



Pay Equity in the State Sector: Tools and Resources

# Pay Equity Work Assessment Questionnaire



**Te Kawa Mataaho**  
Public Service Commission



**Manatū Wāhine**  
**Ministry for Women**

**Te Kāwanatanga o Aotearoa**  
New Zealand Government

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These tools and resources do not constitute legal advice. Parties must seek their own legal advice in respect of this guide and how it applies to the pay equity claim being raised.

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## Purpose

The 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 by claimants and comparators. The [Equal Pay Act 1972](#) (The Act, section 13ZD) is clear that the assessment of work and work value must be free of assumptions based on sex.

This Pay Equity Work Assessment Questionnaire (PEWA Questionnaire) is designed for use in work assessment interviews to gather gender-neutral information on the work performed by claimants and comparators. The PEWA Questionnaire should be used with the Pay Equity Work Assessment Factor Plan (PEWA Factor Plan).

## Structure of tools and resources

This PEWA Questionnaire is part of a suite of tools and resources developed by Te Kawa Mataaho Public Service Commission (the Commission). The following pay equity tools and resources also relate to pay equity work assessment and should be read with this document:

- **Pay Equity Work Assessment Factor Plan**
- **Pay Equity Work Assessment Process Guide** – gives more detail on how to use the PEWA Factor Plan effectively
- **Pay Equity Claimant and Comparator Process Guide** – gives more detail on how to select and assess comparators and how to compare the claimant and comparators.

The structure of the tools and resources is set out in the pay equity arrow diagram below to help users navigate and find the components they need.

The tools and resources are designed to enable the parties to pay equity claims in the State sector to progress claims consistently with the Act, which is informed by the [Pay Equity Principles](#), and ultimately to achieve pay equity. The tools and resources support the parties throughout the process, from raising a claim to pay equity negotiations/settlement.

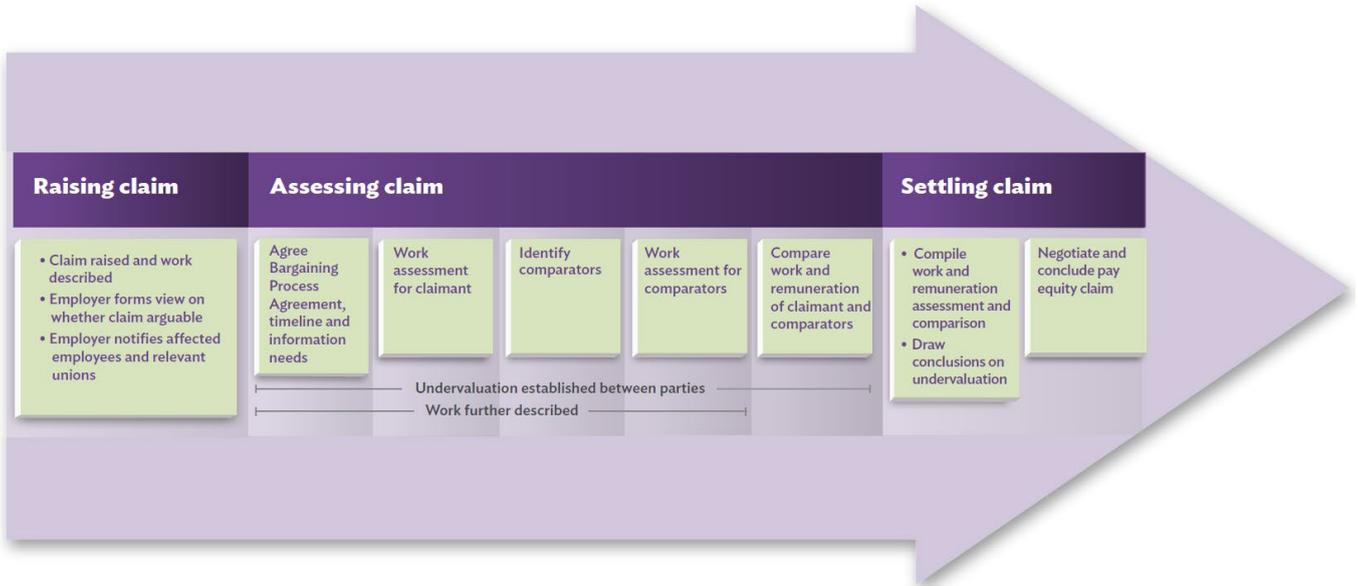
The process that is used to put the tools and resources into practice is just as important as the tools themselves. It is the process used between the parties that will determine the robustness, internal integrity, and validity of the outcomes.

