that invite a 'NO' response
- What else? – evokes more even when you think the conversation might be finished
- If you knew the answer, what would it be? – thinking outside the square

Active Listening

Selective	
Conversational	
Active/Deep Listening	

ACTIVITY: What did you think?

What did you feel?

What did you do?

What prevents us from listening?

How can you improve your listening skills?

Clarify	Ask questions, display interest
Restate	Put the message in your own words, demonstrates you listened and understand meaning
Reflect	Mirror back image, feelings, emotions
Encourage	'tell me more...', expresses interest
Validate	Confirms it is ok to talk, 'I appreciate your ...'
Summarise	Recap the main points of the message

Coaching: GROW

GOAL – what do you need to achieve?	REALITY – what is happening now?
<ul style="list-style-type: none">✓ agree/state topic✓ explore meaning✓ agree objective	<ul style="list-style-type: none">✓ explore current situation✓ provide feedback✓ establish what is relevant
OPTIONS – what could you do?	WRAP UP - what will you do?
<ul style="list-style-type: none">✓ invite suggestions, brainstorming✓ cover a full range of options✓ identify one option before moving on	<ul style="list-style-type: none">✓ commit to action✓ agree support✓ make specific steps and timing

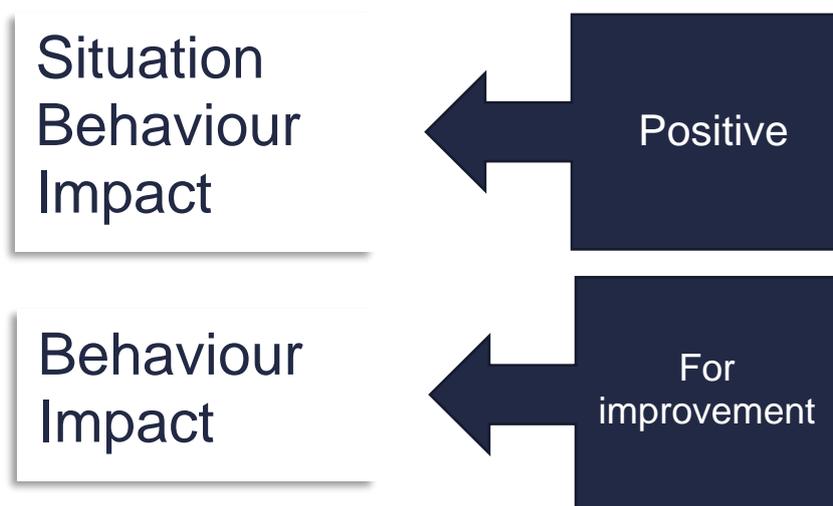
- used to frame conversations
- brings out the best in people
- increases level of responsibility and accountability
- maximises listening and questioning skills

SBI/BI Feedback

The SBI/BI model is a way of delivering feedback that enables the receiver to work constructively with the impact of the behaviour.

SBI = Situation Behaviour Impact

BI = Behaviour Impact



Feedback

Remember a time when you received positive feedback, how was it delivered? What did you think? What did you feel? What did you do?

Remember a time when you received negative feedback, how was it delivered? How did it affect you?

Feedback approach

Situation	
Behaviour	
Impact	
Alternative Behaviour	
Alternative Impact	

Feedback tips

- Provide both positive and negative feedback
- Be honest
- Be specific
- Restrict your feedback to situations you know for certain
- Be sincere in giving positive feedback
- Focus on behaviour not personality
- Provide informal feedback regularly
- Listen
- Be timely
- Avoid being selective and influenced by judgement

Resources

Centre for Creative Leadership <http://www.ccl.org/Leadership/index.aspx>

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books

Institute of Executive Coaching and Leadership <http://www.iecl.com/>

Mayer, J.D & Salovey, P. (1997). What is emotional intelligence?

O'Bree, M. (2009). *The Leadership Coaching Guide* (2nd ed.). Retrieved from <http://www.growthcoaching.com.au/>

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial Conversations – Tools for talking when the stakes are high* (2nd ed.). USA: McGraw Hill

Tan, C. (2015). *Search Inside Yourself*. USA: Harper One

Glossary

EDRS	Employee Development and Review Scheme incorporates the process of planning, monitoring, reviewing, improving and where appropriate recognising the performance of employees.
EDRS Manager	An online performance management system to support the Employee Development and Review Scheme.
Supervisor	Also known as manager or team leader.
Plan	A plan of work and development activities that have been agreed with the supervisor.
Development Objectives	Development objectives set by an employee and related to professional learning and developmental activities.
Work Objectives	Work objectives that are set for an employee's current job for the next performance period. These objectives are used to measure achievement in the Employee Development and Review meeting.
Values Objective	All employees are required to include a values objective to measure alignment to the values and behaviours at Charles Sturt.
Attributes	Attributes that are essential for all employees at Charles Sturt.