



**Te Kāwanatanga o Aotearoa**  
New Zealand Government

# Te Orowaru

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## Factor Plan

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## Purpose

Undertaking a comprehensive gender-neutral work assessment is a vital part of developing a bias free understanding of working order to ensure it is described accurately and remunerated fairly.

Te Orowaru is a gender-neutral suite of tools designed to describe and compare work for the purposes of the pay equity claims process or job evaluation. It meets the assessment requirements of the [Equal Pay Act 1972](#) (the Act, sections 13ZD and 13ZE) by building an understanding of the skills, responsibilities and effort required to competently perform work, as well as understanding the conditions that work is performed under.

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

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

## Other resources to help with the pay equity work assessment

The factor plan belongs to a wider suite of pay equity and job evaluation tools developed by Te Kawa Mataaho Public Service Commission alongside unions and employers. The following work assessment resources accompany this document:

- **Factor Plan Questionnaire** – guides the gender-neutral work assessment interview and must be used in conjunction with this Te Orowaru Factor Plan.
- **Glossary** – provides a glossary of some of the terms used in the questionnaire and factor plan in case there is doubt about how they are intended to be understood.
- **Pay Equity Work Assessment Process Guide** – gives more detail on the pay equity process end to end.

## What is factor-based assessment?

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

1. A work assessment interview guided by a gender-neutral questionnaire, designed to elicit detailed information from employees about the skills, responsibilities, effort and conditions of their work.
2. Bringing together all the information that has been gathered from work assessment interviews and from any other relevant and agreed sources (e.g., health and safety data, job descriptions and professional standards) and analysing this using a factor plan. The parties must look at each factor and allocate the work to the appropriate level, depending on the requirements of the work. This process builds a detailed understanding of the size and complexity of the work.
3. Factor scoring involves overlaying the points which have been allocated to factor levels to help the parties to get clarity on the total size of a job and the degree of comparability between claimant work and the work of any comparators. Each factor level has points allocated to it, which can be used to generate a total score for each occupation assessed (refer to the supplementary



factor scoring booklet for how to calculate points once level allocation is complete).

Te Orowaru has 14 factors. Each factor contains a series of levels to reflect the degree of complexity of the work. These 14 factors are grouped into four families (categories): skills, responsibilities, effort and working conditions. These families reflect the assessment requirements of the Equal Pay Act 1972.



## Key tips for successful factor-based assessment

### Training

The first aspect of preparation for work assessment is ensuring that the group who are to be involved are trained. Important aspects of the training usually include:

- Understanding how the work assessment process connects to the rest of the pay equity process. This supports the group to understand how the results and work they deliver will be used to assess comparability. This can assist in ensuring the group delivers something fit-for-purpose for the next stages of the work.
- Bias – understanding personal and systemic bias that may influence decision making.
- Consensus decision making – understanding how to work towards reaching an agreed outcome.
- Team building – it is important that a work assessment team have built trust and some relationships prior to the assessment process.
- Understanding the tool and how it is used.

### Agreeing group processes

#### Ground rules/principles

Setting group ground rules or principles on the first day will support the groups success. These can set the group up for how they want to work together and what values/approaches are important. Having these visible for the team undertaking the work can be a protective and helpful factor for how the group functions.

Some examples of these in different claims processes include:

- When discussing different scores, make sure you challenge the idea and not the person.
- Don't interrupt or overtalk each other.
- Request a break if you need one.
- Don't assume silence is agreement.
- Don't agree to an outcome and then undercut or disagree with it outside of the room.
- Score what's in front of you (this is to ensure the claimant and comparator roles are treated equally and not influenced by people's additional knowledge or personal experience).
- Be willing to move from your original thoughts on a score if there is good rationale. Be wary of feeling that you need to 'defend' your position at all costs.
- Be self-aware and responsible for how you are in group settings (e.g., people who may be less confident or less likely to be forthcoming in a group need to make sure their voices are heard, and assertive or confident speakers need to be



wary of dominating).

### Decisions on assessment

The assessment group need to make some key decisions on how work assessment will be undertaken. For example, is there an expectation that group members will read through the material and score independently prior to the group meeting and then discuss the scores? Alternatively, will the group score at the table together and then discuss?

Regardless of the approach taken, it is important that scoring is done by each person independently and then discussed to avoid “group think” or the domination of the group by one or two members.

### Group rules

There may be factors which lend themselves to the establishment of a “group rule”, which can speed the process of assessment up. A group rule is where an assessment team agrees prior to work assessment beginning that a certain type of work or environment will automatically score at a certain level in a particular factor. For example, a group could agree that a standard office environment will always score a 1 on working conditions. Other factors that can sometimes lend themselves to a group rule are physical effort and sensory effort.

### Where consensus cannot be reached

Another important group process is to establish what the plan will be where the group cannot agree on a particular factor level. For example, imagine the group is split, and some are saying “it’s definitely a level 3” and others are “sure that it is a level 5”. If every endeavour has been made to reach consensus through discussion and this has not been successful, a group needs to know what they will do.

Some common options if a difference is irreconcilable are:

- agreeing that a range is recorded – i.e., the score is marked as 3-5.
- agreeing that an in-between level could be chosen – i.e., level 4 (if the level range is between 3 and 5) or 4.5 (if the level range is between 4 and 5).

Either of these approaches is acceptable – a range will mean that at the end of the process you may have a score for your occupation that is between two scores (e.g., 560 and 600). An in-between number selection will mean you end up with one agreed score.

***It is important that teams don’t utilise a range or in between option to avoid the work of reaching understanding and consensus.***

### Facilitation and recording

It can be incredibly useful for an assessment team to have a facilitator to help them through. A facilitator can ensure that people stay on track with a discussion and can help navigate the group through challenging conversations. While it is not a requirement, it certainly seems to help groups



stay focused, on track and work together successfully.

Recording why decisions were made on particular scores is a vital part of the assessment process. It is not enough to record the scores for each factor, it is important to record why they were made. This recording helps give confidence in the robustness and integrity of the process to those who were not there. It also ensures there is clear record of the logic and rationale for historical purposes and to ensure there is consistency in the approach between the comparator and claimant assessment. It is helpful for there to be a person in the group who is designated to record rationale and checks with the group each time a decision is made what should be recorded as the agreed rationale.

### **Sense checking**

No matter how well you prepare, it is natural for the group to improve their practice of work assessment as they progress. Therefore, it can be important to have a look at the recorded scores and the early scoring and rationale later in the process to ensure that there is consistency throughout.



## Factor family: Skills

### Factor 1: Knowledge

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

#### Factor considerations

- type, depth and breadth of the knowledge required
- recognition of level of knowledge regardless of how it was acquired (e.g., informal or formal learning)
- **informal learning** refers to both on the job experience, including apprenticeship and internship and experience gained in unpaid work through activities such as volunteer work in the community, running a household, caring for others, working on a marae, church/mosque or temple work
- **formal learning** refers to a range of structured learning from micro credentials, night classes, short courses, noho marae, Pacific community programmes, through to university or polytechnic study.

#### Detailed guidelines

- The types of knowledge explored could include:
  - technical
  - specialist
  - procedural
  - product
  - organisational
  - language
  - theoretical
  - conceptual
  - practical
- The allocation of the factor level will increase with the breadth/depth of knowledge regardless of how it was acquired (e.g., through formal learning, self-study, life experience, voluntary work, community work on-the-job training, work experience or some combination of these). Be careful not to underscore knowledge gained through experience as compared to formal qualifications.
- While qualifications may provide a useful indicator of the type and level of knowledge needed to perform the work, jobholder may not need to hold such qualifications – they may have acquired an equivalent level of knowledge through some combination of relevant formal or informal learning and/or experience.
- Examine the knowledge required to competently perform the work (i.e., perform the work fully). An individual jobholder may have high levels of knowledge, but if this is not actually required to do the job, it should not be considered in the evaluation.
- This factor assesses the highest level of knowledge required of the jobholder. However, there may be exceptional knowledge required only in rare or unique circumstances, and is not considered the responsibility of this role, should





generally not be used to determine the appropriate level.

- Where the factor refers to the existence of prescribed processes, manuals or subject matter experts, this is looking to understand whether the work requires the jobholder to know this without reference to this material/and or build on/apply this knowledge base themselves.

