FAQs Library

Related definitions

Performance Workplan

The Performance Workplan is a plan detailing work objectives and development activities for the year. While the position description details broad accountabilities, the workplan is focused on deliverables for the year.

The workplan reflects a discussion between a manager and staff member about what work needs to be done for the year to meet University objectives and with consideration of the individual's career goals. Staff performance is reviewed against the workplan.

Workforce planning

Establishing and maintaining the workforce needed to deliver on strategic objectives of the School/Group.

Workload allocation

Workloads are allocated to ensure workloads for staff are realistic, reasonable and distributed as equitably as possible. The Workload Distribution and Management Guidelines detail RMIT's approach to managing workload distribution and its connection to the workplans.

Position description

Position description is a document assigning accountabilities expected to be performed by the position, as well as, the competencies and qualifications required to fulfil those accountabilities (in short ‘What’ is required for the job). A position description is used to select someone to the position.

Position descriptions are not intended to cover every work assignment or be a task list. Rather, they cover work accountabilities which are predominant, permanent and recurring.

When you were recruited to your position at RMIT, it is an important document you looked at to inform your decision to apply was your position description.

A position description provides staff and potential applicants with an understanding of the role by providing information that clarifies and describes the job, its functions, environment and reporting relationships.

Reclassification

Reclassification takes effect where a position has changed to the extent that the classification level for the position changes. A staff member or manager can request a review of a position’s classification at any time. The review will be conducted in accordance with the Classification of professional staff procedure.

The reclassification process exists as a safeguard so that if a position evolves over time and the staff member believes it has changed significantly enough to have changed level, they can have that evaluated. The process is then designed to check the position duties and involves management to ensure the job reflects what RMIT requires.

It is important that staff and managers understand this process clearly before commencing any review and more broadly, that all staff understand the classification standards and how these interact with the position description and workplan.

Probation

Probation at RMIT is an important process for all staff who are new to the University. Probation is a set period of time at the beginning of the staff member's employment with RMIT. This period allows a manager to evaluate the progress and skills of the newly hired staff member on-the-job, including all aspects of their performance in the role such as interaction with others and demonstrating RMIT's behaviours.

Behavioural Capability Framework. The probation period varies for different staff groups and cannot be more than half the duration of a fixed term contract. Based on review of performance in the role, the manager will decide whether the person's employment is to be confirmed or whether they are to exit within probation. Human Resources can assist with any questions regarding probation.
Induction

Induction provides new staff the opportunity to be appropriately briefed and provided the information and resources that will set them up for success in their new position. A well-considered and thorough induction reduces the time it takes for a staff member to feel fully confident in their new role.

For further information go to the Ready Set Go RMIT’s induction website at: www.rmit.edu.au/staffinduction

Fundamentals

Why do I need a workplan?

Your Performance Workplan is designed to provide further clarity around what you are expected to achieve in your role for the 12 month period along with a focus on behavioural expectations. Clear objectives and expectations can then provide the basis for recognition of your achievements through the year. Workplanning also helps to ensure workloads are manageable and work priorities are tracked and supported with appropriate resourcing.

Your workplan will be developed with consideration to the work group’s plans and your own career and development plans and provides.

All fixed term and continuing staff are expected to have a workplan by the end of three months in a role.

How do I develop my workplan?

Identify the main categories of activity of your work based on your manager’s guidance and team or work group’s priorities over the next 12 months. Your main activities should be aligned with the School/Group and University plans.

Discuss each activity category with your supervisor. Reach agreement on one or more activities for each category and how performance for each activity would be measured (target/measure). Consider how you will best be able to provide evidence of reaching your targets.

Most professional staff positions would have around 3 to 5 main categories of activity, with each including a couple activities although this may vary from one position to another.

Go to MyPerformance MyCareer website: www.rmit.edu.au/humanresources/myperformancemycareer

What is the performance cycle? When are the critical deadlines for the year?

MyPerformance MyCareer annual performance cycle runs from Jan-Dec. Workplanning conversations often begin in Dec of the previous year and in practice the process is continuous throughout the year. The critical deadlines are:

- December to February - Preparation and Objective setting
- July - Midyear review
- November to December - End of year appraisal.

Who needs to be involved in developing a workplan?

The staff member and their manager.

What will happen if I don’t have a workplan?

Every staff member employed on a fixed term or continuing basis is required to have a workplan. All staff need to clearly understand what is expected of them in their work and should be provided feedback on their performance and access and opportunity for development.

What is the process to develop and implement a workplan?

Four key phases:
1. Preparation
2. Objective setting
3. Midyear Review
4. End of year appraisal

What happens at the preparation and objective setting phase?

During the Preparation phase:
- College/Portfolio planning
- School/Group planning
- Team planning
- Cascade objective (align to University/Business plans; set team measures or targets).
• Individual preparation (review position description and progress against last year’s plan).

During the Objective setting phase:
• Cascaded objectives (set by RMIT/College/School/Manager).
• Individual objectives (set by staff member and manager).
• Behavioural Capability Expectations (set by RMIT).
• Development objectives (set by staff member and manager).
• Career profile created by staff member based on short/longer term career goals).

