

Performance Planning and Review for Professional Staff (PPR-PS)

For the period 13/08/2015 to 31/12/2015

- PPR-PS is a participative process which contributes to individual, work area and organisational achievement. PPR-PS facilitates a shared understanding, between the staff member and supervisor, of performance expectations, and provides an opportunity to discuss development opportunities and workload issues.
- Staff are strongly encouraged to complete QUT's **online Code of Conduct module** for guidance on expected behavioural aspects of performance (an annual refresher is also advised).

Staff Member Details & Timeframes

<u>Madelin O'Sullivan</u> Name	<u>Library Adviser</u> Position Title	<u>1365810</u> Staff ID Number
<u>TILS</u> School/Department	<u>Library - GP</u> Faculty/Division	 Signature
<u>13 August 2015</u> Date plan agreed	<u>30 October 2015</u> Mid-cycle review date	<u>17 December 2015</u> Final review date

Supervisor / Manager Details & Signatures

<u>Library Services Manager, Garry Johnston</u> Position Title, Supervisor	 Signature, Supervisor	<u>13 AUGUST 2015</u> Date
<u>Branch Library Manager, Helen Hobbs</u> Position Title, Head of Organisational Area	 Signature, Head of Organisational Area	<u>17 AUGUST 2015</u> Date

Stage 1: Preparatory Work

The following preparation prior to the PPR discussion may assist you in the process:

- Read relevant background documents such as the QUT Blueprint, Division/Faculty Plans, work area strategic plans
- Read the PPR-PS Policy (located at <http://www.hrd.qut.edu.au/hrinfo/hrforms/professional.jsp>)
- Obtain position description
- Check position description for currency and relevance
- Discuss with your supervisor any suggested changes to your position description, make amendments as agreed (if applicable) and forward copy to HR

Stage 2: Performance Planning and Development Discussion

You and your supervisor are jointly responsible for developing agreed performance objectives and standards. It may be useful to discuss:

- current duties;
- how your responsibilities link with organisational and work unit planning and outcomes;
- development needs which will enable accomplishment of stated objectives;
- how you might jointly manage obstacles/problems which may arise and hinder the achievement of performance objectives.

Performance and Development Plan

Set out your performance objectives for the coming review period in order of priority/importance.

Performance Objectives – What & How? <i>When defining 'how' you'll achieve the objective, consider:</i> Quality: how well / what value? Quantity: how many? Cost: how much? Time: by when / in what period?	Feedback and Evidence Who: supervisor, co-workers, staff, students, clients, self What: surveys, work diaries, reports, quality system instruments, work examples	Development activities and resources <i>Identify any resources, training and development that you require to be able to meet the stated objective.</i>
1. Become more knowledgeable in how to support student academic needs and to undertake better information searching and research support skills in order to better support students on the desk and in Virtual Reference.	<ul style="list-style-type: none"> • Feedback from students, colleagues and supervisor • work examples • Client Satisfaction Surveys 	<ul style="list-style-type: none"> • Attend AIRS courses where relevant • Endnote training. • Helpdesk training • VR Training • Mentoring on Desk/VR
2. Increase knowledge and skills relating to developing teaching & learning resources and teaching performance, including seeking opportunities to undertake teaching activity to support the generic program and/or teaching to support faculty team. To continuously improve the quality of teaching through development of a Personal Evaluation Strategy.	<ul style="list-style-type: none"> • High quality library videos produced • Work diaries and • Attendance records at training/classes. • Feedback from students, peers and supervisors 	<ul style="list-style-type: none"> • Attend generic classes, • Attends business team LL's lecture/classes. • Training in developing and undertaking a Personal Evaluation Strategy.
3. Build up trust in the Business team by completing support tasks on time and to a high standard so they feel comfortable with me providing support to them which will in turn lead to a more continuous stream of activity to support the faculty team.	<ul style="list-style-type: none"> • Feedback from Business team • Actions are completed on time and accurately and to high standard 	<ul style="list-style-type: none"> • Review GOBI training and instruction guide. • Support from other experienced LA's • Time to meet up with Janet & Chris (LL's) to find out more about what they do and how I can support
4. Become more familiar with QUT community, in particular learning support referral pathways within the university in order to better support and refer clients to appropriate sections and to provide accurate material for other staff to use at Helpdesk and in Virtual Reference.	<ul style="list-style-type: none"> • Development of learning materials that provides easy summaries of support network at QUT 	<ul style="list-style-type: none"> • Review and assess existing documents we have at the desk.