Factor level	Descriptor	Level guidance
1	The work requires knowledge of a limited range of simple, routine work procedures that can be gained readily on the jobholder. Basic literacy and numeracy skills are required.	<p>Knowledge can be gained through any of the following:</p> <ul style="list-style-type: none"> <li>• secondary education</li> <li>• experience</li> <li>• simple on the jobholder training</li> </ul> <p>It would typically take only someone new to the work weeks to become competent in this job.</p>
2	The work requires knowledge of a range of routine work procedures which are well defined. Basic literacy and numeracy skills are required.	<p>Knowledge is typically gained through a combination of:</p> <ul style="list-style-type: none"> <li>• experience</li> <li>• an NZQA Level 1 or 2 qualification or equivalent</li> <li>• a period of induction or on the job training</li> </ul> <p>It would typically take a jobholder new to the work 2 – 4 months to become competent in this role.</p>
3	A jobholder at this level will have more variation in day-to-day activity. The work will require knowledge of a range of work procedures and some specialised knowledge of non-routine work procedures and practices.	<p>Knowledge is typically gained through:</p> <ul style="list-style-type: none"> <li>• experience in relevant areas of work - paid or unpaid (such as mahi aroha/volunteer/running a household)</li> <li>• an NZQA Level 3 qualification or equivalent.</li> </ul> <p>It would typically take a jobholder new to the work 6 – 8 months to become competent in this role. This may include more significant on the job training/induction.</p>



Factor level	Descriptor	Level guidance
4	<p>A jobholder at this level will require some specialised knowledge of subject matter, technology or equipment.</p> <p>Knowledge at this level is well supported by the existence of prescribed processes, manuals or subject matter experts to check or supplement knowledge.</p>	<p>Knowledge is typically acquired through:</p> <ul style="list-style-type: none"> <li>• experience in relevant areas of work (paid or unpaid, such as mahi aroha/volunteer/running a household)</li> <li>• an NZQA Level 4 qualification or equivalent.</li> </ul> <p>It would typically take a jobholder new to the work 1 year to become fully competent in this role.</p>
5	<p>The work requires considerable knowledge within a specialist area or specialised knowledge across multiple areas. This could include in-depth knowledge of subject matter, theories and policies, technology or equipment.</p> <p>The jobholder requires the ability to apply knowledge to successfully undertake reasonably complex tasks/procedures. Some ability to adapt theoretical knowledge for practice is required.</p> <p>Some support is available via prescribed processes, manuals or subject matter experts to check or supplement knowledge, but in general the jobholder will be expected to operate without regular reference to this.</p>	<p>Knowledge is typically acquired through:</p> <ul style="list-style-type: none"> <li>• experience in relevant areas of work (paid or unpaid, such as mahi aroha/volunteer/running a household)</li> <li>• an NZQA Level 5 qualification or equivalent.</li> </ul> <p>It would typically take someone new to the role up to 18 months to become competent, though if they had been in the same field/area at a lower level this may be more like 8 months to 1 year.</p>
6	<p>The work requires advanced knowledge in a specialist area or across multiple fields. This includes in-depth knowledge of subject matter, theories and policies, technology or equipment.</p> <p>The jobholder requires the ability to apply knowledge to successfully</p>	<p>Knowledge is typically acquired through:</p> <ul style="list-style-type: none"> <li>• experience in relevant areas of work (paid or unpaid, such as mahi aroha/volunteer/running a household)</li> <li>• an NZQA Level 6 qualification or equivalent.</li> </ul>



Factor level	Descriptor	Level guidance
	<p>undertake highly complex tasks/procedures.</p> <p>Limited support is provided via prescribed processes, manuals or subject matter experts to check or supplement knowledge and the jobholder is expected to be able to manage without these.</p>	<p>It would typically take someone new to the role up to 18 months to become competent, though if they had they had been in the same field/area at a lower level this may be more like 1 year.</p>
7	<p>The work requires expert knowledge within a specialist area or across broad fields. The jobholder will be recognised as a professional in their area.</p> <p>The jobholder will require in-depth and advanced knowledge of subject matter, theories and policies, technology or equipment.</p> <p>The jobholder will apply this knowledge using critical, creative and/or analytical thinking to perform a broad range of highly complex tasks/procedures/activities.</p> <p>The jobholder will be required to apply their knowledge largely without support provided via prescribed processes, manuals or more experienced subject matter experts.</p>	<p>Knowledge is typically acquired through:</p> <ul style="list-style-type: none"> <li>• formal training equating to an NZQA Level 7 qualification (bachelor's degree or equivalent)</li> <li>• an equivalent depth or breadth of knowledge gained through experience, or through a combination of formal training and less formal advanced learning.</li> </ul>
8	<p>The work requires expert knowledge within a specialist area or across broad fields, recognised at a professional level.</p> <p>The jobholder will apply this knowledge using critical, creative and/or analytical thinking to perform a broad range of highly complex tasks/procedures/activities.</p> <p>At this level the jobholder will be required to hold knowledge which</p>	<p>Knowledge is typically acquired through:</p> <ul style="list-style-type: none"> <li>• formal training equating to an NZQA Level 8 qualification (bachelor's degree with further study such as post grad qualification) or equivalent</li> <li>• an equivalent depth or breadth of knowledge gained through experience in relevant work (paid and unpaid) in combination with other formal learning.</li> </ul>



Factor level	Descriptor	Level guidance
	<p>supports the practice of other professionals in this field and/or deals with the most complex work/cases/clients.</p> <p>The jobholder will be required to apply their knowledge, adapting where necessary for context, with little to no support via prescribed processes, manuals or more experienced subject matter experts.</p>	
9	<p>The work requires expert knowledge within a specialist field or across broad fields.</p> <p>The jobholder will apply this knowledge using critical, creative and/or analytical thinking to perform a broad range of highly complex tasks/procedures/activities.</p> <p>At this level the jobholder will hold and apply knowledge at a level of specialization and expertise which contributes to the development of the body of knowledge/practice within the organisation.</p> <p>The jobholder will be required to be able to adapt, apply and hold knowledge with no support via prescribed processes, manuals or more experienced subject matter experts.</p>	<p>Knowledge is typically acquired through:</p> <ul style="list-style-type: none"> <li>• an NZQA Level 9 qualification (Master's degree or equivalent)</li> <li>• an equivalent depth and breadth of experience in relevant work in combination with other formal learning.</li> </ul>
10	<p>The work requires expert knowledge at the highest level, either within a specialist field or comprehensive knowledge across several fields. This expert knowledge is in combination with extensive specialist experience.</p>	<p>Knowledge is typically acquired through:</p> <ul style="list-style-type: none"> <li>• an NZQA Level 10 qualification (Doctoral degree or equivalent)</li> </ul>



Factor level	Descriptor	Level guidance
	<p>Roles at this level would be required to hold subject matter expertise at a level which contributes to the body of knowledge in the profession/business area at a national/international level.</p> <p>The jobholder will be required to be able to adapt, apply and hold knowledge with no support via prescribed processes, manuals or more experienced subject matter experts.</p>	



## Factor 2: Problem-solving

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

### Factor considerations

- complexity of the problem
- analytical, judgement, innovative, critical thinking or conceptual thinking skills required
- degree of discretion to find solutions (freedom to act)
- support available in solving the problem
- accessibility of information required for problem solving

### Technical guidelines

- The allocation of the factor level will generally increase with the complexity and variability of workplace problems.
- As the problem complexity increases, so does the level of skill required to define and solve the problem, moving from requiring little or no analysis through to high level critical or conceptual thinking.
- Consider how much discretion the jobholder has in finding solutions and at what point escalation is required to obtain resolution.
- Consider the relative complexity and accessibility of the material/information required to solve problems. Higher levels are allocated where existing information is complex and difficult to come by and requires interpretation/adaptation.
- This factor will also test the jobholder's freedom to act and make decisions to solve problems.
- This factor assesses the highest level of problem-solving normally expected of the jobholder. However, an exceptional problem that may arise in rare or unique circumstances, and that is not considered the responsibility of this role to address, should generally not be used to determine the appropriate level.

Factor level	Descriptor	Level Guidance
1	<p>The work requires solving minor, clearly defined problems which regularly occur.</p> <p>This requires minimal analysis and effort to choose between limited, clear options.</p> <p>The work is closely supervised or planned/routine.</p>	<p>A job at this level would be routine and it would be unusual for the jobholder to have to deal with a problem that there wasn't a prescribed solution for.</p>



Factor level	Descriptor	Level Guidance
	<p>Required information is straightforward and readily available; decision-making methods and procedures are clearly established and defined.</p>	
2	<p>The work requires solving problems of limited difficulty which regularly occur. This may involve choosing solutions from defined alternatives.</p> <p>This requires some judgement to interpret information, situations or instructions, but it is expected that the solution is primarily based on previous experience.</p> <p>Little close supervision will be required, but oversight is available and/or resources are readily available for guidance on problems that occur.</p> <p>Required information is readily available; decision-making generally involves set information and established procedures, with only some clarification needed.</p>	<p>A jobholder at this level would be primarily routine with the jobholder sometimes having to choose which option of several pre-planned options may be needed to solve a problem.</p>
3	<p>The work requires solving many different types of problems, most of which regularly occur. This involves choosing between a range of options or existing procedures.</p> <p>This requires analysis and judgement to interpret information, situations, or instructions.</p> <p>Adaptation may be required, but resources are generally available for guidance or advice on policies and unfamiliar problems.</p> <p>Some of the required information is readily available, but investigation and reference to other sources may be needed to find solutions or the best course of action.</p>	<p>A role where the legal parameters are set but some interpretation/investigation and judgment may be required (such as regulatory enforcement roles) may begin here.</p> <p>Those who problem solve, plan and triage work for others using analysis and judgment may start at this level.</p>
4	<p>The work requires solving unfamiliar problems which have multiple variables and a range of potential solutions. This will involve adapting existing options from time to time.</p>	<p>At this level, roles with a focus on research (such as research assistants) may begin here.</p> <p>Jobholders who are required to solve problems with multiple</p>



