Bringing people on board
To engage employees in the process, it is important to invest time in effectively communicating the intent and benefits of the framework. This will help employees to identify ‘what’s in it for them’ and build ownership of the process.

Highlight the intent of the framework as a process, as well as tools and resources, to promote and maintain a culture where all employees are engaged in conversations about their performance and its development. Ensure employees understand that the framework empowers and supports them to talk about their work role, identify key work tasks and access professional development to build capabilities and fulfil career aspirations. Communicate the benefits of the framework by emphasising that ‘it’s about job satisfaction, spending your days in a place where you feel valued and supported when carrying out your day-to-day tasks as well as when facing new challenges, where you can discuss your learning and that of others, and where improvement is planned for and does not just happen randomly and by chance’. Importantly, when bringing employees on board, identify the shift from performance management systems of the past to a Developing Performance approach.

The Developing Performance Framework is focused around a shared responsibility. As a team leader, in bringing employees on board, it is your role to negotiate with your team how best to implement the Developing Performance Framework in your workplace. Together, discuss the ways that each phase will be facilitated the most useful tools and resources for each employee group, and outline key timelines.

Getting to know your team will also help to bring people on board and facilitate more effective conversations. There are many tools and resources in this toolkit, as well as on the website, that will assist you to get to know your team members better. Knowledge and understanding of your team members will improve communication and interactions, and help to build trust and positive relationships.

The case studies that follow demonstrate some of the reflections and resulting key actions team leaders in pilot schools and work units undertook to effectively bring people on board during the integration of the framework.

**Case study: Developing Performance process as everyday practice**

Caboolture Special School Principal Brian Gray gained widespread support for the Developing Performance process by effectively communicating the intent and benefits of the framework.

An initial volunteer sample of team members from across all employee groups enthusiastically took part in the first phase of integration of the framework. By using existing team structures, individuals first experienced Developing Performance conversations using the advocated four-phase process in the safety of familiar company and surroundings.

In discussions with team leaders, Brian reinforced the importance of using the Developing Performance conversations to build people’s understanding of the school’s core business and strategic goals, and how these link to their individual roles. This helped in demonstrating that the Framework supported each team member to do their day-to-day work and fulfil their individual priorities.
From a principal’s perspective, Brian firmly believes that the school’s planned approach to integrating the framework was the key to developing people’s perception of the process as an extension of everyday practice. ‘While it takes time to organise and implement the Developing Performance process and to ensure that people understand it, it is time well invested’.

**Case study: Working with different levels of change readiness**

The introduction of the Developing Performance Framework was timely for the team at Windaroo Valley State High School. Following a period of significant change, including major changes to the leadership team, the Developing Performance process represented an opportunity for Principal Dennis Irvine to focus team members on the goals of the school, their teams and themselves.

As with any major change process, Dennis recognised from the outset that it was important to monitor progress so as ‘not to miss anybody’. With the entire school team involved, there were vast differences in levels of change readiness among individuals and teams. One team leader noted that ‘a blanket approach is not the way to go about it (developing performance). It needs an individual approach because we can’t do the same thing for everybody’.

Following an initial training session to introduce team members to the framework, well-established teams revisited the aims of their faculty and discussed how the framework would be implemented. Decisions included whether to have team or individual meetings, written or verbal agreements, how long a work period would be, available support and professional development options, and reward and recognition options. However, new team leaders began by using the tools from the team leader section of the Developing Performance website to ‘get to know and understand team members’ and build team cohesion.

In recognition of the different starting points of teams, Dennis stresses that leaders play a key role in maintaining the momentum for change. Dennis uses existing administration meetings to discuss the progress of teams and share team leaders’ actions and experiences. Beyond the leadership team, Dennis promotes the framework formally and informally in discussions with team members. These actions have enabled Dennis to manage the change process by tailoring his support, focusing his actions and keeping his eye on the big picture.

Dennis recognises that, while each team is travelling its own path, the destination for each must remain the same. In the case of Windaroo Valley State High School, this destination is improved school image and school performance.
**Case study: Enhancing existing Developing Performance practice**

By introducing the Developing Performance Framework, Mount Isa School of the Air Principal Tim Moes was able to enhance and formalise the Developing Performance practices that were already in place at the school. Most team members were immediately comfortable with this transition as they viewed it as an extension of what was already happening. These individuals became advocates for the process, and supported Tim in bringing on board the few team members who were more reluctant to embrace the framework.

To begin this enhancement, the whole school team came together through the Triennial School Review process and defined school priorities. As a result, individuals started to take ownership of the school’s direction. Once team members understood the impact of their everyday work on the overall achievement of the school, they could see the purpose of using the framework to define their own Developing Performance goals.

In defining their goals, Tim gave team members ‘the freedom and flexibility to be as expansive or minimalist as they desired’. He took this non-interventionist approach, continuing to drive ownership of the process down to an individual level, as he believed it would build commitment through experience.

Tim then capitalised on every opportunity to stress the benefits of the Developing Performance process through providing examples of the successes that team members were experiencing.

**Case study: Making the ‘what’s in it for me’ real**

Following an initial information session and team leader training, the Organisational Health team arranged a professional development day to discuss the Developing Performance process and begin to formalise Developing Performance agreements. Director Mark Hewison opened the session by sharing his vision for the work unit, acknowledging existing processes, and reiterating the need to reflect on and refine current practice.

Team members were given the opportunity to pause and reflect on how their work as individuals contributes to the outcomes of their team and the work unit as a whole. To ensure that team members understood the impact that using the Developing Performance Framework would have on their day-to-day work, and that no individual felt intimidated by the process, team leaders tailored the delivery of information about the process, giving personalised examples.

Through discussions, team members defined their key work tasks, identified the capabilities required to complete these tasks, and requested any professional development or support needed to build these capabilities. The Health, Safety and Wellbeing Action Plan and the Professional Framework for Public Sector Employees were made available to team members to support them in this process. With a clearer view of their roles and responsibilities, team members could then easily recognise the links between individual and team roles, and identify potential opportunities for joint working, particularly across teams within the unit.

By the end of the day, team members had the beginnings of their Developing Performance plans and could really see what was ‘in it for them’.