

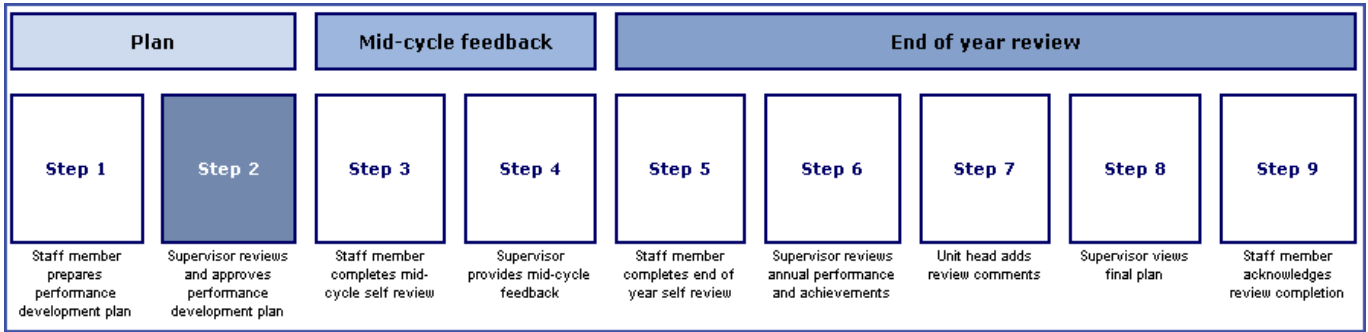
**Performance Development Online Process**

**Step 2**

The following example employees will be referred to throughout the performance development online training documentation:

- Maxine Richards (staff member)
- Cynthia Rodders (supervisor)
- Laurence Warren Charger (unit head)

**Step 2 of the performance development process is owned by the supervisor**



In Step 2, the supervisor reviews and approves the staff member's performance development plan. This process requires that the supervisor and staff member meet to discuss the plan and confirm its content before the supervisor approves the plan. If the supervisor and staff member agree to make changes to the plan, the supervisor needs to send the plan back to the staff member so that the staff member can make the changes and then submit the plan back to the supervisor for approval.

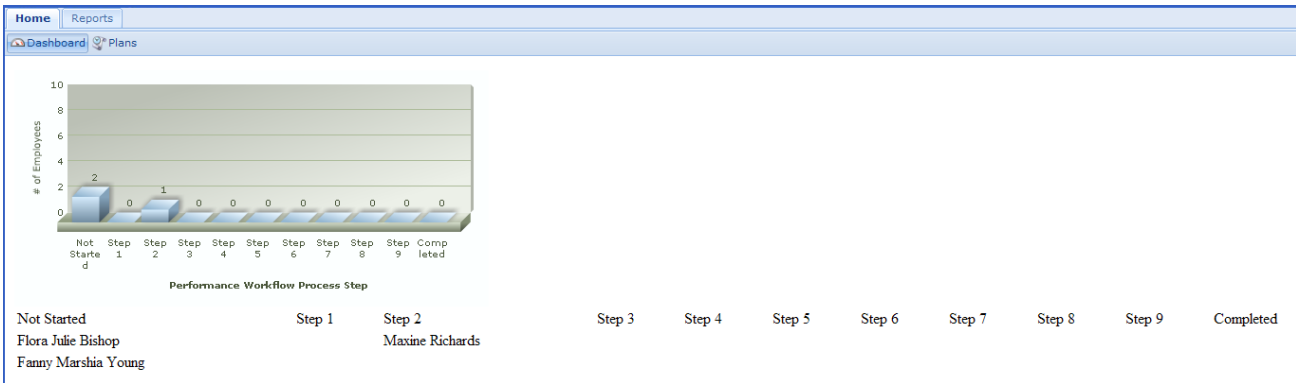
**Step 2: Supervisor reviews and approves performance development plan for Maxine Richards**