**What happens during the Midyear review?**

During Midyear review:
• Self-review of performance against objectives and behavioural expectations.
• Manager review of performance against objectives and behavioural expectations.
• Midyear acknowledgments.

**What happens at the end of review cycle?**

During the end of year appraisal:
• Self-appraisal:
  - Appraisal rating
  - Overall appraisal comments
  - Success, strengths and highlights
  - Areas for improvement and development.
• Manager appraisal:
  - Appraisal rating
  - Overall appraisal comments
  - Success, strengths and highlights;
  - Areas of improvement and development.
• End of year discussion.
• End of year acknowledgements.

**What is a reasonable timeframe for developing a workplan?**

Three months is ample time to develop and confirm a workplan. The annual performance cycle allows three months between December and February to develop workplans.

The Performance Workplan should be developed within three months of a person starting in a role, whether that be in the case of a new hire, staff changing position or being promoted.

**What is an ‘activity’?**

An activity is a series of tasks that need to be completed during the performance cycle that will progress towards achieving a particular performance objective.

E.g. ‘Review and update process for requesting the school’s budget information.’

**What is a Performance Indicator?**

Performance indicators precisely define the expected output of the activities you will perform to achieve your objective. You can include more than one performance indicator for each objective and these can be qualitative or quantitative.

E.g. ‘90% of all budget information requests are responded to within 3 working days.’

**What’s the difference between a SMART objective and accountabilities in the position description?**

Objectives broadly define the desired result that the staff member aims to achieve.

E.g. ‘Reduce turnaround times of department requests for budgetary information from 5 days to 3 days by Dec 2011.’

A position description is a structured document which details the group of accountabilities and selection criteria including qualifications required for a given position.

**Objectives**

**When do I use cascaded objectives?**

You can determine objectives during the objective setting phase that are common for your staff group. From 2013, managers will be able to cascade these through the cascaded objectives function in the Performance Workplans online. This is a useful mechanism to provide consistent goals across your work group at the start of the year.
Note: Cascaded objectives are visible in the 2012 workplan. Managers should consider common objectives they will cascade for their workgroup and how to communicate those objectives.

What are SMART objectives?

Clearly defining performance objectives in the activities section clarifies the expectations for you by your manager and others affected by your work. Ideally, your activities will be defined in a way that clearly links to your School/Group; College/Portfolio and University objectives.

Use the following criteria to ensure that your activities are clearly defined:

- **Specific**: clearly states what you aim to do.
- **Measurable**: provides qualitative/quantitative details.
- **Achievable**: is challenging within your capabilities and using resources of the University, whilst focusing on your accountabilities.
- **Realistic**: linked to the University’s strategic direction and line manager’s cascaded objective.
- **Timely**: includes clear timelines for completion.

My objective does not fit in the field provided.

The Performance Workplan is designed to be a succinct reflection of your objectives for the year. Objective titles have a limited text (40 characters). More details of the objective can be included in the activities and performance indicator field.

How many objectives should I create?

A recommended minimum number of objectives is eight in total (this includes individual and development objectives).

Measurement/appraisal

Why measure performance and how do I go about it? Are there any good examples?

As continuous improvement forms a vital part of quality management, a concerted effort should be made to include improvement objectives and indicators in the workplan. Recording key targets and measures at the beginning of the year will guide reviews of performance during the year.


What are the advantages for staff in participating in appraisal?

The MPMC approach promotes clear expectations for staff. Appraisals can provide clarity for staff regarding the behaviours/skills needed for different job levels and their performance in these areas. Appraisals will focus on ‘What’ is achieved and ‘How’ which will assist with recognising high performance and supporting development for staff in their career with RMIT.

If the staff member has agreed to participate in appraisal (using an appraisal indicator), it is recommended that the staff member discusses this with his/her manager before the review is carried out?

Yes, it is important that the manager and staff discuss their approach to appraisal at the stage of setting objectives so there are clear expectations from the outset.

What are the appraisal rating for objectives?

- Completed
- In progress
- Past due
- No longer applicable
- No appraisal

What is the appraisal indicators for end of year appraisal?

The end of year appraisal refers to overall performance against objectives and behavioural expectations. Ratings include:

- **Outstanding**: achieving all and exceeding all set objectives and expected behaviours.
- **Excellent**: achieving all and exceeding a number of set objectives and expected behaviours.
- **Good**: achieving all set objectives and expected behaviours.
- **Acceptable**: achieving most set objectives and expected behaviours.
- **Unsatisfactory**: achieving no or only a few set objectives and expected behaviours.
- **No appraisal**: new employee under probation.
What are the appraisal indicators for behavioural expectations?

The end of year appraisal includes a rating against behavioural expectations. Indicator include:

- **Strength**: demonstrated behaviour is a strength.
- **Meets expectations**: demonstrated behaviour meets expectation.
- **Development needed**: development is required to meet expectation.
- **No appraisal**: new staff member or staff member on long term absence.

