

OTAGO POLYTECHNIC MANAGEMENT POLICY		Number: MP0462.01	
Title:	Workload		
ITPNZ Standard:	4 Staff Selection, Appraisal and Development		
Chief Executive:	Approval Date: 14 Jun 07	Effective Date:	14 Jun 07
Previous Policy Number	n/a	Review Date:	as required
Contact Authority:	Director: Organisational Development	Status:	current

Purpose The purpose of this policy is to ensure workload principles are established and workload is managed in accordance with these.

Background

Statutory Compliance Employment Relations Act 2000
State Sector Act
Education Act

National Guidelines

Policy Scope

This policy applies to all Otago Polytechnic staff except part-time academic staff (as defined by the Academic Staff Collective Employment Agreement), Senior Managers and Heads of School/Managers.

Policy Statement

Otago Polytechnic is committed to managing staff workloads because it is committed to quality education and workloads are fundamental to quality teaching and learning.

Workload will be managed in a way that results in workloads that are; equitable, reasonable and safe, taking into account individual needs, circumstances and personal and professional development.

Responsibilities

- a. Leadership Team are responsible for:
 - allocating and deploying resources to enable this policy to be implemented.
 - setting expectations and prioritising resources.
 - ensuring workload guidelines are congruent with our institutional goals.
- b. Heads of Schools/Managers (or their representative) are responsible for:
 - negotiating to have equitable, reasonable, safe and transparent workloads for staff in their School using these guidelines, within the resources allocated.
 - establishing and monitoring staff members' workload prior to the beginning of each year, during performance management interviews; and at other times as necessary when there are events that impact on workload on an ongoing basis.
 - consulting with staff and monitoring workloads to determine whether workloads are in accordance with the principles.



- c. Staff are responsible for:
- indicating to Heads of School/Managers any intended changes, from **their** perspective, prior to workloads being established eg leave without pay, temporary reductions in proportion, new course opportunities etc.
 - indicating, at an early stage, to Heads of School/Manager any issues affecting workload and / or their ability to carry out the work agreed.
- d. The Director: Organisational Development is responsible for managing this policy.

Principles

The following principles underpin the management of workload at Otago Polytechnic:

Workload will be equitable

Staff in comparable positions will have similar workloads. For example, lecturers carrying out similar types of teaching will have similar workloads.

Workloads will be managed in a way that is transparent

Information of each staff member's workload allocation will be available to other staff within a work area. There is flexibility for Heads of School / Managers to determine how this is achieved.

Staff will have a reasonable workload

Workloads will be manageable in the timeframes and deadlines and enable staff to maintain a balance between professional and personal life. It is accepted that fluctuations in workload will occur in response to business patterns.

Workloads will be safe

Work should not cause mental, physical or emotional harm to staff, colleagues or students. OSH requirements will be taken into consideration.

Workload planning and management will be comprehensive

All aspects of workload must be taken into consideration when planning and managing workloads.

Personal circumstances will be considered

Family responsibilities, cultural / community responsibilities, professional responsibilities, disabilities and personal preference will be considered when planning and managing workload.

Workload will be allocated to make the best use of resources

Minimise duplication and unnecessary activity and include workload allocation as part of any change, development or programme planning activity. Work and programmes will be designed in such a way to make the best possible use of resources.

Planning, Review and Monitoring Workload

1. Workload will be planned and reviewed in accordance with the Workload Planning Procedures.
2. Prior to October of each year each Head of School/Manger or their representative will meet with academic staff to commence the process of agreeing workload for the following year in accordance with the Business Plan.



- i. Workloads should be signed off as soon as possible, but not later than the following end of February.
3. For general staff workload will be reviewed as part of the Performance Review Procedures and discussions.
4. Workload will be reviewed periodically and when there are significant changes.
5. Where a staff member has concerns about workload, the Workload Concerns Procedures will be followed.
6. Heads of School will maintain a schedule that records their academic staff workload.

Criteria Relating to Workload

For all staff the following areas need to be reviewed.