**Step 1:** Sign into PDO. PDO will open to the home dashboard, which will contain the 'My To Do List' and the reportlets described in the Reports and Reportlets section of this manual. Reportlets include the 'Performance: Team Process Compliance' graph.

| Task                                                                        | Status      | Due Date   | Action |
|-----------------------------------------------------------------------------|-------------|------------|--------|
| <b>Performance and Goals (2 Items)</b>                                      |             |            |        |
| Step 1: Staff member prepares performance development plan Cynthia Rodders  | Not Started | 30/11/2009 | Do     |
| Step 2: Supervisor reviews performance development plan for Maxine Richards | Not Started | 28/02/2010 | Do     |

The Performance: Team Process Compliance graph shows at which process step each staff member is currently at. Double click on a column to open a listing of staff members by their current process step.



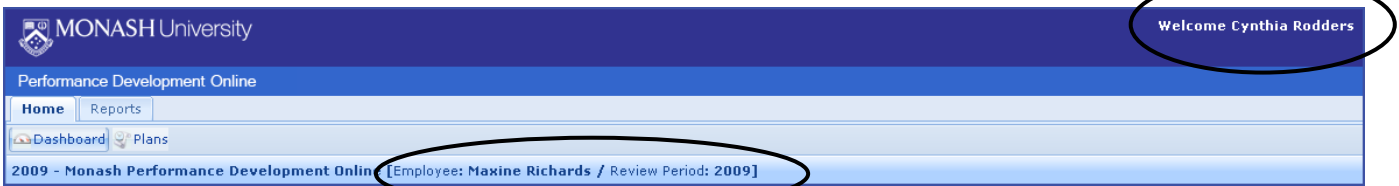


To exit Performance: Team Process Compliance, click on the 'Dashboard' button to return to the 'Home Dashboard' view.

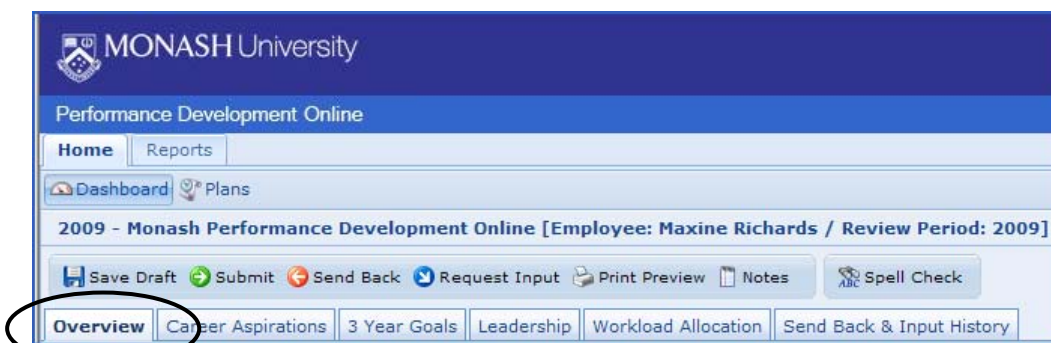
Other reportlets showing the step users are at in the process are also included on the supervisor's 'Home Dashboard'. For example, 'Team Performance Reviews' show the status and progress of each of the supervisor's direct reports.

**Step 2:** Click on the step description or 'Do' under the word 'Action' for the task at Step 2: Staff member prepares performance development plan Maxine Richards.

**Tip:** The welcome text at the top RHS of the screen includes the supervisor's name but the heading of the plan contains the name and the review period of the staff member whose plan has been selected to 'Do'



By default, the plan will open to the 'Overview' tab.