<p>5. Participate in or gain exposure to library committee's or other for a which will expand my knowledge of QUT process and practices to better understand how things are done within the organisation</p>	<ul style="list-style-type: none"> • Attendance at relevant committee's as observer. • Contribution either directly or indirectly to committee's 	<ul style="list-style-type: none"> • Attendance at relevant committee's as observer.
<p>6. Complete required Health Safety and Environment training, and all other compliance training.</p> <ul style="list-style-type: none"> • Implement and adhere to HSE policies, procedures, systems and safe work practices. • Identify, report and where authorised resolve hazards in a timely manner. 	<ul style="list-style-type: none"> • All necessary compliance training completed by the due date, with certificates forwarded to branch administration officer in timely manner • Hazards in the workplace reported appropriately as they are identified 	<ul style="list-style-type: none"> • Compliance training • Other H&S training as applicable

Career/Development Plan

You and your supervisor may wish to discuss your future career aspirations and/or development opportunities you would like to pursue (eg secondment opportunities). If you are seeking financial assistance for any development programs (eg conference leave or study assistance scheme), it is important to note this as it will assist your supervisor in budgeting for potential costs. Note additional development opportunities that may arise during the year, after discussion with your supervisor.

I will be graduating with Masters in Library studies within 6- 10 months, expected completion late 2015, early 2016. Would be interested in attending a library conference if opportunity arises to broaden professional experience and networking opportunities.

Stage 3: Mid-Cycle Review

The Mid-Cycle Review meeting is held approximately 6 months into the cycle and provides an opportunity to discuss your progress to date and any difficulties that you have encountered. It's also an opportunity to reassess the Performance Objectives established in your initial plan. Prior to participating in the interim review, it may be useful to reflect upon the following questions:

- What progress have I made towards achieving my performance objectives?
- What progress have I made towards achieving my development objectives?
- What obstacles or issues have impacted upon my ability to meet those objectives?
- Have my area's priorities/directions changed? How does this impact on my objectives?

Staff member comments

1. Have attended endnote training and completed 2 of the online AIRS courses. Due to time constrictions I have not been able to attend an AIRS class in person, I don't think this will be possible in the future either so will continue to work through online modules if time permits. I have also been mindful of passing on key information and procedures to Peer Advisors and casual desk staff i.e. showing them how to re-sensitise course returns and how to clear records in use but minimal mentoring available as not too many new staff. Peer advisors and less experienced desk staff feel comfortable to ask for my advice. I have received positive feedback from various clients from the desk particularly ones with trickier queries that I emailed later after finding an answer for their questions. I also attended Cultural Competence course which will enable me to better meet the academic needs of clients from different cultures.
2. I have created good quality captions for over half a dozen videos and downloaded transcripts. I have also played with Screencastomatic and Articulate Storyline. I am registered to attend Media Warehouse training in order to further develop my video skills. I have been involved in several schools programs, including supporting with scavenger hunts and research workshops. I have also taught a generic research class and received feedback from Rowena regarding my performance. I have also volunteered to support the December Endnote session with Emma. I have not had a chance to attend any Faculty specific training due to lack of opportunities to attend. As part of the revitaliser organisational team, I will be working with Chris to develop a workshop on design principals which I feel will also increase my knowledge and skills regarding creating quality learning materials. I will continue to seek opportunities where I can develop my teaching skills further in order to continue to develop.
3. I have spoken to Emma, Janet and Chris and performed various tasks for them such as research support for post graduates, creating shelf dividers to advertise various Business databases and populating ORCID IDs. I believe I have built trust by being honest, asking questions and joining in discussions and creating a rapport which enables them to feel comfortable giving me tasks. No GOBI training has been initiated due to lack of time and uncertainty of when system will be in operation. Have worked well with Angie regarding the organisation of the Australian Book Design display and have asked Tom's advice regarding shelf dividers. I will continue to complete tasks for LLs on time and efficiently so that I become a valued member of the team.
4. I have read the 'Support for first year guide' and completed a rough guide for the library referral system by using this and feedback from Garry & Emma. Draft submitted to Garry but will continue to work on to be ready by Semester 1, 2016.
5. Due to time constraints I have not have the opportunity to attend or contribute to a committee. However, I have joined the revitaliser organisation group where I have contributed ideas. Will make time to attend a committee before the end of the year.
6. Compliance training is complete. Evacuation refresher held by Philippa was attended. I continue to monitor H&S within the workplace.

