Te Kāwanatanga o Aotearoa
New Zealand Government

Te Orowaru

Factor Plan

Te Orowaru means "the sound of rippling water," which speaks of our aspirations to create ripples of change through the system, for our workplaces, communities and whānau here in Aotearoa New Zealand.

Our aspiration for Te Orowaru is that it enables the unique skills that all people bring to our workplaces to be recognised and fairly valued.

Ihirangi | Contents

Purpose

The gender-neutral work assessment is a vital part of the pay equity process that allows the parties to develop a bias free understanding of the work performed. This work assessment factor plan Te Orowaru is a gender-neutral tool designed to describe and compare work for the purposes of the pay equity claims process. It meets the assessment requirements of the Equal Pay Act 1972 (the Act, sections 13ZD and 13ZE) by building an understanding of the skills (including experience), responsibilities and effort required by the work, as well as the working conditions.

To do this, Te Orowaru unpacks work into constituent parts (often referred to as factors). Factor-based assessment is key to ensuring that overlooked, hidden or undervalued skills are uncovered and included in the assessment of work.

Te Orowaru provides a gender-neutral, user-friendly, straightforward tool that is not costly and is not dependent on experts.

Other resources to help with the pay equity work assessment

Te Orowaru is part of a suite of pay equity tools and resources developed by Te Kawa Mataaho Public Service Commission alongside unions and other Public Sector agencies. The following pay equity work assessment resources accompany this document:

- **Te Orowaru Questionnaire** – guides the gender-neutral work assessment interview and must be used in conjunction with this Te Orowaru factor plan
- **Te Orowaru Process Guide** – gives more detail on how to use the Te Orowaru factor plan effectively
- **Te Orowaru Glossary**
- **Te Orowaru Factor Scoring Booklet**

What is factor-based assessment?

There are two parts to a factor-based work assessment process:

- A work assessment interview guided by a gender-neutral questionnaire, designed to elicit detailed information from employees about their work.

- Consolidating all the information that has been gathered from the work assessment interviews and from other sources (e.g. health and safety data, job descriptions and professional standards) and analysing this using a factor plan. Te Orowaru sets out 15 factors. Each factor contains a series of levels to reflect the degree of complexity of the work. The parties must look at each factor and allocate the appropriate level, depending on the requirements of the work. This process builds a detailed understanding of the work, and how claimant and comparator work compare.

Factor Groupings

The 15 factors are divided up into four groupings: skills (including experience), responsibilities, effort and working conditions. These groupings reflect the assessment requirements of the Act.

Factor Scoring

Once the parties have analysed the work using Te Orowaru, they may then agree to use the optional 'scoring' process to test the initial conclusions based on the work assessment.

This involves overlaying a points system to the factor levels to help the parties to get clarity on the degree of comparability between claimant and comparator work. Each factor level has points allocated to it, which can be used to generate a total score for each occupation assessed. (Refer to the supplementary factor scoring booklet for how to calculate points once level allocation is complete)

Skills

Factor 1: Knowledge

This factor examines the knowledge required to perform the work, focusing on the depth (how detailed) and breadth (how much) of this knowledge, and how hard it is to acquire.

Factor considerations

- type, depth and breadth of the knowledge required

- recognition of level of knowledge regardless of how it was acquired (e.g., experience or formal learning)

Technical guidelines

- The types of knowledge explored could include:
  - technical
  - specialist
  - procedural
  - product
  - organisational
  - theoretical
  - conceptual
  - practical

- The allocation of the factor level will increase with the breadth/depth of knowledge regardless of how it was acquired (e.g., through formal education, self-study, life experience, voluntary work, on-the-job training, work experience or some combination of these). Be careful not to underscore knowledge gained through experience (life/job/informal learning) as compared to formal qualifications.

- While qualifications may provide a useful indicator of the type and level of knowledge needed to perform the work, jobholders may not need to hold such qualifications – they may have acquired an equivalent level of knowledge through some combination of relevant formal or informal learning and/or experience. To understand the levels of qualifications described better, refer to Careers NZ or to Te Orowaru Glossary.

- Examine the knowledge required to competently perform the work (i.e., perform the work fully). An individual jobholder may have high levels of knowledge, but if this is not actually required to do the job, it should not be considered in the evaluation.

- This factor assesses the highest level of knowledge required of the work. However, there may be exceptional knowledge required only in rare or unique circumstances, and is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

FACTOR 1: KNOWLEDGE **SKILLS**

Factor level	Descriptor
1	The work requires knowledge of simple work procedures that can be gained readily on the job. Functional literacy and numeracy skills are required. Knowledge can be gained through a combination of induction, experience and on the job training and/or a NZQA Level 1 qualification.
2	The work requires specific knowledge of a range of routine work procedures which are well defined. Functional literacy and numeracy skills are required. Knowledge is typically gained through formal secondary education, a NZQA Level 2 qualification or period of induction or on the job training or equivalent level of experience.
3	The work requires some specialised knowledge of both routine and non-routine work procedures. Knowledge is typically gained through experience in relevant areas of work or training beyond secondary school or a NZQA Level 3 qualification supplemented by a further induction/familiarisation period.
4	The work requires specialised knowledge in a specific area of expertise or some specialised knowledge across multiple areas. Constant support is available via prescribed processes, manuals or subject matter experts to check or supplement knowledge. Knowledge is typically acquired through either experience accumulated over time, or through a NZQA Level 4 qualification.
5	The work requires considerable knowledge within a specialist area or specialised knowledge across multiple areas. This knowledge enables performance of reasonably complex tasks/procedures. Some support is provided via prescribed processes, manuals or subject matter experts to check or supplement knowledge. Knowledge is typically acquired through either experience accumulated over time or through a NZQA Level 5 qualification.
6	The work requires advanced knowledge in a specialist area or across broad fields to enable performance of highly complex tasks/procedures. Limited support is provided via prescribed processes, manuals or subject matter experts to check or supplement knowledge. Knowledge is typically acquired through either experience accumulated over time or a NZQA Level 6 qualification.

FACTOR 1: KNOWLEDGE **SKILLS**

Factor level	Descriptor
7	The work requires expert knowledge within a specialist area or across broad fields.
	This knowledge enables performance of a broad range of highly complex tasks/procedures of significant impact for the team or organisation.
	Limited or no support is provided via prescribed processes, manuals or more experienced subject matter experts to check or supplement knowledge.
	Knowledge is typically acquired through formal training equating to a NZQA Level 7 qualification (bachelor's degree or equivalent). However, an equivalent depth or breadth of knowledge gained through experience, or through a combination of formal training and less formal advanced learning is equally acceptable.
8	The work requires expert knowledge within a specialist area or across broad fields, recognised at a professional level.
	This knowledge enables performance of a broad range of highly complex tasks/procedures.
	Generally, no support is provided via prescribed processes, manuals or more experienced subject matter experts to check or supplement knowledge.
	Knowledge is typically acquired through formal training equating to a NZQA Level 8 qualification (bachelor's degree with further study such as post grad qualification) or equivalent.
9	The work requires expert knowledge within a specialist field or across broad fields.
	Subject matter expertise contributes to the body of knowledge within the organisation/is relied on by the organisation.
	No support is provided via prescribed processes, manuals or more experienced subject matter experts to check or supplement knowledge.
	Knowledge is typically acquired through a NZQA Level 9 qualification (Master's degree or equivalent).
10	The work requires expert knowledge at the highest level, either within a specialist field or comprehensive knowledge across several fields. This expert knowledge is in combination with extensive specialist experience.
	Subject matter expertise contributes to the body of knowledge in the profession/business area at a national/international level.
	No support is provided via prescribed processes, manuals or more experienced subject matter experts to check or supplement knowledge.
	Knowledge is typically acquired through a NZQA Level 10 qualification (doctoral degree or equivalent).