TAFE

What are my compliance obligations to maintain my current competency and qualifications?

Attainment of qualifications, competencies, licences or registrations must be documented in the TAFE teacher Qualifications and Current Competency form and original documents must be sighted, copied and sent to Human Resources for recording on HR systems.

Supervision arrangements for casual and fixed term staff who are unable to meet the assessor competencies and/or training competencies need to be documented in the Supervision of TAFE teaching staff form.

Further details are available in the TAFE teaching staff mandatory qualifications, competencies and supervision guideline. Go to: www.rmit.edu.au/policies/humanresources

What can I look at to help me allocate work to my staff?

Go to: www.rmit.edu.au/policies/humanresources and review TAFE Workplanning and Performance Review Guidelines and your own Head of School may have local guidelines.

Position description

My position description is not up to date. What do I do?

A position description is a snapshot in time which should be updated every 12 months to reflect your current role – providing you with role clarity. Position descriptions are not intended to cover every work assignment nor be a task list. Rather, they cover work accountabilities which are predominant, permanent and recurring.

Approach your manager in the first instance to discuss any changes. Workplan meetings either at the beginning, middle or end of year are a good opportunity to raise any corrections to your position description.

If your require assistance in writing / updating a position description talk to your manager in the first instance and contact HR for further advice.

If my position description changes will I be paid more (be reclassified)?

Not necessarily, minor changes to a position description usually have no impact on classification and this is a way to keep it current i.e., change of title, change of workgroup title, addition of an accountability etc. However, if changes are
significant, a position analysis should be undertaken. Regular review of your position description can ensure it is accurate and up-to-date and fits with what is needed from the position today and into the future. If there are changes over time that aren’t managed or captured, there is a risk that you and your manager might not be clear about the work required which can impact resourcing or job scope.

What happens if there is a change to a position description and the staff member is not happy with the changes?

It would be important to understand the nature of the disagreement. Ensure that you have a conversation with the staff member to explain the changes and that it is in the interests of role clarity and resourcing to support for success. If a professional staff member is primarily concerned about the level of their position and believe it is incorrectly classified they should refer to the Classification of professional staff procedure. Contact HR for further advice.

Where is my position description I can’t view it online.

All Position Descriptions will be available online from 2013 onwards to make objective setting and review easier. This provides more opportunity for you to ensure the position description is accurate and up-to-date on a regular basis. However, in some cases it may not need to be updated for a long time. Generic position descriptions are available for core Academic roles and TAFE positions: www.rmit.edu.au/humanresourcess

RMIT’s Behavioural Capability Framework

What is RMIT’s Behavioural Capability Framework?

A framework which differentiates proficiency levels of expected behaviours, consistent with RMIT University objectives and values for all RMIT staff. The Behavioural Capability Framework clearly describes expected behaviours for all RMIT staff that are recognised to promote and foster successful relationships and outcomes. It ultimately provides clarity for all staff regarding the behaviours or skills required for different job levels across cohort groups. Review RMIT’s Behavioural Capability Guidelines at: www.rmit.edu.au/policies/humanresources

What is RMIT trying to achieve with the Behavioural Capability Model?

The Behavioural Capability Framework has been designed and implemented to clearly describe expected behaviours for all RMIT staff. It ultimately provides clarity for all staff regarding the behaviours or skills required for different job levels across cohort groups. The behavioural capabilities are defined in a way to support constructive feedback based on objective review of performance. In addition, the behavioural capabilities help to focus performance objective setting, development activities and performance review on both what tasks are to be achieved as well as how the work is achieved. The behavioural capabilities are clearly defined to help drive RMIT’s values through actions of how we work day-to-day.

For more information refer to: www.rmit.edu.au/humanresources/managingforperformance

What happens to me if my supervisor says I’m not being “resilient”, “innovative”, “connected” enough?

The Behavioural Capability Framework clearly defines each of the six key capabilities in fine detail at each level for each staff group: professional staff, TAFE staff, and academic staff. It is intended that you will review the behavioural capabilities applicable to your position and level and select an area to focus on for the year when setting performance objectives. You can also explore development options aligned with the capabilities through DevelopMe.

At Midyear review and End of year appraisal, you will review your performance and any development that was planned against the Behavioural Capability Framework. As with all review and feedback, this should be based on objective review of evidence of performance against criteria – in this case it will be based against the specifically defined behaviours detailed in the Behavioural Capability Framework.
What protections are there from this model being abused?

RMIT’s Behavioural Capability Framework is not designed to be used in a punitive manner. The model is designed to support development and targeted training is available through DevelopMe to support development of these capabilities across the University. All managers are currently or have been trained in the Behavioural Capability Framework including how to use it in workplanning conversations and reviews. There will be further training through 2012 specifically to support the Midyear and End of Year appraisal activities.

If you are concerned that the model is being abused contact HR for further advice.

Who was involved in the focus groups to devise this model? What consultation was there?

Consultation regarding the Behavioural Capability Framework included focus groups, and web-based and email communications. All staff were invited to provide feedback on the framework on a number of occasions through 2011.