Factor level	Descriptor	Level Guidance
	<p>This requires using analysis, judgement, and innovation to define the problem and to understand new information, situations, or processes.</p> <p>There is occasional direction by a supervisor/manager or technical specialist who is readily accessible for guidance on more complex problems and policy interpretation.</p> <p>Required information is not easily identified. Investigation, research and interpretation may be necessary to gather the information and ideas needed to find solutions or the best course of action.</p>	<p>variables (such as large event planners) may begin here.</p> <p>Jobholders who are required to apply theory into practice with an ability to adapt this theory and/or use judgment from time to time for real world challenges will begin here.</p>
5	<p>The work requires solving complex problems (i.e., contain several components which may conflict, and expert opinion differs), developing new approaches, solutions and/or recommendations for further action.</p> <p>This requires analysis, judgement, innovation, critical thinking and initiative to define the problem and evaluate a range of actions, strategies and alternative solutions.</p> <p>There is some discretion to find solutions or choose the course of action, with work reviewed to ensure decisions achieve the desired outcomes.</p> <p>Required information must be researched and takes considerable clarification, interpretation and adaptation to meet the needs and find nature of each problem.</p>	
6	<p>The work requires solving highly complex problems. These problems are multi-faceted, vague and difficult to identify.</p> <p>This requires analysis, judgement and critical thinking to define the problem and set the objectives of problem solving. It also requires a high level of innovation and conceptual thinking to interpret policies, strategies, and abstract concepts/information, and develop creative solutions. This may require the application of</p>	





Factor level	Descriptor	Level Guidance
	<p>sophisticated research or enquiry techniques and analysis.</p> <p>There is considerable discretion to find solutions or choose the course of action and to assess the outcomes of complex problem-solving processes over time.</p> <p>Required information must often be generated from source material, using extensive research and specialised knowledge of the function/service and/or technical discipline.</p>	
7	<p>The work requires solving “one-of-a-kind” problems with major significance for future services, policies or practices.</p> <p>This requires analysis, judgement and critical thinking to define the problem and set the objectives of problem solving. Decision making involves conceptual thinking and innovation to interpret abstract concepts/information, create hypotheses or theories and develop creative solutions.</p> <p>There is considerable discretion with support only distantly available.</p> <p>Information is unavailable or incomplete and options are difficult to identify and apply.</p>	<p>Research specialists and senior scientific or medical researchers are likely to feature at this level.</p>



### Factor 3: Interpersonal and communication skills

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

#### Factor considerations

- nature and purpose of the interactions
- how important the interactions are
- degree of resistance or sensitivity from the audience

#### Technical guidelines

- Focus on the types of interactions the jobholder must have with other people (with a range of abilities and needs). This could be with those internal or external to their organisation (e.g., clients, clients' family, customers, business associates, teammates etc.).
- Interpersonal and communication skills can be seen in a range of places outside just face to face interactions. Ensure that you consider communication skills that communicate messages, ideas or concepts. These could be online, print or phone (for example Zoom/Teams calls, emails, posters, pamphlets, reports, etc.).
- Assess both the purpose of the communication and interpersonal skills and the complexity or contentiousness of the context surrounding the interaction:
  - the purpose may be to elicit and interpret information, motivate, negotiate, persuade, reassure, train/teach, meet the needs of others, or advocate etc.
  - what skills are required to achieve the purpose and navigate the context? This includes relationship skills such as empathy, sensitivity, understanding of human behaviour, and active listening.
- The subject matter may be sensitive, confidential or unwelcome. the allocation of factor level generally increases with the complexity/contentiousness of the situation.
- Consider the nature, diversity, cultural background, size and receptiveness of the intended audience. The allocation of factor level generally increases with vulnerability/complexity/resistance from those being interacted with and where there are barriers to understanding (e.g., cultural or language differences, different abilities or age).
- Examine how critical the interaction is for individuals, groups of people or the organisation – i.e., the more significant the impact of a possible miscommunication, the higher the level is likely to be.
- This factor assesses the highest level of interpersonal and communication skills required of the work. However, an exceptional interaction that may arise in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.



Factor level	Descriptor	Level Guidance
1	<p>The work requires effective exchange of day-to-day information, as well as courtesy and cooperation, when dealing with external clients or people in the workplace.</p>	<p>This is the basic level required for a work environment – basic politeness/tact in the workplace.</p>
2	<p>The work requires effective exchange of day-to-day information and the use of diplomacy and people-responsiveness to elicit and understand people’s personal or service needs.</p> <p>This may require explaining, presenting, or discussing ideas or data pertinent to a piece of work.</p> <p>Contact is transactional in nature, requiring some tact in coping with enquiries or challenges. Support may be provided to others to resolve straightforward difficulties and engage in simple negotiation or persuasion.</p>	<p>This level requires an ability to use basic listening, diplomacy and people-responsiveness skills in the workplace.</p>
3	<p>The work requires effective people-responsiveness skills to elicit and understand people’s personal or service needs while maintaining appropriate boundaries. This requires persuasiveness, negotiation, and influence.</p> <p>It also requires tact, patience, and calmness in coping with enquires or challenges, and may require firmness in the face of moderate pressure.</p> <p>A role at this level may be required to:</p> <ul style="list-style-type: none"> <li>• provide or receive sensitive information</li> <li>• communicate basic ideas or concepts across cultures or amongst diverse groups of people.</li> </ul>	
4	<p>The work requires very good people-responsiveness skills, involving emotional dexterity, discretion and diplomacy in dealing with others in situations of some stress or concern and/or in emotionally charged situations.</p> <p>A role at this level may be required to:</p>	<p>A jobholder at this level will also be aware of the needs of different audiences and be able to adapt their communication to meet diverse needs.</p> <p>These interactions contribute to positive outcomes for</p>



Factor level	Descriptor	Level Guidance
	<ul style="list-style-type: none"> <li>• provide or receive some sensitive, contentious or complex information where there are barriers to understanding</li> <li>• communicate ideas or concepts of some complexity across cultures or amongst diverse groups of people</li> <li>• teach, influence, advise or counsel others</li> <li>• have a well-developed ability to deescalate emotionally charged situations</li> </ul> <p>This requires skills such as negotiation, interviewing, motivating, persuading or gathering information with/from other employees or external clients/customers.</p> <p>Firmness and clarity in the face of strong or unrelenting pressure may be required.</p>	<p>people, groups of people or the effectiveness of the organisation or service.</p>
5	<p>The work requires excellent people-responsiveness skills, involving emotional dexterity, discretion and diplomacy in dealing with others in situations of significant stress or concern and/or in emotionally charged situations.</p> <p>A role at this level may be required to:</p> <ul style="list-style-type: none"> <li>• provide or receive detailed sensitive, contentious or complex information where there are multiple or complex barriers to understanding or challenges eliciting that information</li> <li>• communicate/design or reimagine complex ideas or concepts across cultures or amongst diverse groups of people</li> <li>• teach, influence, advise or counsel others</li> <li>• have a well-developed ability to deescalate emotionally charged situations and may assist other to do so or be called upon to lead in particularly challenging situations</li> </ul>	<p>A jobholder at this level is likely to have a focus on interpersonal interactions/communications as a core part of their job. The breadth and/or depth of skill will be more advanced than at level 4.</p> <p>Jobholders with leadership in multicultural communications would begin here.</p> <p>These interactions will be important for successful outcomes for people, groups of people or the organisation/service.</p>



Factor level	Descriptor	Level Guidance
	<p>This requires skills such as negotiation, interviewing, motivating, persuading or gathering information with/from other employees or external clients/customers.</p> <p>Firmness and clarity in the face of strong or unrelenting pressure may be required.</p>	
6	<p>The work requires significant, diverse, and complex people-responsiveness skills, involving superb and advanced emotional dexterity, discretion and diplomacy in dealing with others in situations of extreme stress or concern, and/or in highly emotionally charged situations.</p> <p>This requires the highest level of skill in negotiation, interviewing, motivating, persuading or gathering information with/from other employees, or external clients/customers.</p> <p>This level of skill may be required when representing the interests of the organisation or profession on matters of critical importance where the impact internally/externally is significant.</p>	<p>A jobholder at this level will likely be seen as a specialist in the area of interpersonal/communications skills and it will be a core part of their job.</p> <p>The interactions the jobholder has will be critical to successful outcomes for people, groups of people or the organisation/service.</p>



## Factor 4: Te Ao Māori skills

This factor examines the four key aspects or “pou” that make up skills in te ao Māori. It is one factor divided into four components. It is important to go through each component as a jobholder may be required to be strong in one area but not another.

### Factor considerations

Strategic thinking and Te Tiriti o Waitangi (Treaty of Waitangi):

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

Actioning te reo me ngā tikanga Māori:

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

Connection to Māori value systems:

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

Connectedness to and engagement with Māori communities:

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

### Technical considerations

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

***If a jobholder scores the top level on all four pou, additional points will be allocated to recognise this (see factor scoring booklet for more details).***

### Pou 1: Strategic thinking and the Te Tiriti o Waitangi

This factor measures the competencies required to lead a commitment to Te Tiriti o Waitangi.

Factor level	Descriptor	Level Guidance
1	The jobholder has a basic understanding of Te Tiriti o Waitangi.	
2	The jobholder understands Te Tiriti o Waitangi and how it can be applied within the workplace to drive positive outcomes for Māori.	