The supervisor should review the information the staff member has provided on each of the tabs:

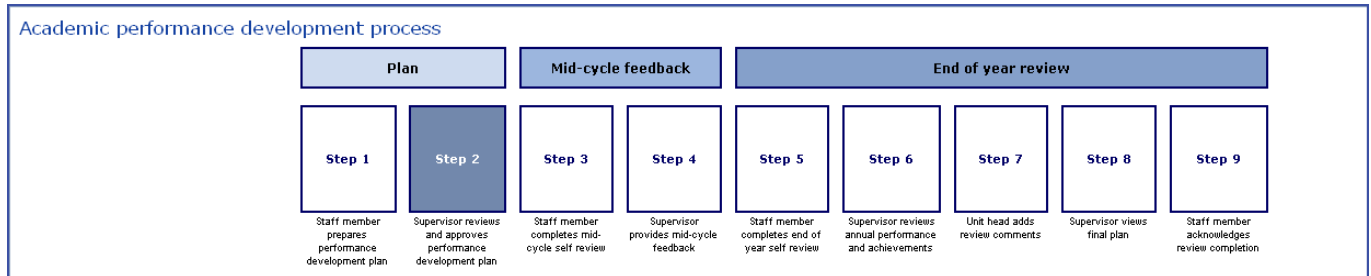
- Overview (specifically the Portfolio Attachments area – the last area on the tab)
- Career Aspirations
- 3 Year Goals
- Leadership (if the staff member is in a designated leadership role)
- Workload allocation

## Overview tab

The 'Overview' tab contains 4 sections:

### Academic performance development process

The 9 step Academic performance development process diagram is shown at the top of the 'Overview' tab. The step where the plan is currently at will be highlighted. This diagram is displayed in the 'Overview' tab at each of the 9 steps. In this instance, the plan is at step 2.



## Overview

The overview section contains instructions regarding the performance development process and the plan. It also contains links to the Performance Development website and to the HR Enquiries Team.

**Overview**

The University requires all staff to participate in a performance development process, which is part of a three year planning cycle that allows annual adjustments for changing circumstances and priorities. The performance scheme embodies three design principles; growth, feedback and accountability. It is intended to be part of a dynamic and interactive process between staff and supervisors. You can use information in your performance development plan to support other University processes, such as promotion and probation.

Useful information and tools can be found on the following links:

- [Performance Development website](#)
- [Performance standards \(under construction\)](#)
- [PDO system quick reference cards](#)
- [Sample plans](#)

The details in the 'Staff Information' section below have been sourced from the University's HR system, SAP. If any details are incorrect, please contact the HR Enquiries Team: Phone: +613 9902 0400 (hours are 9am-5pm); Online: ask.monash; Email: [hrservicefeedback@adm.monash.edu.au](mailto:hrservicefeedback@adm.monash.edu.au)

[PDO support link](#)

## Staff Information

The staff information section contains demographic information about the staff member you are reviewing, including their full name, title, position, campus, step, level, probation or contract end date etc.

The details in the Staff Information area have been sourced from the University's HR system, SAP. The area is updated every night. It is primarily the staff member's responsibility to ensure that their own details are up to date and correct, but supervisors should check or verify information in this section by contacting the HR enquiries team if the information they see doesn't correspond with their understanding of the staff member's details.

| Staff Information        |                                          |                                                   |                  |
|--------------------------|------------------------------------------|---------------------------------------------------|------------------|
| Employee Information     |                                          |                                                   |                  |
| Title                    | Ms                                       | Name                                              | Maxine Richards  |
| Position title           | Lecturer                                 | Campus                                            | Parkville Campus |
| Faculty/division         | Faculty of Pharmacy & Pharmaceutical Sci | Other faculty/division (where applicable)         |                  |
| School/department/centre | Pharmacy Practice                        | Other school/department/centre (where applicable) |                  |
| Supervisor               | Cynthia Rodders                          | Other supervisor (where applicable)               |                  |
| Level                    | LEVEL B                                  | Probationary end date (where applicable)          |                  |
| Step                     | OS                                       | Contract end date (where applicable)              | 31/12/2008       |
| Fraction                 | 40.00                                    |                                                   |                  |

### Portfolio Attachments

The portfolio attachments area provides for the attachment of documents additional to the performance development plan. These may include workload allocations, and material that supports the staff member's claims of progress made and goals achieved such as awards, articles published, results, books written, peer reviews, written feedback and any other relevant evidence. Portfolio documents can also be used in the preparation of promotions applications and research grant applications.

