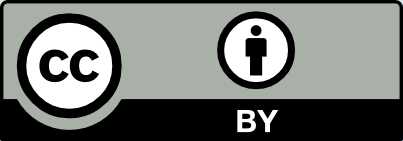


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# Introduction

#### WHAT is role evaluation?

Role evaluation is the method of determining the relative work value of a job (role) through assessing the nature, impact and accountabilities of the role. Evidence to support this assessment should be gathered and considered in a structured and systematic way.

#### WHEN to use the APS Role Evaluation Tool?

In support of consistent classification decision-making across the Australian Public Service (APS), agencies are encouraged to incorporate a structured role evaluation process into their classification management practices.

The APS Role Evaluation Tool can be used by agencies to determine the appropriate classification level for new or existing roles (from APS Level 1 to Executive Level 2) and/or in conjunction with job design activities.

#### WHY have the APS Role Evaluation Tool?

The APS Role Evaluation Tool and supporting guidance has been developed in response to recommendations made in the [APS Classification Review](http://www.apsc.gov.au/publications-and-media/current-publications/classification-review) and to support agencies by providing a common approach to assessing roles and determining the appropriate classification level of roles across the APS.

The APS Role Evaluation Tool provides a systematic, objective and consistent way to measure the relative value of jobs in line with the APS work level standards.

#### WHO should use the APS Role Evaluation Tool?

The APS Role Evaluation Tool is designed to be used by HR practitioners and APS managers. The process may involve role incumbents and other stakeholders as appropriate.

The tool provides definitions and descriptions closely linked to the APS work level standards (APS Level and Executive Level classifications) in order for an assessment to be made of the role against the standards.

#### HOW to use the APS Role Evaluation Tool?

Prior to using the assessment tool, users should familiarise themselves with all of the information included in this document. This document is comprised of five key parts:

Part 1 **–** theAPS Role evaluation **framework**;

Part 2 **–** important **guidance** material;

Part 3 **–** **instructions** for using the evaluation tool;

Part 4 **–** the **APS** **Role Evaluation Tool** (including a summary record to document the assessment);

Part 5 **–** useful **references**.

#### Acknowledgement

The APS Role Evaluation Tool and supporting guidance was prepared by the Australian Public Service Commission’s Staffing Policy team. We thank and acknowledge the contribution of agencies that participated in the APS Classification Review Working Group and the agencies who participated in the trial of the draft tool. Without their assistance this tool would not have been possible.

#### Further advice

Further information on classification management is available on the Commission’s website or by contacting the staffing policy team via [staffingpolicy@apsc.gov.au](mailto:APSWorkforceClassification@apsc.gov.au).

# Part One – APS Evaluation Framework

The [*Public Service Classification Rules 2000*](http://www.comlaw.gov.au/Details/F2013C00113)(Classification Rules) authorised by Section 23(3) of the [*Public Service Act 1999*](http://www.comlaw.gov.au/Details/C2012C00319) are legally binding and establish the service-wide classification framework of the Australian Public Service (APS). From 1 December 2014, the Classification Rules require that, when allocating an APS Level or Executive Level classification, agencies must use the work level standards issued by the Australian Public Service Commissioner.

Work level standards for APS and Executive Level classifications can be found [here](http://www.apsc.gov.au/aps-employment-policy-and-advice/classification/work-level-standards).

The work level standards capture the way in which tasks and responsibilities differ across classifications. In particular they:

* describe the work value and broad types of duties to be performed at each classification
* provide the criteria which distinguish between different work levels
* reflect the distinctive features and general characteristics of work at each level
* indicate the specific skill, knowledge and attributes required to effectively perform work at each classification level.

To support the introduction of the APS work level standards, the Commission has developed the APS Role Evaluation Tool. The tool presents a common approach to assessing and determining the appropriate classification level of roles across the APS, as measured against the APS work level standards. Agencies may use the tool to evaluate new and existing roles within their agency.

The APS Role Evaluation Tool facilitates a systematic, fair and consistent means of measuring the relative value of jobs across the APS. Any assessment should be impartial and apply the role evaluation principles. The assessment must be supported by evidence which substantiates the evaluation, enabling an appropriate delegate to approve the job classification level.

The evaluation tool is an analysis-based evaluation framework that works by comparing roles against factors which have been identified as key to all types of work. The factors are aligned to the five characteristics identified in the APS work level standards as shown in Figure 1.1. For each factor there are work value descriptions which relate to different degrees of responsibility with a corresponding scale for scoring roles.

Figure 1.1

APS Role evaluation framework

# Part Two – Guidance Material

**Read this to guide you in understanding the role evaluation process**

Role evaluation is the method of determining the relative work value of a job (role) through assessing the nature, impact and accountabilities of the role. Evidence to support this assessment should be gathered in a structured and systematic way.

## When is role evaluation required?

In support of consistent classification decision-making across the APS, agencies are encouraged to incorporate a structured role evaluation process into their classification management practices.

A role evaluation should be conducted when:

* allocating a classification to a newly created role
* reviewing a role which has substantially changed due to circumstances such as machinery of government changes, a restructure or reorganisation within an agency, or a new policy
* a vacancy occurs (but before the commencement of a recruitment process) to assess whether the role has changed over time.

## Role evaluation principles

The principles for role evaluation build on the classification principle that work value is the basis for classifying a job.

1. Analyse the job, not the person **-** analysis is applied to a role and its requirements rather than the particular qualities of the person performing it.
2. Quality information about the role **-** is fundamental to the quality, integrity and credibility of job analysis. The HR Practitioner or APS Manager (the assessor) should ensure that assessments are evidence-based and do not make assumptions about aspects of the role.
3. Ignore the existing classification level **-** role evaluation is about having a fresh look at the role.
4. Take into account both the significance and the frequency of tasks undertaken.
5. Consider all existing responsibilities or planned future responsibilities.
6. Do not classify a job on the basis of the workload or how busy it is.