1. Position Description

The position description should accurately describe the expectations of the position should cover the following:

Reporting relationship
 Staff responsibilities
 Purpose statement
 Scope
 Key accountabilities
 Key outcomes
 Person specification:
 Qualifications
 Experience
 Skills
 Attributes
 Interpersonal relationships:
 Internal
 External

2. Significant changes

Activities under this category are such as changes to business processes, new technologies, new programme introductions and staffing changes. Changes must be planned for in advance.

3. Projects

Projects can be School projects eg large curriculum work or involvement in organisation-wide projects.

4. Leadership / Service

Leadership / Service includes contributions to the work of the School and the Polytechnic and/or the profession or the community. It includes active participation in the following:

Polytechnic committees
 Project groups
 School Committees



School marketing duties
Mentoring others
Being H&S representative
Professional / industry committees
Union executive
Coordination duties

Staff are expected to contribute to staff and other meetings as part of their role.

5. *Personal and Professional Development and Training*
(also refer to Personal and Professional Development Policy)

Training is activity that is directly related to enhancing performance of the current job and includes such things as:

- Foundation teaching skills
- Fire safety
- First aid
- Computer Health and Safety
- Treaty training
- IT skills

Professional development is activity related to maintaining professional skills and knowledge that benefits the Organisation and the individual but may have longer-term focus than training and develop personal effectiveness. It includes such things as:

- Development of teaching competency
- Development of technical / professional competency
- Upgrading qualifications.
- Maintaining and developing skills and professional currency.
- Spending time working in industry / profession.
- Attending conferences
- Management and leadership development

Personal development is activity that is not directly related to the job, however enables an individual, through the development of new skills and knowledge, to become more effective. It includes such things as:

- Stress management
- Personal effectiveness
- Public speaking
- Written / oral communication
- Running effective meetings
- Leadership training
- Conflict resolution
- Assertiveness
- Activity related to the development of a persons career.

Academic Staff

Because the work of academic staff comes with significant peaks and troughs and is carried out in a way that is essentially self-managed and without clear boundaries in many areas, the following guidelines relate to academic staff only.



6. Timetabled Teaching Hours (TTH)

Timetabled teaching hours are planned contacts with students represented in a student timetable. It includes, but not limited to:

Lectures

Workshop / studio based teaching

Tutorials

Clinical Teaching

Distance teaching (email, discussion groups etc)

Planned, individual supervision that is available to the whole class.

Teaching Workload Bands

These bands are being implemented for 2005 for the first time and will be reviewed and finalised early in 2005.

To help ensure that workloads are reasonable, where it is explicitly required by the Polytechnic that a lecturer will carry out the duties described in a workload band, the Polytechnic will ensure the TTH levels are not exceeded.

It is not intended that these bands prescribe any particular approach to allocating work, and should not be interpreted to prevent a fully negotiated process of determining workloads.

Workload bands for staff during the first year of teaching must not exceed .8 of those stated below.

For distance or online teaching, consideration should be given to the amount of time spent teaching via email, chat, discussion board etc. Guidelines for this will be developed.

The bands maybe adjusted to reflect programme manager duties. The usual approach is to use proportions of bands.

51 - 340 TTH per annum

Lecturers would normally:

- Engage in scholarship.
- hold post-graduate qualifications and be recognised in their field (with national standing).
- be actively engaged in research/development and/or consultancy, that has an output
- publish and present to conferences or in appropriate forum the result of their research / scholarly activity.
- teach mainly at levels 7-8, with the majority being at level 8.
- teach lectures with large groups at the undergraduate level and small-group postgraduate classes
- have a significant leadership role in the profession or industry and as a teacher
- assess student work out of class

Lecturers in this band would benefit from one or two days a week, or its equivalent, free of classes and other responsibilities to pursue research / scholarly activity associated with publication and research. Such time may be off-campus.

Lecturers in this band must have a research plan with clear outcomes for the



period.