Factor level	Descriptor	Level Guidance
3	The jobholder leads the implementation of Te Tiriti o Waitangi based outcomes for Māori by applying existing organisational frameworks and ideas for strengthening these. This requires providing leadership to colleagues, supporting them to understand the organisation’s Treaty of Waitangi policy, and its application to their work and the workplace.	
4	The jobholder is required to lead strategic development of organisational frameworks for upholding Te Tiriti o Waitangi and developing outcomes for Māori.  The jobholder confidently leads the organisation to partner with Māori to co-develop and co-design projects that garner mutual benefit for both Māori and the organisation.	

### Pou 2: Actioning te reo me ngā tikanga Māori

This factor measures the competencies required to integrate a culturally responsive approach to engaging in and with Māori communities, and other key internal and external Māori stakeholders.

Factor level	Descriptor	Level Guidance
1	The jobholder has a basic understanding of Māori pronunciation. They are able to use some simple phrases in te reo Māori, and they have a basic understanding of Māori cultural norms, protocol and etiquette.	“Simple phrases” covers things like greetings and farewells and may extend to basic introductions.  Basic cultural norms and protocol include things like understanding that one doesn’t sit on a table and what a pōwhiri is.
2	The jobholder speaks te reo Māori at a basic conversational level and is generally able to participate confidently in Māori customary practices and protocols.	Basic conversational level includes the ability to have short conversations in te reo Māori on simple matters.  Participating confidently in customary practices covers being



Factor level	Descriptor	Level Guidance
		able to understand and be a part of events such as pōwhiri, mihi whakatau and waiata without explanation of what is occurring or what your role is.
3	<p>The jobholder is a fluent speaker of te reo Māori and has skills in te ao Māori settings including with respect to Māori customary practices and protocols.</p> <p>The jobholder supports others to engage safely and appropriately in cultural practices.</p>	<p>A jobholder at this level will be required to speak relatively fluent Te Reo Māori. While the jobholder will not usually be expected to undertake formal translation of written work, they will be able to translate short informal phrases into te reo Māori upon request.</p> <p>At this level, the jobholder will be demonstrating cultural leadership and arranging for the upskilling of others and/or arranging appropriate cultural practices in the work environment.</p>
4	<p>The jobholder is required to be a fluent speaker of te reo Māori and a competent translator.</p> <p>The jobholder will be able to move comfortably in te ao Māori settings and will lead organisational engagement in Māori customary practices and protocols.</p> <p>The jobholder may also lead others to understand how Māori identity, language and culture are essential to define success as Māori (within the organisation and externally).</p> <p>The jobholder will be able to empower others to better understand their own cultural perspectives to advance the work of the organisation across a range of social contexts.</p> <p>They may be required to competently lead the organisation to engage with and value iwi and Māori generally as repositories, and kaitiaki of their</p>	<p>To be at this level, a jobholder must be able to speak te reo Māori fluently at a native speaker level.</p> <p>The jobholder will also be required to provide professional translation of written material.</p>





Factor level	Descriptor	Level Guidance
	identity, language and culture.	

### Pou 3: Connection to Māori Values Systems

This factor measures the competencies required to demonstrate a connection to Māori values systems and how they are implemented in workplace practice, including to guide bicultural value sets at a strategic level.

Factor level	Descriptor	Level Guidance
<b>1</b>	The jobholder understands Māori values systems, including but not limited to manaakitanga, whanaungatanga, and kaitiakitanga, and is able to incorporate them in practice with the support of others.	
<b>2</b>	The jobholder has an affinity and inherent understanding of Māori values systems, including but not limited to manaakitanga, whanaungatanga, and kaitiakitanga, and be able to incorporate them in practice.	
<b>3</b>	The jobholder has an affinity to and inherent understanding of Māori values systems, including but not limited to manaakitanga, wairuatanga, and kaitiakitanga. They are able to make decisions guided by these values and confidently incorporate them in practice.	
<b>4</b>	The jobholder has an affinity to and inherent understanding of Māori values systems, including but not limited to manaakitanga, wairuatanga, and kaitiakitanga. They must lead organisational strategic thinking guided by these values, such as leading the development of bicultural organisational values.  The jobholder is required to confidently implement these values in practice, in a	



Factor level	Descriptor	Level Guidance
	culturally appropriate way, both internally and externally, in dealing with external stakeholders.	

#### **Pou 4: Connectedness to and engagement with Māori communities**

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

Factor level	Descriptor	Level Guidance
<b>1</b>	The jobholder has some connections within Māori communities and can draw on those connections to promote awareness of and support for the kaupapa of the organisation.	
<b>2</b>	The jobholder is required to have the ability to engage Māori communities in the kaupapa of the organisation through engendering mana, trust and respect.	
<b>3</b>	The jobholder is required to have a good profile amongst Māori communities and be well connected to a number of Māori networks including professional and socially based entities.  The jobholder may be required to connect the organisation to a range of external Māori key stakeholder groups to improve organisational outcomes and the effectiveness of Māori responsiveness strategies.	
<b>4</b>	The jobholder is required to have a strong profile of mana amongst Māori communities and be connected to a broad range of Māori networks including professional and socially based entities.  The jobholder will be required to work in a connected way to promote awareness of and support for the	



Factor level	Descriptor	Level Guidance
	<p>kaupapa of the organisation in a sophisticated, joined-up and holistic way, by drawing on personal connections to a range of Māori systems and networks. The jobholder will be required to understand approaches to Māori partnership, engagement, and be effective in implementing those within the organisation to the mutual benefit of Treaty partners.</p>	



## Factor 5: Planning and organisational skills

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

### Factor considerations

- the nature and complexity of the planning/organisation tasks
- the level of uncertainty involved
- the level of autonomy and responsibility of the jobholder
- the level and frequency of input into strategic work

### Technical guidelines

- In assessing planning and organising skills, it is common to focus only on the more visible, strategic, and long-term planning that occurs within an organisation. While this is important and valuable, it is also important to capture the planning and organisational skills that allow the organisation and/or other staff to function and operate smoothly. This may mean coordinating or organising work programmes, workflows, schedules, rosters, appointments, meetings, or deliverables.
- The allocation of factor level increases with:
  - the complexity of the planning and organisational tasks
  - overlapping deadlines (multi-tasking)
  - increased autonomy to manage and complete tasks or activities
  - increased collaboration or cross organisation work
  - increased uncertainty
  - increased input into strategic work.
- This factor assesses the highest level of planning and organisational skills required of the work. However, an exceptional planning/organisation task that may arise in rare or unique circumstances, and that are not considered the responsibility of this role, should generally not be used to determine the appropriate level.



Factor level	Descriptor	Level Guidance
1	<p>The job requires minimal planning and coordinating skills. The jobholder will undertake specific tasks as directed but work is planned by others and/or determined by procedure. Deadlines are standardised with minimal planning needed to meet these.</p>	<p>Jobholders at this level will not be required to plan their own work but are likely to be on a set schedule with set deliverables with little need to plan or arrange the timing of these.</p>
2	<p>The jobholder organises their own day-to-day work activities within limited parameters (such as daily goals that need to be met). They may need to negotiate some overlapping/competing deadlines and/or coordinate working with others. They provide infrequent input/feedback into the planning and organising of tasks, activities or programmes.</p> <p><b>and/or</b></p> <p>Provides input/feedback into strategic work no more than annually.</p>	
3	<p>The jobholder organises their day-to-day work with broad parameters (weekly or monthly deliverables).</p> <p>At this level, the jobholder will be required to plan and organise straightforward tasks or activities, some of which may be regular and/or ongoing.</p> <p>The jobholder will be required to be able to make short-term adjustments to plans.</p> <p><b>and/or</b></p> <p>The jobholder will input into strategic work approximately 2-3 times a year</p>	<p>Straightforward tasks include:</p> <ul style="list-style-type: none"> <li>• arranging meetings for small groups (up to five people)</li> <li>• arranging small scale activities for smaller groups (up to ten staff or clients, e.g., morning teas)</li> <li>• identifying and resolving some competing or conflicting scheduling issues</li> </ul>
4	<p>The jobholder at this level will be required to plan and organise moderately complex tasks, activities, schedules, or work</p>	<p>Moderately complex tasks include:</p> <ul style="list-style-type: none"> <li>• arranging medium size meetings (five to ten people) where schedules may conflict</li> </ul>



Factor level	Descriptor	Level Guidance
	<p>programmes, many of which may be ongoing.</p> <p>Includes planning and organising time/activities for staff and or clients where there may be a regular need to make short-term adjustments to plans, schedules, rota, or work programmes.</p> <p><b>and/or</b></p> <p>The jobholder has a role in strategic work, involving their contribution to the formulation, design or adaptation of plans and/or activities which focus on medium to longer term outcomes as a part of their day-to-day role.</p>	<ul style="list-style-type: none"> <li>• arranging larger scale activities for groups of more than ten people (e.g., hui, talanoa)</li> <li>• identifying and resolving competing or conflicting scheduling issues on a regular basis</li> </ul>
5	<p>The jobholder at this level plans and organises complex tasks, activities, schedules, rosters, programmes or events, which require the formulation and adjustment of plans.</p> <p>Includes complex staff or work planning, where there is a need to allocate and re-allocate tasks on a daily or longer-term basis.</p> <p>The jobholder must be able to initiate the plan or co-ordinate the area of activity.</p> <p><b>and/or</b></p> <p>The jobholder leads or has a significant role in complex strategic work which focuses on designing or creating plans and/or activities which focus on longer term strategic outcomes.</p>	<p>A jobholder responsible for drawing up/altering rosters would begin at this level.</p> <p>A Jobholder responsible for large scale event/conference organising would begin at this level.</p>
6	<p>The jobholder plans and organises a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies.</p>	



