



Te Kāwanatanga o Aotearoa
New Zealand Government

Te Orowaru

Questionnaire



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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.



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Preparing for the interview

- Make sure you have enough time for interviews. This is critical. It is likely an interview will take approximately one and a half to two hours when allowing for whakawhanaungatanga, (including but not limited to karakia to open and close, mihi mihi, waiata and kai) at an unhurried pace to talk, summarise and wrap up. If you find yourself running short on time, don't rush the interviewee as this could be a discouraging experience. Don't book interviews close together so there is no leeway for time to extend.
- Don't assume that you understand the work going into the interview, even if you have done it yourself. It is important to leave any assumptions or ideas you have about the work outside so bias does not creep into the process.
- Take the time to consider whether the cultural needs of the interviewee will be met. For example, opening and closing with karakia, mihi mihi, waiata, sharing kai, having whānau or other support people present.
- It is strongly recommended to check with the interviewee whether they would like to receive the interview questions, in full, or a sample, ahead of time, to get a flavour of the interview. Consider prompting the interviewee to consider if they wish to journal or note down the things they do in their work a week prior to the interview. This may help support them in thinking about their work and feel confident about the interview.

During the interview

- Ensure that the interviewee understands the purpose of the interview and what the process is trying to achieve. This should be communicated well in advance of the interview and reiterated on the day. It is best practice to share the interview questions in advance of the interview to allow the interviewee time to reflect and prepare.
- Make sure you have the appropriate consent form signed by the interviewee and that they understand how you will use and dispose of any information/material you collect.
- Check in on how the interviewee is feeling and if they need to take breaks during the interview.



Ensuring a rich interview

- Don't feel you have to read each question as it's written. This may come across as disengaged and robotic. Talk naturally, listen and check for understanding, clarify and reframe where necessary.
- If the interviewee has covered off answering a question prior to you asking it, i.e. in answering a different question, don't feel like you need to read it just because it's on the list. Use your judgment and skip things that have already been answered. Where you feel a question has been answered it can help to state that and ask if there is anything else they wish to add.
- If you are taking notes, make sure you remember that the answers people give won't always fit neatly into one factor. They may give answers which contribute to the understanding of multiple factors so don't ignore or skip over anything that you don't think is related to the factor you are currently asking about. Don't panic if you can't place which factor it belongs to, this will be taken care of at the analysis stage. Recording the information is what is important. Make sure you capture examples and details given as these will be critical to fully understanding the work. When you are note taking, remember to use the persons own language, rather than be tempted to "translate" or "correct this" as how things are said is important to building understanding.
- If you are getting short answers containing little or no information to your questions, try and use additional prompts or examples such as:
 - Can you tell me a little bit more about that?
 - I would like to hear more about that/how you do that?
 - Can you give me some more examples of that?
 - Can you tell me about the last time this happened?
 - How often would that happen?
 - Is that something that others in your role would be expected to do?

At the end of the interview

Thank the interviewee (including whānau or other support people) for giving freely of their time, expertise, knowledge, understandings, etc. and reiterate how their contributions will add value to the pay equity process.

Restate your earlier point (from "During the interview") of how you will use and dispose of any material you collect.

Advise what the next steps are e.g. what you will do (type up interview/transcribe interview) and what if anything their involvement might be (approve interview text/transcription, etc.)



Opening questions (all factors)

These questions are good openers to get the interviewee warmed up to talking about their work.

Depending on how detailed the interviewee's answers are to the starter questions, you may not need to ask the additional prompts. Use your judgment.

Watch for:

Timing, this section can sometimes take up a lot of time whereas it should be used as an opener.

Starter questions	Follow up questions/prompts
<p>Can you give me an overview of what a normal day at work looks like from start to finish?</p> <p>What other tasks are you expected to undertake on a more intermittent basis?</p>	<p>How accurately do you think your job description represents the work you do?</p> <p>What would you like people to know about your work?</p>



Factor 1. Knowledge

Factor group: skills this includes experience

This factor seeks to understand the range of knowledge required for the competent performance of the work. Think about trying to establish the breadth of the knowledge required as well as the depth.