340 - 480 TTH per year

Lecturers would normally:

- engage in scholarship.
- hold post-graduate qualifications and / or be recognised in their field (with national standing).
- be actively engaged in research/development or consultancy, that has an output
- publish and present to conferences or appropriate fora the result of their research / scholarly activity
- teach mainly at levels 5-8, which may involve lectures with large groups at the undergraduate level and small-group postgraduate classes
- have a significant leadership role in the profession or industry and as a teacher
- predominantly assess student work out of class

Lecturers in this band would benefit from at least one day a week, or its equivalent, free of classes and other responsibilities to pursue research / scholarly activity associated with publication and research. Such time may be off-campus

Lecturers in this band must have a research plan with clear outcomes for the period.

480 - 625 TTH per year

Lecturers would normally:

- engage in scholarship
- hold or be pursuing post-graduate qualifications
- be teaching up to level 7, with the majority at level 4 and above
- be expected to maintain currency in the profession or industry and as teachers
- be engaged in consultancy and / or development activity
- assess student work out of class, in the workplace or elements in class time.

Lecturers at the lower TTH level of the band may:

- engage in research
- publish or present to conferences

625 - 825 TTH per year

Lecturers would normally:

- engage in scholarship.
- be carrying out teaching that involves supervising practical activities, work practise or workshop / studio,
- be expected to maintain currency in the profession or industry and as teachers
- be predominantly teaching to level 5
- may carry out elements of assessment in class time (eg in workshops) or in a workplace.
- be engaged in consultancy and / or development activity

Lecturers would not normally be expected to:



- publish or present to conferences
- engage in research

7. *Attendant Duties*

Attendant duties are activities that are directly associated with the teaching process and includes such things as:

- Preparation for classes, including arranging handouts, workbooks, readings, close reserve items, setting up specific learning sessions e.g. labs or practical sessions.
- Assessment preparation and reproduction, marking (where it occurs out of class time), moderation, collating results etc
- Arranging equipment
- Organising guest lectures
- Preparing material for electronic and/or distance and/or flexible delivery
- Routine updating of courses and material
- Developing course material
- Coordinating work placement / fieldwork / clinical placements.
- Contact with students outside the time tabled hours - eg discussions around assignments, on-line communication (outside of teaching).
- Routine administration and participation in organisation processes

8. *Scholarship*

Scholarship shares with research the aim of expanding knowledge. It is concerned with the deepening of understanding of ideas, technologies, practises and materials rather than the advanced study of entirely new subject matter. Scholarship goes beyond maintaining currency in a discipline. The outcome is the application of the scholarly activity into a programme.

Scholarship includes expanding knowledge of subject specialty or teaching practise. Staff may engage in scholarly activity in variety of ways, for example:

- Expanding knowledge through inquiry
- Engaging with knowledge
- Engaging with the profession / industry
- Keeping up to date with advances in the profession / industry
- Developing teaching practise
- Developing methods / processes
- Reflective practice
- Engaging with peers internally and externally.
- Attending conferences (not expected).

9. *Research*

Research in this context refers to applied activity, creative work and works of a theoretical nature, undertaken on a systematic basis to increase knowledge, and the use of this knowledge to devise new applications. In some fields the result of this activity may be embodied in the form of artistic work, design or intellectual property.

Research includes contributions to the intellectual infrastructure of subjects and disciplines. It also includes the experimental development of design or construction solutions, as well as investigation that leads to new or substantially improved materials, devices, products or processes.

Research outputs include, but are not limited to:
Creative works



Publishing research
Conference presentations
Examining thesis
Supervising post graduate students

10. Development and Consultancy (Business engagement)

A development activity is defined as a professional activity outside the teaching role which demonstrates the staff member's capacity to apply knowledge in particular situations.

A consultancy activity is defined as knowledge/research based on problem solving activity which emphasises a short term engagement on particular problems where a specific outcome is envisaged and based on the in-depth application of analytical and investigative skills. These are normally commercially based activities.

