



Photo courtesy of New Zealand Nurses Organisation

Pay Equity in the State Sector: Tools and Resources

# Pay Equity Work Assessment Factor Plan



**Te Kawa Mataaho**  
Public Service Commission



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

**Te Kāwanatanga o Aotearoa**  
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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 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 Pay Equity Work Assessment Factor Plan (PEWA Factor Plan) is a stand-alone gender-neutral tool for parties to use in assessing the work of claimant and comparators.

It has been adapted specifically to describe and compare work for the purposes of the pay equity claims-based process and it meets the assessment requirements of the [Equal Pay Act 1972](#) (the Act, sections 13ZD and 13ZE). The intention is to provide a user-friendly, straightforward tool that is not costly and is not dependent on experts.

This PEWA Factor Plan analyses work by unpacking it into its constituent parts, which are often referred to as factors. The factors describe elements of what the work entails including skills used, responsibilities undertaken and the conditions and demands placed on someone who is carrying out the work.

Factor-based analysis of work represents a way to take a structured approach to work assessment. The factors that are used and what is recognised in factor-based analysis is key to ensuring that overlooked, hidden or undervalued skills are uncovered and included in the assessment of work.

## Structure of tools and resources

This PEWA Factor Plan is part of a suite of tools and resources developed by Te Kawa Mataaho Public Service Commission (the Commission). The following Commission 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 Questionnaire** – guides the gender-neutral work assessment interview and must be used in conjunction with this PEWA 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** – provides 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 on page four 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.

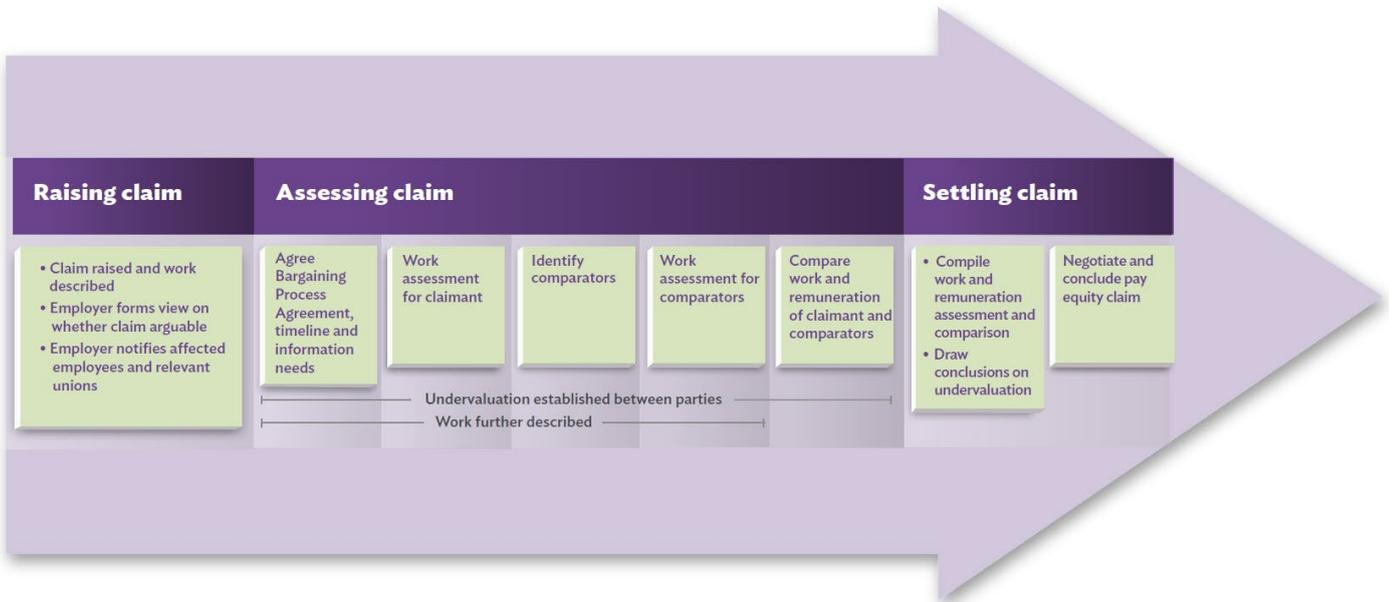
The process that is used to put the tools and resources into practice is just as important as the tools themselves. It is the process used between the parties that will determine the robustness, internal integrity, and validity of the outcomes.

# 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 experience 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

The work assessment is a vital part of the pay equity process that allows the parties to understand the work performed by claimants and comparators. The Act (section 13ZD) is clear that this work assessment must be free of assumptions based on sex. For example, taking responsibility for the well-being of others is often overlooked or undervalued because this is considered women’s work and so the work assessment must evaluate these skills free from this gender bias. If the work assessment is not gender-neutral, there is a risk that the work will remain undervalued and outcomes may be subject to future legal challenge.

Factor-based analysis of work represents a way to take a structured approach to work assessment. The factors that are used, and what is recognised in factor-based analysis, is key to ensuring that overlooked, hidden or undervalued skills, responsibilities, effort and conditions are uncovered and included in the assessment of work (the Act, section 13ZD).

This PEWA Factor Plan tool is one of three available gender-neutral tools in New Zealand. More detail on the development and use of the PEWA Factor Plan and the other two gender neutral tools (Equitable Job Evaluation tool (EJE) and Pay Equity Aromatawai Mahi (PEAM)) is provided in the Pay Equity Work Assessment Process Guide (PEWA Process Guide).

The Commission welcomes feedback from those who use the PEWA Factor Plan Tool in order to help with ongoing quality improvement.

### PEWA Factor Plan framework

The PEWA Factor Plan framework is made up of 12 factors which unpack work into its constituent parts. Each factor has a number of levels within it which are used to denote the degree of effort and complexity required from the jobholder for each factor.

The 12 factors are divided across three factor groupings: skills, responsibility or conditions and demands (see below breakdown of factors across factor groupings). Please note that there is no designated factor for effort because effort is represented by levels within each factor.