Factor level	Descriptor	Level Guidance
	<p>Planning/organising is likely to involve multiple departments/colleagues and require a level of integration to achieve the expected outcomes. This includes planning programmes or scheduling which impact across departments, services or agencies.</p> <p><b>and/or</b></p> <p>The jobholder formulates long-term, strategic plans, which involve uncertainty, and which may impact across the whole organisation, a significant work programme and/or multiple organisations.</p>	



## Factor 6: Physical skills

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

### Factor considerations

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

### Technical guidelines

- This factor is often overlooked. It acknowledges the physical skills required such as fine motor skills and dexterity which can be key to the performance of some types of work.
- Physical skills encompass manual dexterity, manipulation of people, objects or machinery and sensory skills such as hand/eye coordination and coordination of limbs. Where tasks require accurate coordination and fine motor movements, this factor also assesses the need for speed, precision and accuracy.
- The allocation of factor level increases as tasks get more detailed and require more precision, more speed, and adaptation across activities.
- Examine how the skills must be acquired. The allocation of the factor level will increase with the level and sophistication of the training and experience required.
- This factor assesses the highest level of physical skill required of the work. However, the exceptional instance, where use of physical skills may only be required in rare or unique circumstances, and is not considered the responsibility of this role, should generally not be used to determine the appropriate level.
- Exclusions:
  - Physical Skills can be confused with Factor 12: Sensory Effort and Factor 13: Physical Effort. It is important the distinction is understood. A useful example to differentiate is that of a sports person, let's say someone playing cricket. A physical skill in this context would be the hand-eye coordination, precision, speed and dexterity required to bat. Someone would train for this and practice the skill. Physical effort refers to the fatigue on the muscles of batting. Sensory effort is the required concentration and visual focus required to bat.

Factor level	Descriptor	Level Guidance
1	The work does not require specific training or experience in particular physical skills, although, there will likely	General day-to-day office work without the requirement to touch-type or manipulate





Factor level	Descriptor	Level Guidance
	be a requirement for some physical activity.	tools or instruments will usually be placed here.
2	<p>The work requires acquired physical skills generally obtained through practice or practical training. These skills usually involve the manipulation or manoeuvring of people, objects, equipment or machinery, where the same skill set is used throughout. Care, but not precision, is required.</p> <p>This skill level also covers work where there is some demand for physical dexterity beyond the requirements of everyday life.</p>	
3	<p>The work requires physical skills generally acquired through training or specific experience. There is a need for precision in meeting the particular physical specifications of the work. Dexterity and hand/eye coordination, and possibly speed of action, are typically required. It is also likely to require some variation in the application of the skill set while performing the work.</p>	<p>At this level, physical skills will be required in order to undertake the work safely.</p> <p>The requirement (not just the ability) to be able to touch-type at the speed of a normal conversation would begin here.</p> <p>Anyone who needs to develop physical skills to restrain, lift or manoeuvre animals or people safely would likely be captured here.</p>
4	<p>The work requires complex physical skills that are generally acquired through a formal training programme. The work generally involves detailed hand and/or finger dexterity and hand/eye coordination. There is always a need for precision and generally for speed, although in some work a higher level of precision may mean less speed is expected.</p> <p>The requirement can be for either one very detailed physical activity or adaptation across activities.</p>	



Factor level	Descriptor	Level Guidance
5	<p>The work requires highly complex physical skills acquired through specialised formal training. The work involves detailed and very precise hand and/or finger dexterity and hand/eye coordination. There may also be a requirement for a high level of speed.</p> <p>The skills are applied in a variety of complex ways, require adaptation to different work situations and are likely to need to be updated over time.</p>	<p>At this level, the jobholder would likely need high level skills as a fundamental and integral part of their role, such as a surgeon or professional sports person.</p>



## Factor family: Responsibilities

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

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

#### Factor considerations

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

#### Technical guidelines

- There are two different streams of levels for this factor depending on whether the jobholder is responsible for direct leadership or leadership through influence. Where the work may require both direct leadership and influence, assess whichever is higher (for example, if a jobholder allocated level 2 for Direct and level 3 for Influence, the jobholder would be allocated level 3 overall).
- ***If a jobholder scores the top level on both leadership and influence this will attract additional points to recognise this*** (see factor scoring booklet for more details).
- Exceptional leadership skills that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

#### ***Direct Leadership***

- This is the traditional measurement of leadership and assesses how many direct reports someone has and the extent of their management responsibilities for those people.
- Direct leadership may be in the form of:
  - direct management or supervision (common to most approaches to measurement of work)
  - functional control of others (could be staff, advisers, trainees, volunteers, consultants, contractors etc.)
  - functional guidance
  - professional leadership
  - human resources coordination
  - technical influence or direction
  - specialty advice or other forms of direct influence over the work of others.

#### ***Leadership through influence***



- This assesses non-line forms of leadership where the jobholder has no direct authority over others but is a trusted thought leader/expert and uses their leadership skills to influence others to act in a desired way to generate successful outcomes.
- This influence can be over those within or outside of the organisation.
- This ranges from achieving immediate deliverables/outcomes to establishing professional standards across the organisation or nationally/internationally.
- Other forms of leadership through influence include:
  - consultative and advisory roles that have an impact on people and organisational operations
  - technical or professional leadership provided by a knowledgeable expert in a field
  - coaching or mentoring.
- Ensure that the assessment takes account of influence of higher status people as this can be overlooked.
- Leadership through influence does not address influence that may have an effect sometime in the future, such as that of teachers, lecturers, journalists, politicians etc.

Factor Level	Factor Level Descriptors	
	Direct	Influence
1	The jobholder has occasional supervisory responsibility for other employees on-site, such as supervising trainees, students, volunteers or other temporary staff. This may include occasional direction of contractors or consultants.	The jobholder guides others how to perform tasks/duties or provides guidance/on-the-job training to new employees.
2	The jobholder coordinates or directs several employees who have similar work responsibilities (e.g., managing a shift or duty roster).  They have some direct accountability/responsibility for other people for specified periods of time, such as project leadership or periodic coordination/direction of small groups or individual employees.	The jobholder provides advice of an authoritative nature, for example in relation to compliance with quality or safety requirements, audit controls, by-laws, regulations, statutes.
3	The jobholder has direct accountability/responsibility for the supervision of more than one employee	The jobholder mentors or coaches others, providing direction, guidance and/or training where required.



Factor Level		Factor Level Descriptors	
		Direct	Influence
		<p>or coordination/direction of groups on an ongoing basis.</p> <p>They are responsible for allocation, direction and monitoring of work while exercising team leadership and coaching skills.</p>	<p>They regularly influence through dissemination of expertise or professional advice to employees.</p>
4		<p>The jobholder has direct accountability/responsibility for the management of a small work group or team (one to five employees).</p> <p>They actively manage employees, rather than merely supervising them. This requires ongoing people management skills to ensure effective operation, involving direction, counselling, coaching and leadership of employees.</p>	<p>The jobholder provides professional mentoring (i.e., mentoring is the function of the role).</p> <p><b>and/or</b></p> <p>The jobholder is responsible for the maintenance of standards within a discipline.</p> <p>They directly influence professional outputs/outcomes and levels of performance within the organisation.</p>
5		<p>The jobholder has direct accountability/responsibility for management of a large work group or team (more than five employees).</p> <p>They actively manage employees, rather than merely supervising them. This requires a high level of ongoing people management skills to ensure effective operation, involving direction, counselling, coaching and leadership of employees.</p>	<p>The jobholder requires credibility and a high level of influence over people, including peers.</p> <p>They may play a key role in upholding professional standards both within and outside the organisation.</p>
6		<p>The jobholder has direct accountability/responsibility for the management of more than one work group or team.</p> <p>They actively manage teams or work groups with an extremely high level of people management skills. This is usually achieved through the management of other leaders, usually</p>	<p>The jobholder requires established credibility and an extremely high level of influence over a broad range of people within the organisation and externally.</p> <p>They may contribute to setting professional standards nationally and/or internationally.</p>



Factor Level	Factor Level Descriptors	
	Direct	Influence
	lower-level managers or senior supervisors.	
<b>7</b>	<p>The jobholder has overall accountability/responsibility for the management of an organisation's entire workforce or a major part of a large organisation (such as a ward or a department) where accountability for personnel management is devolved to that part of the organisation.</p> <p>This may include management of a number of senior leader positions.</p>	



## Factor 8: Responsibility for information

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

### Factor considerations

- nature, extent and confidentiality of the information
- authority/control over the information
- responsibility for any information systems

### Technical guidelines

- Examine responsibility for information, ranging from information required for individual task completion, through to determining information needs of the organisation or profession.
- The nature of the responsibility, can include:
  - processing and generating information
  - creation, updating and maintenance of records, information databases or systems
  - handling and protection of tapu, sacred or precious information or material such as historical photographs, whakapapa records, historical documents, etc.
  - ensuring security and confidentiality.
- 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 factor assesses the highest level of responsibility for information required of the work. However, the exceptional responsibility for information that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