## Planning

Prior to undertaking a role evaluation activity careful consideration should be given to determining:

* the scope of the exercise (e.g. certain role/s, all roles in a team or section)
* the timing of the evaluation (e.g. relationship to associated activities such as planned changes to role requirements, staffing structures, vacancy management)
* who should be involved (e.g. incumbents, immediate supervisors, relevant stakeholders, delegate) and the process itself.

## Dealing with potential sensitivities

The role evaluation process can potentially be a sensitive issue for those involved, in particular where an existing role has a current incumbent performing the duties. Therefore it is important for the assessor to manage expectations and alleviate any apprehension and misunderstanding as well as communicate effectively to affected/involved staff including providing advice about possible outcomes.

The below suggestions may assist the assessor in managing potential sensitivities.

* Establish what possible action could be taken if the classification outcome differs from the anticipated classification. For example, reclassifying or redesigning the role.
* Explain the possible classification outcomes to the incumbent and the manager, and be clear about what these mean for the incumbent. Outcomes may include:
  + Redesign of the job if the assessed classification does not match the current classification (modifying, enhancing or removing tasks and responsibilities as appropriate) while keeping the incumbent in the position.
  + Reclassification of the job to match the assessed classification (ensure that incumbents understand that they may need to apply for the job if it is now classified at a higher level).
  + Move the incumbent to another position that matches his/her current classification level.
  + Redesign of the work area and allocation of tasks, responsibilities and functions to ensure that roles reflect appropriate classifications and concurrent movement of employees to appropriate positions.
* Be aware that managers and/or incumbents may try to influence the outcome by ‘talking up’ or downplaying the role. Using a variety of information sources will help to address this.
* Focus on obtaining very specific, detailed and current information to ensure that an impartial and accurate assessment can be made to establish the appropriate classification.

In all cases it is important to conduct the evaluation with empathy and to be as neutral as possible.

An employee displaced by the reclassification of their role should be redeployed or reassigned to another role at their classification level in accordance with processes in the agency’s enterprise agreement regarding workplace change.

## Documentation

Thorough information and documentation of procedures relating to classification decisions are necessary to safeguard the integrity and transparency of the process. A decision to allocate a new or revised classification level to a job is made under delegated authority under the [*Public Service Act 1999*](http://www.comlaw.gov.au/Details/C2012C00319)and the [*Public Service Classification Rules 2000*](http://www.comlaw.gov.au/Details/F2013C00113). This means a record of the decision must be made, including the reasons for the decision. Adequate documentation in support of classification decisions can also provide valuable information to assist any subsequent review of a role, for example where future work value changes may need to be assessed.

Documentation for role evaluation can include, but is not limited to, job descriptions, completed questionnaires and a record of interviews. Other supporting documentation may include:

* background information (who initiated the action and why)
* in the case of a new role – evidence about the need for the new role and why it has been established
* an assessment of the resource impact of the creation or reclassification
* an analysis leading to task and job design
* supporting reasons for the classification decision, including reference to the comparisons made with formal standards
* in the case of a reclassification – a summary and assessment of work value change, including reference to the authority for the change.

Maintaining such records is important to an agency’s ability to manage its classification arrangements effectively. The extent of detail and the type of information provided in support of the decision made also depends upon the nature and complexity of the role.

## Role evaluation process

Role evaluation is a two part process. First, evidence is gathered to understandthe role (job analysis). Second, the role is assessed and measured against established criteria (work level standards).

Undertaking these two steps allows the following information to be identified:

* the job context – the characteristics of the work area, agency and environment in which the role operates
* the role – the required tasks, duties and responsibilities
* the worker requirements – the required knowledge, skills, abilities and personal attributes.

#### Step 1 – Understand the role

Job analysis is an integral part of any role evaluation process. The aim of job analysis is to obtain sufficient factual information to allow an informed assessment of the essential nature of the work and its relative value.

Job analysis must be conducted in a systematic way and generally involves:

1. Information gathering. The assessor collects role-related evidence to inform the assessment. Information sources must be accurate and current. Information sources may include the role description for an existing role, business plans, performance agreements etc. All information needs to be reliable and consistent with what is known about the role. A table is provided in Part 5 listing different sources of information that could be used for new and existing roles.
2. Analysis. At this point the assessor identifies the most critical or essential tasks, related skills, knowledge and abilities required to perform the duties and ultimately, the job effectively.

In determining this, the following factors should be considered:

* difficulty and/or criticality of the tasks being performed
* impact on job outcomes
* impact on other roles within the work area or agency
* how frequently the tasks are performed.

##### **What do you need to find out?**

The type of information needed will depend on the reason for the analysis, for example whether it is a new role or because of an expected change to the duties of an existing role.

Relevant questions to ask may include:

* What are the key responsibilities of the role?
* What are the key skills and/or technical knowledge used in the role?
* What are the key challenges for the role?
* Who are the key clients and stakeholders? What interactions occur or are expected to occur and what is the nature of these interactions?

Establish the job context factors that relate to the role such as:

* scope of responsibility
* degree of decision-making required and its impact
* depth of knowledge and/or expertise required
* variety of skills needed
* work demand, e.g. regular peaks and troughs in workload
* whether the work is steady or fast-paced
* impact of the role in the team, organisation and/or externally
* degree of autonomy associated with the role
* extent to which the work is structured and routine
* degree to which procedures are prescribed
* level of accountability.

Information about the work area structure is key, with regard to the

* direct manager
* any other employees who report to the role
* other roles in the team
* the key functions of all roles in the team.

Information about the function of the work area should also be identified, specifically the

* primary function of the work area
* key outcomes of the work area
* primary output produced or service provided
* government priorities that are relevant to the work area
* any significant legal or governance frameworks that are relevant to the functions of the work area.