Skills	Responsibility	Conditions and or Demands
The Skills factor group reflects the knowledge and problem-solving skills required, as well as the role of interpersonal and physical skills	The Responsibility factor group reflects leadership responsibilities, as well as responsibility for resources, service outcomes and delivery of services to people	The Conditions/Demands factor group reflects the working conditions context and a range of demands that are part of the working environment
Factor 1 Knowledge and Understanding	Factor 5 People Leadership	Factor 9 Emotional Demands
Factor 2 Problem-solving Skills	Factor 6 Information and Resources	Factor 10 Sensory Demands
Factor 3 Interpersonal Skills	Factor 7 Organisational Outcomes	Factor 11 Physical Demands
Factor 4 Physical Skills	Factor 8 Services to People	Factor 12 Working Conditions



# Pay equity work assessment factor groupings and factor metrics

The work assessment process uses the following factor groupings and factors in the work assessment process.

Skills factor grouping	The skills factor grouping reflects the knowledge and problem-solving skills required as well as the role of interpersonal and physical skills associated with the work.
Factor 1 Knowledge and Understanding	<p>Metrics</p> <ul style="list-style-type: none"> <li>nature, depth and breadth of the knowledge required</li> <li>level of thinking associated with that level of knowledge</li> <li>recognition of level of knowledge regardless of how it was acquired</li> </ul>
Factor 2 Problem-solving	<ul style="list-style-type: none"> <li>creative, analytical, coordination and planning skills required</li> <li>degree of autonomy to find solutions</li> <li>support available in solving the problem</li> </ul>
Factor 3 Interpersonal Skills	<ul style="list-style-type: none"> <li>nature, intent and criticality of the interactions required</li> <li>degree of resistance or sensitivity from the audience</li> <li>requirement for bi-cultural knowledge, language (Te Ao Māori) and practice (Tikanga)<sup>1</sup></li> </ul>
Factor 4 Physical Skills	<ul style="list-style-type: none"> <li>nature of physical skill required</li> <li>training or experience required to acquire the skill</li> <li>requirement for speed and/or precision</li> <li>need for adaptation/variation in use of skill</li> </ul>
Factor 5 People Leadership	<ul style="list-style-type: none"> <li>nature of line management</li> <li>nature of leadership</li> <li>nature of non-line influence</li> </ul>
Factor 6 Information and Resources	<ul style="list-style-type: none"> <li>nature and extent of the resources involved</li> <li>jobholder's authority or control over those resources</li> <li>jobholder's responsibility for financial resources</li> </ul>
Factor 7 Organisational Outcomes	<ul style="list-style-type: none"> <li>impact of the work on achievement of organisation's mission</li> <li>share of the organisation controlled or influenced</li> </ul>
Factor 8 Services to People	<ul style="list-style-type: none"> <li>nature of the service provided directly to people</li> <li>need for assessment or adjustment of the service</li> <li>impact of the service</li> </ul>
Factor 9 Emotional Demands	<ul style="list-style-type: none"> <li>intensity of the emotional demand</li> <li>frequency and duration of exposure to the demand</li> </ul>
Factor 10 Sensory Demands	<ul style="list-style-type: none"> <li>intensity of the sensory demand</li> <li>frequency and duration of exposure to the demand</li> </ul>
Factor 11 Physical Demands	<ul style="list-style-type: none"> <li>nature and intensity of effort demanded</li> <li>frequency and duration of the demand</li> </ul>
Factor 12 Working Conditions	<ul style="list-style-type: none"> <li>nature and extent of conditions and hazards</li> <li>intensity and frequency of exposure to these factors</li> </ul>

<sup>1</sup> This factor does not give separate recognition to a level of bi-cultural and multi-cultural competency as this is now part of contemporary NZ society. However, separate recognition has been provided for where the work requires fully immersive bicultural knowledge, language (Te Ao Māori), culture and practice (Tikanga).

# Skills

## Factor 1: Knowledge and understanding

The knowledge and understanding factor assesses the combination of knowledge and experience required to competently perform the work. Competently in this case means someone who can perform the role fully but is neither senior or early in career. This factor covers technical, specialist, procedural, product, organisational and conceptual knowledge, including numeracy, literacy, languages, theories, techniques, policies, procedures and practices. This assesses the depth and breadth of the total knowledge required for the work, whether acquired through formal education, self-study, life experience, on-the-job training, work experience or some combination of these.

### Factor guidelines

- This factor is about the requirements to perform the work competently – not the level of knowledge and/or experience that any individual jobholder may possess. An individual jobholder may have high levels of knowledge and/or experience, but if this is not actually required to do the job, it should not be considered in the evaluation. The factor is assessed on the highest level of knowledge normally required on the job. It does not normally consider how often that level of knowledge is used. However, knowledge that may be required only in rare or unique circumstances should not generally be used to determine the appropriate level.
- This factor defines levels through types of knowledge and understanding irrespective of qualifications, and regardless of how the knowledge and understanding was acquired. Specific, relevant qualifications and training are not required for assignment to a particular level. 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 experience. Data-gatherers should take care not to under-score the knowledge and understanding gained by experience simply because there is no qualification recognition.

### Factor metrics

The factor considers the:

- nature, depth and breadth of the knowledge required
- level of thinking associated with that level of knowledge
- recognition of level of knowledge regardless of how it was acquired.

Factor level	Descriptor
1	The work requires understanding of regular work procedures requiring a depth of knowledge that can be gained on the job. Foundation literacy and numeracy gained through training/induction and/or experience.
2	The work requires skills and knowledge to apply work procedures that are standardised but more complex under general supervision. A base of knowledge is expected that would have been gained through on-job training and experience and the reading and understanding of material relevant to the work which can be specialised or use technical terms.
3	The work requires skills and/or knowledge required for proficiency in the relevant technical, clinical, commercial, and administrative or other specialist activities involved, with limited or no supervision. The scope of tasks is reasonably complex, requiring coordination, evaluation, analysis or technical investigation and solution of issues. This could include in-depth knowledge of use and capabilities of technical equipment, policies, practices and/or products.