Factor level	Descriptor	Level Guidance
1	The work requires no direct responsibility for information. This may involve engaging with or accessing information systems/databases at times in order to enter general information.	A jobholder at this level would have no access to confidential or sensitive information, nor any role in recording or transcribing it.
2	The work requires some limited responsibility for accessing, documenting, or recording some confidential, records or data, usually	Confidential information can include: <ul style="list-style-type: none"> <li>• commercially sensitive information</li> <li>• politically sensitive information</li> </ul>



Factor level	Descriptor	Level Guidance
	<p>within a team and under supervision/heavily prescribed processes.</p> <p>The work may hold limited responsibility for scared/tapu/historically valuable information usually within a team and under supervision/heavily prescribed processes.</p> <p><b>and/or</b></p> <p>The work will require some direct responsibility for maintaining information systems, usually within a team and under supervision.</p>	<ul style="list-style-type: none"> <li>• personal information</li> </ul> <p>Sacred/tapu/historically valuable information can include:</p> <ul style="list-style-type: none"> <li>• historical photographs/records</li> <li>• whakapapa records</li> <li>• archive material</li> </ul> <p>Information systems include:</p> <ul style="list-style-type: none"> <li>• billing/payroll systems</li> <li>• intranet</li> <li>• databases</li> <li>• IT systems</li> <li>• websites</li> </ul>
3	<p>The work requires some responsibility for accessing, documenting or recording substantial manual or computerised information of a sensitive nature where confidentiality is paramount.</p> <p>The work may hold some responsibility for scared/tapu/historically valuable information being accessed stored or preserved correctly. This will usually be under supervision.</p> <p><b>and/or</b></p> <p>Work at this level requires day-to-day responsibility in a small team team/department/ward/organisation (under 50 people) for operating or maintaining information systems and ensuring their security and legal compliance.</p>	
4	<p>The work requires primary responsibility for accessing, documenting or recording substantial manual or computerised information of a sensitive personal nature where confidentiality is paramount.</p>	





Factor level	Descriptor	Level Guidance
	<p>The work may hold some responsibility for scared/tapu/historically valuable information being accessed stored or preserved correctly. This will usually be under supervision.</p> <p><b>and/or</b></p> <p>The work requires day-to-day responsibility for developing, operating or maintaining information systems, and ensuring their security and legal compliance across a large team/department/ward/organisation (over 50 people).</p>	
5	<p>The work requires the highest level of direct accountability for their own and others accessing of, documenting or recording manual or computerised information of a sensitive personal nature where confidentiality is paramount.</p> <p>The work may hold primary responsibility for scared/tapu/historically valuable information being accessed, stored or preserved correctly.</p> <p><b>and/or</b></p> <p>This work requires the highest level of primary responsibility across an organisation for developing, operating or maintaining large-scale information systems, and ensuring their security and legal compliance.</p>	



## Factor 9: Responsibility for physical and financial resources

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

### Factor considerations

- Nature and extent of the physical and/or financial resources.
- Authority or control over those resources.

### Technical guidelines

- The range of physical and financial resources extends from the most basic tools and equipment required for individual task completion to the broad spectrum of diverse material, intellectual and financial resources that make up the organisation. These resources are used by employees at all levels to achieve outputs and goals, but the degree of responsibility for them varies among those employees.
- Physical resources:
  - These resources include things such as office and other equipment, tools and instruments, vehicles, plant, machinery, land, construction work, buildings, fittings and fixtures, goods, produce, stocks and supplies, natural and other such resources.
  - The nature of the accountability/responsibility includes understanding about whether the jobholder is responsible for any handling, cleaning, maintenance and repair, security and deployment, purchasing, replacement, development, issuing, preserving, protecting, storing, collating, controlling access and quality control of physical or natural resources.
- Financial resources:
  - This assesses the direct accountability for budgeting, handling, spending, allocating, authorising, saving or otherwise disposing of the financial assets of the organisation. This includes cash, vouchers, debits and credits, credit card payments, invoices, budgets and revenue.
  - Financial responsibility can be for correctness and accuracy, safekeeping, confidentiality and security, deployment and degree of direct control, cost control and budgetary processes. Responsibility/accountability means the authority to make final decisions to affect the activities described.
- Some jobholders will involve responsibility for both physical and financial resources. In such cases, level allocation for this factor will be the highest level allocated across the two resources responsibilities. For example, if a jobholder is allocated level 3 for financial resources and level 4 for equipment, the jobholder would be allocated level 4 overall.
- ***If a jobholder scores the top level on both physical and financial resources additional points will be allocated to recognise this.*** (See factor scoring booklet for more details)



- However, the exceptional responsibility for physical and/or financial resources that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.

Factor Level	Factor Level Descriptors	
	Physical Resources	Financial Resources
1	The work requires limited responsibility for physical resources, including low-value equipment or materials.	The work requires limited or no responsibility for financial resources, possibly extending to the occasional handling or allocation of small amounts of cash, processing cheques, invoices or equivalent.
2	<p>The work requires responsibility for ensuring specific assignments/tasks are resourced appropriately. This includes some direct accountability/responsibility for limited physical resources, along the following lines:</p> <ul style="list-style-type: none"> <li>• use of 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 day-to-day security/maintenance of buildings, materials, equipment or other resources.</li> </ul>	<p>The work requires some responsibility for financial resources within limited parameters.</p> <p>This may include handling or processing small (approximately less than \$10,000) amounts of cash, cheques, invoices or equivalent, account for small sums of money and/or be accountable for small expenditures from an agreed budget or equivalent income.</p>
3	<p>The work requires responsibility for the allocation and utilisation of resources within a work unit to meet service requirements. This involves significant direct accountability/responsibility for physical resources, along the following lines:</p> <ul style="list-style-type: none"> <li>• regular use of expensive equipment or facilities</li> </ul>	<p>Work at this level requires responsibility for financial resources within some parameters. This includes a clear financial delegation.</p> <p>The work requires handling or processing large amounts of cash (approximately \$10,000 to \$150,000), cheques, invoices or equivalent, account for large sums of money.</p>



Factor Level	Factor Level Descriptors	
	<ul style="list-style-type: none"> <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>• security, protection, maintenance and repair of a range of equipment, buildings, materials or other physical resources.</li> </ul> <p>The work may require occasional handling of tapu, sacred or precious taonga under supervision.</p>	<p><b>and/or</b></p> <p>Accountability for significant expenditures from an agreed budget or equivalent income.</p>
4	<p>The work requires organising resource requirements to enable a major function/department to meet performance/operational objectives. This involves high, direct accountability/responsibility for physical resources, along the following lines:</p> <ul style="list-style-type: none"> <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>If a role may require frequent handling of tapu, sacred or precious taonga under supervision, it would be placed here.</p>	<p>The work requires responsibility for substantial financial resources within broad parameters. This involves a level of accountability for the overall finances of the organisation including monitoring/setting of the budget.</p> <p>The work may also require handling or processing large amounts of cash, (approximately over \$150,000) cheques, invoices or equivalent, account for large sums of money.</p> <p><b>and/or</b></p> <p>Accountability for significant expenditures from an agreed budget or equivalent income.</p>
5	<p>The work requires determining wide scale, long-term resourcing requirements needed to satisfy organisational/professional goals and/or service delivery. This involves major direct accountability/responsibility for</p>	<p>The work involves major direct accountability/responsibility for significant financial resources across the organisation (approximately over \$500,000).</p>



Factor Level	Factor Level Descriptors	
	<p>physical resources, along the following lines:</p> <ul style="list-style-type: none"> <li>• security, protection or confidentiality of a wide and very high-value range of physical resources/ assets</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>If a role requires the jobholder to be primarily responsible for frequent handling of tapu, sacred or precious taonga (such as you may find in a museum), they would be placed here.</p>	<p>A jobholder at this level will be required to set fiscal parameters for others and responsibility for financial delegations throughout the organisation. The responsibility will include a major role in setting and monitoring of the relevant budget(s).</p>



## Factor 10: Responsibility for services to people

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

### Factor considerations

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

### Technical guidelines

- This factor is not commonly recognised in measurement of work systems.
- Assesses both delivery of services to people and, at the higher levels of the factor, development or modification of services. Include services delivered both inside and external to the organisation.
- Services may be delivered to individuals, groups of people, clients, customers, patients etc. They may be delivered face-to-face, via written or digital communications, or via physical or digital products.
- Services may involve providing information, advice, assistance, instruction, support, or some other direct service to people.
- Allocation of the factor level increases:
  - when the jobholder must assess the person’s situation or needs to understand what service is required, and also when the jobholder must re-assess those needs or progress over time
  - as the complexity of people’s situation or needs increases
  - as people’s reliance on the services increases.
- At the higher levels of the factor, service delivery or development will be a substantial or total component of the role.
- This factor assesses the highest level of service delivery to people that is required of the work. However, the exceptional service delivery that may only be required in rare or unique circumstances, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.
- Exclusions: this factor does not include:
  - “services” that may be provided by a manager, supervisor or other leadership role to any reporting staff. This is captured in Factor 7: Responsibility for People Leadership
  - planning and organisation work done for others – this is captured in Factor 5: Planning and Organisation.