In each case, it is important that the work leads to the advancement of knowledge in the area through reports, or demonstrations in ways which enable judgements of the quality of the work by others.

Additionally consultancy may be educational programmes provided to external organisations.

**Referral
Documents**

Employment Agreements





WORKLOAD MANAGEMENT PROCEDURES



(Refer Workload Management Policy)

1. Workload Planning (Academic Staff)

- 1.1. The process consists of one or more meetings between the Head of School / Manager or Representative and the staff member whereby workload is discussed, agreed and documented.
- 1.2. In preparation for the first meeting the staff member will carry out a self-review to clarify their expectations in each of the workload areas for the following year. This will be documented in the Workload Self Review (Appendix 2) and brought to the meeting.
- 1.3. The Head of School / Manager / Representative will prepare for the meeting by assembling relevant planning information such as course material, timetables, School research and professional development plans etc.
- 1.4. The Head of School / Manager / Representative will document the agreed workload by completing a Workload Plan (Appendix 3). This will be signed off by both parties.

2. Workload Planning (General Staff)

- 2.1. For general staff, workload and personal and professional development will be reviewed as part of the Performance Review process and discussions.

3. Reviewing Workloads

- 3.1. It is acknowledged that the needs of the Organisation and individuals may change and that any system must be flexible enough to respond to these changes. It is important that the workload principles are observed when responding to change.
- 3.2. Throughout the year the Head of School / Manager / Representative should review workloads periodically to ensure the workload principles are being adhered to. Particularly when there are major changes eg changes student numbers, streams, delivery methods, staffing changes etc.



4. Workload Concerns

4.1. Where there are concerns about workload the workload concerns process may be instigated by a staff member, their Head of School / Manager / Representative or other senior manager or a union representative. See Work Load Concerns Process (Appendix 4).

4.2. Otago Polytechnic will adopt strategies to minimise work related stress. It will therefore:

- make stress management and time management workshops available;
- offer open and transparent consultation and monitoring of workload; and
- make available counselling and support through the Staff Assistance Programme.





WORKLOAD SELF REVIEW ACADEMIC

HR621.00

1. Teaching

How has your workload been this year?

What areas do you want to move into?

What areas would you prefer not to teach?

Were there any timetabling factors this year that you would like addressed / continued next year?

2. Scholarship

Indicate what activity you are currently engaged in and what activity you would like to be involved in.

3. Research

Review your research plan and achievements against it. Also describe what activities you would like to start and the support needed.



4. Development / Consultancy (Business Engagement)

Indicate what activity you are currently engaged in and what activity you would like to be involved in.

5. Leadership / Service

Indicate what activity you are currently engaged in and what activity you would like to be involved in.

Personal and Professional Development

(Review your current PPD plan)

What progress have you made?

What are your goals for the next year?

What support do you need?

6. Management / Coordination

(What management / coordination do you see yourself doing next year)

7. Are you considering any changes to your FTE?

8. What opportunities do you see for doing things differently?

9. What other Factors to be taken into Consideration

(What other factors need to be taken into consideration when planning workload for next year – personal or professional)





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ACADEMIC WORKLOAD PLAN

HR623.00

Name: _____

Review Date: ____ / ____ / ____

Position: _____

HOS / Representative name: _____

1. Self review complete
2. Review position description and update if necessary.
3. Complete Personal and Professional Development Plan (attached).

4. Research and Scholarly Activities

Time formally allocated for these activities should be related to specific outcomes.

Description / Outcome	Time allowance

Description / Outcome	Time allowance

5. Development and Consultancy (Business Engagement)

Time formally allocated for these activities should be related to specific outcomes.

Description / Outcome	Time allowance

Description / Outcome	Time allowance

6. Management / Coordination

Formally allocated programme management and coordination duties.