Factor level	Descriptor
4	<p>The work requires advanced levels of knowledge required for the completion of complex activities in technical, clinical, administrative, operational or comparable fields where external assistance may not be immediately available. Experience would normally include planning, developing and recommending appropriate courses of action to achieve successful results. It would include the level of knowledge sufficient for complex analysis and constructive thinking in problem-solving situations.</p> <p>Work is of substantial complexity, requiring a depth or breadth of theoretical knowledge plus practical and procedural knowledge in a specialist area.</p>
5	<p>The work requires the ability to contribute innovative and creative thinking in a broad range of social, technical, clinical, business, governance and/or professional settings. It requires practical and procedural knowledge of a specialist area, plus detailed knowledge of the associated policies, practices and procedures.</p>

## Factor 2: Problem-solving

The problem-solving factor assesses the level of creativity, innovation, analytical reasoning and judgment required to solve workplace problems or issues that occur. This factor considers the complexity and frequency of problems or issues and at what point escalation is required in order to obtain resolution.

### Factor guidelines

The problem-solving factor considers the context, variety and relative complexity of the material or information upon which decisions are based, the accessibility of the information required to make the needed decisions as well as the autonomy to find solutions. The factor assesses the highest level of problem-solving normally expected of the jobholder. It does not consider the exceptional problem or challenge that may arise in rare or unique circumstances and that would not generally be considered the responsibility of this role to address.

In addition to commonly recognised skills, this factor takes account of planning and coordination skills often associated with female dominated work.

### Factor metrics

The factor considers the:

- creative, analytical, coordination and planning skills required
- degree of autonomy to find solutions
- support available in solving the problem.

Factor level	Descriptor
1	<p>The work requires skills to deal with problems of a generally minor or regular nature that are clearly defined, needing little analysis and minimal effort in choosing between limited, clear options. The work is closely supervised and largely planned for the jobholder, although there is the opportunity to organise day-to-day tasks.</p> <p>Information needed is readily available; decision-making generally involves solid information and established procedures.</p>
2	<p>The work requires some interpretation or judgement to deal with problems or situations that are of a recurring or reasonably predictable nature, which may involve choosing solutions from defined alternatives. The jobholder generally has ready access to resources for advice and guidance on policies and non-recurring problems.</p> <p>Information needed is readily available; decision-making generally involves solid information and established procedures, but investigation and reference to other sources may be needed to inform solutions or the course of action.</p>
3	<p>The work requires analytical and diagnostic skills to evaluate a range of options to solve problems (not all of which will be familiar) or decide actions. The jobholder is subject to occasional direction by a supervisor/manager or technical specialist who is readily accessible for guidance on more complex problems and policy interpretation.</p> <p>Information necessary to make decisions is not easily identified and investigation/research and some interpretation may be necessary to gather the data and ideas needed.</p>
4	<p>The work requires initiative and judgement to determine the nature of and solution to a variety of problems of some complexity. This may include the development of new approaches, solutions and/or recommendations for further action. Judgement is required in planning, researching a range of actions and evaluating alternative solutions and strategies over the longer term.</p> <p>Information necessary to make decisions is available through research, but requires considerable clarification, interpretation and adaptation to the needs and nature of the particular problem.</p>

Factor level	Descriptor
5	<p>The work requires highly creative skills for development of solutions to highly complex problems. Solutions may require the application of sophisticated research or enquiry techniques and analysis. The work may involve the creation or establishment of new principles as a basis for programmes, work methods, procedures and/or techniques.</p> <p>Decision-making areas are multi-faceted, vague and difficult to identify. Information must often be generated from source material, using specialised knowledge of the function/service and/or technical discipline.</p>

## Factor 3: Interpersonal skills

The interpersonal skills factor measures communication, including the need to communicate through means other than verbal exchange. This factor assesses the nature of personal contacts required with other people, including clients, customers, suppliers, government agencies, the media or peers in other organisations or professional associations, as well as relationships with other employees.

This factor considers both the purpose of the communication and interpersonal skills and the complexity or contentiousness of the material being communicated. For example, the subject matter may be complex, sensitive, confidential or unwelcome. This factor also considers the nature, diversity, cultural background, size and receptiveness of the intended audience.

### Factor guidelines

- The interpersonal skills factor measures the highest level of interpersonal skills required of the work. This factor does not generally consider how frequently these skills are used. However, contacts that may occur only in rare or unique circumstances should not generally be used to determine the appropriate level.
- The purpose of an interaction may include training, promotion, informing, advising, motivating, empathising, persuading, presenting, counselling, reassuring, negotiating, gaining cooperation, meeting the needs of others or caring for others. It considers human relations skills such as empathy, sensitivity, understanding of human and organisational behaviour and motivational techniques
- The allocation of the factor level will generally increase with the greater sensitivity or complexity of the interpersonal situation and the criticality of the interaction for individuals, groups of people or the organisation as a whole.
- The factor levels do not necessarily reflect traditional organisational hierarchies. This factor does not give separate recognition to a level of bi-cultural and multi-cultural competency as this is now part of contemporary NZ society. However, separate recognition has been provided for where the work requires fully immersive bicultural knowledge, language (Te Ao Māori) culture and practice (tikanga).

### Factor metrics

The factor considers:

- nature, intent and criticality of the interactions required
- degree of resistance or sensitivity from the audience
- requirement for bicultural knowledge, language (Te Ao Māori) culture and practice (tikanga).

Factor level	Descriptor
1	The work requires effective exchange or transfer of information, as well as courtesy and cooperation, when dealing with external clients or people in the workplace on a day-to-day basis.
2	The work requires explaining, presenting or discussing ideas and can include guiding others in activities or considering complaints and suggestions from others. It involves the use of diplomacy and the people-responsiveness skills needed to elicit and understand people’s personal or service needs. Contact is transactional in nature, requiring tact in coping with enquiries or challenges.
3	The work requires use of strong interpersonal skills that contribute to the effectiveness of the organisation or service when negotiating, interviewing, motivating, persuading or information-gathering, with either other employees or external clients/customers. The jobholder may teach, motivate, influence, advise or give counsel to others through an interactional relationship based on professional background, expert knowledge and experience. The job requires very good people-responsiveness skills, involving discretion and diplomacy in dealing with others in situations of some stress or concern and/or in emotionally charged situations.