Factor 2: Problem-solving

This factor examines the kinds of problems that the jobholder faces in the workplace (big and small), what it takes to solve them, and how much support they have in doing it.

Factor considerations

- complexity of the problem

- analytical, judgement, innovative, critical thinking or conceptual thinking skills required

- degree of discretion to find solutions

- support available in solving the problem

- accessibility of information required for problem solving

Technical guidelines

- The allocation of the factor level will generally increase with the complexity and variability of workplace problems.

- As problem complexity increases so does the level of skill required to define and solve the problem, moving from requiring little or no analysis, through to high level critical or conceptual thinking.

- Consider how much discretion the jobholder has in finding solutions and at what point escalation is required to obtain resolution.

- Consider the relative complexity and accessibility of the material/information required to solve problems. Higher levels are allocated where existing information is complex and difficult to come by and requires interpretation/adaptation.

- This factor assesses the highest level of problem-solving normally expected of the jobholder. However, an exceptional problem that may arise in rare or unique circumstances, and that is not considered the responsibility of this role to address, should generally not be used to determine the appropriate level.

FACTOR 2: PROBLEM SOLVING   SKILLS

Factor level	Descriptor
1	The work requires solving minor, clearly defined problems which regularly occur. This requires minimal analysis and effort to choose between limited, clear options. The work is closely supervised and largely planned for the jobholder. Required Information is straightforward and readily available; decision-making methods and procedures are clearly established and defined.
2	The work requires solving problems of limited difficulty which regularly occur. This may involve choosing solutions from defined alternatives. This requires some judgement to interpret information, situations or instructions, but it is expected that the solution is primarily based on previous experience. Little close supervision is necessary, but resources are readily available for guidance or advice. Required information is readily available; decision-making generally involves set information and established procedures, with only some clarification needed.
3	The work requires solving many different types of problems, most of which regularly occur. This involves choosing between a range of options or existing procedures. This requires analysis and judgement to interpret information, situations, or instructions. Adaptation may be required, but resources are generally available for guidance or advice on policies and unfamiliar problems. Some of the required information is readily available, but investigation and reference to other sources may be needed to find solutions or the best course of action.
4	The work requires solving unfamiliar problems which have multiple variables and a range of potential solutions. This will involve adapting existing options from time to time. This requires using analysis, judgement, and innovation to define the problem and to understand new information, situations, or processes. There is occasional direction by a supervisor/manager or technical specialist who is readily accessible for guidance on more complex problems and policy interpretation. Required information is not easily identified. Investigation, research and interpretation may be necessary to gather the information and ideas needed to find solutions or the best course of action.

FACTOR 2: PROBLEM SOLVING **SKILLS**

Factor level	Descriptor
5	The work requires solving complex problems (i.e., contain several components which may conflict, and expert opinion differs), developing new approaches, solutions and/or recommendations for further action. This requires analysis, judgement, innovation, critical thinking and initiative to define the problem and evaluate a range of actions, strategies and alternative solutions. There is some discretion to find solutions or choose the course of action, with work reviewed to ensure decisions achieve the desired outcomes. Required Information must be researched and takes considerable clarification, interpretation and adaptation to meet the needs and find the nature of each problem.
6	The work requires solving highly complex problems. These problems are multi-faceted, vague and difficult to identify. This requires analysis, judgement and critical thinking to define the problem and set the objectives of problem solving. It also requires a high level of innovation and conceptual thinking to interpret policies, strategies, and abstract concepts/information, and develop creative solutions. This may require the application of sophisticated research or enquiry techniques and analysis. There is considerable discretion to find solutions or choose the course of action and to assess the outcomes of complex problem-solving processes over time. Required information must often be generated from source material, using extensive research and specialised knowledge of the function/service and/or technical discipline.
7	The work requires solving "one-of-a-kind" problems with major significance for future services, policies or practices. This requires analysis, judgement and critical thinking to define the problem and set the objectives of problem solving. Decision making involves conceptual thinking and innovation to interpret abstract concepts/information, create hypotheses or theories and develop creative solutions. There is considerable discretion with support only distantly available. Information is unavailable or incomplete and options are difficult to identify and apply.

Factor 3: Interpersonal and communication skills

This factor examines the skills required to communicate, establish and maintain relationships and gain the cooperation of others. It looks at how complex/delicate these interactions are and the importance of their outcomes. Communication skills in a multicultural environment are captured here.

Factor considerations

- nature and purpose of the interactions

- how important the interactions are

- degree of resistance or sensitivity from the audience

- cross cultural requirements

Technical guidelines

- Focus on the types of interactions the jobholder must have with other people (with a range of abilities and needs), this could be with those internal or external to their organisation (e.g., clients, clients' family, customers, business associates, teammates etc.).

- Assess both the purpose of the communication and interpersonal skills and the complexity or contentiousness of the context surrounding the interaction:

    - The purpose may be to elicit and interpret information, motivate, negotiate, persuade, reassure, train/teach, meet the needs of others, or advocate etc.

    - What skills are required to achieve the purpose and navigate the context? This includes relationship skills such as empathy, sensitivity, understanding of human behaviour, and active listening.

    - Consider the cultural environment, what skills required to operate effectively in a multicultural environment? This could include knowledge of culture and language, the ability to adapt resources and build inclusion.

- The subject matter may be sensitive, confidential or unwelcome. the allocation of factor level generally increases with the complexity/contentiousness of the situation.

- Consider the nature, diversity, cultural background, size and receptiveness of the intended audience. The allocation of factor level generally increases with vulnerability/complexity/resistance from those being interacted with and where there are barriers to understanding (e.g., cultural or language differences, different abilities or age).

- Examine how critical the interaction is for individuals, groups of people or the organisation.

- This factor assesses the highest level of interpersonal and communication skills required of the work. However, an exceptional interaction that may arise in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

FACTOR 3: INTERPERSONAL AND COMMUNICATION SKILLS   **SKILLS**

Factor level	Descriptor
1	The work requires effective exchange of day-to-day information, as well as courtesy and cooperation, when dealing with external clients or people in the workplace.
	The work may require basic communication skills in a multicultural environment.
2	The work requires effective exchange of day-to-day information and the use of diplomacy and people-responsiveness to elicit and understand people's personal or service needs.
	This may require explaining, presenting, or discussing ideas or data pertinent to a piece of work.
	Contact is transactional in nature, requiring some tact in coping with enquiries or challenges. Support may be provided to others to resolve straightforward difficulties and engage in simple negotiation or persuasion.
	The work may require basic communication skills in a multicultural environment. Some rudimentary knowledge of a language other than te reo Māori and English may be required.
3	The work requires effective people responsiveness skills to elicit and understand peoples personal or service needs while maintaining appropriate boundaries. This requires persuasiveness, negotiation, and influence.
	It also requires tact, patience, and calmness in coping with enquires or challenges, and may require firmness in the face of moderate pressure.
	The work may require a moderate level of ability to communicate in a multicultural environment. Basic conversational knowledge of a language other than te reo Māori and English may be required.
4	The work requires very good people-responsiveness skills, involving emotional dexterity, discretion and diplomacy in dealing with others in situations of some stress or concern and/or in emotionally charged situations. This requires skills such as negotiation, interviewing, motivating, persuading or gathering information with/from other employees or external clients/customers.
	A well-developed ability to deescalate emotionally charged situations is required. Firmness and clarity in the face of strong or unrelenting pressure may be required.
	These interactions contribute to positive outcomes for people, groups of people or the effectiveness of the organisation or service.
	The work may require a high-level ability to communicate in a multicultural environment, which may include the adaptation of ideas or concepts to ensure accessibility. Conversational knowledge of another language other than English or te reo Māori may be required.