It is good practice to use a number of different sources of information and it is recommended that a minimum of two (2) sources are used to ensure a comprehensive and accurate understanding of the role. Interviews with the person undertaking the duties (incumbent), the manager, and others who are expected to interact with the role, such as clients, stakeholders and peers are a useful source of information.

Where a HR practitioner is the assessor, interviews with the incumbent and manager should be used to obtain ‘factual information’ about the role. Avoid loaded and leading questions that might confirm unfounded preconceptions of the role. An example interview is provided in Part 5 to assist with the types of questions to ask. The assessor may, however, need to ask clarifying questions and delve deeper to elicit the required information.

#### Step 2 – Assess the role

Assessing the role involves objectively evaluating the role based on the information/evidence gathered from ‘Step 1 – understand the role’ and using it to inform decisions about the role. The primary purpose is to allocate a classification level to a job, however this step may also be used to design or re-design role responsibilities.

To classify a job, the information obtained about the role and responsibilities is compared with the relevant work level standards. Work level standards capture the way in which tasks and responsibilities differ across classifications. In determining the appropriate classification for a job, an assessment should consider those characteristics of the work level standards that are most relevant to the role. Work level standards are generic documents that apply to a wide range of roles, so it may also be useful to compare the role to existing roles that have a similar work value. Role comparisons can be made against roles in the same agency or in another APS agency.

To support the introduction of the APS work level standards (APS Level and Executive Level classifications), the Commission has developed the APS Evaluation Tool to assist agencies evaluate roles and determine the appropriate classification level, as measured against the APS work level standards. The evaluation tool assesses roles against work value descriptions which relate to different degrees of responsibility with a corresponding scale for scoring roles.

# Part Three – Evaluation Tool Instructions

**Step by step instructions for using the APS Role Evaluation Tool**

## How to use the tool

The steps to follow when evaluating a role using the APS Role Evaluation Tool are:

1. Understand the role – collect all relevant information regarding the role.
2. Analyse the role – consider the frequency and significance of each task.
3. Assess the role – read and select the appropriate work value description (for each factor) and assign the corresponding points.
4. Record the results of the evaluation – provide sufficient evidence to support the selection and ensure the evidence provided fully meets each descriptor (a summary record is provided as part of the tool).
5. Determine the proposed classification – combine the scores and use the table to determine the preliminary assessment outcome based on the total score.
6. Validate the evaluation – compare the preliminary assessment against the corresponding work level standards and confirm alignment.
7. Finalise the evaluation – submit to delegate for approval and to assign the relevant/appropriate approved classification.

#### Evaluation factors

Evidence about a role is analysed against a set of factors which are relevant to all jobs within the APS. These are aligned to five characteristics identified in the APS work level standards (APS Level and Executive Level classifications). There are nine evaluation factors. Each is explained in the APS Role Evaluation Tool.

##### **Factors**

1. ‘Knowledge Application’
2. ‘Accountability’
3. ‘Scope and Complexity’
4. ‘Guidance’
5. ‘Decision-making’
6. ‘Problem Solving’
7. ‘Contacts and Relationships’
8. ‘Negotiation and Cooperation’
9. ‘Management Responsibility / Resource Accountability’

#### Assigning a work value description

Each of the nine evaluation factors contains an overarching definition and a range of work value descriptions. The work value descriptions correspond directly to the APS work level standards and expectations for the APS Level and Executive Level classifications.

Using the job-related information/evidence obtained in the first part of the role evaluation process, users of the tool need to read the descriptions for each job evaluation factor and analyse the information gathered against the work value descriptors. The assessor then needs to consider which description best describes the role expectations.

To determine the most appropriate description of the role, the assessor must maintain a balanced view and should compare descriptions which correspond with lower and higher levels to determine the most appropriate one. The selected level should reflect the role having concentrated on the norm.

A role must meet the full intent of a description for that description to be selected. If the role exceeds a particular description, but fails to meet the full intent of the description of the next highest level, then the lower description should be selected.

It is also important to be clear about which job evaluation factor is most appropriate for each specific component of the role. To avoid overstating the overall value of the input, the assessor must ensure value for the same input is not attributed to more than one job evaluation factor (e.g. supervising staff should only be attributed to the ‘Management/Resource’ job evaluation factor; it should not be attributed to the ‘Contacts and Relationships’ job evaluation factor as well).

#### Record the results

The analysis determining the outcome of the role evaluation should be recorded using the Role Evaluation Tool Summary Record. The record can be used for reference for future evaluations and to support decision making and record keeping requirements.

Importantly, the assessor must document the rationale for the selection of each job factor description, citing role specific responsibilities relating to the particular factor to validate the selection; and note the corresponding points. The analysis should not just re-state the work value description but should demonstrate particular tasks or responsibilities the role is expected to perform and describe how these activities relate to the job evaluation factor and associated work value description.

#### Scoring

The tool includes a scale for scoring roles, based on the work value descriptions selected. Points correspond with descriptions and the work value for each job evaluation factor. The combined (total) score indicates the proposed job classification level.

Roles may score low against one or more factors and high against others, reflecting the diversity of the role being assessed. For example:

* a professional/specialist role may score highly against the ‘Knowledge Application’ factor, but lower against the ‘Management Responsibility / Resource Accountability’ factor.

Roles may also score anywhere within a range for a job classification level, reflecting the broad range of work value within each classification level.

##### **Borderline roles**

Some roles will score within the range for a proposed classification level. However, some roles may score on the ‘borderline’, i.e. the total score is just below the maximum or just above the minimum score for a particular classification.

If this occurs, it is necessary to revisit the evaluation to ensure that all the relevant information has been gathered and considered. It may be necessary to obtain supplementary information and/or undertake another evaluation, perhaps by another suitable person taking on the role of assessor. If the role continues to be on the borderline of a point range it may suggest there is a need to consider job design (e.g. re-assign duties to enhance or to better balance a role and classification). Noting that there may be occasions when a role will legitimately align with the higher or lower range of a particular classification.