Factor level	Descriptor
4	The work requires influencing others to accept a point of view or convincing people to take a different course of action willingly. The jobholder may negotiate with or influence others to promote significant ideas or resolve major issues or demonstrate leadership with a high level of communication, where the outcome depends on diplomacy and professional counselling skills or building of empathetic relationships in situations of considerable stress. Contacts require exceptional human relations skills to deal with difficult, specialised or emotionally charged situations.
5	The work requires diverse and complex negotiation, counselling, influence and/or leadership skills of a very high level, involving intensive personal effort and profound participation in discussions and interactions that are critical to outcomes for people, groups of people or the organisation/service as a whole. This level of skill may be required when representing the interests of the organisation or profession as a whole on matters of critical importance where the impact internally/externally is significant. Contacts are of such importance that their effective handling becomes a major consideration.

### Factor 3 Increment: bicultural skills recognition (optional)

Where the parties agree that it is relevant and appropriate, work that is fully immersive in terms of knowledge, language (Te Ao Māori) culture and practice (tikanga) can be recognised through an increment (refer to factor scoring on pages 31 and 32).

0	Many roles in New Zealand require some familiarity or ability to function on an informal basis in bicultural or multi-cultural situations outside that of the jobholder's own culture.
14	The work requires an in-depth application of language skills, customary concepts, traditions, culture and practice (tikanga) along with the ability to function effectively on a solid working level on an extended basis.

## Factor 4: Physical skills

The physical skills factor assesses physical or fine motor skills required on the job. Physical skills encompass manual dexterity, hand/eye coordination, coordination of limbs, manipulation and sensory skills. This considers requirements for speed, precision and accuracy in tasks requiring accurate coordination and fine motor movements.

### Factor guidelines

- The physical skills factor measures the highest level of physical skills required in the job. The skills involve using large or small muscle groups and associated hand/eye coordination. The skills are acquired through practice or formal training.
- 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 areas of female dominated work. It can also be confused with physical demands, so it is important the distinction is understood.

The allocation of the factor level will increase with the level and sophistication of the training and experience required, the detail of the activity, the need for precision, exactness and speed and the degree to which the skill set is used in existing work situations or adapted to new ones.

- 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 does not consider how frequently the physical skills are used. However, skills that may be required only in rare or unique circumstances should not generally be used to determine the appropriate level. If the demand for the skill is sustained over a period of time, that additional requirement will be accounted for in Factor 11: Physical Demands. Physical skills are about dexterity, coordination and fine motor movement skills, rather than the effort or energy expended.

### Factor metrics

The factor considers the:

- nature of the skill required
- training or experience required to acquire the skill
- requirement for speed and/or precision
- need for adaptation/variation in use of skills
- skills, not the fatigue of physical effort.

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 motor skills normally obtained through practice or practical training. The skills usually involve the manipulation or manoeuvring of 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 where training or specific experience is the key to proficiency. 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.

Factor level	Descriptor
4	<p>The work requires more complex physical skills that are acquired through a formal training programme. The skills generally involve 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.</p> <p>The requirement can be for either one very detailed physical activity or adaptation across activities.</p>
5	<p>The work requires physical skills for which formal training is highly specialised and typically lengthy and complex. The work involves detailed and very precise hand/eye coordination and dexterous movement.</p> <p>The skills are applied in a variety of complex ways, require adaptation to different work situations and are likely to be updated over time.</p>

# Responsibilities

## Factor 5: Responsibility for people leadership

The responsibility for people leadership factor assesses the leadership requirements of the position. This includes responsibility for direct line leadership, as well as functional control of staff, advisers, trainees, volunteers, consultants, contractors or other individuals whom the role can influence or for whom it has responsibility. Leadership may be in the form of direct management or supervision, functional guidance, professional leadership, coordination, technical influence or direction and/or specialty advice or other forms of direct influence over the work patterns of others.

This factor assesses line management, which is common to most approaches to measurement of work, but it also assesses influence which recognises non-line forms of leadership. Influence is causing or achieving action or work by others where direct control is absent, that is, causing others to act in a desired way without having direct control over them. These others can be either within or outside the organisation. This ranges from achieving immediate tasks to establishing broader habits of work or professionalism across the organisation or associated group. Other forms of leadership or influence include:

- project responsibility involving coordination with others, internal and/or external to the organisation
- consultative and advisory roles that have an impact on people and organisational operations
- technical or professional direction provided by a knowledgeable expert in a field
- discipline to others for whom they have no formal responsibility.

### Factor guidelines

- At levels 1 and 2, the emphasis is on either close or intermittent supervision and on monitoring of the work processes, without full-time responsibility for personnel actions.
- Level 3 supervision is generally periodic, as in shifts, projects, or work teams that form over time.
- Level 4 supervision refers to situations where there is a direct, clearly understood reporting relationship between the leader and staff. Leaders are typically responsible for assigning the work, reviewing progress, and checking the results. They may also be responsible for performance reviews, discipline, coaching and recommending promotion or demotion, but generally do not hold the final authority.
- Level 5 management usually includes ultimate responsibility for the personnel functions listed below. Supervisors at level 4 are unlikely to have full responsibility or final accountability for these personnel actions.
- Note that levels 4 and 5 make a distinction between supervising/managing a single person and multiple staff.

### Personnel Actions to Consider in this Factor for levels 4 and 5:

<ul style="list-style-type: none"><li>• Evaluating employee performance</li><li>• Promoting employees</li><li>• Reviewing work performance</li><li>• Providing on-the-job counselling</li><li>• Making salary adjustments</li><li>• Assigning work activities</li><li>• Taking disciplinary actions</li></ul>	<ul style="list-style-type: none"><li>• Evaluating employee performance</li><li>• Promoting employees</li><li>• Reviewing work performance</li><li>• Providing on-the-job counselling</li><li>• Making salary adjustments</li><li>• Assigning work activities</li><li>• Taking disciplinary actions</li></ul>
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The responsibility for leadership factor does not address influence that may have an effect sometime in the future, such as that of teachers, lecturers, journalists, politicians, or other popularly influential people on students/clients/customers. The intention in using the term influence is to recognise non-line leadership in an organisation.

Data-gatherers should be aware that Influence can include influence with higher status people which is

something that can be overlooked.

## Factor Metrics

The factor considers the:

- nature of line management
- nature of leadership
- nature of non-line influence.