FACTOR 3: INTERPERSONAL AND COMMUNICATION SKILLS   **SKILLS**

Factor level	Descriptor
5	The work requires excellent people-responsiveness skills, involving emotional dexterity, discretion and diplomacy in dealing with others in situations of significant stress or concern and/or in emotionally charged situations. This requires skills such as negotiation, interviewing, motivating, persuading or gathering information with/from other employees or external clients/customers. Counselling skills also feature at this level. These interactions are important for successful outcomes for people, groups of people or the organisation/service. The work may require a sophisticated ability to communicate in a multicultural environment. Fluency in another language other than English and te reo Māori may be required.
6	The work requires significant, diverse, and complex people responsiveness skills, involving superb emotional dexterity, discretion and diplomacy in dealing with others in situations of extreme stress or concern, and/or in highly emotionally charged situations. This requires the highest level of skill in negotiation, interviewing, motivating, persuading or gathering information with/from other employees, or external clients/customers. The work also requires counselling skills of a very high level. This level of skill may be required when representing the interests of the organisation or profession on matters of critical importance where the impact internally/externally is significant. These interactions are critical to successful outcomes for people, groups of people or the organisation/service. The work may require an advanced ability to communicate in a multicultural environment. Formal skills in translation of another language other than English and te reo Māori may be required.

Factor 4: Te ao Māori skills

This factor examines four key aspects to skills in te ao Māori. It is one factor divided into four components. It is important to go through each component as a jobholder may be strong in one area but not another.

Factor considerations

Strategic thinking and Te Tiriti o Waitangi

- the level of knowledge and understanding of Te Tiriti o Waitangi in the workplace
- the level of leadership involved in implementation and promotion of Te Tiriti o Waitangi in the workplace

Actioning te reo me nga Tikanga Māori

- the level of fluency in te reo Māori
- the level of leadership and support of others in the use of te reo Māori and Tikanga Māori

Connection to Māori value systems

- the level of understanding of Māori value systems
- the level of leadership in implementing these value systems in the workplace.

Connectedness to and engagement with Māori communities

- the level of connection to Māori communities
- the ability to generate partnership and engagement with Māori.

Technical guidelines

- Each of the four components of this factor are assessed separately and independently. Ensure that the score given to one does not influence the assessment of another. It is possible to have a high score on one component and not on another.
- The final score for the factor will be chosen from the highest score of any of the four categories, not added together.

FACTOR 4: TE AO MĀORI SKILLS   **SKILLS**

Strategic thinking and Te Tiriti o Waitangi	
Definition: The factor measures the competencies required to lead a commitment to Te Tiriti o Waitangi from a Tangata Whenua perspective.	
1	The jobholder is required to have a basic understanding of Te Tiriti o Waitangi from a Tangata Whenua perspective.
2	The jobholder is required to understand Te Tiriti o Waitangi from a Tangata Whenua perspective and how it can be applied within the workplace to drive positive outcomes for Māori.
3	The jobholder is required to lead the implementation of Te Tiriti o Waitangi based outcomes for Māori by applying existing organisational frameworks and ideas for strengthening these. This requires providing leadership to colleagues, supporting them to understand the organisation's Treaty of Waitangi policy, and its application to their work and the workplace.
4	The jobholder is required to lead strategic development of organisational frameworks for upholding Te Tiriti o Waitangi and developing outcomes for Māori. The jobholder is required to communicate compelling arguments as to why equitable outcomes for Māori are critically important in a way that influences others. They also confidently lead the organisation to partner with Māori to co-develop and co-design projects that garner mutual benefit for both Māori and the organisation.

FACTOR 4: TE AO MĀORI SKILLS   **SKILLS**

Actioning te reo me ngā tikanga Māori	
Definition: The factor measures the competencies required to integrate a culturally responsive approach to engaging in and with Māori communities; and other key internal and external Māori stakeholders.	
1	The jobholder is required to pronounce Māori words well, is able to confidently say some basic phrases in te reo Māori, and has a basic understanding of Māori cultural norms, protocol and etiquette.
2	The jobholder is required to speak te reo Māori at a very basic conversational level and is able to participate confidently in Māori customary practices and protocols.
3	The jobholder is required to be a fluent speaker of te reo Māori, and has skills in te ao Māori settings including with respect to Māori customary practices and protocols. The jobholder is required to support others to engage safely and appropriately in cultural practices. They can also translate short phrases into te reo Māori upon request.
4	The jobholder is required to be a fluent speaker of te reo Māori and a competent translator. They move comfortably in te ao Māori settings, they lead organisational engagement in Māori customary practices and protocols, and they lead others to understand how Māori identity, language and culture are essential to define success as Māori - within the organisation and externally. The jobholder is required to empower others to better understand their own cultural perspectives to advance the work of the organisation across a range of social contexts. They competently lead the organisation to engage with and value iwi and Māori generally as repositories, and kaitiaki of their identity, language and culture.

FACTOR 4: TE AO MĀORI SKILLS **SKILLS**

Connection to Māori values systems	
Definition: The factor measures the competencies required to demonstrate a connection to Māori values systems and how they are implemented in workplace practice including to guide bicultural value sets at a strategic level.	
1	The jobholder is required to understand Māori values systems, including but not limited to manaakitanga, whanaungatanga, and kaitiakitanga, and be able to incorporate them in practice with the support of others.
2	The jobholder is required to have an affinity and inherent understanding of Māori values systems, including but not limited to manaakitanga, whanaungatanga, and kaitiakitanga, and be able to incorporate them in practice.
3	The jobholder is required to have an affinity to and inherent understanding of Māori values systems, including but not limited to manaakitanga, wairuatanga, and kaitiakitanga. They are able to make decisions guided by these values and confidently incorporate them in practice.
4	The jobholder is required to have an affinity to and inherent understanding of Māori values systems, including but not limited to manaakitanga, wairuatanga, and kaitiakitanga. They must lead organisational strategic thinking guided by these values, such as leading the development of bicultural organisational values. The jobholder is required to confidently implement these values in practice, in a culturally appropriate way, both internally and externally, in dealing with external stakeholders.

FACTOR 4: TE AO MĀORI SKILLS **SKILLS**

Connectedness to and engagement with Māori communities

Definition: The factor measures the degree of connectedness to Māori communities to carry out the role efficiently and effectively in a supported and joined-up manner.

1	The jobholder is required to have some connections within Māori communities and can draw on those connections to promote awareness of and support for the kaupapa of the organisation.
2	The jobholder is required to demonstrate the ability to engage Māori communities in the kaupapa of the organisation through engendering mana, trust and respect.
3	The jobholder is required to have a good profile amongst Māori communities and is well connected to a number of Māori networks including professional and socially based entities. They must work to connect the organisation to a range of external Māori key stakeholder groups to, improve organisational outcomes, and the effectiveness of Māori responsiveness strategies.
4	The jobholder is required to have a strong profile of mana amongst Māori communities and is well connected to a broad range of Māori networks including professional and socially based entities. They must demonstrate the ability to work in a connected way to promote awareness of and support for the kaupapa of the organisation in a sophisticated joined-up and holistic way, by drawing on personal connections to a range of Māori systems and networks. Understands approaches to Māori partnership, engagement, and is effective in implementing those within the organisation to the mutual benefit of Treaty partners.

Factor 5: Planning and organisational skills

This factor examines the planning and organisational skills required by the jobholder, including how complex, diverse, uncertain or large the planning/organisational tasks are.

Factor considerations

- the nature and complexity of the planning/organisation tasks

- the level of uncertainty involved

- the level of autonomy and responsibility of the jobholder

Technical guidelines

- In assessing planning and organising skills, it is common to focus only on the more visible, strategic, and long-term planning that occurs within an organisation. While this is important and valuable, it is also important to capture the planning and organisational skills that allow the organisation and/or other staff to function and operate smoothly. This may mean coordinating or organising work programmes, workflows, schedules, rosters, appointments, meetings, or deliverables.