The following file types can be included:

- Microsoft Word (.doc and .docx)
- Microsoft Excel (.xls and .xlsx)
- Microsoft PowerPoint (.ppt and .pptx)
- Text file (.txt)
- Portable Document Format (.pdf)

**Portfolio Attachments**

**1** The 'Portfolio Attachments' section is used to attach documents that provide evidence of your annual achievements, such as workload allocations, awards, articles published, results, books written, peer reviews, written feedback and any other relevant evidence.

When attaching files you should consider giving them a clear name that indicates the nature and purpose of the file.

The following file types can be included:

- Microsoft Word (.doc and .docx)
- Microsoft Excel (.xls and .xlsx)
- Microsoft PowerPoint (.ppt and .pptx)
- Text file (.txt)
- Portable Document Format (.pdf)

More information to help you complete this section of the plan can be found on the following link:  
[Portfolio Attachment explanation](#)

| Filename                               | Actions                            |
|----------------------------------------|------------------------------------|
| 2009 Workload Allocation.xls           | - Select - ▾                       |
| <input type="text" value="Browse..."/> | <input type="button" value="Add"/> |

Attached documents can also be viewed or deleted from the portfolio attachments section.

| Filename                                     | Actions                            |
|----------------------------------------------|------------------------------------|
| 2009 Workload Allocation.xls                 | - Select - ▾                       |
| <input type="text" value="View Attachment"/> | <input type="button" value="Add"/> |

*\*If you have any pop-up blockers activated, you will need to allow access.*

*\*Throughout the performance development process, portfolio attachments can be viewed, added and/or deleted from the performance development plan.*

**Tip:** give file names that relate directly to the content, so that the staff member, supervisor and unit head can readily identify which are relevant at the different stages in the performance cycle.

**Tip:** save files that do not have one of the above extensions as a PDF if you want to attach it in PDO.

### Career Aspirations tab

The staff member should have provided information in two areas on this tab:

**1** What are your career aspirations over the next 3 years? \*

The staff member's career aspiration is a brief statement of career direction or a specific career goal that the staff member aims to achieve in the next three years.

**Example:**

My aspirations are to become a professor and a leading researcher in the field of genetic engineering.

Summarise how you will contribute to your faculty / department / school / centre / campus measures and targets over the next 3 years? \*

2

The staff member should have considered the contribution they will make towards achieving faculty and unit objectives and made a broad statement about their contribution. Ideally they will be able to refer to faculty plans (accessed through the [University planning and statistics](#) website or through the relevant faculty's intranet) to help them to summarise their contribution.

**Example:**

- **Increase the number of publications in high impact journals** - this will contribute towards the faculty's objective of improving its research ratings amongst the Go8 universities
- **Attract more HDR students via the faculty scholarship program** – this will contribute to the faculty's objective of strengthening the flow on from undergraduate courses to HDR courses

|                          |                                    |                              |                            |                                     |                                               |
|--------------------------|------------------------------------|------------------------------|----------------------------|-------------------------------------|-----------------------------------------------|
| <a href="#">Overview</a> | <a href="#">Career Aspirations</a> | <a href="#">3 Year Goals</a> | <a href="#">Leadership</a> | <a href="#">Workload Allocation</a> | <a href="#">Send Back &amp; Input History</a> |
|--------------------------|------------------------------------|------------------------------|----------------------------|-------------------------------------|-----------------------------------------------|

**Career Aspirations**

**i** The University is committed to developing its staff in line with their career aspirations and University goals. More information to help you complete this section of the plan can be found on the [Career Aspirations link](#). You can also look on the Performance Development website.