# Pay equity process

The arrow diagram below was developed to demonstrate the steps involved when working through the pay equity process.

The pay equity arrow diagram does not describe a linear process where one step must be completed before another is started.

Based on the experiences of parties to date, the process is flexible enough for some steps to be done in parallel or slightly overlapping as appropriate. The main underpinning is for the parties to work together through a process of engagement.



## Pay equity work assessment questionnaire

This PEWA Questionnaire is an interview tool designed to assess the value of work in a gender-neutral way. It should be used together with the Te Kawa Mataaho Public Service Commission (the Commission) Pay Equity Work Assessment Factor Plan (PEWA Factor Plan)<sup>1</sup>. The PEWA Questionnaire is used to collect information from those carrying out the work and is integral to the gathering of data for pay equity processes.

This PEWA Questionnaire is not designed to assess the current performance or ability of individual employees carrying out the work. It seeks to identify all of the skills, responsibilities, conditions and or demands, level of experience and any other relevant work features. Information is also being sought for service/experience. The Equal Pay Act 1972 (the Act, section 13ZD) sets out the matters that must be assessed.

The PEWA Questionnaire is divided into three sections:

- skills
- responsibilities
- conditions and/or demands.

### General instructions

The PEWA Questionnaire is completed through an interview-based process. Interviews should be carried out by designated data gatherers, with a employee or a small group of employees.

As employees may not necessarily recognise their hidden or overlooked skills, using a standard questionnaire and trained data gatherers minimises bias and ensures consistency.

A designated data-gatherer will have been given training in the factors and what they are aiming to measure. They will proactively unpack the conversation and examples to gather the information needed.

Practitioners have found that interviewing two to three people together can increase the richness of the material as they can support each other to describe aspects of their work.

It is also recommended that a range of employees are interviewed to ensure that the breadth and depth of activities about their work is captured.

Interviewees should be given a copy of PEWA Factor Plan. The factor definitions and guidelines at the start of each factor will help in completing this PEWA Questionnaire.

### General advice to interviewees in answering questions

- Try not to understate or overstate responses. Be straightforward and objective. Where possible, provide examples from actual work.
- Base answers on typical work assignments and responsibilities over an entire year. Less frequent activities should be included where they are part of the role for example, training and readiness for emergency situations.

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<sup>1</sup> There are two other gender-neutral tools in New Zealand (the Equitable Job Evaluation and the Pay Equity Aromatawai Mahi) and both have their own corresponding questionnaires. Please see the Pay Equity Work Assessment Process Guide for more information about EJE and PEAM.









## Factor 2: Problem solving

- d) Are these 'most challenging' problems reoccurring and familiar, or are they new each time? Are your solutions to these problems usually of a similar nature or are they different each time?

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- e) What resources are available to help you solve problems? For example, manuals, policies, guidelines, work practices, professional standards, expertise of others.

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- f) To what degree do you have to resolve problems on your own? What are the types of problems that would be referred to the manager/supervisor? Provide an example of the type of problem that goes beyond the authority or responsibility level of the work.

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# Skills

## Factor 3: Interpersonal skills

Communication and interpersonal skills are needed for all work. These questions ask about the level of communication and skills in interacting with other people that are needed in your work. This may include the level of communication needed to collaborate with people, or the skills necessary to care for, teach, interact with others, sell, promote, persuade, advocate or the skills of diplomacy, tact and relationship- building.

This factor includes recognition of bicultural or multicultural language skills. It also covers Braille and sign language as part of the skill set required in some work.