- The allocation of factor level increases with:

  - the complexity of the planning and organisational tasks
  - overlapping deadlines (multi-tasking)
  - increased autonomy to manage and complete tasks or activities
  - increased collaboration or cross organisation work
  - increased uncertainty

- This factor assesses the highest level of planning and organisational skills required of the work. However, an exceptional planning/organisation task that may arise in rare or unique circumstances, and that are not considered the responsibility of this role, should generally not be used to determine the appropriate level.

FACTOR 5: PLANNING AND ORGANISATIONAL SKILLS   **SKILLS**

Factor level	Descriptor
1	The jobholder requires minimal planning and coordinating skills. The jobholder will undertake specific tasks as directed but work is planned by others and/or determined by procedure. Deadlines are standardised with minimal planning needed to meet these. and/or The jobholder has limited to no input in strategic work.
2	The jobholder organises their own day-to-day work activities within limited parameters. They may need to negotiate some overlapping/competing deadlines and/or coordinate working with others. They provide infrequent input/feedback into the planning and organising of tasks, activities or programmes. The jobholder receives regular supervision and support from colleagues. and/or The jobholder provides infrequent input/feedback into strategic work.
3	The jobholder plans and organises straightforward tasks, activities, schedules or work programmes, some of which may be ongoing. Includes planning and organising time/activities for staff and/or clients, where there may be a need to make short-term adjustments to plans, schedules, rota, or work programmes. and/or The jobholder provides input into strategic work some of the time.
4	The jobholder plans and organises moderately complex tasks, activities, schedules, or work programmes, many of which may be ongoing. This includes planning and organising time/activities for staff and or clients where there may be a need to make short-term adjustments to plans, schedules, rota, or work programmes. and/or The jobholder has a substantial role in strategic work which designs or adapts plans and/or activities which focus on medium to longer term outcomes.
5	The jobholder plans and organises complex tasks, activities, schedules, or programmes, which require the formulation and adjustment of plans. Includes complex staff or work planning, where there is a need to allocate and re-allocate tasks on a daily or longer-term basis. The jobholder must be able to initiate the plan or co-ordinate the area of activity. and/or The jobholder leads or has a significant role in complex strategic work which focuses on designing or creating plans and/or activities which focus on longer term strategic outcomes.

FACTOR 5: PLANNING AND ORGANISATIONAL SKILLS   **SKILLS**

Factor level	Descriptor
6	The jobholder plans and organises a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies.
	Planning/organising is likely to involve multiple departments/colleagues and require a level of integration to achieve the expected outcomes. This includes planning programmes or scheduling which impact across departments, services or agencies.
	and/or
	The jobholder formulates long-term, strategic plans, which involve uncertainty, and which may impact across the whole organisation, a significant work programme and/or multiple organisations.

Factor 6: Physical skills

This factor examines the physical or fine motor skills required on the job, and how hard they are to learn and perform.

Factor considerations

- nature of the skill required

- requirement for speed and/or precision

- need for adaptation/variation in use of skills

- training or experience required to acquire the skill

- focus is on physical skills, not the fatigue of physical effort

Technical guidelines

- This factor is often overlooked. It acknowledges the physical skills required such as fine motor skills and dexterity which can be key to the performance of some types of work.

- Physical skills encompass manual dexterity, manipulation of people, objects or machinery and sensory skills such as hand/eye coordination and coordination of limbs. Where tasks require accurate coordination and fine motor movements, this factor also assesses the need for speed, precision and accuracy.

- The allocation of factor level increases as tasks get more detailed, require more precision, speed and adaptation across activities.

- Examine how the skills must be acquired. The allocation of the factor level increases with the level and sophistication of the training and experience required.

- There are many jobs where some level of physical skill is required but is not central to the role. Examples of this include using a laptop or computer or driving in professional roles. Skill requirements of this nature will be captured at level 2 of this factor.

- This factor assesses the highest level of physical skill required of the work. However, the exceptional instance, where use of physical skills may only be required in rare or unique circumstances, and is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

- Exclusions:
  - Physical skills can be confused with physical or sensory effort (accounted for in Factors 11 and 12). It is important the distinction is understood. If the demand for the skill is sustained over a period of time, or causes sensory or mental fatigue, that additional requirement should be captured in physical or sensory effort as appropriate. Physical skills are about dexterity, coordination, and fine motor movement skills, rather than the effort or energy expended.

FACTOR 6: PHYSICAL SKILLS   **SKILLS**

Factor level	Descriptor
1	The work does not require specific training or experience in particular physical skills. Although there will likely be a requirement for some physical activity.
2	The work requires acquired physical skills generally obtained through practice or practical training. These skills usually involve the manipulation or maneuvering of people, objects, equipment or machinery, where the same skill set is used throughout the job. Care, but not precision, is required. This skill level also covers work where there is some demand for physical dexterity beyond the requirements of everyday life.
3	The work requires physical skills generally acquired through training or specific experience. There is a need for precision in meeting the particular physical specifications of the work. Dexterity and hand/eye coordination and possibly speed of action, are typically required. It is also likely to require some variation in the application of the skill set while performing the work.
4	The work requires complex physical skills that are generally acquired through a formal training programme. The work generally involves detailed hand and/or finger dexterity and hand/eye coordination. There is always a need for precision and generally for speed – although in some work a higher level of precision may mean less speed is expected. The requirement can be for either one very detailed physical activity or adaptation across activities.
5	The work requires highly complex physical skills acquired through specialised formal training. The work involves detailed and very precise hand and/or finger dexterity and hand/eye coordination. There may also be a requirement for a high level of speed. The skills are applied in a variety of complex ways, require adaptation to different work situations and are likely to need to be updated over time.

Responsibilities

Factor 7: Responsibility for people leadership (line management and influence)

This factor examines how much leadership responsibility the jobholder has. This includes both traditional line management leadership (i.e., having direct reports or responsibility for advising/ supervising others) and leading through influence (i.e., no direct reports but must use leadership skills to influence the actions/decisions of others).

Factor considerations

- nature of line management

- nature of leadership

- nature of non-line influence/leadership

Technical guidelines

- There are two different streams for this factor depending on whether the jobholder is responsible for direct leadership or leadership through influence. Where the work may require both direct leadership and influence, assess whichever is higher.

- For both forms of leadership, this factor assesses the highest level of leadership required of the work. However, the exceptional leadership skills that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

Direct Leadership

- This is the traditional measurement of leadership and assesses how many direct reports someone has and the extent of their management responsibilities for those people.

- Direct leadership may be in the form of:

  - direct management or supervision (common to most approaches to measurement of work)
  - functional control of others (could be staff, advisers, trainees, volunteers, consultants, contractors etc.)
  - functional guidance
  - professional leadership
  - human resources coordination
  - technical influence or direction
  - specialty advice or other forms of direct influence over the work of others.

Leadership through influence

- This assesses non-line forms of leadership where the jobholder has no direct authority over others but is a trusted thought leader/expert and uses their leadership skills to influence others to act in a desired way to generate successful outcomes. This influence can be over those within or outside the organisation.

- This ranges from achieving immediate deliverables/outcomes to establishing professional standards across the organisation or nationally/internationally.

- Other forms of leadership through influence include:

  - consultative and advisory roles that have an impact on people and organisational operations
  - technical or professional leadership provided by a knowledgeable expert in a field
  - coaching or mentoring

- Ensure that the assessment takes account of influence of higher status people as this can be overlooked.

- Leadership through influence does not address influence that may have an effect sometime in the future, such as that of teachers, lecturers, journalists, politicians etc.