Watch for:

Sometimes interviewees may be unable to identify their knowledge and experience, particularly if it was not gained in a paid environment or supported by a qualification. For example, household budgeting is a frequently overlooked skill often required and utilised in a work context.

Where appropriate, advise from the outset that a separate set of questions exists to explore the range of te ao Māori knowledge, experience and skills required for the role, however if interviewees want to speak about their specialist Māori knowledge here be flexible and move to that section while it's at the forefront of their minds.

Starter questions	Follow up questions/prompts
<p>What knowledge does someone in your job need to have? Please give some examples if you can. Consider:</p> <ul style="list-style-type: none"> • theories? • policies/practice? • procedures/methodologies? • a particular field of expertise? • systems? • technology? • first aid/health and safety? 	
<p>Does your work require any formal qualification(s), certificate, training, and/or registration?</p>	<p>What kind of induction or on-the-job training have you received?</p> <p>Do you need to do any training regularly to update or grow your skills?</p> <p>How long do you think it would take someone to become fully competent in your role?</p>
<p>Do you draw on any skills, experience and knowledge gained in unpaid work (such as volunteering, raising a family, organising events, fundraising, working for your marae, coaching or managing sports teams, mahi aroha) to perform your role? Please give examples if you can.</p>	
<p>Do you need to use any equipment, machinery, or technology to do your job? Please give examples of the things you need to know how to use if you can.</p>	<p>How often do you need to use this equipment/technology?</p> <p>Where did you learn to use it?</p> <p>Are you required to be a specialist in the use of this equipment/technology? i.e. be highly skilled to operate it and/or teach others?</p>



Factor 2. Problem-solving

Factor group: skills

This factor is looking to build understanding of the issues, problems and challenges faced in the work. It also builds a picture of how these may be addressed and what kinds of critical thinking, analysis, research, and innovation are required. Try and elicit examples of the kinds of problems that the jobholder is responsible for resolving and how much structure, guidance or support they have to do this.

Watch for:

Interviewees may not count the 'small' problems they solve for themselves or others (such as a manager or senior colleague) on a regular basis. Also, be careful to ensure that the level of critical and analytical thinking involved in daily work is not underestimated.

Starter questions	Follow up questions/prompts
What kind of problems do you deal with in your work and how do you go about solving them?	What are the implications for the organisation and/or the user/customer/client if this problem is not solved in an adequate and timely manner?
At what point would you be required to escalate a problem to someone else? Can you give an example?	How do you know when to escalate a problem?
Are these problems new each time or do you often deal with the same kinds of problems?	What is available to help you resolve these problems? For example: <ul style="list-style-type: none"> • guidelines • manuals • teammates/colleagues • professional standards • work practices • Tikanga Māori (including with respect to dispute resolution)
Which of these problems that you deal with are the most challenging and why?	
What, if any, research, investigation, or analysis is needed to solve these problems?	



Factor 3. Interpersonal and Communication Skills

Factor group: skills

This factor examines all the interpersonal and communication skills essential to show competent performance in the job. It seeks to build an understanding of how often and in what kinds of situations interpersonal and communication skills are necessary and how complex the skill set required is.

Watch for:

This factor touches on a lot of hidden, undervalued and taken-for-granted skills. It's important to support interviewees to explore the different skills they may utilise without even realising it on a day-to-day basis; for example, relationship-building, facilitation, teamwork, active listening.

Language can also be a barrier here as there can be inadequate language to describe these skills. Try to elicit as many examples as possible and check that you have understood what they have said correctly.

Make it clear to the interviewee that you are also interested in interpersonal and communication skills required beyond the face-to-face, such as online chat, social media, written responses and other ways of communicating.

Multicultural skills are captured here, but specific skills for te ao Māori or bicultural skills has its own section next.