The initial work on the framework involved focus groups of a cross section of staff. These focus groups were facilitated by Mercer who was engaged by HR due to their expertise in job design and talent management.

How are these behavioural capabilities being measured? Who decides?

As part of the objective setting phase staff and managers will discuss the objectives to be achieved for the year, any focus on the behavioural capabilities and how these will be measured in planning for the Midyear review and End of Year appraisal.

How performance is measured forms a key part of the conversation when determining what performance is to be reviewed. There are opportunities for staff to self-assess in the first instance and provide examples that highlight areas of strength or development.

If it is determined that I need to develop these capabilities, what training will be provided? Who pays for this training?

RMIT has a well-established internally coordinated training program, DevelopMe. The curriculum of this program is reviewed annually and has been developed to specifically align to the Behavioural Capability Framework to ensure staff have access to relevant development opportunities.

Individualised development planning is a key part of the objective setting phase and any development against the behavioural capabilities should be discussed at that time.

If you have any further questions regarding development options please contact HR for further advice.

How will HR ensure our privacy with the on-line workplans?

Online workplans can also be viewed by the management line (between you and the Vice-Chancellor) for work planning and performance management purposes.

Just as with the paper-based workplans, information included within workplans will be reviewed by Human Resources to ensure that professional development activities meet the needs of the University and its staff.

The Human Resource Consultancy Group in HR will also have access to status reports to track how staff are progressing through planning, Midyear and End of Year appraisal.

HR has worked closely with the Privacy Officer and ITS to ensure information in the online workplans is managed appropriately and in line with all requirements. You can find out more about the privacy requirements for staff information at: www.rmit.edu.au/privacy/staffinformation

How will the data collected be used?

Just as with the paper based workplans, information included within workplans will be reviewed by Human Resources to ensure that professional development activities meet the needs of the University and its staff.

RMIT Values / Code of Conduct / Capability Expectations What are the differences?

While the Code of Conduct outlines and applies the minimum standards of behaviour for all staff the
Behavioural Capability Framework is intended to be aspirational in that it describes behaviours that are recognised by RMIT staff to promote and foster successful relationships and outcomes.

**Why are the Behavioural Capabilities so important?**

Inclusion of values in 2010 in the workplan template, implementation of a Code of Conduct during 2011, and the future implementation of the Behavioural Capability Framework 2012 is a planned progression of providing clear guidance to all members of RMIT about what is expected and what they can expect from working at RMIT.

**How do I use the Behavioural Capability framework?**

The framework provides examples of successful demonstrated behaviours at level. Review RMIT’s Behavioural Capability Guidelines at: [www.rmit.edu.au/policies/humanresources](http://www.rmit.edu.au/policies/humanresources)

Go to MyPerformance MyCareer website for further resources: [www.rmit.edu.au/humanresources/myperformance mycareer](http://www.rmit.edu.au/humanresources/myperformance mycareer) and visit DevelopME to review development options.

**How will I be measured for my behaviours by my manager?**

The Behavioural Capability Framework will provide the basis for conversations between staff members and managers around strengths, development and performance appraisals. Based on the staff member’s demonstration of these behavioural expectations (supported by evidence, i.e. survey results, feedback from peers, observations) staff will be asked to self assess and so will their manager whether they are demonstrating behaviours as a Strength, Meets expectations, Development needed, No appraisal.

Staff will receive an overall performance appraisal during the End of year appraisal. This includes appraisal of your ‘whole’ performance - meeting your objectives, and work output successfully, and how you have gone about that. Indicators ranges from Excellent, Good, Acceptable, Unsatisfactory and No Appraisal) and covers your overall work performance. Review RMIT’s Behavioural Capability Guidelines at: [www.rmit.edu.au/policies/humanresources](http://www.rmit.edu.au/policies/humanresources)

**Workplan**

**How can I represent all the work that I do? There is not enough space in the on-line form?**

The purpose of the workplan is not to try and list everything you do but to identify broad responsibilities that represent your work and clarify priorities for the current year, particularly as they contribute to the School/Group priorities. Where a position has several different types of responsibilities (e.g. project management, policy development and program management) each type of responsibility would be treated as a separate objective category.

However, where a position has one primary type of responsibility (e.g. project management) but includes several different tasks within that responsibility (e.g. Project A, Project B, Project C) each task could be treated as a separate objective category.

Talk with your manager and prioritise your activities for the year, ensuring you are clear around workload expectations, deadlines and resources to ensure successful achievement.

The intent of the workplan is to capture discussion succinctly.

**Privacy**

**I have recently changed jobs, is my new manager able to view my workplan history?**

No, only you are able to view your workplan history online. Your manager would need to make a special request to HR to view your historical records but it is not automatically accessible in the system.