In these circumstances it is important to be specific about the particular aspects of the job which are assessed as borderline. Role evaluation should not look at roles in isolation, and if there appears to be some ‘dilution’ of a role then a recommendation could be made that certain tasks are allocated to other roles at that classification or a different classification altogether.

If the role continues to be at the top of the range then the same principle applies. Role analysis should look broadly at the role, and job re-design spread across a few roles may be the better outcome for the agency as a means of balancing classification and a more efficient use of resources.

#### Validate the evaluation

The preliminary assessment is determined by combining the points for each job evaluation factor to arrive at a total score and identify the corresponding job classification level. The evaluation score should not be treated as the sole authority of a role’s classification.

The preliminary assessment should be reviewed to verify accuracy of the assessment. The evaluation must then be compared against the work level standards to check that duties and expectations are appropriately aligned and the intent of the work level standards is an accurate reflection of the proposed decision regarding job classification level (bearing in mind there may be some overlap of the functions of a role).

If the preliminary evaluation does not accord with the work level standard for the proposed classification level, it may suggest there is a need to consider revising the role expectations.

Alternatively, there may be sufficient justification to support why the allocated classification level differs from preliminary assessment. This should be documented on the evaluation summary record.

#### Finalise the evaluation

Once a comparison has been done between the content of the evaluation summary record (or the preliminary assessment outcome) and the work level standards, a decision can then be made on the classification level for the role.

When the assessor is satisfied that the evaluation is valid (i.e. satisfied that there is an appropriate degree of correspondence with the job and the work level standards or justification supports an alternative decision), the evaluation can be finalised.

All parts of the Role Evaluation Tool should be completed and supporting documentation attached to the record as evidence to support the evaluation outcome. The assessor can then submit the evaluation record to the appropriate decision-maker (delegate) for consideration.

In approving the evaluation and determining the role classification level, the delegate assigns an approved classification in accordance with the Classification Rules. To avoid a conflict of interest, the decision-maker should not also be the assessor responsible for undertaking the evaluation.

# APS Role Evaluation Tool

**Read the guidance material and instructions before undertaking a role evaluation exercise using this tool**

## Role evaluation – Summary record

#### Role details

|  |  |
| --- | --- |
| Job title: | Evaluation date: |
| Work area: | Evaluated by: |
| Role status – new or existing: | Date of role creation: |
| Has the role been evaluated previously, if so when and by whom: | |
| Primary purpose/main objectives of the role: | |
| List the sources of information and evidence that has been used to inform this evaluation: | |

#### Evaluation factors

A range of work value descriptions are provided in relation to each of the nine evaluation factors. Read all descriptions to identify the most appropriate, noting that a role must meet the full intent of the description for that description to be selected. Document the rationale for the selection of each factor description (citing role specific responsibilities) together with the corresponding score.

| ***Factor*** | ***Score*** | ***Rationale/Evidence*** |
| --- | --- | --- |
| Knowledge Application |  |  |
| Accountability |  |  |
| Scope and Complexity |  |  |
| Guidance |  |  |
| Decision-making |  |  |
| Problem Solving |  |  |
| Contacts and Relationships |  |  |
| Negotiation and Cooperation |  |  |
| Management Responsibility / Resource Accountability |  |  |

Combine the scores assigned to the individual evaluation factors.

| **Total score:**  Initial classification level: |
| --- |

The total score correlates with an approved classification level as set out in the below table. Identify the range in which the total score falls, to identify the corresponding classification level. This indicates the preliminary assessment of the role.

| **Score** | **Classification Level** |
| --- | --- |
| 18 – 27 | APS Level 1 |
| 28 – 45 | APS Level 2 |
| 46 – 63 | APS Level 3 |
| 64 – 81 | APS Level 4 |
| 82 – 99 | APS Level 5 |
| 100 – 117 | APS Level 6 |
| 118 – 135 | Executive Level 1 |
| 136 – 144 | Executive Level 2 |

The preliminary assessment should be reviewed to verify the accuracy of the role evaluation assessment. Compare the preliminary assessment against the work level standards to check that duties and expectations are appropriately aligned and the intent of the work level standards is an accurate reflection of the proposed classification level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Borderline role: | Yes | No | Evaluation revisited | Yes | No |
| Comparison with work level standards (including any justification to support why allocated classification level differs from preliminary assessment): | | | | | |
| **Allocated classification level:** | | | | | |

Attach supporting information used as evidence to inform the role evaluation (e.g. position description). Forward the completed Role Evaluation Tool including evidence to the relevant delegate for approval.

***Delegate approval / assignment of approved classification level:***

***Signed:***

***Position title:***

***Date:***

## Evaluation factor – ‘Knowledge Application’

This factor measures the type and level of knowledge (breadth and depth) that is required and applied to perform the responsibilities of the role. This includes management and environmental knowledge but may also include scientific, professional and/or technical knowledge which has been acquired through both formal learning and work experience.