I have also applied to attend the ALIA Mini conference.

Supervisor comments

Madelin has performed exceptionally in her Library Adviser role and has engaged well with the Business liaison team, and the wider GP team to build strong working relationships.

- Specifically in the Helpdesk and VR role – client focus is high, but so too is Madelin' support for the staff around her... and I would like to acknowledge that Madelin provides high quality feedback to staff and to the LSM in an effort to fill gaps in knowledge and procedures, and then passing on that information via the Wiki/SharePoint and one-on-one to other staff. This demonstrates a client focused attitude and desire for continuous improvement.
- Madelin effectively contributes to the faculty liaison team and has delivered some high quality work to further develop teaching and learning resources, information resource promotions, general library promotions/displays, all within the required timeframes. Her feedback and input into a revised referral guide has been invaluable, I am still reviewing the updated content but look forward to deploying for use in 2016 training.
- Madelin has demonstrated a desire to take on higher level tasks to develop her understanding in a range of areas including research support by supporting the ORCHID objectives of the Business team, and I have supported her attendance at the upcoming ALIA mini-conference to further her professional horizon.
- We will be identifying a committee on which Madelin can attend as a guest between now and end of contract, Madelin's part time role can make it difficult to be present on a day when committee's meet but will make every effort to ensure this occurs.

Overall, Madelin is a solution focused staff member who has worked well in a team environment, making a great contribution to the library

- Progress towards meeting objectives is satisfactory.
- Progress towards meeting objectives is not satisfactory for reasons noted above. However, performance is rated satisfactory.
- Progress and performance are rated unsatisfactory for reasons noted above. Procedures for managing unsatisfactory performance have been initiated.

Supervisor signature

Date

22/10/2015

- I have participated in the review of my performance and noted my supervisor's assessment.
- Summary comments by staff member attached (if required).
- I have completed the online Code of Conduct module.

Staff member signature

Date

22/10/15

Stage 4: Final Review

This section is completed by the supervisor, and acknowledged as read and understood by the staff member. At the end of the review cycle (usually 11 months after the initial plan was agreed) you and your supervisor will meet to discuss performance and development over the cycle. At this meeting you should:

- discuss in detail the results achieved against the agreed performance objectives (include impact of any obstacles);
- note progress towards any professional development achieved during the cycle; and
- identify any objectives that need to be carried over to the next cycle.

<p><i>Evaluate whether each objective has been achieved against the standards set in the Performance and Development Plan.</i></p> <p>1. Helpdesk: Attended Endnote training and looked at AIRS online material to improve research support at the desk and VR. Also, completed Legal researching course to improve support for law and business students. Have already utilised this knowledge in an incident on VR and within the Business Team by supporting Emma with a legal query. Have received positive feedback via email from clients I have supported and from Business Team LLs. I have answered and supported questions from casual staff regarding borrowing issues. I believe my knowledge for academic support has increased from various training attended and from continuous work on the desk and VR.</p>	<p><i>Identify what worked well and any areas for development.</i></p> <p>Have not been able to mentor other desk staff as at the same level or not working closely with casual staff. This could be an area for development. Attending the training worked well as I was able to develop my knowledge and apply it on the desk and on VR.</p>
<p>2. Teaching & Learning: During the past six months I have supported on various Schools Programs, taught a generic class and supported with the Endnote session. I received positive feedback from the generic and Endnote class for my teaching and support. I have not had a chance to attend any Faculty specific training due to lack of opportunities to attend. I have also created captions for and transcripts for over half a dozen library videos and adhering to accessibility guidelines as per outlined by Craig O'Neil. Also, I have created a video for PRS Country Data using various video software including Articulate Replay, Adobe Premier Pro and Audacity. I have also edited a 5 database videos for Chris Norlander to make videos polished and professional. I believe I have met this objective as I have developed various teaching and learning resources and also taken all opportunities to participate in teaching events. However I will continue to seek opportunities where I can develop my teaching skills further in order to continue to develop.</p>	<p>Impediments for this were that there were limited/no opportunities to support faculty specific teaching. Also, working part time meant I was not available to pursue all opportunities as they fell when I had days off. Working with Sue with regards to the caption/transcript project worked well. Also being able to use various video programs was good for development.</p>
<p>3. Liaison Team Support: After being on the Business Team for 6 months I have built up a level of trust within the team. The LLs feel comfortable giving me work, I often volunteer to do more (i.e. legal question, Saturday work was tidying up report and creating infographic). I have helped Janet with ORCID's and ordering books, Emma with various projects including T&L journal review for Business Faculty, work flows, infographics and Chris with creating and editing videos. I regularly receive positive feedback from LLs. Because of this I feel this objective was met.</p>	<p>By providing high quality work efficiently, even though I am part time, it has allowed me to build a good reputation within the team. Volunteering for jobs has worked well within the team. If I was to stay on longer I would want to develop trust in relation to supporting faculty teaching.</p>
<p>4. Referral and knowledge of QUT support: I created a referral guide for the helpdesk which is under review still for use in Semester 1, 2016. I also maintained the staff Wiki to ensure it provided up to date information for desk & VR staff. So I have met this target by actively providing accurate information to helpdesk staff via the wiki and creating helpdesk support material in the form of the referral guide.</p>	<p>Being involved with the wiki allowed further thinking about information coming through and filtering what was relevant to helpdesk staff which was good. Creating the guide also helped solidify referral process and QUT services for myself so I can provide better client services.</p>