Factor level	Descriptor
1	The jobholder is responsible only for their own work. They are not normally required to lead, supervise, coordinate or otherwise direct other employees. The job has very limited or no accountability or responsibility for other staff.
Influence	The jobholder may be required to show others how to perform tasks or duties (that is, orientation) or provide guidance or on-the-job training to new employees.
2	The jobholder has occasional supervisory responsibility for immediate, on-site work allocation to other employees, such as supervising trainees, students, volunteers or other temporary staff. This may include occasional direction of contractors or consultants.
Influence	The jobholder is responsible for providing advice of an authoritative nature, such as in relation to compliance with quality or safety requirements, audit controls, by-laws, regulations, statutes, and so on, either within or outside the organisation.
3	The jobholder is responsible for the provision of non-permanent coordination or direction of a number of people with similar work responsibilities, such as a shift or duty roster. The job involves 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 staff focused on work assignments and achievement of job outputs. This may also include full-time supervision of a single staff member.
Influence	The jobholder applies mentoring or coaching skills in the regular provision of direction, guidance and/or training to people, without supervisory responsibility. They may coordinate contractors, consultants or other non-employees, either within the organisation or externally, on a regular basis. This may include regular influencing through dissemination of expertise or professional advice to non-reporting staff.
4	The jobholder has full-time, direct accountability/responsibility for supervision of more than one staff member in work assignments or coordination/direction of groups on an ongoing basis. This is generally full-time supervision, responsible for allocation, direction and monitoring of work while exercising team leadership and coaching skills. The jobholder is likely to make recommendations on most personnel actions, but will generally not have final approval/disapproval authority.
Influence	The jobholder provides professional mentoring and maintenance of standards through direct influence on designated staff within a discipline, without line management responsibility. They are accountable for directly influencing professional outputs and levels of performance within the organisation, or of associated people outside the organisation.
5	The jobholder has direct accountability/responsibility for higher-level management of other staff. Accountability typically involves leadership, performance management and direction of a significant number of other staff. The jobholder is required to demonstrate ongoing people-management skills in which direction, counselling, coaching and leadership of staff, often through supervisors or other managers, is required to ensure effective operation.
Influence	The jobholder has a high level of influence over people, including peers, through professional, traditional, social or other accepted measures of recognition. The position plays a key role in setting professional standards both within and outside the organisation.

## Factor 6: Responsibility for information and resources

The responsibility for information and resources factor assesses the responsibility the jobholder has for control, management, acquisition, disposal, security or use of various resources. The range of resources extends from the most basic tools, equipment and information 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.

This factor measures the responsibility for three distinct kinds of resources – physical, information and financial. Some jobs will involve responsibility for more than one of these. In such cases, level allocated for this factor will be the highest level allocated across the three resources responsibilities. For example, if a job allocated level 3 for financial resources and level 4 for equipment, the job would be allocated level 4 overall.

### Factor guidelines

- Although this factor is commonly recognised in measurement of work systems, this factor is intended to include recognition of people at a lower level in the organisation with responsibility for critical information/resources. This includes processing or maintenance of confidential information common to a number of public sector roles.  
Physical and Information resources.
- These resources include such elements as: manual or computerised information, data and records, materials, processes, technology, office and other equipment, tools and instruments, vehicles, plant, machinery, land, construction work, buildings and 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 confidentiality, 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.

## Factor metrics

The factor considers the:

- nature, extent and value of the resources involved
- jobholder’s authority or control over those resources
- jobholder’s responsibility for financial resources.

Factor level	Descriptor
1	<p>The job involves responsibility for the use of or access to resources provided. This job involves limited responsibility for personally generated information and/or physical resources, including low-value equipment or materials.</p> <p><b>Financial Resources</b></p> <p>There is 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.</p>
2	<p>The job involves responsibility for ensuring that specific assignments/tasks are resourced appropriately. This involves some direct accountability/responsibility for limited physical or information resources, along the following lines:</p> <ul style="list-style-type: none"> <li>• use of expensive equipment or facilities</li> <li>• controlling limited amounts of stock or supplies</li> <li>• provision and maintenance of materials and resources for limited tasks</li> <li>• responsibility for processing or maintenance of significant amounts of confidential information or data</li> <li>• responsibility for day-to-day security/maintenance of buildings, materials, equipment or other resources</li> </ul> <p><b>Financial Resources</b></p> <ul style="list-style-type: none"> <li>• Handling or processing limited amounts of cash, cheques, invoices or equivalent</li> <li>• Accounting for considerable sums of money</li> <li>• Accountability for expenditures from an agreed budget or equivalent income.</li> </ul>
3	<p>The job involves 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:</p> <ul style="list-style-type: none"> <li>• regular use of very expensive equipment or facilities</li> <li>• controlling a large range of stock, equipment or supplies</li> <li>• provision and maintenance of materials and resources within a work unit</li> <li>• processing of substantial manual or computerised information of a sensitive personal nature where confidentiality is paramount</li> <li>• security, protection, maintenance and repair of a range of equipment, buildings, materials or other physical resources.</li> </ul> <p><b>Financial Resources</b></p> <ul style="list-style-type: none"> <li>• Accounting for large sums of money in various forms</li> <li>• Accountability for significant expenditures from an agreed budget or equivalent income.</li> <li>• Responsibility may include involvement in setting and monitoring of the relevant budget and its expenditure.</li> </ul>