| **Work value description** | **Points** |
| --- | --- |
| * Knowledge of a limited number of basic, routine or repetitive tasks and the operation of associated basic tools and equipment. * Knowledge applied to established practice, procedures, processes and set ways of working. | 2 |
| * Knowledge of a range of routine work procedures and tasks and the operation of associated tools and equipment. * Knowledge applied to readily understood rules, procedures and techniques. * A basic understanding of relevant statutory, regulatory and policy frameworks. | 4 |
| * Knowledge of a range of work practices and procedures with an element of complexity and the operation of associated equipment and tools. * Basic knowledge of theoretical or practical tasks that are applied to one function or area of activity. * An understanding of relevant statutory, regulatory and policy frameworks. | 6 |
| * Practical and procedural knowledge across a technical or specialist area. * Organisational, procedural or policy knowledge. * Sound understanding of relevant statutory, regulatory and policy frameworks in order to draw conclusions, interpret and apply guidance material and resolve recurring problems. | 8 |
| * Expertise within an area or discipline using theoretical knowledge or relevant practical experience. * A substantial knowledge and understanding of related principles, techniques and practices * Well-developed understanding of relevant statutory, regulatory and policy frameworks applied to a variety of interrelated activities and solutions to a range of problems. | 10 |
| * Professional, technical or management knowledge in a specialised area across a range of activities. * A thorough understanding of related principles, concepts, methods and practices. * In-depth knowledge of relevant statutory, regulatory and policy frameworks in order to provide objective advice and resolve problems of a specialised or complex nature. | 12 |
| * Highly developed specialist, professional, technical and/or management knowledge across a broad range of activities. * A corresponding understanding of related principles, concepts and practices. * Extensive knowledge of statutory, regulatory and policy frameworks relevant to a field of work, discipline or functional area in order to provide comprehensive and authoritative advice on specialist and very complex issues. * Acknowledged as an authority in a field of work or specialised discipline. | 14 |
| * Advanced specialist, professional and/or management knowledge and corresponding understanding of related principles, theories, concepts and practices. * Extensive and detailed knowledge of statutory, regulatory and policy frameworks relevant to the area of responsibility and the application of this knowledge to situations involving a high level of complexity and sensitivity, which require considerable interpretation and analysis. * Act as a principal professional or technical advisor in an area of expertise. | 16 |

## Evaluation factor – ‘Accountability’

This factor identifies how accountable the role is in the achievement of results. It includes the type and level of actions taken by the role and the level of input to meeting own or team outcomes.

| **Work value description** | **Points** |
| --- | --- |
| * Accountable for the setting of own priorities on a day-to-day basis, for completion of allocated tasks within required timeframes and compliance with set procedures. * Responsible for the basic administration of the work area and identifying and managing risks that affect day-to-day tasks. | 2 |
| * Accountable for the setting of own priorities on a day-to-day and weekly basis, managing competing priorities, the achievement of own results within required timeframes and compliance with set procedures. * Responsible for providing advice to other employees on procedural and less technical issues related to the immediate work area and identifying and managing risks that affect day-to-day tasks. | 4 |
| * Accountable for planning own work goals and priorities that align with and achieve own and team outcomes. * Responsible for the accuracy and timeliness of advice provided in relation to an area of responsibility and awareness of the impact of emerging issues on activities. * Accountable for the achievement of own results which contribute to team goals. | 6 |
| * Accountable for setting priorities for the work area, monitoring work flow and reviewing work of less experienced employees. * Responsible for managing competing requests, demands and priorities. * Responsible for planning for the achievement of personal or team results. * Accountable for monitoring emerging issues to identify impact on tasks and identifying and mitigating risks that will impact on own and team work outcomes. | 8 |
| * Accountable for developing plans and objectives for short-term tasks. * Responsible for coordinating competing requests and demands, setting priorities and managing the workflow for immediate work area. * Responsible for providing professional and policy advice within an area of specialisation or providing technical expertise that contributes to business unit outcomes. * Accountable for maintaining appropriate risk management programs. | 10 |
| * Accountable for developing plans and objectives for short-term tasks and contributing to strategic planning for longer-term initiatives. * Responsible for providing expertise and technical knowledge across a range of programs or activities, providing accurate and specialised advice and ensuring knowledge of and compliance with relevant legislation and policy frameworks. * Responsible for setting priorities and ensuring quality of outputs for the work area. * Responsible for contributing to business improvement strategies and to change in workplace practices. * Accountable for monitoring related emerging issues, identifying impact and conducting risk management activities within sphere of responsibility. | 12 |
| * Accountable for determining the strategic direction for the work area and aligning longer-term planning with agency goals and objectives. * Responsible for providing expertise across a broad range of activities potentially relating to work of different program areas and ensuring an in-depth knowledge of and compliance with relevant legislation and policy frameworks. * Responsible for the achievement of own and team outcomes, monitoring team progress and following through to deliver quality outcomes. * Accountable for monitoring emerging issues in a field and for identifying impact on agency priorities as well as engaging with risk and undertaking risk management activities for area of responsibility. | 14 |
| * Accountable for the strategic direction of the work area, its planning processes including developing business plans, performance standards and implementing strategies for the work area that will ensure the attainment of the critical results expected. * Responsible for providing a strategic level of expertise, providing professional and technical or policy advice to produce effective operations, timely and comprehensive outputs and adherence to required standards. * Accountable for setting the strategic direction, anticipating and establishing priorities, monitoring progress and working to deliver agency functions or a program within an area of responsibility. * Responsible for providing leadership in implementing and promoting a climate of change and continuous improvement in addition to identifying, evaluating and managing risk in the delivery of outcomes. * Responsible for maintaining awareness of current developments in the field of work, anticipating their impact on the work area and responding appropriately to mitigate risk. | 16 |

## Evaluation Factor – ‘Scope and Complexity’

This factor covers the type, variety and intricacy of tasks, process or methods in the work performed. It considers the extent and diversity of the activities which must be performed and/or coordinated by the role. It also considers the need to know about activities and requirements across functions within and/or outside the agency.