5. Committees: Due to time constraints I have not have the opportunity to attend or contribute to a committee. However, I have joined the revitaliser organisation group where I have contributed ideas.	Being part time was an impediment for this objective. This objective could be carried over to the next year.
6. Compliance & H&S: Compliance training is complete. Evacuation refresher held by Philippa was attended. I continue to monitor H&S within the workplace. This objective has been met.	
Overall comments, including special achievements and outstanding performance. Attended the ALIA mini conference which was very beneficial to expanding my horizons and seeing what other institutions are doing. GJ: Madelin has made a great contribution in support student learning in her role as a Library Adviser with the Business team at GP. She has exhibited a high level of professionalism in her role and a good client focus when on the Helpdesk and in Virtual Reference. Madelin is consistently offering assistance to others and feedback on service improvement, and the referral pathways document which Madelin has drafted demonstrates this. Further to this Madelin has made a wonderful contribution to the Business Liaison team and has developed a number of resources and assisted researchers through the ORCHID ID process. Madelin will benefit from continued opportunities to develop teaching skills as well as higher level support for faculty priorities. It has been a pleasure to have Madelin as part of the team in 2016, due to her team approach and positive attitude to the key responsibilities of the role.	

Performance Assessment

<input type="checkbox"/> Performance objectives have been exceeded and performance is rated exceptional . <input checked="" type="checkbox"/> Performance objectives have been met and performance is rated satisfactory . <input type="checkbox"/> Performance objectives have not been met: <input type="checkbox"/> for reasons noted above, however, performance is rated satisfactory . <input type="checkbox"/> and performance is rated unsatisfactory for reasons noted above. Procedures for managing unsatisfactory performance have been initiated.	<input checked="" type="checkbox"/> I have participated in the review of my performance and noted my supervisor's assessment. <input type="checkbox"/> (Optional) I have attached summary comments.  Staff member signature Date <u>23/12/2015</u>	
 Supervisor signature Date <u>23/12/2015</u>	 Staff member signature Date <u>23/12/2015</u>	
<u>BRANCH LIBRARY MANAGER, GP</u> Position Title, Head of Organisational Area	<u>Helen Frith</u> Signature, Head of Organisational Area	<u>6-1-16.</u> Date

Administrative Actions

Supervisors should ensure that the following actions occur after the Final Review discussion

- Forward completed form to the Head of Organisational Area for sign-off
- Forward a copy of the form to the staff member for their records.
- Forward original documentation to the Human Resources Department for retaining on staff member's personnel file.
- Set a date for discussion to commence new PPR cycle.

Digital workplace

2015 Personal Evaluation Strategy for MISS Madelin O'Sullivan

Note: Due to technical limitations formatting has been stripped from the evaluation strategy

To improve my teaching skills and knowledge specifically regarding generic library classes and faculty specific classes taught by the library Business team

2015 Evaluation Tools

Tool	Selected (Y/N)
Peer Review	Y
Instant Response	N
Existing Data	Y
Tailored Survey	N
Customised Approach	N

NOTE:
You have no teaching information in the ATD for for first half of 2015
You have no teaching information in the ATD for for second half of 2015

Taught approx 32 STEM students on Library database
Research with Rowena. Received positive feedback
from Rowena & advised not to overcrowd teaching
as general advice.
Supported Endnote training with Rowena. Approx 7 people
& provided 1 on 1 support. Rowena gave positive feedback
on my help & suggestions for added content.