Starter questions	Follow up questions/prompts
Who do you interact with in your role? For example, teammates, clients, hapū and iwi, other organisations, stakeholders etc.	Are these interactions in-person and/or virtually? (phone, email, social media) How frequent are these interactions?
How important are these interactions? i.e. what may occur if you were misunderstood, or it went badly?	



FACTOR 3: INTERPERSONAL AND COMMUNICATION SKILLS

Starter questions	Follow up questions/prompts
<p>What kind of communication and interpersonal skills do you need to do your job? For example:</p> <ul style="list-style-type: none"> • Kanohi kitea (face- to- face communication) which builds respect, trust, and active engagement skills • active listening • the ability to read and interpret body language • the ability to build trust and rapport • the ability to motivate or persuade others • the ability to adapt information for the needs of the listener/reader • the ability to nurture and support • the ability to communicate clearly in writing or via images or graphics 	<p>Do you need to convey sensitive, difficult or complex information? (Check in person and/or in writing)</p> <p>Do you need to be able to build relationships and trust with people? (Check in person and/or in writing)</p> <p>Do you need to facilitate or coordinate communication between others (teammates, different clients, different organisations etc)?</p>
<p>How do you adapt your communication style when communicating with people from different walks of life?</p> <p>Consider:</p> <ul style="list-style-type: none"> • location (onsite or offsite/remote) • different class backgrounds • different ethnicities • different religions • neurodiversity/different learning styles 	<p>How often do you need to do this?</p> <p>How do you check that you have been understood?</p> <p>Where did you learn these skills?</p>
<p>In your role do you need to be able to communicate effectively in times of extreme emotion?</p> <p>For example, joy, excitement, crisis, fear, trauma, shock.</p>	<p>How often would you do this?</p> <p>Are you required to deescalate situations?</p> <p>Where did you learn this skill?</p>
<p>Are there times where you need to be able to manage your own emotions to be able to deal with clients/teammates/material in your work?</p> <p>Please give some examples of the skills you use to do this if you can.</p>	



FACTOR 3: INTERPERSONAL AND COMMUNICATION SKILLS

Starter questions	Follow up questions/prompts
<p>What level of knowledge and skill are you required to have for cross-cultural communication? Give some examples if you can.</p> <p>Consider:</p> <ul style="list-style-type: none"> • knowledge of different culture/s communication practice and expectations • adapting resources or material for cultural suitability • building inclusion into practices, systems, and language • knowledge built by experience through working in different cultural contexts 	<p>How much of your work requires you to draw on these skills?</p> <p>How do you check you have been understood?</p> <p>How do you check on how people experience your cross-cultural communication skills?</p>
<p>Do you need to speak another language to communicate effectively? Give examples if you can.</p> <p>Consider:</p> <ul style="list-style-type: none"> • NZ sign language, Braille. 	<p>At what level do you need to speak another language? For example, interpreter level, fluent, partially fluent, basic etc.</p>



Factor 4. Te ao Māori skills

Factor group: skills

This factor focuses on the unique skills required to live the commitment we have here in Aotearoa under Te Tiriti o Waitangi, such as partnership, participation and protection. It seeks to understand both how people operationalise this commitment, how they develop and use cultural skills and competencies to do so.

It also seeks to understand and make visible where jobholders find the need to enhance their cultural skills to undertake the work safely and competently, beyond the stated job requirements. Part of understanding this, is drawing out how often the interviewee may be asked to undertake cultural leadership, guidance and support that is outside their role, but is essential to it. This may also draw out any disproportionate burden that falls on Māori staff to hold the organisation's cultural space.

Watch for:

This question series will be experienced differently by Māori and Pākehā/Taiwi. Make sure you remind Māori interviewees they don't have to answer anything they feel uncomfortable with and/or can reframe the question to answer it the way they would like.

Before the interview, consider offering the option and planning for a Māori interviewer, if it's known that the interviewee is Māori.