What are your career aspirations over the next 3 years? To strengthen international standing as an eminent scholar and a leading researcher in the field of genetic engineering

Summarise how you will contribute to your faculty / department / school / centre / campus measures and targets over the next 3 years?

- Increase research impact through publications, supervision and grant success to contribute towards the faculty's objective of improving its research ratings amongst the Go8 universities.
- Identify and implement strategies to contribute to the faculty's objective of strengthening the flow on from undergraduate courses to HDR courses.

*\*The information entered for career aspirations is only editable at step 1 of the process by the staff member as the step owner. It cannot be amended at step 2 by the supervisor. If a staff member and supervisor agree to amend any of the staff member's career aspirations, the plan must be sent back from step 2 (supervisor) to step 1 (staff member) so that the staff member can make the changes as the step owner and then submit the plan back to the supervisor at step 2.*

### **3 Year Goals tab**

Three year performance goals should enable a staff member to achieve the University's objectives and their career aspirations. The goals should be concise, measurable, achievable, and address all 3 areas of academic activity – education, research and service – as applicable to the staff member's role.

In Step 1, all staff members will have completed at least two x 3-year goals, as this is the minimum requirement for the plan to be submitted, but may have completed up to a maximum of 25.

Staff who undertake leadership responsibilities or activities but are not in a formal leadership role were able to select a leadership subcategory in each of the areas of academic activity.

Staff in formal leadership roles should have completed the 'Leadership' tab as well as the 3 Year Goals tab.

**Examples:****Education Goals**

- Improve teaching performance and student learning outcomes using a range of innovative methodologies and research-led teaching strategies
- Develop a suit of elective units to support the newly introduced major in journalism

**Education Strategies**

- Undertake professional development activities and training in state of the art teaching methods
- Investigate potential collaborative arrangements to maximise the use of new technologies and student learning options
- Complete the Graduate Certificate in Education

**Education Achievement Indicators**

- MONQUEST scores are consistently in the 90<sup>th</sup> percentile of results for the school/department
- Newly introduced elective units attract a sustainable cohort of student enrolments

**Research Goals**

- Increase international publications and publication impact results
- Increase the number of national competitive grant applications and grant generated income

**Research Strategies**

- Discuss with supervisor and previous applicants of ARC grants, to obtain tips on putting together the application and table the draft grants application at the research team meeting for feedback
- Seek mentoring and co-authorship opportunities from peers with a track record of high ranking journal publications

**Research Achievement Indicators**

- Increased number of research papers submitted for publication in high impact journals
- Increased number of ARC and NH&MRC grant applications
- Publication of at least 1 to 3 articles per year in highly ranked, international journals.
- Minimum of a successful major grant submission
- Minimum average grant income of \$55,000 per annum for the next three years

**Service Goals**

- Introduction of joint courses in collaboration with other faculties
- Re-structure the honours program to cater to the needs of the industry
- Establish a centre/department/ school within the faculty

**Service Strategies**

- Negotiate with suitable faculties the potential areas in which joint courses could be developed
- Conduct a surveys and focus groups with final year undergraduate students and research the industry to determine a suitable model

**Service Achievement Indicators**

- Introduction of a joint-faculty course
- Introduction of the new Honours course structure by the end of the year
- Establishment of the centre by the end of the year

The first 3 Year Goal will be partially shown on the screen. The heading will provide information showing which of the staff member's total goals you are looking at. Scrolling down the screen will enable the remaining goals to be displayed.

3 Year Goals - Goals, strategies and annual achievement indicators: 1 of 2

To see all goals, scroll down the page:

3 Year Goals - Goals, strategies and annual achievement indicators: 1 of 2

Please select the applicable area of academic activity: **Education**

3 year goals - What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

- Attract more HDR students via the faculty scholarship program.

Strategies - What are your strategies and what development and/or support do you require to achieve the performance goals?

- Investigate potential collaborative arrangements to maximise the use of new technologies and student learning options.