Factor level	Descriptor	Level Guidance
1	The work involves providing little or minimal service to other people either inside or outside the organisation or associated group.	Work at this level is often solitary, with limited interaction with others.
2	The jobholder provides basic information and/or assistance to people. Service to people at this level is likely to be transactional with the information and assistance provide not widely varied.	Work at this level may be solitary, with required interactions with people primarily transactional.
3	<p>A jobholder at this level will be required to actively establish a basic understanding of people’s particular situations or needs in order to provide the appropriate advice, instruction, care or assistance to individuals or groups of people either within or outside of the organisation.</p> <p><b>or</b></p> <p>A jobholder at this level may be required to contribute to the development of material/programmes/systems which help others deliver services to people</p>	Work at this level may include basic referral services where the jobholder triages people to service providers or provides pre-existing information (pamphlets etc.).
4	<p>The jobholder provides direct support for the needs of people that can sometimes be complex or sensitive in nature. The jobholder will be required to gain a good understanding of these needs.</p> <p>The service and service relationship will directly impact on people’s ability to manage, improve, be independent and/or participate in society.</p> <p><b>and/or</b></p> <p>A jobholder at this level may be required to develop and improve services, support, programmes and resources for others to deliver.</p>	



Factor level	Descriptor	Level Guidance
5	<p>The jobholder provides ongoing services that involve regular assessment of complex and changing needs. At this level, the service relationship may be over a longer term and the jobholder will require sensitivity to change in the needs of those that they are working with.</p> <p>The service support or service intervention is central to the well-being or development of individuals or groups.</p> <p><b>and/or</b></p> <p>The jobholder may develop specialised programmes/resources for people that others deliver/utilise.</p>	
6	<p>The jobholder directly assesses complex, changing and potentially competing needs. At this level, the service relationship will be longer term and the jobholder will require a sophisticated sensitivity to change in the needs of those that they are working with.</p> <p>The service support or service intervention is crucial importance to people's well-being or development.</p>	<p>At this level, the jobholder will have a role that is primarily people focused with the highest range of complexity and need present. The consequences of poor service provision for those accessing the service would be highly detrimental to their health/wellbeing/ability to manage or remain independent.</p>





## Factor family: Efforts

### Factor 11: Emotional effort

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

#### Factor considerations

- intensity of the emotional effort required by situations or people
- frequency and duration of exposure to emotionally demanding situations, people or material

#### Technical guidelines

- Emotional effort is not commonly recognised in measurement of work systems. Where other systems do measure demands, they have generally been limited to physical demands. However, emotional demands require resilience of the jobholder and should be measured.
- Emotional effort arises from working in situations in which joy, happiness, pain, distress, anxiety, anguish, and other emotional conditions are a necessary part of the work. Emotionally demanding situations can include:
  - working with people who require some form of care, protection, attention, instruction or assistance
  - service delivery interactions where the following may be present: communication difficulties, excitement, anger, upset, and ill health or wellbeing
  - working with those at risk of abuse, are homeless, or seriously disadvantaged/vulnerable in some other way
  - reading, recording or viewing material that is distressing/violent or otherwise disturbing.
- Emotional effort could include:
  - deliberate control of one's demeanour, language, expressions, or reactions
  - managing a range of emotions elicited by emotionally demanding situations (e.g., feelings of extreme joy, stress or distress)
  - supporting the dignity or calmness of the individual(s).
- It is important to consider both the intensity and frequency of emotional effort required by the work. For example, low intensity emotional effort that is required most of the time may have the same impact on the jobholder as a rare requirement for extreme emotional effort, due to a cumulative impact.
- This factor assesses the highest level of emotional effort required of the work. However, the exceptional emotional effort that may only be required in rare or unique situations, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.



Factor level	Descriptor	Level Guidance
1	The work involves <u>minimal</u> emotional effort. The work would be unlikely to require contact with situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder more than a year.	At this level, a jobholder would not have much contact with people or animals of any emotional significance and no contact with material likely to cause distress.
2	<u>Approximately 3-4 times a year</u> the work requires contact with <u>moderate/high</u> level emotional situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder.	<p>Moderate-high level emotional situations or people refers to situation in which some emotional effort will be required from the jobholder for short periods. This could include:</p> <ul style="list-style-type: none"> <li>• working directly working with someone experiencing heightened emotions</li> <li>• dealing with a distressed animal</li> <li>• being present for a crisis event</li> </ul> <p>At this level, the jobholder is unlikely to be the sole person dealing with an emotionally demanding situation and may be playing a support role for those undertaking the primary work with the person/animal/event.</p>
3	<p><u>Approximately 3-4 times a year</u> the work requires contact with <u>intense emotional</u> situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder.</p> <p><b>or</b></p> <p><u>Approximately monthly</u> the work requires contact with <u>moderate/high</u> level (level 2) emotional situations or people.</p>	<p>Intense emotional situations refer to situations which would require significant emotional effort from the jobholder. This could include:</p> <ul style="list-style-type: none"> <li>• directly working with someone experiencing heightened emotions</li> <li>• dealing with a distressed animal</li> <li>• dealing directly with a crisis event</li> <li>• experiencing verbal abuse</li> </ul>
4	The work requires <u>monthly</u> contact with <u>intense emotional</u> situations or people who, through their circumstances or	



Factor level	Descriptor	Level Guidance
	behaviour, could place emotional demands on the jobholder.	
5	<p>The work requires <u>weekly</u> contact with <u>highly intense</u> situations or people who, through their circumstances or behaviour, could place emotional demands on the jobholder.</p> <p><b>or</b></p> <p>The work <u>daily</u> requires contact with <u>intense emotional</u> situations or people.</p>	<p>Highly intense refers to situations in which the emotional effort required from the jobholder would be at level to require (whether or not it is provided) debrief and/or psychological first aid.</p> <p>Exposure to physical violence would be considered here.</p> <p>First responders, child protection workers, many health workers, some vets, and some sensors are some examples of the roles which may be begin here.</p>
6	The work requires <u>daily</u> contact with <u>extremely intense</u> situations or people who, through their circumstances or behaviour, place emotional demands on the jobholder.	Extremely intense refers to roles with whom the emotional effort is both highly intense and more frequent. For example, where there may be multiple incidents in one day which all require highly intense emotional effort and the jobholder may be required to pivot between them.



## Factor 12: Sensory effort

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

### Factor considerations

- intensity of the sensory effort
- frequency and duration of sensory effort
- impact of interruptions on the work
- ability to take breaks from sensory effort

### Technical guidelines

- Sensory effort is not commonly recognised as a separate requirement of work.
- Sensory effort is required when the jobholder must focus on an activity or process with such intensity that an interruption could have a negative impact. This could be when activities such as listening, comprehending, watching, driving or thinking are combined with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/sensory or physical fatigue.
- When assessing the nature of sensory effort required by the work, consider:
  - the intensity of the sensory demand
  - the length of time and the frequency of the sensory demand
  - what impact interruptions will have on the task performed. If the task will be negatively impacted by interruption, then it is more important to maintain concentration, and this increases sensory effort
  - the ability to seek relief by breaking off from the task or performing less demanding tasks. Being able to take a break from the task as desired indicates a lesser demand for that concentration
  - what combination of intensity and frequency of sensory effort is required (e.g., high intensity infrequently or low intensity frequently). Choose the combination that scores higher.
- All jobholders require some degree of attention, but this factor considers only those jobholders that require concentrated levels of attention.
- This factor assesses the highest level of sensory effort required of the work. However, the exceptional sensory demand that may only be required in rare or unique situations, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.
- Exclusions:
  - “thinking” or pure mental effort (e.g., reading or problem-solving) are not considered to be focused concentration requiring sensory effort
  - nor does this factor consider any demand associated with paying attention/relating to other people, as this is considered an interpersonal skill (and accounted for in Factor 3: Interpersonal and Communication Skills). This factor recognises the demand requirements of concentration in combination with one or more senses.