FACTOR 7: RESPONSIBILITY FOR PEOPLE LEADERSHIP (LINE MANAGEMENT AND INFLUENCE)   **RESPONSIBILITIES**

Factor level	Descriptors	
	Direct	**Influence**
Level 1	The jobholder has occasional supervisory responsibility other employees on-site, such as supervising trainees, students, volunteers or other temporary staff. This may include occasional direction of contractors or consultants.	The jobholder teaches others how to perform tasks/ duties or provides guidance/on-the-job training to new employees.
Level 2	The jobholder coordinates or directs several employees who have similar work responsibilities (e.g., managing a shift or duty roster). They have some direct accountability/ responsibility for other people for specified periods of time, such as project leadership or periodic coordination/direction of small groups or individual employees.	The jobholder provides advice of an authoritative nature, such as in relation to compliance with quality or safety requirements, audit controls, by-laws, regulations, statutes.
Level 3	The jobholder has direct accountability/ responsibility for the supervision of more than one employee or coordination/direction of groups on an ongoing basis. They are responsible for allocation, direction and monitoring of work while exercising team leadership and coaching skills.	The jobholder mentors or coaches others, regularly providing direction, guidance and/or training. They regularly influence through dissemination of expertise or professional advice to employees.
Level 4	The jobholder has direct accountability/ responsibility for the management of a small work group or team (one to five employees). They actively manage employees, rather than merely supervising them. This requires ongoing people-management skills to ensure effective operation, involving direction, counselling, coaching and leadership of employees.	The jobholder provides professional mentoring and maintains standards within a discipline. They directly influence professional outputs/outcomes and levels of performance within the organisation.

FACTOR 7: RESPONSIBILITY FOR PEOPLE LEADERSHIP (LINE MANAGEMENT AND INFLUENCE) **RESPONSIBILITIES**

Factor level	Factor level Descriptors	
	Direct	**Influence**
Level 5	The jobholder has direct accountability/ responsibility for management of a large work group or team (more than five employees). They actively manage employees, rather than merely supervising them. This requires a high level of ongoing people management skills to ensure effective operation, involving direction, counselling, coaching and leadership of employees.	The jobholder requires credibility and a high level of influence over people, including peers. They play a key role in upholding professional standards both within and outside the organisation.
Level 6	The jobholder has direct accountability/ responsibility for the management of more than one work group or team. They actively manage teams or work groups with an extremely high level of people management skills. This is usually achieved through the management of other leaders, usually lower-level managers or senior supervisors.	The jobholder requires established credibility and an extremely high level of influence over a broad range of people within the organisation and externally. They contribute to setting professional standards nationally and/or internationally.
Level 7	The jobholder has overall accountability/ responsibility for the management of an organisation's entire workforce or a major part of a large organisation (such as a ward or a department) where accountability for personnel management is devolved to that part of the organisation. This may include management of a number of senior management positions.	

Factor 8: Responsibility for information

This factor examines the level of responsibility for gathering, processing, maintaining, and developing information and/or information systems. It also looks at how sensitive/confidential the information is and the size and significance of that information.

Factor considerations

- nature, extent and confidentiality of the information

- authority/control over the information

- responsibility for any information systems

Technical guidelines

- Examine responsibility for information, ranging from information required for individual task completion, through to determining information needs of the organisation or profession.

- The nature of the responsibility can include:

  - processing and generating information
  - creation, updating and maintenance of records, information databases or systems
  - handling and protection of tapu, sacred or precious information or material
  - ensuring security and confidentiality

- Although this factor is commonly recognised in measurement of work systems, it is intended to include recognition of people at a lower level in the organisation with responsibility for critical information/resources.

- This factor assesses the highest level of responsibility for information required of the work. However, the exceptional responsibility for information that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

FACTOR 8: RESPONSIBILITY FOR INFORMATION **RESPONSIBILITIES**

Factor level	Descriptor
1	The work requires limited responsibility for information. This may involve engaging with or accessing information systems/databases at times in order to enter general information.
2	The work requires some direct responsibility for accessing, handling, documenting, or recording some confidential information or data. and/or The work will require some direct responsibility for maintaining information systems.
3	The work requires a substantial degree of responsibility for accessing, handling, documenting or recording manual or computerised information of a sensitive personal nature where confidentiality is paramount. The work may require some handling of tapu, sacred or precious taonga/information/material. and/or The work requires day to day responsibility across a team/department/ward/ organisation for operating or maintaining information systems, and ensuring their security and legal compliance.
4	The work requires a high level of responsibility for accessing, handling, documenting or recording manual or computerised information of a sensitive personal nature where confidentiality is paramount. The work may require frequent handling of tapu, sacred or precious taonga/information/material. and/or The work requires a high level of responsibility across a team/department/ward/ organisation for developing, operating or maintaining information systems, and ensuring their security and legal compliance.
5	The work requires the highest level of direct accountability for their own and others accessing of, documenting or recording manual or computerised information of a sensitive personal nature where confidentiality is paramount. The work may require frequent handling of tapu, sacred or precious taonga/information/material and a high level of ability to manage the sovereign or kaitiaki interests in the information/material. and/or This work requires the highest level of direct responsibility across an organisation for developing, operating or maintaining large-scale information systems across the organisation or profession, and ensuring their security and legal compliance.

Factor 9: Responsibility for physical and financial resources

This factor examines what responsibility the jobholder has for two distinct kinds of resources: physical resources (like machinery or stationery) and financial resources (like processing invoices or budgeting). It also looks at responsibility for determining resourcing needs and the significance of those resources to the organisation or profession.

Factor considerations

- nature and extent of the physical and/or financial resources

- authority or control over those resources

Technical guidelines

- The range of physical and financial resources extends from the most basic tools and equipment required for individual task completion to the broad spectrum of diverse material, intellectual and financial resources that make up the organisation. These resources are used by employees at all levels to achieve outputs and goals, but the degree of responsibility for them varies among those employees.

- *Physical resources:* These include things such as office and other equipment, tools and instruments, vehicles, plant, machinery, land, construction work, buildings, fittings and fixtures, goods, produce, stocks and supplies, natural and other such resources. The nature of the accountability/responsibility includes handling, cleaning, maintenance and repair, security and deployment, purchasing, replacement, development, issuing, preserving, protecting, storing, collation, controlling access and quality control of physical or natural resources.

- *Financial resources:* This assesses the direct accountability for budgeting, handling, spending, allocating, authorising, saving or otherwise disposing of the financial assets of the organisation. This includes cash, vouchers, debits and credits, credit card payments, invoices, budgets and revenue. Financial responsibility can be for correctness and accuracy, safekeeping, confidentiality and security, deployment and degree of direct control, cost control and budgetary processes. Responsibility/ accountability means the authority to make final decisions to affect the activities described.

- Some jobs will involve responsibility for both physical and financial resources. In such cases, level allocation for this factor will be the highest level allocated across the two resources responsibilities. For example, if a job is allocated level 3 for financial resources and level 4 for equipment, the job would be allocated level 4 overall. However, the exceptional responsibility for physical and/or financial resources that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

FACTOR 9: RESPONSIBILITY FOR PHYSICAL AND FINANCIAL RESOURCES   **RESPONSIBILITIES**

Factor level	Descriptor
1	**Physical Resources** The work requires limited responsibility for physical resources, including low-value equipment or materials. **Financial Resources** The work requires limited or no responsibility for financial resources, possibly extending to the occasional handling or allocation of small amounts of cash, processing cheques, invoices or equivalent.
2	**Physical Resources** The work requires responsibility for ensuring specific assignments/tasks are resourced appropriately. This includes some direct accountability/responsibility for limited physical resources, along the following lines: • use of equipment or facilities • controlling limited amounts of stock or supplies • provision and maintenance of materials and resources for limited tasks • responsibility for day-to-day security/maintenance of buildings, materials, equipment or other resources. **Financial Resources** The work requires some responsibility for financial resources within limited parameters. This may include handling or processing small (approx. less than $5,000) amounts of cash, cheques, invoices or equivalent, accounting for small sums of money and/or be accountable for small expenditures from an agreed budget or equivalent income.