Achievement indicators - What annual targets and measures will demonstrate that you have achieved the performance goals?

- Newly introduced major to attract a sustainable cohort of student enrolments.

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3 Year Goals - Goals, strategies and annual achievement indicators: 2 of 2

Please select the applicable area of academic activity: **Research - income**

3 year goals - What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

- Increase publications in top tier, international journals.

A 'Supervisor Planning Comments' text box is available at step 2 to enable the supervisor to provide comment on required changes to a plan prior to sending it back to the staff member to make those changes. The staff member will be able to see the non-editable comments at step 1 after the plan has been sent back. The comments box will not be visible once the plan has been submitted at the end of step 2.

Supervisor planning comments - editable at step 2 and viewable at step 1 if sent back.

Could you please expand more on your achievement indicators for this goal.

*\*3 year goal information is only editable at step 1 by the staff member as the step owner. If changes need to be made to the plan after the review discussion the supervisor needs to send the plan back to the staff member to make the changes. The staff member then submits the plan to the supervisor at step 2.*

*\*PDO provides for comments to be made on progress against each individual goal and in summary on the comments tab to cater for changing circumstances throughout the cycle.*

### **Leadership tab**

If the staff member has entered any leadership goals as part of their plan, the first goal will be partially shown on the screen and the heading will provide information as to how many goals the staff member has entered.

Staff who are not in formal leadership roles do not need to complete the Leadership tab.

*\*By default, 1 blank goal will be populated in the leadership tab at the commencement of the performance development cycle: even if the staff member has not entered any goal information, the count will show as 1 of 1.*

**Leadership Role - Goals, strategies and annual achievement indicators: 1 of 1**

Overview | Career Aspirations | 3 Year Goals | **Leadership** | Workload Allocation | Send Back & Input History

Leadership Role - Goals, strategies and annual achievement indicators

**i** This section only needs to be completed by staff members who hold a formal leadership role such as deputy vice-chancellor, dean, pro vice-chancellor, campus director, academic head, centre director, deputy dean, or associate dean.

This section captures management and leadership duties and targets.

More information to help you complete this section of the plan can be found on the following links:

[Leadership tab explained](#)

[Leadership tab example](#)

You can also look on the [Performance Development](#) website.

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Leadership Role - Goals, strategies and annual achievement indicators: 1 of 1

Please select the applicable area of academic activity

Education

3 year goals - What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

Strategies - What are your strategies and what development and/or support do you require to achieve the performance goals?

Achievement indicators - What annual targets and measures will demonstrate that you have achieved

To see all goals (if information has been entered) scroll down the page.

As in the '3 Year Goals' tab, a 'Supervisor Planning Comments' text box is available at step 2 to enable the supervisor to provide comment on required changes to a plan prior to sending it back to the staff member to make those changes. The staff member will be able to see the non-editable comments at step 1 after the plan has been sent back. The comments box will not be visible once the plan has been submitted at the end of step 2.

Supervisor planning comments – editable at step 2 and viewable at step 1 if sent back.

Could you please expand more on your achievement indicators for this goal.

*\*Leadership goal information is only editable at step 1 by the staff member as the step owner. If changes need to be made to the plan after the review discussion the supervisor needs to send the plan back to the staff member to make the changes. The staff member then submits the plan to the supervisor at step 2.*

*\*PDO provides for comments to be made on progress against each individual goal and in summary on the comments tab to cater for changing circumstances throughout the cycle.*

## **Workload Allocation tab**

Academic workload is a combination of self-directed and assigned tasks in research, teaching and service. Workload allocation includes all educational, research and major administrative tasks undertaken. The assigned proportion of work will include teaching preparation, presentation, assessment, supervision and administrative tasks associated with teaching and research. The self directed time is for staff to conduct research or other scholarly activity as appropriate to their appointment at the University.