| **Work value description** | **Points** |
| --- | --- |
| * Work is routine and basic. * Tasks are clearly defined, discrete and directly related. * Actions or responses to be made are readily discernible and quickly learnt. * There is minimal or no choice in deciding what is to be done. | 2 |
| * Work is straightforward in which tasks involve related steps, processes or methods. * Actions or responses address familiar circumstances and involve choices between easily recognisable alternatives. * Issues requiring resolution are normally minor in nature and either have clear choices between options or are referred to more senior employees. | 4 |
| * Work is straightforward and relates to a broad range of tasks. * Problems faced may have some complexity yet are broadly similar to past problems. * Solutions generally can be found in documented precedents, or in rules, regulations, guidelines, procedures and instructions, though these may require some interpretation and application of judgement. | 6 |
| * Work is moderately complex, relates to a limited range of activities and work requires the application of well-established principles, practices and procedures in combination. * Actions or responses made can generally be related to past experience. * There may be occasions where unfamiliar circumstances may require some judgement or technical assistance sought. | 8 |
| * Work is moderately complex to complex in nature and relates to a range of activities. * What needs to be done involves using available information however options are not always evident. * Interpretation, analysis and some judgement is required to select an appropriate course of action. | 10 |
| * Work is complex and involves various activities involving different, unrelated, but established processes/methods. * Circumstances or data must be analysed to identify inter-relationships. * What needs to be done depends on analysis of the issues and the selection of an appropriate course of action from a number of options requiring sound judgement. | 12 |
| * Work is very complex and includes varied activities involving many different and unrelated processes/ methods. * Work deals with unfamiliar circumstances, variations in approach and/or sudden changes. * Tasks are a narrow range of related activities performed to considerable depth, within established principles, practices or procedures. * The work requires the bringing together of a range of elements and the determination of method of approach from a range of options and involves significant evaluative judgement. * Decisions about what needs to be done include interpretation of considerable and/or incomplete data. | 14 |
| * Work is highly complex and includes a broad range of activities of substantial depth involving significant detail. * Roles operate with reference to organisational objectives that are clear although specific guidelines, strategies or tactics are sometimes ill-defined or incomplete. * Work requires establishing or developing new information or techniques. * Work regularly addresses major areas of uncertainty and demands critical choices between options. | 16 |

## Evaluation Factor – ‘Guidance’

This factor relates to the scope of independent action or autonomy used in the role. It takes into account the level and degree of direction and guidance provided by policy, precedents, and regulations and the requirement to follow clearly defined procedures or being allowed to operate within broad parameters.

| **Work value description** | **Points** |
| --- | --- |
| * Generally works with close supervision and within well established procedures and practices. * Work involves following instructions which define the tasks in detail and have standards and results to be achieved. * Minimal personal initiative is required as methods and objectives are closely defined within standard procedures and instructions. * Work quality and content is subject to regular review. | 2 |
| * Works with routine supervision and within established procedures and practices. * Work involves working from instructions but making minor decisions involving the use of initiative in the application of systems, and procedures. * Work is clearly defined at the outset and work is reviewed at intervals and on completion. | 4 |
| * Works under general supervision, within established procedures and practices. Objectives, priorities and deadlines are defined with some autonomy about how work is performed. * The work may involve working independently on specific tasks with issues that don’t have clear precedents resolved under appropriate guidance. * Work quality and content is subject to monitoring to ensure in broad terms that satisfactory progress is being made against stated objectives. | 6 |
| * Works under general supervision and works within established procedures and guidance. * Objectives, priorities and deadlines are defined with some latitude in selecting the most appropriate method to completed tasks and how precedents, procedures and guidelines are interpreted and applied. * The work may involve working independently to manage specific tasks, processes or activities against stated objectives with supervision generally limited to complex tasks or unfamiliar situations. * Completed work is evaluated for accuracy, appropriateness and conformity with policy requirements. | 8 |
| * Works under limited supervision to progress a series of activities within recognised guidelines. * There is a clear statement of overall objectives and in consultation with supervisor decides on tasks and activities to be undertaken and required deadlines. * Work follows well defined and detailed policies, technical or professional guidelines and accepted practice or precedents to achieve specific end results. There is some discretion to vary or tailor these. * Some judgement is required to resolve workplace issues with supervision provided for complex or difficult issues. | 10 |
| * Works under limited direction and is guided by policies, accepted standards and precedents. * The work involves using discretion and initiative over a broad area of activity with autonomy and accountability in interpreting policy and applying practices and procedures with some latitude in modifying practices and procedures where necessary. * Expected results are less tightly defined and there is discretion about how they are best achieved. * Work produced requires little or no revision before finalisation. | 12 |
| * Operates under general direction and is guided by legislation, policies, procedures and precedents. * Interpretation is required to establish the way in which procedures and policies should be applied with the role operating with considerable independence. * Generally work is within parameters provided by broad objectives and standards, with substantial discretion on how objectives are achieved for specific areas of responsibility. | 14 |
| * Operates under broad direction and influences the development of policy, procedures and guidelines. * The work requires a high level of independent control and is conducted based on broadly stated objectives. * There is a high level of autonomy with responsibility for setting priorities, developing work programs and determining how work is done. * Significant judgement is required to select a course of action to manage highly complex or sensitive issues consistent with established legislation, principles and guidelines. | 16 |

## Evaluation Factor – ‘Decision-making’

This factor relates to the extent to which a role makes decisions on the basis of clear, established guidelines and objectives. This factor also concerns the authority that the role has to make decisions/determinations that affect the agency or the outcomes of the business (what decisions are the sole responsibility of the role), what advice/recommendations are given to others to support their decision making and the impact the action taken by a role will have, how far reaching the impact is and the duration of the impact (short or long term).