FACTOR 9: RESPONSIBILITY FOR PHYSICAL AND FINANCIAL RESOURCES   **RESPONSIBILITIES**

Factor level	Descriptor
3	**Physical Resources** The work requires responsibility for the allocation and utilisation of resources within a work unit to meet service requirements. This involves significant direct accountability/responsibility for physical resources, along the following lines: • regular use of expensive equipment or facilities • controlling a large range of stock, equipment or supplies • provision and maintenance of materials and resources within a work unit • security, protection, maintenance and repair of a range of equipment, buildings, materials or other physical resources. **Financial Resources** The work requires responsibility for financial resources within some parameters. This includes a clear financial delegation and handing or processing large amounts of cash, (approx. $5,000 - $99,000) cheques, invoices or equivalent, account for large sums of money and/or accountability for significant expenditures from an agreed budget or equivalent income.
4	**Physical Resources** The work requires organising resource requirements to enable a major function/department to meet performance/operational objectives. This involves high level, direct accountability/responsibility for physical resources, along the following lines: • adaptation, development or design of a wide range of equipment, land or buildings • security and protection of high-value physical or natural resources • discretionary ordering of a wide range of equipment and supplies. **Financial Resources** The work requires responsibility for substantial financial resources within broad parameters. This involves a level of accountability for the overall finances of the organisation including monitoring/setting of the budget. The work also requires handling or processing large amounts of cash, (approx. over $100K) cheques, invoices or equivalent, account for large sums of money and/or accountability for significant expenditures from an agreed budget or equivalent income.

FACTOR 9: RESPONSIBILITY FOR PHYSICAL AND FINANCIAL RESOURCES

RESPONSIBILITIES

Factor level	Descriptor
5	**Physical Resources** The work requires determining wide scale, long-term resourcing requirements needed to satisfy organisational/professional goals and/or service delivery. This involves major direct accountability/responsibility for physical resources, along the following lines: • security, protection or confidentiality of a wide and very high-value range of physical resources/assets • ordering of a wide and high-value range of equipment and supplies • adaptation, development or design of a wide range of high-value equipment, land, buildings or other physical resources • developing plans for long term resourcing requirements. **Financial Resources** The work involves major direct accountability/responsibility for significant financial resources across the organisation. This may involve setting fiscal parameters for others and responsibility for financial delegations throughout the organisation. The responsibility will include a major role in setting and monitoring of the relevant budget(s).

Factor 10: Responsibility for organisational outcomes

This factor examines how much the jobholder contributes to achieving the purpose of an organisation (service outcomes) and how indispensable their work is.

Factor considerations

- level of accountability for service outcomes

- span of organisational influence (ranging from contribution to team delivery through to control of organisational delivery)

- freedom to act (ability to be flexible, make decision about workflow or content)

- how singular is the jobholder's contribution to service outcomes

Technical guidelines

- Accurately assessing this factor requires a clear definition of the organisation's service outcomes. For many organisations and professions, particularly the health, education and welfare sectors, this will include responsibility for people and services to people.

- The factor assesses the span of influence the position holds within or across the organisation or profession, that is, the breadth or extent of accountability for delivery of service outcomes to clients.

- This factor can often usefully be understood by thinking:

  - if this role did not exist, what impact would this have on the service outcomes of an organisation?
  - where does the "buck stop" if things go wrong with this work?

- This may help highlight the impacts of jobholders' influence that may be less visible on a day-to-day basis.

- This factor assesses the highest level of responsibility for organisational outcomes required of the work. However, the exceptional responsibility for service outcomes that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

- Exclusions:

  - This factor is about accountabilities and freedom to act, not leadership. Assigning a level in this factor does not necessarily imply any leadership or people management responsibilities, this will be reflected in Factor 7: Leadership Factor.

FACTOR 10: RESPONSIBILITY FOR ORGANISATIONAL OUTCOMES   **RESPONSIBILITIES**

Factor level	Descriptor
1	The jobholder carries out familiar assignments and may be one of several essentially similar jobs that do the same or similar clearly defined activities within the work unit, with little or no responsibility for service development or delivery. They are responsible for their contribution to the team that they work within. The jobholder generally, works with supervision close by and/or within well established procedures and/or practices and has standards and results to be achieved which means the freedom to act is limited.
2	The jobholder is accountable for delivering individual service outcomes in their own work area, while sharing or contributing to team outcomes. Flexibility may be required in order to maintain workflows or support colleagues. Work assignments are guided by clear instructions and performed under intermittent or regular supervision. Routine tasks are governed by established work processes and policies and the need for initiative is limited. Someone is generally available for reference and work may be checked on a sample/random basis. There is often more than one jobholder performing duties of this nature.
3	The jobholder performs tasks or activities which may have some impact on broader service outcomes. Flexibility and initiative of a day-to-day kind will be required. The jobholder may be accountable for provision of the service outcomes of a team or may share or contribute to larger unit outcomes, but still under direction from a higher level. The work is often guided by precedent and clearly defined policies and procedures. The jobholder will work with other team members to achieve a consistent standard and adherence to agreed objectives or organisational requirements. The jobholder may effectively manage up, to support the overall achievement of objectives and functioning of the team. The specific role is often interchangeable with other employees working in the same/similar disciplines, with their own areas of work responsibility, performing comparable tasks in other parts of the organisation.
4	The jobholder is accountable for, or in control of a "patch" or identifiable area of activity, for example: a function, operation or physically defined area. The jobholder coordinates defined assignments or projects in that specified work area or function with an impact on the service outcomes. Flexibility is required in relation to coordination and to the assignments and projects themselves. This is often the lowest level with "ownership" or independent responsibility for outcomes. It is generally specialised in function, with skills not readily applicable to other positions. Guidance may be provided by peers or external reference points.

FACTOR 10: RESPONSIBILITY FOR ORGANISATIONAL OUTCOMES

RESPONSIBILITIES

Factor level	Descriptor
5	The jobholder controls or is accountable for an element of the organisation that is responsible for service outcomes in one or (frequently) more functional areas or work groups such as: • Provision of specialised services to clients • Information processing • Clinical services • Technical services • Maintenance • Distribution • Finance • Research • Legal and/or administration or other specialised services or projects critical to the outcomes.
6	The jobholder directs or controls a major element of the organisation that has a significant impact on the service outcomes of the organisation; for example: a major business unit or operational unit. The jobholder is accountable for the operation of a large division, business unit or structure. This may be for divisional, regional, area or other units or other structures with large unit or cross-organisational outcomes with a major influence on organisational end results.
7	The jobholder directs, or controls a single purpose organisation, or a division of a larger organisation, usually controlling its own resources and providing major service outcomes in the private, public, quasi-public or not-for-profit sector. This is the most frequent category for the most senior jobholder accountable for strategic policy and service development of a whole stand-alone organisation. It may also include a jobholder with influence across a large organisation or whole profession.
8	The jobholder directs or controls a multi-divisional organisation providing major service outcomes in the private, public, quasi-public or not-for profit sector. This category is suitable for the most senior jobholders accountable for a large complex organisation with multiple service outputs operating independently of each other. It may also include a jobholder with influence across a larger or multi-divisional organisation or whole profession.

Factor 11: Responsibility for services to people

This factor examines what services the jobholder provides to others, how complex it is to develop and/or deliver the right services and how integral these services are to those who are receiving them.

Factor considerations

- nature of the service provided directly to people

- requirement for assessing people's situation or needs

- impact of the service on people's needs or well-being

- need for assessment or adjustment of the service over time

Technical guidelines

- This factor is not commonly recognised in measurement of work systems.

- Assess both delivery of services to people and, at the higher levels of the factor, development or modification of services. Include services delivered both inside and external to the organisation.

- Services may be delivered to individuals, groups of people, clients, customers, patients etc.

- Services may involve providing information, advice, assistance, instruction, support, or some other direct service that impacts on, or meets the needs of others.