Starter questions	Follow up questions/prompts
<p>What knowledge of te ao Māori does someone in your role need to have to do your job well? This can include understanding:</p> <ul style="list-style-type: none"> • Māori value systems (such as mana tapu and mauri, manaakitanga, whanaungatanga and kaitiakitanga) and how they operate in practice • Māori social, economic and political structures and how to engage well with them • Māori frameworks for wellbeing and holistic models for working on wellbeing (feel free to give examples of models that you have used to enhance practices in the workplace) • Māori social, economic and political contexts in order to support outcomes for Māori in an effective, appropriate way that is fit for purpose <p>Please give some examples if you can.</p>	<p>To what extent are these skills and your level of knowledge recognised within your workplace?</p> <p>Does knowledge of te ao Māori enhance your work and influence the thinking of your peers and colleagues? If so, how? Feel free to give examples.</p> <p>How would you rate the level of understanding that your workplace has with respect to te ao Māori knowledge and the level of support or resistance you experience in implementing this knowledge? Does this add weight to the emotional effort that you are required to exert in your role?</p>



FACTOR 4: TE AO MĀORI SKILLS

Starter questions	Follow up questions/prompts
<p>What level of knowledge and skill in te reo Māori me ngā tikanga does someone need to do your role well? Give some examples if you can.</p>	
<p>To what extent do you use cultural skills/ competencies to make Māori (teammates, clients, customers, patients etc.) feel culturally included/ safe? Please give examples if you can.</p>	
<p>Are you required to educate your organisation and colleagues on how to be more culturally competent?</p>	
<p>In what ways do you support your organisation to understand their own inherent cultural bias and to work in a supported way to overcome those?</p> <p>What skills are involved in carrying this out well? E.g. influence, delicacy, diplomacy, empathy, strength, tact and experience, leadership.</p>	
<p>What knowledge of Te Tiriti o Waitangi is required of you in your role?</p>	
<p>How do you implement or uphold Te Tiriti o Waitangi in your work? How does this shape your day-to-day work practices?</p>	<p>What does your organisation provide you to support this work?</p> <p>To what extent do you feel responsible for realising Te Tiriti o Waitangi within your organisation?</p> <p>How do you make sure this is done in a way appropriate for Māori teammates and/or clients/ patients/stakeholders?</p>



FACTOR 4: TE AO MĀORI SKILLS

Starter questions	Follow up questions/prompts
Do you provide leadership or guidance on te ao Māori and/or the use of te reo/tikanga in the workplace or for the organisation as a whole?	<p>Is this part of your role or something extra you are requested or expected to do?</p> <p>Is there anything else that you would like to tell us or say about the cultural skills you use in your work?</p>
As part of your role are you required to engage with, or provide leadership or guidance to external stakeholders on matters of te ao Māori due to your hapū or iwi affiliations?	



Factor 5. Planning and Organisation Skills

Factor group: skills

This factor seeks to understand and make visible how much planning, coordinating and organising is involved in a job. It also looks at whether the work requires the planning of the work that others do, and/or projects and timeframes.

Watch for:

Interviewees may only consider they are responsible for planning the work of others, if they have people reporting directly to them. Many people will plan and manage the work of those senior to them (managing diaries and competing priorities, coordinating travel plans, preparing papers etc.)

Starter questions	Follow up questions/prompts
Thinking about your day-to-day work: <ul style="list-style-type: none"> • Who comes up with your day-to-day tasks? Do you do this or is it set by others? • Can you decide how you complete tasks yourself or do you follow a prescribed routine? • Can you decide the order and pace of your task completion? 	Do you need to plan your own work ahead of time? How far ahead? Could you give examples of how you do this? Do you need to use any software to plan your work?
Are you responsible for planning and organising work such as pōwhiri, manaaki tangata (hosting visitors to the office or hosting colleagues during a visit with Māori)?	
Are you responsible for planning/coordinating the work of others?	
Do you have to manage any project timelines, budgets, processes, or deadlines?	Do you do this independently or with oversight from someone else?
Are you responsible and or do you participate in long-term or strategic planning?	