Factor level	Descriptor
4	<p>The job ensures resource requirements for a major function/department to meet operational objectives. This involves high, direct accountability/responsibility for physical resources, along the following lines:</p> <ul style="list-style-type: none"> <li>• ensuring resource requirements for a major function/department are organised to meet performance/operational objectives</li> <li>• maintaining information systems to meet specifications, or operation of an information system at a higher level, as a major job responsibility</li> <li>• adaptation, development or design of a wide range of equipment, land or buildings</li> <li>• security and protection of high-value physical or natural resources</li> <li>• discretionary ordering of a wide range of equipment and supplies.</li> </ul> <p><b>Financial Resources</b></p> <ul style="list-style-type: none"> <li>• Accounting for very large sums of money in various forms</li> <li>• Accountability for large expenditures from an agreed budget or equivalent income</li> <li>• Responsibility may include setting/monitoring of the budget and its expenditure.</li> </ul>
5	<p>The job ensures wide scale, including long-term resourcing requirements needed to satisfy organisational and service delivery. This involves major direct accountability/responsibility for physical resources, along the following lines:</p> <ul style="list-style-type: none"> <li>• operation/maintenance of large-scale information systems</li> <li>• security, protection or confidentiality of a wide and very high-value range of physical resources</li> <li>• ordering of a wide and high-value range of equipment and supplies</li> <li>• adaptation, development or design of a wide range of high-value equipment, land, buildings or other physical resources</li> <li>• developing plans for long term resourcing requirements.</li> </ul> <p><b>Financial Resources</b></p> <p>Major direct accountability/responsibility for major financial resources. The responsibility includes contributing to the setting and monitoring of the relevant budget(s) and physical assets of several services.</p>

## Factor 7: Responsibility for organisational outcomes

The responsibility for organisational outcomes factor assesses the nature of the job's impact on the achievement of the organisation's mission and outcomes, that is, its services to the organisation's clients. While focused on external outcomes in most cases, the factor may also assess the job's impact on internal clients where there is a clear service relationship.

At the same time, the factor reflects how many of the service outcomes the jobholder is responsible for. The size of the organisation will have an impact on the level that some jobs are operating at. Generally, the multiple roles referred to in the lower levels are more typical of larger organisations.

### Factor guidelines

- The application of this factor depends on clearly defining the nature of the service outcomes. For many organisations and professions, particularly the health, education and welfare sectors, this will include responsibility for people and services to people. At higher levels, the factor also reflects the span of influence the position holds within or across the organisation or profession, that is, the breadth or extent of responsibility for delivery of service outcomes to clients.
- This factor can often usefully be understood by thinking about what impacts there would be on the service or outcomes of an organisation if this role was not present. This helps highlight the impacts of jobholders' influence that may be less visible on a day to day basis.
- Assigning a job to a level in this factor does not necessarily imply any particular leadership or people management role that will be reflected in the Leadership Factor. This factor is about responsibility for and impact on service outcomes, not leadership.

### Factor metrics

The factor considers the:

- nature of the position's responsibility for outcomes
- share of the organisation controlled or influenced
- span of influence on achieving the outcomes
- nature of the service outcomes.

Factor level	Descriptor
1	The jobholder is responsible for delivering individual service outcomes in their own work area, while sharing or contributing to team outcomes. The job entails work assignments following clear instructions under regular supervision. Routine tasks are governed by established work routines and the influence is restricted to the immediate task, with little contribution to organisational or professional outcomes. There is often more than one jobholder performing duties of this nature.
2	The jobholder performs tasks or activities where key result areas are localised but may have some impact on service outcomes. The job 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 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.
3	The jobholder is responsible for or in control of a patch or identifiable area of activity, for example a function, operation, output or physically defined area. The job coordinates defined assignments or projects in that specified work area or function with an impact on the service outcomes. 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.

Factor level	Descriptor
4	The jobholder controls or is responsible for an element of the organisation that is responsible for service outcomes in one or (frequently) more functional areas or operational units comparable to the following examples: provision of specialised services to clients, information processing, clinical services, technical services, maintenance, distribution, finance, research, legal and/or administration or other special services or projects critical to organisational outcomes. The work may include policy and service development.
5	The jobholder directs or controls a stand-alone organisation, or a division of a larger organisation, usually controlling its own resources and providing major service outcomes in a private, public, quasi-public or not-for-profit sector. This role is responsible for strategic, policy and service development of the organisation. It may also include a major functional advisor with influence across a larger or multi-divisional organisation or whole profession.

## Factor 8: Responsibility for services to people

The responsibility for services to people factor assesses the responsibility the jobholder has for the direct provision of services to individuals or groups of people/clients/customers/patients, etc. While the main focus of the factor is on external service provision, services to internal clients are also acknowledged at the lower levels. It measures the nature of the service provided and the degree to which the service impacts on the person’s needs and well-being.

This factor excludes consideration of any “services” that may be provided by a manager or supervisor or other leadership role to any reporting staff. It also does not measure the higher levels of accountability for the design or funding of the service – this is measured in Factor 7 Responsibility for Organisational Outcomes.

### Factor guidelines

- The responsibility for services to people factor measures service delivery to people both inside and external to the organisation. The service relationship may involve the provision of information, advice, assistance, instruction, support or some other form of direct service intervention that impacts on the individual or group or meets their needs. The complexity of the service relationship is increased by the need to make the initial assessment of the nature of the service required and any need to re-assess needs or progress over time.
- At the higher levels of the factor, service delivery or development will be a substantial or total component of the role.
- This factor is not commonly recognised in measurement of work systems. It recognises the skills associated with direct delivery of services to people, which is a field often associated with female dominated work.

### Factor metrics

The factor considers the:

- nature of the service provided directly to people
- impact of the service on people’s needs or well-being
- need for assessment or adjustment of the service over time.

Factor level	Descriptor
1	The work involves providing little or minimal service to other people either inside or outside the organisation or associated group.
2	The work involves providing information or assistance to people. This generally helps external clients access the services they need or in some way helps them to manage their situation. The work supports internal clients in their service provision.
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. Ability to provide support for external client needs of a more complex or sensitive nature. The service and service relationship directly impact on people’s ability to manage, improve, be independent and/or participate.  This level can include work involved in the development, design or improvement of such services. The work will either directly provide the services or develop, support and resource the service for delivery.
4	The work involves providing ongoing services that will 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.
5	The work involves directly assessing people’s complex, changing and potentially competing needs in order to provide, create, develop, modify or resource services of crucial importance to people’s direct well-being or development.

# Conditions and/or Demands

## Factor 9: Emotional demands

The emotional demands factor assesses the emotional demands arising from contact or work with people or situations that are intrinsically stressful, upsetting or traumatic.

### Factor guidelines

The emotional demands factor is not commonly recognised in measurement of work systems. Where other systems do measure demands they have generally been limited to physical demands. This factor takes account of roles that involve emotional work.