- Allocation of the factor level increases:

  - when the jobholder must assess the person's situation or needs to understand what service is required, and also when the jobholder must re-assess those needs or progress over time.
  - as the complexity of people's situation or needs increases.
  - as people's reliance on the services increases.

- At the higher levels of the factor, service delivery or development will be a substantial or total component of the role.

- This factor assesses the highest level of service delivery to people that is required of the work. However, the exceptional service delivery that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

- Exclusions:

  - this factor does not measure "services" that may be provided by a manager, supervisor or other leadership role to any reporting staff.
  - accountability for the design or funding of the service – is measured in Factor 10: Responsibility for Organisational Outcomes.

FACTOR 11: RESPONSIBILITY FOR SERVICES TO PEOPLE   **RESPONSIBILITIES**

Factor level	Descriptor
1	The work involves providing little or minimal service to other people either inside or outside the organisation or associated group. Work at this level is often solitary, with limited interaction with others.
2	The work involves providing information or assistance to people. This is generally either helping others access the services they need or providing them with the services they need to manage their own situation. The work may also support others to provide services
3	The work involves actively gaining understanding of people's particular situations or needs in order to provide advice, instruction, care or assistance to individuals or groups of people. Work at this level can also include developing systems or services which help others manage or perform their work.
4	The work involves gaining an in-depth understanding of more complex or sensitive needs and providing direct support to meet those needs. The service and the service relationship directly impact on people's ability to manage, improve, be independent and/or participate. Work at this level can include developing or improving services. The work can either involve directly providing the services or developing/improving the services, support and resources for others to deliver.
5	The work involves providing ongoing services that involve regular assessment of complex and changing needs throughout the duration of the service which will require sensitivity to progress or change. The service support or service intervention is central to the well-being or development of individuals or groups.
6	The work involves directly assessing people's complex, changing and potentially competing needs in order to provide, create, develop, modify resources or services of crucial importance to people's direct well-being or development.

Effort

Factor 12: Emotional effort

This factor examines how often work situations require emotional effort and how emotionally demanding those situations are.

Factor considerations

- intensity of the emotional effort required by situations or people

- frequency and duration of exposure to emotionally demanding situations or people

Technical guidelines

- Emotional effort is not commonly recognised in measurement of work systems. Where other systems do measure demands, they have generally been limited to physical demands. However, emotional demands require resilience of the jobholder and should be measured.

- Emotional effort arises from working in situations in which joy, happiness, pain, distress, anxiety, anguish, and other emotional conditions are a necessary part of the work. Emotionally demanding situations can include:

  - working with people who require some form of care, protection, attention, instruction or assistance

  - service delivery interactions where the following may be present: communication difficulties, excitement, anger, upset, and ill health or wellbeing

  - working with those at risk of abuse, are homeless, or seriously disadvantaged/vulnerable in some other way.

- Emotional effort could include:

  - deliberate control of one's demeanor, language, expressions, or reactions

  - managing a range of emotions elicited by emotionally demanding situations (e.g., feelings of extreme joy, stress or distress)

  - deescalating a situation

  - Supporting the dignity or calmness of the individual(s).

- It is important to consider both the intensity and frequency of emotional effort required by the work, for example low intensity emotional effort that is required most of the time may have the same impact on the jobholder as a rare requirement for extreme emotional effort.

- This factor assesses the highest level of emotional effort required of the work. However, the exceptional emotional effort that may only be required in rare or unique situations, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

FACTOR 12: EMOTIONAL EFFORT   EFFORT

Factor level	Descriptor
1	The work involves minimal emotional effort. The work **rarely** requires contact with situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder.
2	**Once in a while** the work requires contact with <u>moderate/high</u> level emotional situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder.
	Some of the time the work requires contact with <u>intense emotional</u> situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder. Alternatively, **fairly often** the work requires contact with <u>moderate/high</u> level emotional situations or people.
4	**Fairly often** the work requires contact with <u>intense emotional</u> situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder.
5	The work **often** requires contact with <u>highly intense</u> situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder. Alternatively, the work **always** requires contact with <u>intense</u> emotional situations or people.
6	The work **always** (daily) requires contact with <u>extremely intense</u> situations or people who, through their circumstances or behaviour, place emotional demands on the jobholder.

Frequency Scale

Rarely	Once in a while	Some of the time	Fairly often	Often	Always
1	2	3	4	5	6

Factor 13: Sensory effort

This factor examines the intensity of concentration required by the work (the sensory effort) and what impact interruptions might have on the work or on health and safety.

Factor considerations

- intensity of the sensory effort

- frequency and duration of sensory effort

- impact of interruptions on the work

- ability to take breaks from sensory effort

Technical guidelines

- Sensory effort is not commonly recognised as a separate requirement of work.

- Sensory effort is required when the jobholder must focus on an activity or process with such intensity that an interruption could have a negative impact. This could be when activities such as listening, comprehending, watching, driving or thinking are combined with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/sensory or physical fatigue.

- When assessing the nature of sensory effort required by the work, consider:

  - the intensity and of the sensory demand
  - the length of time and the frequency of the sensory demand
  - What impact interruptions will have on the task performed. If the task will be negatively impacted by interruption, then it is more important to maintain concentration and this increases sensory effort
  - The ability to seek relief by breaking off from the task or performing less demanding tasks. Being able to take a break from the task as desired indicates a lesser demand for that concentration
  - what combination of intensity and frequency of sensory effort is required (e.g. high intensity infrequently or low intensity frequently). Choose the combination that scores higher.

- This factor assesses the highest level of sensory effort required of the work. However, the exceptional sensory demand that may only be required in rare or unique situations, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

- All jobs require some degree of attention, but this factor considers only those jobs that require concentrated levels of attention.

- Exclusions:

    - "thinking" or pure mental effort (e.g. reading or problem-solving) are not considered to be focused concentration requiring sensory effort

    - any demand associated with paying attention/relating to other people is considered an interpersonal skill (accounted for in Factor 3). The Sensory Effort factor recognises the demand requirements of concentration in combination with one or more senses.

FACTOR 13: SENSORY EFFORT **EFFORT**

Factor level	Descriptor
1	The work requires concentration on specific activities or people, however there is freedom to focus attention as desired.
2	The work requires extra concentration, demanding focus on the activity at hand, though maintenance of that focus is not exceptionally difficult. This requires being particularly alert or attentive to a task once in a while, but interruptions can be easily handled.
	The work requires focused sensory and mental concentration some of the time, demanding distinct effort to maintain that focus where a distraction can mean a disruption in the work process. Concentration is made more difficult by possible interruptions, deadlines or conflicting demands beyond the control of the jobholder. Alternatively, the work requires working in situations where there are multiple competing individual demands at level 2 with cumulative impact.
4	The work requires intense concentration fairly often, demanding in-depth mental attention, combined with proactive engagement with the subject, including people. Interruptions to the concentration will result in serious disruption to the work process. Alternatively, the work requires frequent demands at level 3 with cumulative impact.
5	The work requires intense concentration often, demanding in-depth mental attention, combined with proactive engagement with the subject and/or other variables (an example of this would be operating equipment while focusing or waiting for a signal(s) from others). Interruptions to the concentration will result in serious disruption to the work process, or result in a notifiable health and safety incident. Alternatively, the work requires frequent demands at level 4 with cumulative impact.

Frequency Scale Frequency Scale (to support placement on levels)

Rarely	Once in a while	Some of the time	Fairly often	Often
1	2	3	4	5

Factor 14: Physical effort

This factor examines how much physical effort the jobholder must exert and how often.

Factor considerations

- nature and intensity of physical effort

- strenuous or repetitive muscle movements

- vibration on muscles

- frequency and duration of the demand

- ability to take breaks from physical effort

Technical guidelines

- This factor considers all forms of bodily effort, e.g. the effort required for standing or walking, lifting and carrying, pulling and pushing and other similar forms of exertion.