Go to RMIT’s privacy statement at: [www.rmit.edu.au/privacyinformation](http://www.rmit.edu.au/privacyinformation)

**Who can access/view my workplan?**

Workplans can be viewed by the management line (between you and the Vice-Chancellor) for workplanning and performance management purposes. Information included within workplans will be reviewed by HR to ensure that Professional Development activities meet the needs of the University and its staff.
Reporting capabilities and access will focus on:

- Managers: Manager Self Service (MSS) for your management line to view team’s Performance Workplans and status reports.
- Human Resource Consultancy Group (HR): Status reports to track how staff are progressing through planning, mid-year and end of year cycles.
- Organisational Development Group (HR): Organisational analysis to determine the annual training needs across RMIT.

Go to RMIT’s privacy statement at: www.rmit.edu.au/privacyinformation

Do final performance appraisals for individuals get published anywhere for other team members/staff at the University to see?

No, individual appraisals do not get published elsewhere.

**Leave management**

What are my responsibilities in terms of my leave and how I manage leave for others?

You are required to submit and take leave on a regular basis and maintain the balance to 20 or less days.

**Academic**

There is no reference to enter my timetable and workload allocation into the system. What do I do?

Workload allocation documentation can be uploaded and attached to your workplan using Google docs, or saved in your local drives.

What tools are available to assist in developing a workplan

Go to: www.rmit.edu.au/policies/humanresources

and review RMIT’s workload distribution and management guidelines. Ask your School executive or management team for any localised templates and processes.

**Revision**

Can I change my workplan after it has been confirmed by myself and the manager?

Once your workplan has been confirmed, i.e., at objective setting phase and Midyear, the plan is unable to be edited or changed. What a staff member and manager can do is provide additional comment during these stages, i.e., indicate whether an objective or development need has changed or is not applicable and to also add new objectives and development needs during the course of the year.

**Preparation**

What should I do to prepare for a work plan review meeting?

1. Research your staff member’s role, experience, responsibilities and Performance Workplan and collect evidence on their performance and behaviour.
2. Define outcomes for the conversation.
3. Set the scene: Create a safe environment for the conversation to take place, (i.e., private, comfortable, no interruptions or sufficient time).
4. Ensure information to be discussion is accurate, clear and specific so that staff members know exactly what is expected of them in the future.
5. Know your staff: Appreciate that different staff may react differently to the conversation. Be aware of these differences when planning your meeting.
6. Ensure the conversation is two-way. Establish questions which invite the staff member to give feedback and openly discuss any issues.
7. Structure questions in a non-threatening way which don’t provoke defensiveness.
8. Remember that conversations should be delivered in a respectful, empathetic and constructive manner.
Difficult Situations

What do I do if my manager refuses to participate in the process e.g. developing a workplan; participating in the review?

Have you already tried talking to your manager about this? Ask you manager for a meeting to discuss your workplan and remind them of the deadlines for the workplanning process and that you are trying to ensure you can both meet these deadlines. If your manager continues not to participate and/or is not responsive and you feel you have tried everything, approach your manager’s manager and/or HR to discuss how to progress.

What do I do if my staff refuse to participate in the process e.g. developing a workplan; participating in the review?

Firstly, do you know why the staff member is refusing to participate? What has been the staff member’s experience of workplanning in the past? Your approach could depend upon the nature of the disagreement or concern of the staff. Some common concerns are often around:

- Workload allocation (in academic areas) – you will need to refer back to the School Workload Allocations Model and work through the issues in that process; see Workload Distribution and Management Guidelines.
- Not being resourced or equipped to undertake a specific task – check whether resourcing, equipment or development is required.
- Their position description – is it up-to-date or changing; is it still appropriately classified.
- Previous negative experiences with workplanning – discuss how you will approach workplanning from now on and the benefits for staff.

It might help to remind staff that workplanning is a standard process in the University for all staff and of the benefits they can get from the process, e.g. you want to be sure they are supported in their work and discuss any ideas they have for future career or development.

If the staff member continues to resist, also check if they have any other concerns you’re not aware of, e.g., health concerns or difficulties outside of work that could be impacting on them at work.

Contact HR for further advice.

What do I do if my staff member doesn’t agree to their workplan priorities?

Firstly, do you have a good understanding of why there is disagreement? Once you have discussed the issues with the staff member and clear on the reasons, if you still cannot resolve the matter, contact HR for advice. You might want to check:

- The staff member’s position description and classification standards;
- That the expectations are fair and reasonable in terms of workload and the relevant workload model (see Workload Distribution and Management Guidelines or TAFE Workplanning and Performance Review Guidelines); and
- That the expectations are reasonable in relation to what is expected of others.

If agreement cannot be reached and you are confident that your expectations are reasonable and within the scope of the staff member’s role, continue to clarify and repeat your expectations and reassure that these are reasonable expectations. Ensure staff are clear they will be measured against the expectations recorded in the workplan; that you are keen to ensure they are appropriately supported and provided any development required to be able to achieve their expectations.

Contact HR for further advice.

What do I do if my manager does not agree to the outcome of a workplan review?

Feedback on performance should include clear examples of performance and behaviour. If you are unclear why your manager has appraised your performance as they have, seek a follow up meeting and request further clarity about their expectations and examples of how these were not met.