| **Work value description** | **Points** |
| --- | --- |
| * Very few independent decisions are required and they will relate to own work. * Decisions are based on defined outcomes, priorities and performance standards and generally have a minor impact on the work area. * Actions of the role do not impact business significantly and are short term. | 2 |
| * Some decisions that may require discretion and judgement. * Decisions are of a procedural or administrative nature and have a low impact on the work area or specific function. * Actions of the role are limited to within the immediate work area and impact is short term. | 4 |
| * Administrative and operational decisions chosen from a range of established alternatives within defined parameters and following established procedures and protocols. * Decisions are likely to impact the work area or specific function. Information or incidental services are provided which are of use to other decision makers. * Actions of the role may impact operational efficiency or output, or service delivery for a work area in the short term. | 6 |
| * Decisions are within defined parameters and related to an area of responsibility. * Decisions are based on policy, procedures and working standards that provide only general guidelines and impact on the work area or specific function. * Information and advice is provided which may be taken into consideration by other decision makers. * Actions of the role impact operational efficiency or output, or service delivery for a work area over the medium to short term. | 8 |
| * Decisions concern a variety of matters, affect own work area and may affect another work area. * Decisions require evaluative judgement and may involve tailoring work methods, interpreting and adapting existing procedures and practices to achieve results. * Information and advice is provided, possibly suggesting a course of action, which is taken into consideration by other decision makers. * The role may have significant impact in regard to work area objectives and activities and may impact on other work areas in the short to medium term. | 10 |
| * Decisions concern complex or escalated issues and have a medium to high impact on the work area however the impact on agency operations is usually limited. * Decisions are based on sound judgement, expertise and knowledge. * Decisions are governed by the application of regulations or the agency’s operating instructions and procedures. * Information, advice and recommended actions are provided which has influence on the decision maker. * The actions of the role may have a significant impact with regard to objectives such as operations, output, quality and service which extend beyond the immediate work area. The role influences external relationships which are of importance to the work area and its reputation. Actions may have medium to long term effects. | 12 |
| * Decisions concerns a broad variety of matters with a significant impact on own work area and may affect other parts of the agency. * Decisions are based on professional judgement, evaluating risk and in the context of a complex and changing environment. * Full analysis and recommendations are provided which usually influences the decision maker. * The role is likely to have a high impact with regard to key agency objectives such as operations, output or quality which are an important part of the activities of the business area. The role influences and affects agency policy direction and/or implementation in a defined area of responsibility. * Decisions influence external relationships which are important to agency reputation and may have a medium to long term effect. | 14 |
| * Decisions will be of major significance to the agency and may include the framing and shaping of policies, the setting of long term objectives or impact on the outcome of a program or major project. * Options and choices are diverse and multiple and the outcomes of decisions will often be unclear. * Balanced decisions requiring use of professional judgement, evaluating ambiguous and incomplete information, factoring risks and being sensitive to the context. * Full information, analysis and authoritative recommendations are provided which is likely to be accepted by the decision maker. * Actions of the role may have significant impact on the day-to-day operations of the work area and other parts of the agency, and/or a direct and significant impact on the outcome of a program or major project for the agency. * Significant medium to long term affects in terms of key strategic targets and major performance achievements with regard to a range of agency objectives and results. | 16 |

## Evaluation Factor – ‘Problem Solving’

This factor measures the requirements for a role to solve the problems and issues. It includes initiative and original thought. It takes into account requirements for analysis to diagnose a problem and understand complex situations or issues and the judgement necessary to formulate solutions and recommend or decide on the best course of action.

| **Work value description** | **Points** |
| --- | --- |
| * Work activities are well defined and follow set procedures. * Problems that arise are highly similar and readily solved through direct application of procedures or referred to other people. * Work requires accurate adherence to established practices and procedures and there is typically little or no requirement for individual initiative and judgement. | 2 |
| * Work activities are defined by set procedures. * Problems are straightforward and solved by application of procedures or guidance, or referred onto other people for resolution. * Judgements typically involve straightforward job related facts or situations. | 4 |
| * Work generally involves straightforward, well defined tasks. * Problems are similar and are generally solved by reference to clear procedures and past experience, or by referral to others. * Some initiative is required in completing still largely procedural tasks, for example in responding to varying circumstances. * Creating and making minor changes to standard procedures and methods may be necessary. | 6 |
| * Work activities are undertaken within a general framework of recognised procedures and guidelines * There is scope for creativity in the way in which these are applied in relation to problem solving. * Information is applied selectively and alternatives are not always self-evident. * Judgements involve facts or situations, some of which require analysis. * Lateral thinking is required to generate viable options and the implementation of solutions. | 8 |
| * Work predominately involves a wider variety of still similar, well defined tasks which may require researching and organising information and choosing from a limited range of solutions. * Creativity and innovation are essential to the job and need to be regularly exercised within general guidelines. * Unfamiliar issues and situations require independent action for example, in developing new or improved work methods or tackling situations in new ways. | 10 |
| * Work involves complex issues and the range of solutions is more varied. * Problems arise relatively frequently and require detailed information gathering, analysis and investigation. * Different innovative techniques and methods are applied or a range of imaginative solutions/responses developed. * Initiative and originality are required in developing and modifying existing approaches to tackle new issues and situations. | 12 |
| * Work involves very complex or sensitive issues * Problems are often complicated and made up of several components which have to be analysed and assessed and which may contain conflicting information. * Problem solving requires establishing and testing options, making interpretations and judgements in the selection and analysis of the relevant information. * Creativity and originality (innovation) are required to develop approaches for applying new knowledge or policy changes. | 14 |
| * Work involves highly complex and sensitive issues. * Problem solving usually involves analysing and discriminating amongst a broadly defined and understood set of alternatives and/or the relating of precedent to new issues and risks that are usually localised. * Problem solving requires significant levels of judgement, assessment and interpretation and may require an extensive understanding of the role and responsibilities of the agency and the context in which it operates. * The role must identify and lead innovative solutions and use professional judgement to evaluate ambiguous or incomplete information. * The role is also responsible for anticipating, identifying and assessing risks and, where a range of options are available, considering the implications of each. | 16 |

## Evaluation Factor – ‘Contacts and Relationships’

This factor covers the contacts and relationships that are typically required in order to carry out the responsibilities of the role. It measures the requirement for a role to communicate, establish and maintain relationships.