The PEWA Questionnaire also needs to record where work requirements include a deep level of knowledge, language, (te ao Māori) culture and practice (tikanga) as part of the role.

Consideration is given to the levels of complexity and skill taking into account:

- the nature and purpose of the interaction forexample, informing, training, negotiating, advising
- the degree of resistance or sensitivity from the audience
- the critical nature of the interaction
- interacting effectively with people of another culture.

## Questions

a) List the most important relationships when carrying out the work with people both inside and outside the organisation and describe the nature or purpose of those contacts. The purpose may include such things as:

- exchange information
- give advice
- motivate, instruct, guide or train
- empathise, reassure or counsel
- negotiate, persuade
- influence and/or gain the cooperation of others.

Contact (typeofcontact,forexample,clients, patients andothers)	Purpose of the communication





# Skills

## Factor 4: Physical skills

These questions ask about the level of physical skill needed to do your job. Physical skills involve the use of physical or fine motor skills. This includes manual dexterity/ manipulation, hand-eye coordination, coordination of limbs and sensory skills. Consideration is given to the:

- level of training required
- need for precision or speed.

It is important to note that this is about skills, not the fatigue of physical effort. In your work, you may need to use more than one physical skill at the same time.

## Questions

- a) What physical skills are required to competently carry out the work? Consider manual dexterity, hand-eye coordination, manipulation, flexibility skills, coordination of limbs, and sensory skills. List these physical skills below and how they are used in the work. For example, use of laptop or computer, heavy lifting, manipulation of people or objects, work with instrumentation, equipment, or machinery, surgical procedures.

Physical skills	Application in the work

## Factor 4: Physical skills

b) Did you require any special training to acquire these physical skills(s)? Provide details of the appropriate training.

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c) Is there a need for a high level of precision in applying any of these skills? If yes, what skill and why?

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d) Is there a high demand for speed using these physical skills? Provide details.

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## Factor 5: Responsibility for people leadership

- c) For staff reporting to you, what issues can you resolve yourself and what is referred to your manager for approval? For example, employment of new staff, taking disciplinary action (including firing staff), making salary adjustments, negotiating employment agreements, assigning work, reviewing performance.

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- d) Even if your role does not have line management/leadership responsibilities, do you sometimes influence the work of others in any of the following ways?

- coordination, work planning and allocation
- checking and evaluating the work of others
- training
- development, mentoring coaching or guiding others
- providing leadership/guidance on organisational or professional issues/outputs
- getting consensus/co-operation
- setting professional standards.

Provide job-related examples of the type of influence required and who you are influencing. This may include other employees and people outside your organisation.

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# Conditions and/or demands

## Factor 9: Emotional demands

These questions ask about the emotional demands arising from working in a variety of situations in which pain, distress, anxiety, anguish, and other emotional conditions are a necessary part of the job context.

This can happen when working with people with communication difficulties or who are angry, difficult, upset, unwell or are somehow difficult to work with or who require some form of care, protection, attention, instruction or assistance. It can also come from the emotional demands of working with people who may be terminally ill, very frail, at risk of abuse, homeless or seriously disadvantaged in some other way. The work may require deliberate control of emotions, demeanour, language or feelings by the worker to support the dignity or calmness of those they are working with.

The questions are not asking how well you deal with stress or frustration. They are asking about the emotional demands made by your work. They also do not include stress arising from working with colleagues, or from a one-off unexpected event, or organisational issues such as deadlines and/or high workloads.

Emotional demands are those demands that are a necessary and an inherent part of the job. In some cases, different combinations of intensity and frequency may apply to the job.

## Questions

- a) List in the table below the most emotionally demanding situations you encounter to the least and state how frequently these occur.

### Frequency scale

- A) Occasional, perhaps on a daily basis, but less than a third of the time
- B) Frequently, every day for more than a third of the time.

Emotional demand	Frequency

## Factor 9: Emotional demands

- b) Does your work involve working with people who are dependent on you for their direct needs? If so, give examples from your work.