### **Examples of workload allocation**

Supervision of 3 Honours students  
 Coordination of two third-year undergraduate on-campus units  
 School representative for the Faculty Education Committee

If the words 'as attached' have been entered within the 'Workload Allocation' tab, click into the 'Overview' tab and scroll down to the portfolio attachments section to view the document/s.

|          |                    |              |            |                            |                           |
|----------|--------------------|--------------|------------|----------------------------|---------------------------|
| Overview | Career Aspirations | 3 Year Goals | Leadership | <b>Workload Allocation</b> | Send Back & Input History |
|----------|--------------------|--------------|------------|----------------------------|---------------------------|

What is your workload allocation for the next 12 months?

**i** Summarise your workload allocation below and/or attach your workload allocation document in the 'Portfolio Attachments' section of the 'Overview' tab. More information to help you complete this section of the plan can be found on the following links:

Workload Allocation explained  
[Workload Allocation example](#)

You can also look on the Performance Development website.

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Research (for example, outputs, grants and HDR supervision)    2009 Research Workload Allocation spreadsheet attached.

Education (for example, teaching improvement, leadership, innovation, standing)    2009 Education Workload Allocation spreadsheet attached.

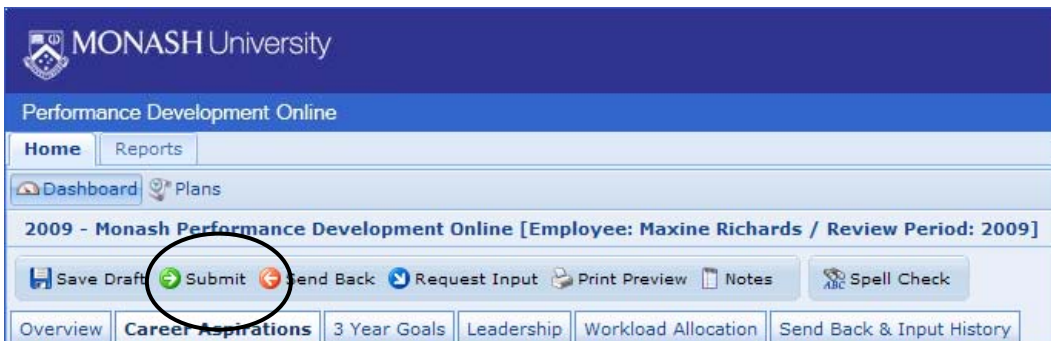
Service (for example, internal, external, leadership)    2009 Service Workload Allocation spreadsheet attached.

*\*Workload allocation information is only editable at step 1 by the staff member as the step owner. PDO provides for comments to be made throughout the cycle to track changes and their impacts on workload and achievements.*

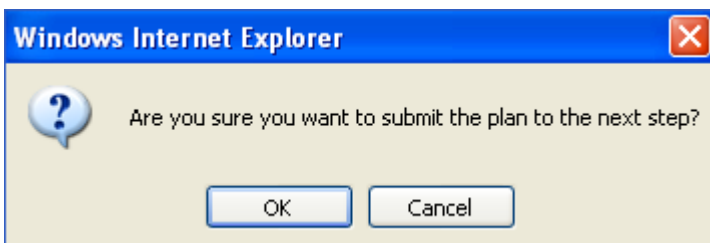
### **Submitting the plan to Step 3**

Once the supervisor is happy with the content and the amendments to the staff member's plan, they should then submit it to the next step in the process: Step 3: Staff member completes mid-cycle self review.

**Step 1:** Click on the 'Submit' button.



**Step 2:** PDO will ask if you are sure you want to submit the plan to the next step. Choose 'OK' to submit the plan. Choose 'Cancel' if you want to return to the plan.



**Step 3:** PDO will confirm that the plan was successfully submitted. Click on 'Return to Dashboard' to return to your home page. The plan will no longer be visible in your 'My To Do List' as the staff member is responsible for Step 3.

**System Confirmation**

## System Confirmation

The information you entered was successfully submitted.

[Return to Dashboard](#)