Description / Outcome	Time allowance

Description / Outcome	Time allowance

7. Leadership / Service / Additional Duties

Description / Outcome	Time allowance

Description / Outcome	Time allowance

Signed by Staff Member: _____

Date: ____ / ____ / ____

Signed by HOS Representative: _____

Date: ____ / ____ / ____



ACADEMIC WORKLOAD PLAN - TEACHING

HR625.00

<i>Semester 1– First quarter</i>	
Programme	<i>Total TTH</i>

<i>Semester 1– Second quarter</i>	
Programme	<i>Total TTH</i>

<i>Semester 2– Third quarter</i>	
Programme	<i>Total TTH</i>

<i>Semester 2– Fourth quarter</i>	
Programme	<i>Total TTH</i>

Total TTH: _____



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PERSONAL AND PROFESSIONAL PLAN

HR627.00

Name: _____	School: _____
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Professional Qualifications:

Teaching Qualifications:

Areas of specialist expertise:

Agreed Actions and Commitments

Professional Development

Discussion needs to be had regarding: upgrading of professional qualifications, improving teaching practice, industry / professional practice or technical / professional skills and any development needs identified as part of the performance review. For academic staff priority should be given to assuring teaching competence, for non-academic staff, competency in the relevant technical or professional area.

In addition areas of organisation-wide or School priority should be covered.

Activity	Time Commitment	Funding Commitment

Industry Refresher

Industry refresher is time spent working directly in industry or professional activity within another organisation.

Activity	Time Commitment	Funding Commitment



Compulsory Training

The following areas are areas of compulsory training for all staff.

	Last completed	To Attend Training
Computer Health and Safety		
First Aid (for first aiders)		
Fire Warden		
Treaty of Waitangi		
Harassment Prevention		

IT Training

The following are areas of IT training which are generally necessary.

	Proficient to required level	To attend Training
Excel		
File management		
FMIS		
Outlook		
SMS		
Powerpoint		
Word		
Moodle		

Development Related to Personal Effectiveness

	To attend Training	Comments
Dealing to Stress		
Assertiveness		
Time Management		

Areas of Polytechnic Priority

	To attend Training	Comments
Customer Service (general staff)		
Flexible Delivery (academic staff)		
Teaching diverse groups (academic staff)		

Comments:





WORKLOAD CONCERNS PROCESS

1. Purpose

This process is intended to be used in the event that the workload does not fit within the principles and guidelines or for some other reason is felt to be unreasonable.

2. Process

Workload concerns should first be raised with the Head of School / Manager or their Representative. If this does not resolve the situation it may be escalated via the appeals process (see 4.0).

3. Workload Meeting

3.1. Preparation

- i. Gather the information and analysis you have to get a clear, specific description of your workload for the planning meeting.
- ii. The staff member prepares by considering both organisational and individual factors. Consider issues listed in the HR268.00 Workload Assessment and Analysis Sheet (Schedule A) and/or other supporting documentation as appropriate.
- iii. Individuals may choose to discuss aspects of their workload with colleagues and others doing similar tasks within the institute.
- iv. At this stage individuals should give some consideration to potential solutions for the key issues as they see them.
- v. The Head of School / Manager / Representative prepares by looking at overall workload in the School School/Administration area and organisational factors as indicated in the appropriate HR268.00 Workload and Assessment and Analysis Sheet (Schedule A as above).

3.2. The Workload Meeting (Consultation Phase)

3.2.1. The Head of School / Manager / Representative and the staff member set up a meeting time and place.

3.2.2. During the meeting:

- Discuss the Workload Factors assessment sheets prepared separately and other supporting information.
- Put all the information together and quantify the total workload.
- Identify which principles are being affected by the current/proposed workload.



- Identify what needs to happen to ensure the individual workload is in accordance with the principles and consistent with the relevant employment agreement.
- Set up and record a plan of action, with review dates.
- Individuals should be realistic about agreeing to anything – both parties must be certain they can carry out any agreement.