If you are unable to reach agreement and want to ensure that the failure to agree is documented, you can append a statement to the workplan outlining why you disagree.
**What do I do if my staff member does not agree to the outcome of a workplan review?**

Staff are invited to self-appraise which will inform the discussion however the final appraisal decision is the manager’s responsibility to determine based on their review of performance.

Feedback on performance should include clear examples of performance and behaviour. If you and your staff do not agree to the performance appraisal, seek a follow up meeting to discuss. Depending on the nature of the disagreement, it may be helpful to cover:

- Clarify expectations and give specific examples of how these were and were not met.
- Be clear with evidence of performance and provide clear examples of where the staff member has not met expectations.
- Check if performance expectations are within/outside what was agreed at the beginning of the year and clearly within the scope of the role.
- Suggest that the matter could be reviewed by your manager if that would be helpful to resolve the disagreement.

Check if the nature of disagreement is better dealt with by a specific alternative process, e.g. workload appeals are managed under the Workload Distribution and Management Guidelines; Unsatisfactory Performance procedures; Staff Complaints Procedure.

You should aim to reach agreement within two or three meetings and then close off the matter. If you are unable to reach agreement and want to ensure that the failure to agree is documented, you can append a statement to the workplan outlining why you disagree.

Contact HR for further advice.

**I have concerns about my staff member’s performance? Can I use the staff member’s workplan to assist in addressing performance concerns?**

Yes. The workplan provides clarity regarding expectations of the person in the role in terms of activities and behaviours. Reviewing progress against objectives can be useful as a performance review and provides opportunity to explore if there are any barriers to performance.

In line with the principle that feedback should be timely, performance conversations should happen in an ongoing way through the year and you can use the workplan as a guide to these conversations at any time. On this basis, the feedback covered at mid-year and end-of-year review should not be of any great surprise to the staff.

In addressing performance concerns it is recommended that you:

- Remind the staff member of your expectations and clarify further as needed.
- Refer to the position description if helpful.
- Check with the staff member if there is any barrier or reason for them not meeting performance expectations and put supports in place as needed.

To assist the staff member to build back to peak performance, you might need to break down their key activities and tasks into a performance improvement plan which would include weekly actions and any additional development or support. In these cases you would meet with the staff member weekly to monitor progress and ensure supports are working to assist them back to peak performance.

It is recommended that you contact HR when you are planning to manage performance concerns.

**What happens when a staff member’s end of year appraisal is rated as ‘unsatisfactory’?**

Good practice managing for performance relies on ongoing conversations through the year to continually clarify expectations and provide constructive feedback. It would be expected that you will have raised performance concerns with the staff member prior to an end of year appraisal of unsatisfactory.

Should you rate a staff member’s performance as unsatisfactory, there will need to be careful management of a performance improvement plan.

Contact HR for further advice.
What happens if my manager appraises my performance in my end of year review as “unsatisfactory”?

An appraisal of unsatisfactory performance should be accompanied with a performance improvement plan to ensure you are supported to get back to peak performance. Your manager will also re-clarify expectations, discuss with you examples of how performance has not met expectations, and then plan with you about how performance can be improved and what support is available to you.

Contact HR for further advice.

Does my appraisal rating impact on my incremental progression?

Incremental progression is based on satisfactory performance and is paid on anniversary of appointment. It would be expected that your performance would be appraised at acceptable or above in order to receive an increment. Increments may be withheld in the case of unsatisfactory performance, as defined in relevant disciplinary procedures.

Contact HR for further advice.

How do I reward staff at the top of their level?

There are a range of options for reward and recognition of staff. Where a staff member is at the top of their classification band it is often about assisting them with career planning or working with them on job role and design to ensure they remain challenged and engaged in the work of the work unit.

Below are also some examples of recognition activities for staff:

- A thank-you letter, memo or email that can be used as a reference.
- Public recognition at a meeting or other forum.
- Celebrations.
- Certificates or awards (Teaching and Learning Awards, Research Awards).
- Choice in work.
- Ongoing feedback as activities are undertaken.
- Pass on positive feedback from others/clients.
- Saying “thank-you”

- Training in a personal interest area which aligns with the individual’s career aspirations.
- Gifts such as flowers or vouchers (training, movies, RMIT University bookshop, RMIT gym, café, music).
- Take the person out for coffee/lunch.
- Supply morning/afternoon tea for the team to recognise team achievements.
- An ‘early pass.’
- Opportunities for higher duties, project work, secondments (if available and appropriate).

Contact HR for further advice.

What do I do if I notice that my staff member is showing signs of distress?

It is useful if you can have a conversation with your staff member:

- Provide feedback.
- Explain your observations of the behaviour you think is an indicator of distress.
- Invite the staff member to discuss their behaviour and whether there is anything at work distressing them or outside work that could be impacting on them at work.
- Invite the staff member to suggest ways in which you can assist or what support might assist.

Plan with the staff member the support you will arrange and a time to review with them in the next week or so.

Remind the staff member of the University’s Employee Assistance Program (Call CAC on 1300 786 860 or email them at reception@cac.com.au).