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- c) Does your work involve working with people where it is stressful because they are terminally ill, very frail, at risk of abuse, seriously disadvantaged and/or people who are angry, upset, frustrated, distressed, scared or depressed? This includes situations that require you to exercise deliberate control of your emotions, demeanour, language or feelings to support the dignity or calmness of the people you are working with. Give examples from your work.

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- d) Are there any other significant, emotionally demanding situations that you encounter in your work?

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## Conditions and/or demands

### Factor 10: Sensory demands

These questions ask about the amount of effort you need to make in your work, concentrating on things you see, hear, touch, smell, taste or some combination of these.

It is important to note that concentrating is required with repetitive straightforward tasks as well as complicated tasks. Some work also requires ongoing rapid shifts in concentration to respond to multiple queries/activities.

Consider the nature, level, frequency, and duration of the demands for intense sensory attention. This could include activities such as listening, comprehending, watching, driving, or thinking when applied in combination with one or more of your senses to a degree that can result in mental/sensory fatigue.

### Questions

- a) List in the table below the situations that call for high sensory attention, ranked from most demanding to the least. State how frequently these situations occur.

#### Frequency scale

- C) Occasional, perhaps on a daily basis, but less than a third of the time
- D) Frequently, every day for more than a third of the time.

Sensory demand	Frequency



# Conditions and/or demands

## Factor 11: Physical demands

These questions are about the physical demands made by your work. Consider the nature, level, duration, and frequency of these physical demands. This is beyond light physical effort normally required for day-to-day movement.

The questions ask about activities that require strength or stamina, whether these activities have to be carried out at speed or be performed in awkward or inflexible positions and how much time you have to spend using physical effort.

Examples may include sitting still or standing for long periods, lifting, carrying, moving, pushing, running, climbing, stretching, bending, or pulling. It is also relevant to consider how heavy or awkward it is to make the movement, for example, moving a heavy object or manoeuvring a person to complete care duties.

Physical demand covers physical strength and stamina as well as the physical demands made by strenuous or repeated use of muscles (including fine muscle movements).

Remember that activities such as typing or data input also involve physical demand.

The questions are not about how fit you actually are. The questions are about the physical demands of your work.

## Questions

- a) In the table below list the physical activities and state how often these physical activities occur as part of your work.

### Frequency scale

- A) Occasional, perhaps on a daily basis, but less than a third of the time
- B) Frequently, every day for more than a third of the time.

Physical activities	Frequency



## Conditions and/or demands

### Factor 12: Working conditions

These questions ask about the hazards you face at work and your physical work environment. It asks about the risk of injury, illness or health problems that you may face and how often you are exposed to these hazards. It also asks what conditions you are exposed to, how unpleasant or disagreeable they are and how much of your working time you are exposed to them.

Both the type of condition/hazard and length of exposure are important. For example, long exposure to loud noise will damage your hearing. Some health problems, such as Occupational Overuse Syndrome or lung conditions, can develop over time. However, for some factors even occasional exposure is risky. For example, working with blood or bodily fluids can mean a risk of being exposed to disease.

When you describe the hazards or your work environment, it is assumed that all standards, safety procedures and precautions have been followed. It is important to remember that just because you have become used to a situation does not mean it is not hazardous or unpleasant or disagreeable.

### Questions

Describe any hazardous, disagreeable, or unpleasant conditions you have to work with and give work-related examples in the table below. Note the frequency – how often and for how long you have to work in these conditions – in the column provided.

#### Frequency scale

- A) Occasional, perhaps on a daily basis, but less than a third of the time.
- B) Frequently, every day for more than a third of the time.

Examples of condition	Yes/No	Frequency
Weather	X	
Extremes of temperature	X	
Dust	X	
Dirt	X	
Fumes	X	
Poor lighting	X	
Human or animal waste, blood or bodily fluids	X	
Risk of illness or injury	X	
Occupational Overuse Syndrome (OOS)	X	
Infectious diseases	X	
Physical violence	X	
Ventilation and/or safety hazards	X	
Other	X	