3.2.3. Outcomes could include any of the following (a sample of possibilities, not an exhaustive list):

- some reorganisation in the work area;
- recognition that unpredictable work volumes, changes in external requirements, and so on, will always be factors in some jobs, and strategising how to handle these pressures;
- personal development in work habits and strategies;
- the Head of School / Manager / Representative taking responsibility for acting on one or more organisational issues;
- the whole work team becoming involved in (re)organisation;
- a case being prepared for more resourcing; and
- professional development.

3.3. Meeting Completion

3.3.1. All agreed solutions should be documented and signed and should include follow-up that has been agreed to, with dates and times for checking back/reviewing. A copy must be forwarded to the Human Resources Department and a copy given to the staff member.

3.3.2. If you are not satisfied with the outcome of the meeting and any follow-up action you may decide to do either of the following:

- take your concerns to the next level of management ie Head of School / Senior Manager;
- consult with the Human Resources Department regarding an appeal – (see 4.0); and
- consult with your union or representative.

4. Appeals

4.1. Staff member shall complete a HR271.00 Appeals Information and Analysis Sheet (Schedule B) and submit it to the Director: Organisational Development along with any other relevant supporting documentation.

4.2. The Director: Organisational Development (or Representative) will review all the documentation and arrange a Workload Committee meeting and advise the Head of School / Manager / Representative and staff member of the date of that meeting (within 10 days of appeal being lodged).

4.3. The Workload Committee will consist of:

- the Director: Organisational Development or Human Resources Advisor (convener);
- an Head of School / Manager not directly involved with the dispute; and
- two union representatives or staff members, with relevant experience.



- 4.4. The staff member will be invited to speak to their appeal and explain why they believe the allocated workload falls outside the guidelines. The staff member may choose to bring a support person.
- 4.5. The Head of School / Manager / Representative will also be invited to identify how the workload allocation under appeal fits within the guidelines.
- 4.6. The committee will consider all evidence and make a determination, which will be binding; notwithstanding any legal remedies which an aggrieved staff member may wish to pursue. The staff member and Head of School / Manager / Representative will be notified, by the convenor, in writing of the committee's decision, within 5 working days.





WORKLOAD ASSESSMENT AND ANALYSIS FOR ACADEMIC STAFF

HR628.00

Complete the relevant sections to highlight the areas of concern. A copy should be forwarded to your Head of School / Manager / Representative prior to your meeting.

General Information

1. What is your job title? (ASM, SASM or PASM?)	
2. What is your proportion? (Full-time = 1)	
3. What is your status? (Fixed term / Permanent)	

General Teaching Information

4. How many different programmes, courses, and subjects do you teach across?	
5. To what extent are you teaching courses / subjects you have taught before and how many times before?	
6. List the courses you are scheduled to teach (use a separate sheet if need be). Summarise here (a) the number of courses and (b) the number of deliveries.	
7. Comment on the range of courses and the NZQA level of the courses.	
8. Are you involved in moderating courses / programmes for other institutions?	
9. How many programme elements are new to you this year?	
10. Do you consider the students require extraordinary pastoral support? eg Special needs, Internationals etc.	
11. Do you consider that your area of expertise has	



incurred substantive rapid change recently? (If so, supporting statement required).	
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Programme Management / Coordination

12. Are you responsible for a programme (if so, to what level).	
13. How many staff are you responsible for?	

Research and Scholarship

14. Do you teach on a degree programme and are required to be involved in research?	
15. Are you engaged in or planning any research activity?	

Development and Consultancy / Business Engagement

16. Are you involved in developing any new courses / programmes or preparing courses for flexible delivery? If so, describe.	
17. Are there additional external requirements in your role? What impact does this have on your workload? eg <ul style="list-style-type: none"> - Iwi/whanau - Cultural responsibilities - Industry regulations - Community liaison - Schools liaison - Workplace assessment - Liaison with other institutions 	
18. Are you involved in any industry / business based or consultancy work?	