Contact HR for further advice.

What happens when a staff member refuses or manager does not want to use appraisal indicators.

For the last two years there has been an opportunity to appraise using the following University endorsed indicators of Outstanding, Excellent, Good, Acceptable, Unsatisfactory and No Appraisal.

These indicators where put in place to improve clarity and promote discussion to align staff self
appraisal with manager appraisal. Many areas in the University do use the appraisal indicator.

Best practice is to ensure that there is agreement at the objective setting stage for both staff and manager to be open to using this indicator in the context of other feedback and as part of the end of year appraisal process.

It is expected that, within the next couple of years, as staff and managers become more confident through training that these appraisal indicators will become fully utilised.

What do I do if my staff member refuses to use the Behavioural Capability Framework?

Firstly, do you have a good understanding of why your staff is refusing to use the Behavioural Capability Framework? What is their concern with using the Framework? Once you have discussed the issues with the staff member and you are clear on the reasons, if you still cannot resolve the matter, contact HR for advice.

The Behavioural Capability Framework has been developed to provide clarity for staff about what is expected in terms of core behaviours at varying levels of performance. These defined expectations can help inform development and support staff career progression.

Contact HR for further advice.

Can I bring a representative or a support person to workplanning meetings?

The workplanning meetings are simply to clarify and determine priority activities for the coming year and development opportunities for you. It is ideal if managers and staff can approach these meetings in an open and constructive way. As such it is not recommended and would be quite unusual for representatives to participate in the initial planning discussions. If you have concerns about the workplanning discussions you should raise these concerns with your manager and if need be you can always request to consider what is raised in the meeting and seek further independent advice as needed.

Contact HR for further advice.

What do I do if my manager has not undertaken any action by deadlines (e.g., preparation and objective setting, mid and end of year review)?

Have you already tried talking to your manager about this? Ask you manager for a meeting to discuss your workplan and remind them of the deadlines for the workplanning process and that you are trying to ensure you can both meet these deadlines. If your manager continues not to participate and/or is not responsive and you feel you have tried everything, approach your manager’s manager and/or HR to discuss how to progress.

Contact HR for further advice.

Development

Why is the development section incorporated into the individual objectives section?

Often activities in academic work can include a development focus. The workplan has been designed to capture your core work activities in relation to research, leadership and teaching. In the case that your activities include a focus on your own professional development, you will highlight this by selecting a ‘delivery mode’ for your development from the drop down list in the workplan.

Training

Where can I get training?

Go to MyPerformance MyCareer website for further resources: www.rmit.edu.au/humanresources/myperformance mycareer and visit DevelopME to review development options.

How can I book in my team for training?

Go to visit DevelopME to review development options and request localised training.

Navigation

I am a senior manager and I cannot view the Performance Workplan for my direct report’s report?

Details on Performance Workplans can only be viewed once mangers have submitted the
Workplan to the staff member for confirmation i.e., you cannot view any objectives that are still in draft.

I am currently in Midyear review and need to add objectives to my Performance Workplan. I cannot find the add button.

Any previously agreed objectives are displayed first and cannot be changed. New objectives can be added below the agreed objectives, using the add button below the last agreed objective.

I am trying to confirm my objectives, but the system is not responding.

The only mandatory fields in the Performance Workplan appear on the Performance Feedback tab at Objective Confirmation and Year End confirmation. Check that the Acknowledgement statements are ticked before confirming your Performance Workplan.

How do I know when it is my turn to action the Performance Workplan.

When logging on to ESS and navigating to MyPerformance MyCareer, you will view a table which indicates the status and sub-status of the Performance Workplan. The status indicates whether the Performance Workplan is currently in Objective setting, Midyear review or End of year appraisal. The sub status will indicate whether the Workplan is currently with the staff member or manager.

How do I print a report of my staff status?

The worklist on the Line Manager tab of ESS displays a list of your staff, their status and sub-status. You are able to download this list to excel using the Export button.

The system has crashed/timed out- have I lost my work?

ESS autosaves every 3 minutes. However, good practice is to save your work regularly. If the system has crashed, wait an hour before logging on again.

Can I print my Performance Workplan?

You are able to print your performance Workplan at any point. The print will display content currently on the screen. Use the print button on the Performance Workplan to view an Adobe (pdf) format of the Performance Workplan. This can be printed directly or saved.

Can my new manager see my previous Workplans?

Managers can only see Workplans where they were assigned as a contributor i.e., if your manager has changed this year, they will only be able to see this year Workplan.

I have made a mistake on my Performance Workplan and it has already been submitted to the manager. I have sent the Performance Workplan to my manager by accident.

Your manager will need to reopen the form for editing and return it to you.

Will the system check my spelling?

There is no spell-check function. You can type your entries in word and check them before copying and pasting the finalised version into the online Performance Workplan. Some web browsers include a spell-check function, which can be used.

How can I attach my workload/calendar/supporting documentation?