Factor 6. Physical skills

Factor group: skills

This factor builds understanding of the physical skill/s required to do the job well. Try to encourage the interviewee to think about all aspects of their work which may use some physical skills, from the use of a computer through to being able to wield a surgical knife.

Watch for:

Interviewees may confuse this factor with physical effort. This is a separate factor, so be clear with the interviewee that you are not asking how much effort they exert in physical activities at work, but what skill sits behind it. If you still get some effort information, make sure it is recorded for use in the physical effort factor.

Starter questions	Follow up questions/prompts
Does your work involve any physical activity that requires hand-eye coordination, dexterity and/or manipulation of objects or instruments?	Did you require training to gain these skills? Are you required to get regular training to update/maintain your skill?
Do any of the physical skills you use require speed or precision (or both)?	
Do you need to be able to do any of the following? <ul style="list-style-type: none"> lift or move people or objects safely apply safe restraints to people or animals touch type administer first aid drive in extreme hazards (at high speeds, in emergency situations or transporting unwilling passengers) drive or operate specialised equipment/machinery 	How are these physical skills generally acquired by people doing your job? How often do you need to do these things? Do you have assistance if you need it in applying these physical skills?
Do you need to adapt these physical skills for different situations?	Are there any other physical skills you need we have not covered?



Factor 7. Responsibility for People Leadership

Factor group: responsibility

This factor builds understanding about leadership in two ways. One is the traditional measure of leadership in learning how many direct reports someone has and the extent of their management responsibilities for those people.

The second is measuring where people lead with influence, meaning they have no direct authority over others, but are a trusted thought leader/expert and use their leadership skills to influence others and generate successful outcomes.

Watch for:

Leadership through influence could be undervalued. Frontline workers and/or subject matter experts may need to influence senior leaders on issues of significance, shape decisions that are made and the directions organisations take, all without the ability to mandate or order this. This may be understood by interviewees as “managing up” or “influencing upwards” This can remain hidden as the art of influence can often manifest in decision-makers feeling like they came up with ideas/solutions by themselves.

Starter questions	Follow up questions/prompts
Do you have anyone that reports to you? If yes, how many?	Are you part of a leadership team/group? Does this carry additional responsibilities? Please provide examples if you can.
For the staff reporting to you what issues can you resolve and what do you need to get management approval for?	Are you responsible for their: <ul style="list-style-type: none"> • performance review? • any required disciplinary action? • salary setting and review? • hiring and training? • negotiating employment agreements? • workloads and tasks



FACTOR 7: RESPONSIBILITY FOR PEOPLE LEADERSHIP

Starter questions	Follow up questions/prompts
<p>Do you have people which you don't have any authority over (i.e. they don't report to you, you are not their manager) but you influence their work in any of the following ways:</p> <ul style="list-style-type: none"> • peer reviewing, checking the work of others • training • mentoring/coaching/developing • getting consensus/cooperation amongst stakeholders, a team, or teams • providing guidance or advice on organisational or professional issues • work allocation 	<p>Do you need to provide authoritative advice to people in a more senior position than you? Provide examples if you can.</p> <p>Do you need to build and use your mana or standing with others to influence their actions or behaviour? Give examples if you can.</p> <p>Are you involved in how professional standards are set or upheld in your organisation i.e. through writing guidance or developing training?</p>



Factor 8. Responsibility for Information

Factor group: responsibility

This factor looks at the jobholder's responsibility for gathering, storage and protection of information, and the level of sensitivity of this information.

Watch for:

Interviewees may handle (process, enter, file etc.) sensitive or confidential information for others. For example, the updating of patient medical records or the filing of court transcripts/ depositions. Those undertaking this work may not identify this as an information responsibility that they have, and it is important this is captured.