Service

19. Are you involved in other OP activities? eg <ul style="list-style-type: none"> - project groups - committees 	
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Work Organisation

20. Are you clear about: <ul style="list-style-type: none"> - What you have responsibility for? - What you have authority for, and is this sufficient to carry out your responsibilities? 	
21. Do others have the same understanding of your	



responsibilities as you do? Do they co-operate?	
22. Are all aspects of your work (eg pastoral work with students, management of other staff etc) identified and known to your colleagues and manager(s)?	
23. Is your work organised sensibly and logically (avoids duplication etc)?	
24. Does the number of people requesting tasks/information from you affect your work?	
25. Do you have peak times? Please identify: <ul style="list-style-type: none"> - Factors contributing to your workload during these times. - If peaks are generally known in advance. - How you accommodate them. 	
26. Is communication within your work group effective?	
27. Is communication with other areas of the Institute effective?	

Personal factors

28. Are there personal factors which should be considered when establishing your workload? eg <ul style="list-style-type: none"> - studying for CAT - further qualifications/retraining - special circumstances. 	
29. Any other issues you would like to raise?	

Now complete HR629.00 Teaching Information Sheet for each programme that you teach on.





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COURSE TEACHING INFORMATION SHEET

HR629.00

1. Programme Id and Name.	
2. How many TTHs are scheduled?	
3. How is the course delivered?	
4. Have you taught this course before? If so, when did you last teach it?	
5. How many students are in the class? (if not known, what is the expected number).	
6. How much physical setup is involved for each lesson?	
7. How much preparation time is needed for each lesson?	
8. Which assessment methods are you using? and how many assessments of each type?	
9. What assessment moderation processes are used?	
10. Is the course being externally moderated this year? If so, how much time will it take you to assemble the materials and arrange the moderation?	
11. Where are the principle locations of your classes? (especially note if you are having to move between campuses).	





WORKLOAD ASSESSMENT AND ANALYSIS FOR GENERAL STAFF

HR630.00

General Information

1. What is your job title?	
2. What is your proportion (Full-time = 1)	
3. What is your status? Fixed term / Permanent	

New Developments

4. Are there any programme or course approvals, computer system upgrades or any other new developments going on in your area at present? (List)	
5. Are you involved in working on new institution wide developments? (List)	
6. Have there been any additions or reductions to your work in the past few months? (List)	
7. How are these developments affecting your workload?	

Internal and External Relations

<p>8. Are there additional external requirements in your role? What impact does this have on your workload? eg</p> <ul style="list-style-type: none"> - Iwi/whanau - Cultural responsibilities - Industry regulations - Community liaison - Schools liaison 	
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- Liaison with other institutions	
9. Are you involved in other OP activities? eg <ul style="list-style-type: none"> - Committees - Entrepreneurial activities - Representing OP on external committees, associations or industry groups. 	

Personal factors

10. Are there personal factors that should be considered when establishing your workload? eg <ul style="list-style-type: none"> - Further qualifications/retraining - Special circumstances. 	
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Work Organisation

11. Are you clear about: <ul style="list-style-type: none"> - What you have responsibility for? - What you have authority for, and is this sufficient to carry out your responsibilities? 	
12. Do others have the same understanding of your responsibilities as you do? Do they co-operate?	
13. Are all aspects of your work (eg pastoral work with students, management of other staff etc) identified and known to your colleagues and manager(s)?	
14. Is your work organised sensibly and logically (avoids duplication etc)?	
15. Does the number of people requesting tasks/information from you affect your work?	
16. Do you have peak times? Please identify: <ul style="list-style-type: none"> - Factors contributing to your workload during these times. - If peaks are generally known in advance. - How you accommodate them. 	
17. Is communication within your work group effective?	
18. Is communication with other areas of the Institute effective?	
19. Any other issues you would like to raise?	





APPEALS INFORMATION AND ANALYSIS

HR631.00

Item	Comments / Details
Identify the principle/s you do not believe have been appropriately applied. (List in order of priority)	
Identify any other factors outside of the principles which may be relevant.	
What do you see as possible solutions? Give details and a rough indication of resourcing implications as far as you are able without doing further investigation.	

Other relevant information:

