

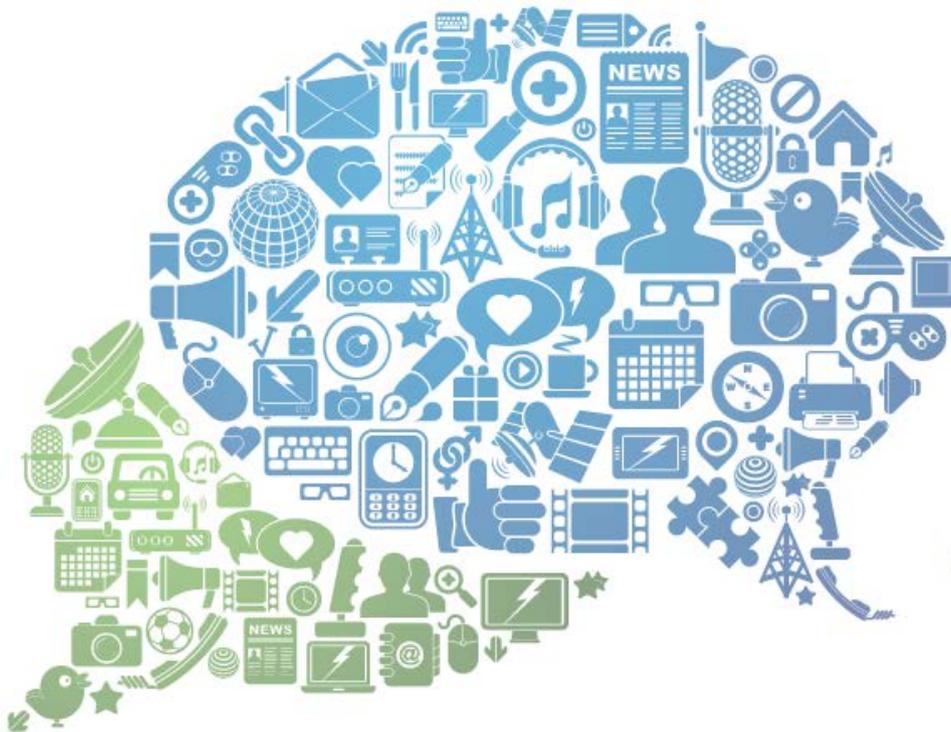


THE UNIVERSITY OF  
**NEWCASTLE**  
AUSTRALIA

# INFORMATION FOR PRD MENTORS



## GUIDELINE



# MANAGING LARGE TEAMS: THE ROLE OF THE PRD MENTOR



It is recognised that in some Schools and Units managers have very large teams due to flat organisational structures, and this makes the supervision of staff challenging. In this instance, Heads of School may elect to utilise PRD Mentors.

## Becoming a PRD Mentor

A PRD Mentor is an academic staff member of the University with delegated responsibility to conduct Performance Review and Development conversations and support the ongoing development and progress of their colleagues through coaching and feedback.

A PRD Mentor will:

- (i) Be selected by the Head of School and will be appointed for a period of up to 3 years
- (ii) Generally be a Deputy Head of School, Head of Discipline, Program Convenor, Deputy Head of Faculty, Pro Vice-Chancellor; or in some circumstances be an academic appointed specifically for the task depending on the structure of the School/Faculty
- (iii) Supervise up to a maximum of 10 staff
- (iv) Have access to the Pathways to Performance Workshop to develop the knowledge and skills to facilitate effective PRD discussions with their delegated staff (registrations are managed through HR online)
- (v) Possess the following qualities and attributes:
  - Strong communication skills
  - Willingness to share knowledge and expertise
  - Displays enthusiasm, a positive attitude and role models leadership behaviours to others
  - Provides guidance and constructive feedback
  - Respected by colleagues at all levels
  - Willingness to change and champions new ways of doing things
  - Shares the University's vision and values

Participation as a PRD Mentor will be recognised and valued as contributing to leadership, service and engagement within the University.