Starter questions	Follow up questions/prompts
Do you have responsibility for general (not sensitive or confidential) information? For example, templates, reports, data, filing.	Is this responsibility shared with others? What would the consequences be if this information were lost?
Do you have access to information of a confidential or sensitive nature (personally, commercially or both)?	Are you responsible for gathering this information? (i.e. obtaining it from others and recording it) Please give examples if you can. Are you responsible for protecting this information? (i.e. entering or filing it appropriately and/or ensuring it is stored safely and released only in appropriate circumstances). What would be the consequences if this information were released?
Do you have responsibility for taonga Māori, Māori intellectual property, data, highly sacred or tapu material?	How do you manage the tapu of information or material and Māori sovereign or kaitiaki interests in and over that material?
Are you responsible for creating or maintaining an information system where information of confidential/sensitive nature is stored?	Is this responsibility shared with others? What would the consequences be if this system were to fail?



Factor 9. Responsibility for Physical and Financial Resources

Factor group: responsibility

This factor seeks to understand what responsibilities the jobholder has for money, financial matters, and benefits administration, and the nature or extent of these responsibilities. The responsibility can be practical, like handling money or cleaning and maintaining equipment, or more strategic, such as stocktaking, ordering, budgeting, processing invoices, or writing grant applications.

Watch for:

Some activities may be overlooked as responsibilities, especially those traditionally seen as menial or secretarial such as: ordering stationery, maintaining and tracking petty cash, invoicing, reconciling a cash register, applying for funding. Ensure that if interviewees are indicating they have few responsibilities, prompts are used from the list to check that this is really the case.

Starter questions	Follow up questions/prompts
<p>Do you have responsibility for financial resources i.e. handling, spending, allocating or making money? Please give examples if you can.</p> <p>Consider:</p> <ul style="list-style-type: none"> • cash (small or large amounts) • bonds • stocks • debts • credit card payments • invoices • grants • benefits • income • revenue 	<p>What is the nature of your responsibilities for finances? For example:</p> <ul style="list-style-type: none"> • accurate budgeting/planning • revenue generation/fundraising • grant applications • budget bids • spending/authorising spending • cost control • safekeeping • corrections/monitoring <p>Is this responsibility shared with others?</p> <p>When would you need to escalate a decision?</p>
<p>Do you have any responsibilities for physical resources? For example:</p> <ul style="list-style-type: none"> • tools • equipment • machinery • instruments • stationary/ books • products • templates and documents 	<p>What kind of responsibilities do you have for physical resources?</p> <p>For example:</p> <ul style="list-style-type: none"> • cleaning • maintenance/repair • replacement/reordering • tracking/stocktaking



Factor 10. Responsibility for Organisational Outcomes

Factor group: responsibility

This factor seeks to understand the purpose of an organisation and where the jobholder fits within that. If for example, an organisation's purpose is to deliver education for children and the jobholder is a teacher, this factor helps draw out and make visible a teacher's responsibility for delivering those outcomes.

Watch for:

Organisations with high level purpose statements and objectives can lend themselves to identifying only senior or specialist staff as contributing to those outcomes. This can cause the contribution of other staff to be overlooked. The question about, "what would happen if your role did not exist" can be critical to getting interviewees to think about how their work contributes to objectives.

Starter questions	Follow up questions/prompts
Think about your role and what would happen if your role did not exist, (no one did it) what would the consequences for the organisation be?	
What motivates you to do the work that you do? To what degree are you outcomes focused?	What is driving you in your focus on outcomes?
How much of your workplace do you have responsibility for? Please give examples if you can.	Who is ultimately accountable for your work? i.e. where does the "buck stop"?
How much freedom do you have to influence or make decisions/changes within your workplace?	How often do you meet/receive advice from your supervisor/ team leader/manager?



Factor 11. Responsibility for Services to People

Factor group: responsibility

This factor looks at the services that the jobholder provides to others. These may be people outside or inside the organisation (or both). It also looks to understand what the level of responsibility is, in terms of delivering a standard service or adaptation of the service to meet varied needs. The role of the jobholder in assessing these needs and developing the service being delivered is also critical to draw out.