- When assessing the nature of physical effort required by the work, consider:

  - the intensity and severity of the physical effort

  - the strength and stamina required for strenuous or repeated use of muscles (including fine muscle movements), and vibration on muscles

  - the length of time and the frequency that the physical effort is required during the normal workday or shift

  - whether the context affects the degree of effort required, e.g. it requires more physical effort to work in a confined space or in an awkward position, or to bend, crouch, stand, stretch or hold a position for an extended period

  - The ability to seek relief by breaking off from the task or performing less demanding tasks. Being able to take a break from the task as desired indicates a lesser demand for physical effort

  - what combination of intensity and frequency of physical effort is required (e.g. high intensity infrequently and low intensity frequently). Choose the combination that scores higher.

- This factor assesses the highest level of physical effort required of the work. However, the exceptional physical effort that may only be required in rare or unique situations, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level

- Exclusions:

  - This factor does not measure the fitness of the individual jobholder.

FACTOR 14: PHYSICAL EFFORT   **EFFORT**

Factor level	Descriptor
1	The work requires light physical effort, **rarely** involving physical effort beyond normal day-to-day movements.
2	Once in a while the work requires moderate physical effort, involving physical effort such as lifting, carrying, pushing or pulling items of light to moderate weight. It may require periodic repetitive fine muscle movements or working in an awkward or constrained position.
3	Some of the time the work requires considerable physical effort, involving lifting, carrying or maneuvering of heavy items (or people), or prolonged repetitive fine muscle movements or work performed in a constrained or awkward position. Alternatively, the work frequently requires moderate physical effort (level 2) with cumulative impact.
4	Fairly often the work requires significant physical effort, involving lifting, carrying or manoeuvring of very heavy items (or people) or prolonged, extremely fine muscle movements or work performed in a highly constrained or awkward position. Alternatively, the work frequently requires considerable physical effort (level 3) with cumulative impact.
5	The work often requires intense physical effort, involving lifting, carrying or manoeuvring of very heavy items (or people) or prolonged, extremely fine muscle movements or work performed in a highly constrained or awkward position.
6	The work always requires intense physical effort, involving lifting, carrying or manoeuvring of very heavy items (or people) or prolonged, extremely fine muscle movements or work performed in a highly constrained or awkward position.

Frequency Scale

Rarely	Once in a while	Some of the time	Fairly often	Often	Always
1	2	3	4	5	6

Working conditions

Factor 15: Working conditions

This factor examines the working environment, how unpleasant, hazardous, or uncomfortable it is and what impact this has on the jobholder.

Factor considerations

- nature and extent of adverse working conditions and hazards

- intensity and frequency of exposure to these factors.

Technical guidelines

- Assess exposure to adverse working conditions that are commonly recognised as unpleasant, uncomfortable, or hazardous.

- The focus is on the physical aspects of the work that the jobholder cannot control, yet are integral to the work being done (i.e. they are inherent in the nature of the work). This includes things like dust, dirt, direct sun exposure, extremes of temperature, humidity, human or animal waste, grease or oil and the risk of illness or injury arising from exposure to diseases, toxic substances, machinery or challenging locations (like working from heights).

- The emphasis is on the degree of unpleasantness, discomfort or hazard caused and the recognised risk of injury from other people, such as clients or patients.

- Adverse working conditions are commonly associated with the physical hazards of manual work. This factor ensures that recognition is also given to the range of exposure to unpleasant or uncomfortable conditions in other types of work, such as those that may be encountered in home visits and as well as potential hazards.

- This factor assesses the highest level of adverse working conditions. However, extreme situations where the risk of a specific situation or accident occurring is unlikely, and that is not considered inherent in the nature of the work, should generally not be used to determine the appropriate level.

- All applicable health and safety regulations are assumed to be met and jobholders are presumed to follow safe working practices, including wearing of appropriate personal protective equipment (PPE). However, a requirement to wear certain kinds of PPE may create a degree of discomfort that may be considered in this factor or in Factor 14: Physical Effort.

- Exclusions:

  - This factor is about exposure to negative working conditions, not the actual incidence of such events

  - This factor does not cover irregular work hours or shift work, per se, although it may be used to recognise conditions encountered in such work that may differ from the standard workday

  - Driving, other than that involving specialised equipment, is covered in Factor 10: Sensory Demands.
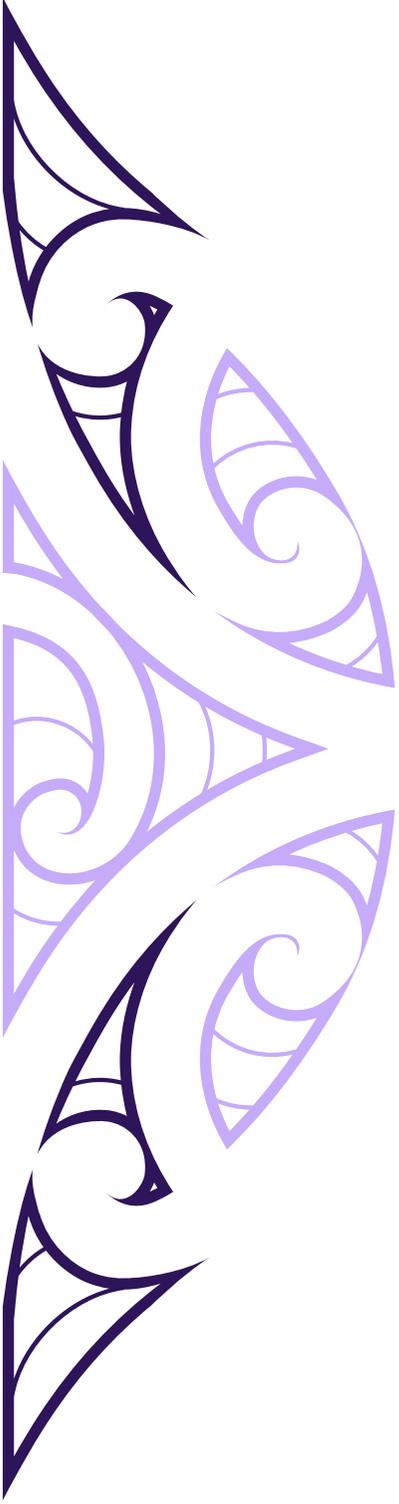
FACTOR 15: WORKING CONDITIONS   **WORKING CONDITIONS**

Factor level	Descriptor
1	The work involves minimal or rare exposure to disagreeable, unpleasant or hazardous workplace conditions or risk of injury, illness or health problems. It involves "normal" working conditions, as experienced by most employees.
2	Once in a while the work involves exposure to minor conditions, such as dust, dirt, chemicals, fumes, sun exposure, heat or cold, noise, humidity, vibration, inclement weather, poor lighting, extreme isolation, or human/animal waste/bodily fluids. These can be unpleasant and cause discomfort possibly detracting from work, but are unlikely to pose any actual danger to personal health or well-being. Once in a while the work involves exposure to minor potential hazards such as: • injuries causing slight discomfort for a short period of time, with little inconvenience • minor health and accident hazards, such as mild sprains, abrasions, minor cuts, burns, bruises, etc., resulting from procedures, equipment or machinery • exposure to mild infectious diseases.
3	Fairly often the work often involves exposure to minor conditions and/or hazards (level 2) with cumulative impact.
4	Fairly often the work involves extreme conditions, that may result in actual or potential danger to personal health or well-being. Fairly often the work involves exposure to extreme potential hazards. These could be health and accident hazards of a serious nature such as: • severe cuts, burns or injuries requiring medical attention and involving lost time, from working with risky procedures • hazardous materials or equipment • exposure to serious infectious disease.
5	The work often involves exposure to extreme conditions and/or hazards (level 4) with cumulative impact.

Frequency Scale Frequency Scale (to support placement on levels)

Rarely	Once in a while	Some of the time	Fairly often	Often
1	2	3	4	5