## Roles & Responsibilities

Head of School	PRD Mentor
Identify and appoint appropriate PRD Mentors for a term of up to 3 years, assign the delegated staff to them and communicate this to the staff members.	Provide advice, development and support for the delegated staff member to achieve performance and development goals.
Notify the HR Officer of any changes to the PRD Mentors and their delegated staff members at least 6 weeks prior to the commencement of the PRD cycle so that this can be accurately reflected.	Conduct ongoing regular conversations with delegated staff members to provide feedback on progress towards performance and development goals, and agree current years' performance goals in alignment with strategic/corporate goals and performance expectations by academic level.
Ensure the PRD Mentors have attended the relevant training.	Assist with identifying actions and implementing strategies where challenges/obstacles arise.
Meet with all Academic staff within the school to discuss Academic Performance Expectations by level for the coming year, which may be done on a team basis, by level or by discipline.	Discuss delegated staff career aspirations and provide coaching where necessary.
Meet regularly with PRD Mentors to communicate University KPI's and Faculty/School Corporate plan priorities. Work with the PRD Mentors to discuss progress of their delegated staff members, and highlight any areas of concern to be addressed as part of the PRD conversations.	Conduct formal end of year performance review with delegated staff members including discussing career aspirations, taking into consideration relevant data. HoS may be included in this conversation where appropriate. If HoS not present, the PRD Mentor will subsequently meet with the HOS to reflect on the performance of the delegated staff member and provide feedback to the Head of School.
Ensure the PRD Mentors are aware of performance expectations by academic level and any resources available in terms of reward and recognition and staff development.	Meet regularly with the Head of School to discuss progress of delegated staff members and highlight any areas of concern.
Conduct formal end of year performance review with relevant staff members and discuss career aspirations.	Keep records of PRD discussions, feedback on progress, and submit performance reviews in PRD online as required
Keep records of PRD discussions, feedback on progress, and submit performance reviews in PRDonline as required	Should the PRD Mentor take a period of leave greater than 3 months during their appointment, they should discuss the allocation of an alternative Mentor with their Head of School to cover the absence
Communicate to staff the role and responsibilities of the PRD Mentor.	

# MANAGING LARGE TEAMS: PROCESS OVERVIEW

Set Performance Expectations	Agree Performance Goals	Everyday Conversations	Review Performance
HoS set Performance Expectations in Team Meetings	HoS and/or Mentors conduct individual PRD Meetings to agree Performance Goals	HoS and Mentors meet with their allocated staff members	HoS meet annually <sup>1</sup> with all staff in their School to formally review performance & discuss development plans
<ul style="list-style-type: none"> <li>• either by whole of school or academic level or discipline</li> <li>• covers all academic staff</li> <li>• PRD mentors participate as required</li> <li>• HoS share data that provides evidence of current level of output by School</li> <li>• HoS provide overview of steps involved in the PRD process, staff responsibilities and role of PRD Mentor</li> <li>• suggested that team meetings be scheduled Nov – Dec to allow sufficient time for individual meetings by end of Feb</li> </ul>	<ul style="list-style-type: none"> <li>• up to 10 staff supervised by each HoS and/or Mentor</li> <li>• use of conversation format/degree of formality determined by HoS/PRD Mentor</li> <li>• discuss implications of performance expectations for the individual</li> <li>• provide feedback on outputs over previous year</li> <li>• provide feedback on goals for next year</li> <li>• ensure alignment between individual and School/Faculty /UoN goals</li> <li>• individuals update goals in PRD online</li> <li>• should be completed between November and February</li> </ul>	<ul style="list-style-type: none"> <li>• no prescribed level of frequency</li> <li>• take advantage of opportunities for informal discussions (e.g. corridor conversations)</li> <li>• utilise regular meetings or 1:1s</li> <li>• base level of interactions on the needs of the individual staff member</li> <li>• initiate meetings as required e.g. availability of reports, updates to School Plans, notable contribution by staff member</li> <li>• should be part of everyday work conversations</li> <li>• record of meetings kept in diary or in PRD online</li> </ul>	<ul style="list-style-type: none"> <li>• requirement for HoS to have at least one meeting a year with all staff</li> <li>• PRD Mentors should attend relevant staff meetings with HoS, or at least provide feedback to the HoS to inform the conversation</li> <li>• prior to meeting, review PRD documents either in PRD on-line or as provided by PRD Mentor/staff member</li> <li>• utilise meetings to also discuss personal and career development plans and actions</li> <li>• record of meetings kept in PRD online</li> </ul>

Footnote: 1. for HoS with more than 40 staff in their School, time frame may be greater than a year