Emotional demands arise 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 occur when working with people with communication difficulties or who are angry, difficult, upset, unwell or 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 work 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 on the part of the jobholder in order to support the dignity or calmness of the person or people being worked with.

Consider also the ability to seek relief by breaking off from the task or performing less demanding tasks. The ability to break off from the distressing situation when desired indicates a lesser stress level.

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, for example high intensity infrequently and low intensity frequently.

Exclusions: This factor does not consider the existence of deadlines associated with completion of the task or activity or stress from overwork or the challenges of any particular tasks or activities, as the job is presumed to be designed correctly for competent performance and employees are presumed to be capable of completing the assigned work. This factor does not consider stress arising from work with difficult or demanding colleagues, managers or other staff at any level.

### Factor metrics

The factor considers the:

- nature of the demand or the situation of the people
- intensity of the emotional demand
- frequency and duration of exposure to the demand.

Factor level	Descriptor
1	The work involves minimal emotional demand. There is limited contact with or work for people who, through their circumstances or behaviour, could place emotional demands on the jobholder.
2	The work involves working in emotionally demanding situations on an occasional basis.
3	The work involves working in situations of high levels of emotional demand including distress, personal need or crisis on an occasional basis. Alternatively, it involves working in emotionally demanding situations on a frequent basis or working in situations where there are multiple low level individual demands with cumulative impact.

Factor level	Descriptor
4	The work involves working in situations of trauma or extreme levels of emotional demand on an occasional basis. Alternatively, it involves working in situations of high levels of emotional demand including distress, personal need or crisis on a frequent basis.
5	The work involves working in situations of trauma or extreme levels of emotional demand on a frequent basis.

Frequency Scale	
Occasional	Demand occurs occasionally, generally less than a third of the time.
Frequent	Demand occurs frequently, generally more than a third of the time.

## Factor 10: Sensory demands

The sensory demands factor assesses the demands for sensory attention, that is, concentration, alertness or focused attention required by the work.

### Factor guidelines

- The sensory demands factor is not commonly recognised as a separate demand – it is often incorporated into problem-solving. This is intended to acknowledge such demands associated with work that may sit at lower levels in an organisation.
- Sensory demands arise from the requirement to focus on an activity or process with an intensity where an interruption could have a negative impact. This could include activities such as listening, comprehending, watching, driving or thinking when applied in combination with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/ sensory fatigue. This includes work that involves multiple areas of focus or rapid shifts in concentration on an ongoing basis.
- Some degree of attention is required in all jobs, but this factor considers only those jobs that require higher levels of concentration. It is about the demand for focused mental concentration in a challenging environment.
- Consider the intensity and severity of the concentration required by the job, as well as the continuity and frequency of that effort. Consider also the ability to seek relief by breaking off from the task or performing less demanding tasks. The ability to break off from the work as desired indicates a lesser demand for that attention. In some cases, different combinations of intensity and frequency may apply to the job, for example, high intensity infrequently and low intensity frequently.
- Exclusions: This factor does not consider thinking concentration or purely mental effort, such as reading or problem-solving, which is accounted for elsewhere. Nor does this factor consider any demand for paying attention or otherwise relating to other people that may be considered an interpersonal skill. It requires effort through the other senses that may be linked to mental concentration, to be recognised by this factor.

### Factor metrics

The factor considers the:

- intensity of the sensory demand
- frequency and duration of exposure to the demand.
- impact of interruptions on concentration
- thinking in association with other sensory activity
- ability to control breaks etc.

Factor level	Descriptor
1	The work presents sensory demands requiring the jobholder to focus or concentrate on specific activities. The jobholder is free to focus attention as desired.
2	The work requires extra attention, demanding the jobholder to focus on the activity at hand, though maintenance of that focus is not exceptionally difficult. The jobholder needs to be particularly alert or attentive to a task for periods of one to two hours at a time, but interruptions can be easily handled.
3	The work requires occasional focused sensory and mental concentration, demanding distinct effort to maintain that focus where a distraction can mean a disruption in the work process. The requirement for concentration is made more difficult by possible interruptions, deadlines or conflicting demands beyond the control of the jobholder.  Alternatively, it involves working in situations where there are multiple individual demands at level 2 with cumulative impact.

Factor level	Descriptor
4	The work requires occasional intense concentration demanding in-depth mental attention, combined with proactive engagement with the subject. Interruptions to the concentration will result in serious disruption to the work process. Alternatively, the work may involve frequent demands at level 3 above with cumulative impact.
5	The work requires frequent demands at level 4 above with cumulative impact.

Frequency Scale	
Occasional	Demand occurs occasionally, generally less than a third of the time.
Frequent	Demand occurs frequently, generally more than a third of the time.

## Factor 11: Physical demands

The physical demands factor assesses the physical demands of the work.

### Factor guidelines

- Physical demands cover strength and stamina required for strenuous or repeated use of muscles (including fine muscle movements). This factor takes into account all forms of bodily effort, for example, those required for standing or walking, lifting and carrying, pulling and pushing and other similar forms of exertion.
- This factor also takes account of any circumstances that may affect the degree of effort required, such as working in a confined space or in an awkward position, or bending, crouching, standing, stretching or holding a position for an extended period of time.
- Consider the length of time the effort is required and the frequency of the task occurring during the normal workday or shift. The ability to move freely and break the routine does not create the same demand.
- Consider the intensity and severity of the physical effort, rather than the strength or energy needed to perform the task as required by the job, as well as the continuity and frequency of that effort. It does not measure the fitness of the individual jobholder.
- Consider also the ability to seek relief or perform less demanding tasks. The ability to break off from the work requirements or situation requiring attention as desired indicates a lesser demand for that attention.
- In some cases, different combinations of intensity and frequency may apply to the job, for example, high intensity infrequently and low intensity frequently.
- This factor is often associated with physical skill. However, in this case physical demand is separated out and is identified where it is intrinsic to the work, distinct from the physical skill used. One of the outcomes is that physical demand in work at lower levels in an organisation can be recognised.

### Factor metrics

The factor considers the:

- nature and intensity of effort demanded; the strength and/or stamina required
- strenuous or repetitive muscle movements
- frequency and duration of the demand.