Watch for:

Assumptions that the work in a given context (a hospital, a store, a café, a school) would always be the same and needs of service users predictable. We are looking to understand how variable, complex, and changeable these needs are and the degree of responsibility the jobholder has for responding to these.

Starter questions	Follow up questions/prompts
<p>In your role do you provide direct services to people outside of your organisation? Some examples may include:</p> <ul style="list-style-type: none"> • clients • patients • whānau/hapū/iwi • learners • customers 	<p>What kind of services do you provide?</p> <p>How often do you provide these services?</p> <p>Are you responsible for developing the service being delivered?</p>
<p>Do you have dual sense of responsibility to your organisation and your communities such as whānau, hapū and iwi?</p>	<p>Are these always aligned or sometimes in conflict? How is this managed?</p>
<p>In your role do you provide services to people inside your organisation such as support for a senior position or support across the organisation? Please give example if you can.</p>	<p>How often do you provide these services?</p>



FACTOR 11: RESPONSIBILITY FOR SERVICES TO PEOPLE

Starter questions	Follow up questions/prompts
Are you required to assess the needs of the people you are providing services to?	
Are you required to tailor, redesign or modify the method of service delivery based on this assessment?	
What kind of impact do the services you deliver have on the people you are delivering them to?	
Do you take on responsibility for others such as clients and/or their whānau in order to achieve the best outcomes for them?	



Factor 12. Emotional Effort

Factor group: Effort

This factor looks to build a picture of the kind of emotional demands placed on the jobholder. You are trying to understand the kinds of situations or work the jobholder may be required to undertake which are emotionally draining and/or have an emotional impact on the jobholder.

Frequency is of key importance here. Use the following guide for the interviewee to let you know how often something is experienced:

- Rarely
- Once in a while
- Some of the time
- Fairly often
- Often
- Always

Watch for:

Emotional effort is not something that is only required when things are stressful or negative. Emotional effort can be required when working to keep relationships between groups of people on an even keel, keep energy levels high in workshops/classroom settings etc, or working with someone through a difficult but joyous event such as childbirth.

Starter questions	Follow up questions/prompts
When you think about your work, are there situations which require a lot of emotional effort from you, for example dealing with situations involving extreme emotions (joy, excitement, crisis, fear, anger, trauma, shock?)	How often do these situations occur? Are you required to deal with a range of different situations that require emotional effort in one day?
Are you exposed to physical or verbal abuse in your work?	How often?
Are you exposed to bias whether unconscious or otherwise in your work?	How does dealing with this bias affect you emotionally?
Do you use emotional effort to keep relationships between others (such as colleagues, stakeholders, clients) harmonious? Please give examples if you can.	



FACTOR 12: EMOTIONAL EFFORT

Starter questions	Follow up questions/prompts
Do you use emotional effort to deal with balancing responsibilities between your organisation and your communities such as whanau, hapū and iwi?	
Are you required to facilitate processes such as pōwhiri and/or carry out specialist roles during those processes such as kaikaranga (female caller) or kaikōrero (speaker)?	How do the carrying out of these roles impact the degree of effort required in your role (whether physical, emotional or otherwise.
What impact does the emotional effort required in your work have on you? (In the short-term, medium-term, long-term)	



Factor 13. Sensory Effort

Factor group: Effort

This factor looks to draw out the demands on the jobholder in terms of concentration and focus. It looks to build a picture of how senses are used to ensure the work is done well and the kinds of effort involved to achieve this. Sensory demands involve the requirement for mental concentration where a break in the concentration impacts on the job. The intensity of the demand is related to how frequently jobholders are required to concentrate on listening, watching etc. It may be occasional or frequent.

It is important to note that some work requires ongoing rapid shifts in concentration in order to respond to multiple queries/activities.

Sensory demands can cause sensory fatigue.