The attachment button provides a link through to Google. In January, once RMIT have migrated to Googlemail, all staff will be allocated space on Google for document sharing.

Alternatively, a shared drive or agreed location on the current network can be used.

I have to scroll too much when trying to complete the Performance Workplan – how can I avoid this?

Your screen resolution affects the amount of scrolling required. A good resolution will be 1680x1500 pixels. This can be set by the user.

How do I update my qualifications?

Qualifications can be updated through the ESS link on the MyPerformance MyCareer tab.
Cascading objectives

I am creating cascading team objectives, but cannot view the save button? 2013 only

The save button remains stationary at the top of the page- scroll up to view it.

I am trying to cascade team objectives, but cannot see any of the buttons on the left hand side-only a grey screen? 2013 only

Your PC needs Adobe Flash installed to be able to see the buttons on the Team cascade function. Please contact IT to have this software installed.

I can see a reference to cascading team objectives – I want to use it now. How do I go about it?

Cascading objectives are visible in the 2012 workplan but we are encouraging managers to use this function from 2013. In the interim, individual objectives can be edited by the manager or a manager can create an additional objective that is team based when talking individually with staff.

How many cascading objectives should I send to my staff?

We would only recommend two to three cascaded objectives at most so as not to limit the opportunity for staff to input their own individual role based objectives.

Password

I cannot log on to the system/I need to reset my password.

Ensure that you are using the correct eNumber to log on. If you need your password reset, contact the ITS helpdesk on Ext 58888.

Data

My line manager is incorrect or missing.

Contact your Employee Advisor who will be able to update SAP. The change will be effective on your Performance Workplan the 24 hours after the change has been made.

I have a staff member on my list who does not report to me/I have staff who are missing from my list.

Contact your Employee Advisor who will be able to update SAP. The change will be effective on your Performance Workplan the 24 hours after the change has been made.

I have a staff member who will be going on long term absence?

Notify HR that the individual will be going on long term absence. The system will be changed to reflect that the individual is at Year End, and a manager will indicate that the overall appraisal is “No appraisal”.

I have a staff member who will be returning from long term absence?

Notify HR that the individual will be returning. The system will be changed to ensure that the Performance Workplan is in the correct status for the staff member. The process can continue from that point.

I have a new starter joining my team- what do I do?

SAP will automatically assign a Workplan to new staff members. New staff members will need to complete the objective setting process initially, before moving into the next stage to ensure that they are in the correct phase of the Workplanning cycle.

My staff member is leaving- what do I do?

As part of the exit and handover process, ensure that the Performance Workplan is reviewed. Once the staff member reached their leaving date, their SAP account will be disabled and they will no longer appear on your list of staff members.

My leave balance is incorrect.

Your leave balance is taken from SAP at the time of Performance Workplan creation. If this is incorrect, please contact your Employee Advisor for confirmation, or view the information through ESS.
I have recently changed jobs. What do I need to do?

Your manager will need to contact HR to request an additional Performance Workplan be assigned to you. Your current performance Workplan needs to be completed up to your End Review and new objectives set in the new Workplan.

I have two managers. How do they both give feedback on my Performance Workplan?

It will be the responsibility of your primary manager to coordinate feedback and discussion with any other managers with regards to your performance and objectives for the year.

An appraising manager exists when a line manager has delegated responsibility to that person for staff member’s Performance Workplan.

My manager is changing. Who do I notify?

Manager changes, once actioned in SAP will be updated automatically overnight.

Software

Which web browser can I use?

When accessing ESS, Mac users must use Firefox as the internet browser and PC users can use Firefox or Internet Explorer.

When navigating within the ESS portal, ensure that you only use options within ESS. Do not use browser navigation buttons, as they may exit you from the portal.

What would I attach to my Workplan?

- Workload allocations
- Team calendars
- Emails (once copied into a word document)
- Weekly attendance schedules
- Yearly attendance and leave planner – 13 months calendar for TAFE teachers
- Record of Private Paid Outside Work Form (also needs to be forwarded to HR)
- PDF’s
- Declaration of Conflict of Interest form (also need to be forwarded to HR)

What types of documents can I attach?

- Spreadsheets
- Word documents

Why would I attach documents to my workplan?

- For reference
- For evidence of performance
- For your manager or team’s information
- For collaboration
- As required by your agreements

Where do I save my documents to then attach to my workplan?

- If not confidential: your current network structure, e.g., team calendars.
- If confidential: personal network drives e.g., development plans and congratulatory emails.
- If confidential or not: Google docs as early as 2012 (see the links below for information on how to attach documents).

Why would I use Google docs?

- Documents are stored in one central location.
- Easy link via the Workplan and you can also access the documents by logging directly into RMIT Google anytime, anywhere.
- Documents are secure.
- You are able to grant access to certain individuals, and set security levels (e.g., view or edit access).
- If documents are editable, changes can be tracked.
- Documents can be easily located.

I need to attach my TAFE 13 month calendar. Where do I find the template?

The TAFE 13 month calendar is still available from the HR website: go to www.rmit.edu.au/humanresources/myperformance mycareer