Factor level	Descriptor
1	The work requires light effort, involving little physical effort beyond normal day-to-day movements.
2	The work requires moderate 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	The work requires considerable physical effort, involving either the lifting, carrying or manoeuvring of heavy items (including people), or sustained repetitive fine muscle movements or work performed in a constrained or awkward position. Alternatively, the work may involve frequent demands at level 2 above with cumulative impact.
4	The work requires intense physical effort, involving either the occasional lifting 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 may involve frequent demands at level 3 above with cumulative impact.
5	The work involves frequent exposure to level 4 conditions and/or hazards with cumulative impact.

Frequency Scale	
Occasional	Demand occurs occasionally, generally less than a third of the time.
Frequent	Demand occurs frequently, generally more than a third of the time.

## Factor 12: Working conditions

The working conditions factor assesses exposure to recognised disagreeable, unpleasant or uncomfortable conditions or hazards arising from the work environment. Essentially, the factor measures those physical aspects of the work that the jobholder cannot control yet are integral to the work being done.

The factor covers things like dust, dirt, 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 work locations. The emphasis is on the degree of unpleasantness, discomfort or hazard caused. It also covers recognised risk of injury from other people, such as clients or patients.

### Factor guidelines

- The working conditions factor addresses only those conditions or hazards that are inherent in the nature of the work. The factor is about exposure to these conditions and hazards, not the actual incidence of such events. This does not include extreme situations where the risk of a specific situation or accident occurring is unlikely.
- All applicable health and safety regulations are assumed to be met and jobholders are presumed to follow safeworking practices, including wearing of appropriate protective gear. However, a requirement to wear certain kinds of protective gear may in itself create a degree of discomfort that may be considered in this factor or in Factor 11: Physical Demands.
- 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 disagreeable or uncomfortable conditions in other types of work, such as those that may be encountered in home visits and as well as potential hazards.
- Exclusions: 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 metrics

The factor considers the:

- nature and extent of conditions and hazards
- intensity and frequency of exposure to these factors.

Factor level	Descriptor
1	The work involves minimal or no exposure to disagreeable, unpleasant or hazardous environmental conditions or risk of injury, illness or health problems. It involves “normal” working conditions, as experienced by most employees.
2	<p>Conditions – The work involves minor conditions such as dust, dirt, chemicals, fumes, heat or cold, noise, humidity, vibration, inclement weather, poor lighting, extreme isolation, or human/animal waste/bodily fluids, which can be unpleasant and a discomfort possibly detracting from work, but are unlikely to pose any actual danger to personal health or well-being.</p> <p>Potential hazards – These could be:</p> <ul style="list-style-type: none"><li>• injuries causing slight discomfort for a short period of time, with little inconvenience</li><li>• minor health and accident hazards, such as mild sprains, abrasions, minor cuts, burns, bruises, etc., resulting from procedures, equipment or machinery</li><li>• exposure to mild infectious diseases.</li></ul>
3	The work involves frequent exposure to level 2 conditions and/or potential hazards with cumulative impact.

Factor level	Descriptor
4	<p>Conditions – The work involves extreme conditions, such as those listed above, that may result in actual or potential danger to personal health or well-being.</p> <p>Potential hazards – These could be health and accident hazards of a serious nature, for example severe cuts, burns or injuries requiring medical attention and involving lost time, from working with risky procedures, hazardous materials or equipment, or exposure to serious infectious disease.</p>
5	The work involves frequent exposure to level 4 conditions and/or hazards with cumulative impact.

Frequency Scale	
Occasional	Demand occurs occasionally, generally less than a third of the time.
Frequent	Demand occurs frequently, generally more than a third of the time.

## Factor scoring

The parties may agree to test outcomes of the work assessment by overlaying a points system to the each of the factor levels allocated to the work of claimant and comparators.

The possible benefits of utilising points include:

- it may help the parties to confirm, get clarity on differences/degree of comparability between claimant work and the work of comparators
- for some participants/audiences it is important to be able to verify/validate through using a clear points and weightings system.

The recommendation is that if this is to be utilised that this occurs after a comprehensive work assessment process where:

- the PEWA Factor Plan has been applied to claimant work and to the work of comparators
- there has been some initial consideration of the respective factor levels for the work across claimant and comparators
- the parties have a set of outcomes that reflect qualitative assessment of the claimant and comparators work through consideration of not only the factor level outcomes but also comparative analysis of foundation material including job descriptions, job histories, interview material, any legislative requirements for the respective roles, etc.

The scoring and use of points is intended to be a last step, if agreed by the parties, to test conclusions. If, for example, there are a number of comparators, this process could help to confirm which were the closest to the claimant work.

It is important to note that this scoring mechanism is solely for the purpose of supporting the pay equity claims-based process.

Like any of the tools and resources to support the pay equity claims process, it is critical that it is used in the context of a joint process so that it is consistent with and can contribute towards the next steps in the wider pay equity bargaining process.

## Weightings

The three Pay Equity Factor Groupings have different weightings. Of the total available, the weightings have been allocated as follows:

Skills Factor Grouping	45%
Responsibility Factor Grouping	45%
Conditions and/or Demands Factor Grouping	10%

These weightings reflect higher recognition of the value of skills and responsibilities. The conditions and or demands factor grouping measure the consequences of work and have less weight. The weightings are the same as those adopted by the EJE system, and are based on:

- a review of the factor weightings of a range of commercial and pay equity job evaluation systems
- a reflection of what organisations and business wanted to give weight to in terms of recognition
- the experience of the commercial job evaluation practitioners on the development team
- testing a variety of weighting scenarios on real jobs
- review by international experts.

From a pay equity perspective, the work where claims may arise tends to be where skills or responsibilities for female dominated areas of work has been hidden, overlooked and undervalued.

## Factors and points

For the purposes of the scoring, the available points were calculated as 1,200. This provided the points below. A difference, for example, of one level on one or two factors may still suggest substantially similar rather than bigger.

Factors 1 - 8	
1	27
2	54
3	81
4	108
5	135

Factors 9 - 12	
1	6
2	12
3	18
4	24
5	30

Factor 3 Increment - Optional <sup>2</sup>	
Increment	14

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<sup>2</sup> Refer also to page 13, Factor 3 - Bicultural skills recognition (optional).