Frequency is of key importance here. Use the following guide for the interviewee to let you know how often something is experienced:

- Rarely
- Once in a while
- Some of the time
- Fairly often
- Often

Watch for:

People are often not used to thinking about how they use their senses at work. They may need support to discuss what is being sought here and extra examples. People who work in routine or repetitive jobs in particular may be unable to easily identify any sensory effort and may need extra prompts to consider how their routine work still generates demands.

Starter questions	Follow up questions/prompts
<p>What kind of things in your work require concentration or actions which could tire your senses and/or create mental fatigue? For example:</p> <ul style="list-style-type: none"> • concentrating on a piece of work at a computer carries a sensory demand on your eyes • facilitating a hui requires listening, observing, talking, carrying multiple sensory demands • driving requires watching, listening, alertness, carrying multiple sensory demands. 	<p>How often is sensory effort required?</p> <p>Is the sensory effort required repetitive (i.e. doing the same thing over and over) or are there a variety of different things demanding sensory effort?</p>
<p>If your concentration is broken in undertaking your work what could the results be? i.e. can you be interrupted, and would this have a negative impact?</p>	



Factor 14. Physical Effort

Factor group: Effort

This factor looks to establish how much physical effort is required by the jobholder to do their job. This looks beyond normal physical effort (such as walking around, day-to-day movement).

Frequency is of key importance here. Use the following guide for the interviewee to let you know how often something is experienced:

- Rarely
- Once in a while
- Some of the time
- Fairly often
- Often
- Always

Watch for:

Interviewees may not identify physical effort where there is a lower-level demand. It is important to draw this lower level demand out and understand the frequency. For example, if a jobholder is required to be on their feet this may be a small physical effort, but if it is for a 12 hour shift the frequency increases the effort and becomes critical to understand the overall physical effort required from the jobholder.

Starter questions	Follow up questions/prompts
<p>What kind of physical effort is required for your work? For example:</p> <ul style="list-style-type: none"> • lifting • carrying • running • long periods in one position e.g. standing, sitting • working in cramped or confined spaces • vibration • wearing heavy, restrictive or otherwise physically demanding PPE 	<p>How often?</p> <p>Are you able to take a break by choice when you need to?</p>



Factor 15. Working conditions

Factor group: Conditions

This factor looks at the environment that the jobholder is required to work in. Work environments vary and it's important to understand the demands and impact this has on the jobholder.

Frequency is of **utmost** importance here. *Note it is slightly different than the ones used earlier (reduced options).* Use the following guide for the interviewee to let you know how often something is experienced:

- Rarely
- Once in a while
- Some of the time
- Fairly often
- Always

Watch for:

Assumptions that any given work environment (office based or other) is a hazard-free work environment. Ensure you support the interviewee to consider their work environment from a health and safety perspective.

Starter questions	Follow up questions/prompts
Can you please describe the environment that you work in? For example, a shared office, home office, building sites, a ward, etc.	
Are you exposed to any dangerous or unpleasant conditions? For example: <ul style="list-style-type: none"> • dust/dirt • fumes/ noxious odours • noise • human or animal waste/fluids • extreme temperatures • heights • weather (working outdoors in all conditions) • others illness or disease 	How often? Are you able to take a break by choice when you need to?



FACTOR 15: WORKING CONDITIONS

Starter questions	Follow up questions/prompts
<p>Does your work expose you to?</p> <ul style="list-style-type: none"> • personal illness or injury • repetitive strain (such as periods of typing or lifting). 	
<p>What (if any) policies, procedures and practices are you aware of that provide for a safe and healthy work environment?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Health and safety policies/practices • Bullying policies/practices • Sexual harassment policies/practices • Te Tiriti o Waitangi policies/practices 	<p>To what extent do these policies and practices provide support for you in managing your working conditions?</p>
<p>Is there anything else about your working conditions you would like us to know?</p>	

Wrap up questions (all factors)

Is there anything else you would like to say before we finish?

Is there anything you would like to ask us?







Te Kāwanatanga o Aotearoa
New Zealand Government