Factor level	Descriptor	Level Guidance
1	The work requires concentration on specific activities or people, however there is freedom to focus attention as desired.	At this level, disruptions to concentration, even unanticipated, do not create negative impact and the jobholder can choose how to focus their senses and take breaks when needed. There is little sensory fatigue created by the work.
2	The work requires extra concentration, demanding focus on the activity at hand, though maintenance of that focus is not exceptionally difficult. This requires being particularly alert or attentive to some tasks but interruptions can be easily handled.	
3	<p>The work requires <u>focused concentration at least monthly</u>.</p> <p><b>or</b></p> <p>The work requires working in situations where there are multiple competing individual demands at level 2 with greater cumulative impact.</p>	<p>Focused concentration refers to something that demands effort to maintain mental focus where a distraction can mean a disruption in the work process.</p> <p>Concentration is made more difficult by possible interruptions, deadlines or conflicting demands beyond the control of the jobholder.</p> <p>Cumulative impact refers to the increase in the stressor effect of the effort if it occurs more regularly.</p>
4	<p>The work requires <u>intense concentration weekly</u>.</p> <p><b>or</b></p> <p>The work requires frequent demands at level 3 causing greater cumulative impact.</p>	<p>Intense concentration refers to something that demands in-depth mental attention, and focused use of any of the five senses to undertake the work which is likely to create significant sensory fatigue.</p> <p>Interruptions to concentration will result in serious disruption to the work process and the jobholder will often not be able to take breaks at their convenience.</p>
5	The work requires <u>intense concentration daily</u> demanding in-depth mental attention, combined with proactive	



Factor level	Descriptor	Level Guidance
	<p>engagement with the subject and/or other variables (an example of this would be operating equipment while focusing or waiting for a signal(s) from others).</p> <p>Interruptions to the concentration will result in serious disruption to the work process; or result in a notifiable health and safety incident.</p>	



## Factor 13: Physical effort

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

### Factor considerations

- nature and intensity of physical effort
- strenuous or repetitive muscle movements
- vibration on muscles (i.e., through operating heavy vibrating machinery)
- frequency and duration of the demand
- ability to take breaks from physical effort

### Technical guidelines

- This factor considers all forms of bodily effort, e.g., the effort required for standing or walking, lifting and carrying, pulling and pushing and other similar forms of exertion.
- When assessing the nature of physical effort required by the work, consider:
  - the intensity and severity of the physical effort
  - the strength and stamina required for strenuous or repeated use of muscles (including fine muscle movements), and vibration on muscles
  - the length of time and the frequency that the physical effort is required during the normal workday or shift
  - whether the context affects the degree of effort required – e.g., it requires more physical effort to work in a confined space or in an awkward position, or to bend, crouch, stand, stretch or hold a position for an extended period
  - the ability to seek relief by breaking off from the task or performing less demanding tasks. Being able to take a break from the task as desired indicates a lesser demand for physical effort
  - what combination of intensity and frequency of physical effort is required (e.g., high intensity infrequently and low intensity frequently). Choose the combination that scores higher.
- This factor assesses the highest level of physical effort required of the work. However, the exceptional physical effort that may only be required in rare or unique situations, and that is not considered the responsibility of this role, should generally not be used to determine the appropriate level.
- Exclusion:
  - this factor does not measure the fitness of the individual jobholder.

Factor level	Descriptor	Level Guidance
1	The work requires only <u>light physical effort</u> , which does not require anything beyond normal day-to-day movements.	



Factor level	Descriptor	Level Guidance
2	<p>Approximately 3-4 times a year the work requires <u>moderate physical effort</u>.</p>	<p><u>Moderate physical effort</u> involves activities such as:</p> <ul style="list-style-type: none"> <li>• lifting, carrying, pushing or pulling items of light to moderate weight that are easily lifted by one person</li> <li>• occasional requirement for repetitive fine muscle movements or work performed in a constrained or awkward position</li> <li>• short period periods (3-6 hours) on your feet</li> </ul> <p>At this level, the jobholder would be able to take a break when needed primarily at their discretion.</p>
3	<p>Approximately monthly the work requires <u>considerable physical effort</u>.</p> <p><b>or</b></p> <p>The <u>work requires moderate physical effort</u> (level 2) weekly resulting in a higher level of cumulative impact</p>	<p><u>Considerable physical effort</u> involves activities such as:</p> <ul style="list-style-type: none"> <li>• lifting, carrying or manoeuvring of heavy items, people or animals able to be lifted by one person with care and technique</li> <li>• prolonged repetitive fine muscle movements or work performed in a constrained or awkward position</li> <li>• long periods (6-8 hours) on your feet (or shorter periods if a break cannot be taken when needed)</li> <li>• wearing of Personal Protective Equipment (PPE) such as masks, gowns, gloves, body armour, etc.</li> </ul> <p>At this level, the jobholder may be able to take breaks but the discretion of when these are taken is out of their control.</p> <p>Cumulative impact refers to the increase in the stressor effect of the effort if it occurs more regularly.</p>





Factor level	Descriptor	Level Guidance
4	<p>On a <u>monthly basis</u> the work requires <u>significant physical effort</u>.</p> <p><b>or</b></p> <p>The work requires, on a <u>daily basis</u>, <u>considerable physical effort</u> (level 3) resulting in a higher level of cumulative impact</p>	<p><u>Significant physical effort</u> involves activities such as:</p> <ul style="list-style-type: none"> <li>• lifting, carrying or manoeuvring of very heavy items, animals or people that would usually require 2 people to lift safely, or there is physical resistance to being moved</li> <li>• work requiring prolonged, extremely fine muscle movements</li> <li>• work performed in a highly constrained or awkward position</li> <li>• work requiring physical activities such as tramping, running, climbing, controlling large vibrating machinery</li> </ul> <p>Those who are required to wear full PPE at work (for the majority or all of their work time) that is restrictive and/or or heavy should begin here.</p> <p>At this level and above, the jobholder may not be able to have breaks for long periods, dependent on the demands of the work. There will be no discretion about when breaks are taken.</p>
5	<p>The work requires <u>significant physical effort</u> on a <u>weekly basis</u>.</p>	
6	<p>The work requires <u>significant physical effort</u> on a <u>daily basis</u>.</p>	<p>At this level, the work would be primarily a physical role or have the highest level of physical effort as a central requirement. Examples include furniture movers and sports people.</p>



## Factor family: Conditions

### Factor 14: Working conditions

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

#### Factor considerations

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

#### Technical guidelines

- Assess exposure to adverse working conditions that are commonly recognised as unpleasant, uncomfortable, or hazardous.
- The focus is on the physical aspects of the work that the jobholder cannot control yet are integral to the work being done (i.e., they are inherent in the nature of the work). This includes things like dust, dirt, direct sun exposure, extremes of temperature, humidity, human or animal waste, grease or oil and the risk of illness or injury arising from exposure to diseases, toxic substances, machinery or challenging locations (like working from heights).
- The emphasis is on the degree of unpleasantness, discomfort or hazard caused and the recognised risk of injury from other people, such as clients or patients.
- Adverse working conditions are commonly associated with the physical hazards of manual work. This factor ensures that recognition is also given to the range of exposure to unpleasant or uncomfortable conditions in other types of work, such as those that may be encountered in home visits and as well as potential hazards.
- All applicable health and safety regulations are assumed to be met and jobholders are presumed to follow safe working practices, including wearing of appropriate personal protective equipment (PPE). However, a requirement to wear certain kinds of PPE may create a degree of discomfort that may be considered in this factor or in Factor 13: *Physical Effort*.
- This factor assesses the highest level of adverse working conditions. However, extreme situations where the risk of a specific situation or accident occurring is unlikely, and that is not considered inherent in the nature of the work, should generally not be used to determine the appropriate level.
- Exclusions:
  - the factor is about exposure to negative working conditions, not the actual incidence of such events.
  - this factor does not cover irregular work hours or shift work, per se, although it may be used to recognise conditions encountered in such work that may differ from the standard workday i.e., the conditions associated with night work.
  - driving, other than that involving specialised equipment, is covered in Factor 12: Sensory Effort.



Factor level	Descriptor	Level Guidance
1	<p>The work involves virtually no exposure to disagreeable, unpleasant or hazardous workplace conditions or risk of injury, illness or health problems.</p> <p>It involves “normal” working conditions, as experienced by most employees.</p>	<p>Most standard office work would likely fit here.</p>
2	<p>The work exposes the jobholder, approximately <u>2-3 times</u> a year, to <u>minor conditions</u>.</p> <p><b>and/or</b></p> <p>Approximately <u>2-3 times a year</u> the work involves exposure to minor potential hazards such as:</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>	<p>Minor conditions refer to dust, dirt, chemicals, fumes, sun exposure, heat or cold, noise, humidity, vibration, inclement weather, poor lighting, extreme isolation, or human/animal waste/bodily fluids.</p> <p>These can be unpleasant and cause discomfort possibly detracting from work but are unlikely to pose any actual danger to personal health or well-being.</p>
3	<p>Approximately <u>once a month</u> the work involves exposure to minor conditions</p> <p><b>and/or</b></p> <p>Hazards (level 2) resulting in a high level of cumulative impact.</p>	<p>Cumulative impact refers to the increase in the stressor effect of an exposure if it occurs more regularly.</p> <p>Jobholders who regularly work night shifts, which impact on the body’s circadian rhythm, would begin here.</p>
4	<p>The work involves exposure to <u>extreme conditions</u>, regular enough to occur <u>on monthly basis</u>.</p> <p><b>and/or</b></p> <p><u>On a monthly basis</u> the work involves exposure to <u>extreme potential hazards</u>. These could be health and accident hazards of a serious nature such as:</p>	<p>Extreme conditions mean working conditions that may result in actual or potential danger to personal health or well-being.</p> <p>The jobholder does not have to have experienced an accident or serious injury to be placed here – it is the quantum of risk that their working conditions expose them to.</p>



Factor level	Descriptor	Level Guidance
	<ul style="list-style-type: none"> <li>• severe cuts, burns or injuries requiring medical attention and involving lost time, from working with risky procedures</li> <li>• hazardous materials or equipment</li> <li>• exposure to serious infectious disease.</li> </ul>	
5	The work involves <u>daily</u> exposure to <u>extreme conditions and/or hazards</u> (level 4) resulting in a higher level of cumulative impact.	Cumulative impact refers to the increase in the stressor effect of an exposure if it occurs more regularly.





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