| **Work value description** | **Points** |
| --- | --- |
| * Provide a basic customer service in relation to a specific area of work. * Be responsive to requests and liaise with stakeholders on routine matters. * Provide and receive routine information based on clearly defined practices and procedures. | 2 |
| * Liaise with stakeholders in relation to a specific area of work, deliver an effective customer service. * Respond to routine enquiries or straightforward matters. * Provide general information, advice and guidance based on established agency procedures. | 4 |
| * Liaise with stakeholders, deliver specific services and assist to resolve straightforward matters. * Apply standard procedures to meet stakeholder requirements and offer assistance to solve stakeholder problems. * Deliver an effective customer service and provide quality accurate and consistent advice. * Represent the work area at internal meetings. | 6 |
| * Communicate with and provide information and advice to a range of stakeholders. * Liaise with stakeholders and assist to resolve moderately complex issues. * Provide quality advice to stakeholders and deliver a responsive service within area of expertise. * Represent the work area at internal and external meetings and conferences. | 8 |
| * Communicate with and provide advice and recommendations to a wide variety of customers and external stakeholders. * Liaise with stakeholders on moderately complex to complex policy, project or operational issues responding to stakeholder’s needs and expectations. * Interpret and explain policies and procedures providing advice and assistance. * Represent the work area or agency at meetings, conferences or seminars. | 10 |
| * Manage relationships with stakeholders to achieve work area goals. * Liaise with a range of stakeholders in relation to difficult or sensitive issues. * Consult and advise internal and external stakeholders, anticipate and respond to their needs and expectations. * Represent the agency by promoting its interest at community and cross-agency levels and undertake a representation or presentation role on behalf of the immediate work area. | 12 |
| * Develop and manage relationships with stakeholders, engaging and collaborating to achieve outcomes and facilitate cooperation. * Present the agency’s position in the context of very complex or sensitive issues to key stakeholders within and outside the agency. * Represent and explain the views of the agency at cross-agency meetings and other forums. | 14 |
| * Initiate, establish and maintain strong relationships with a broad range of stakeholders, promoting the agency’s business objectives and communicating the strategic vision of the agency. * Present the agency’s position in the context of highly complex or sensitive issues or contentious information with a range of audiences. * Provide a high level of responsiveness and resolve complex stakeholder issues. * Represent the agency in cross-agency, inter-jurisdictional, international and other forums. * Engage and manage stakeholders through change, resolving conflict and managing sensitivities. | 16 |

## Evaluation Factor – ‘Negotiation and Cooperation’

This factor measures the requirement for a role to effectively use persuasion, negotiation, explanation, tact and discretion in order to achieve the desired outcome of interactions with stakeholders.

| **Work value description** | **Points** |
| --- | --- |
| * There is no requirement to negotiate as the role largely relates to the exchange of information on basic and well established matters. * Information is not contentious and therefore does not involve debate or require interpretation or persuasion. | 2 |
| * There is no requirement to negotiate as the role largely related to the exchange of information on straightforward matters. * Information is generally not contentious and therefore does not involve debate but may require an element of interpretation or persuasion. | 4 |
| * Contact with stakeholders is generally in terms of advice and support rather than simply providing information. * Issues are generally not contentious but require establishing how needs can be met. * A level of tact, diplomacy or persuasion is necessary. | 6 |
| * Contact with stakeholders is in terms of comprehensive advice, support and resolution of issues. * A level of tact, discretion or persuasion is necessary. | 8 |
| * Some matters are likely to be contentious or complex issues that have scope for alternative interpretation requiring tact, persuasion and sensitivity within the application of guidelines. * May engage in some degree of negotiations under limited direction. | 10 |
| * Deals with complex and contentious matters requiring persuasion and sensitivity. * Required to communicate and negotiate with clients or stakeholders under limited direction, to minimise oppositions and maximise acceptance and cooperation. | 12 |
| * Regularly deals with a range of complex and contentious matters. * Requires a consistently high degree of persuasion and advocacy. * On behalf of the agency the role is required to achieve cooperation with clients or other interested groups. * Negotiates and resolves tensions and difficulties. | 14 |
| * Negotiates highly complex issues or represents the agency in the context of contentious and high profile issues. * Persuasion, negotiation and influencing required to develop positions and/or strategies and gain cooperation on strategic issues. * Represents and negotiates on behalf of the agency to advance the agency’s interests in defined circumstances. * Brokers agreements between conflicting agendas whilst maintaining key relationships. * Negotiates and persuades in order to convince others to adopt policies or courses of action they might not otherwise wish to take. * Responsibility to act on behalf of and commit the agency to a course of action. | 16 |

## Evaluation Factor – ‘Management Responsibility / Resource Accountability’

This factor measures the responsibility of a role for coordinating, supervising and managing others in work activities as well as the resources (including property, IT, security and finances) for which the role is directly accountable and required to manage and control. The emphasis is on the type of responsibility, rather than the precise numbers of those supervised or managed.

| **Work value description** | **Points** |
| --- | --- |
| * No supervisory responsibility and is generally responsible for own work. * Accountable for effective use of own resources | 2 |
| * Little or no supervisory responsibility * May assist with work familiarisation, initial training and support to new or less experienced colleagues. * Prepares routine financial and resource information. * Uses equipment with reference to established procedures and practices. | 4 |
| * Some limited supervisory responsibility or coordination of others’ work. * Assists in the training of new or less experienced colleagues. * Provides advice and guidance on procedural matters. * Responsible for organising task allocation and checking quality of work. * Some direct responsibility for resources. Provides a direct service in the administration of resources which may include verifying and reconciling payments and invoices in accordance with established guidelines and procedures. | 6 |
| * Supervise employees in day-to-day work activities or coordinate a small team performing straightforward work. * Provides on-the-job training, develops staff and sets goals and priorities. * Responsible for reviewing, checking or certifying the work of employees and monitoring work practices. * Provides feedback, support, advice and guidance to less experienced colleagues when required. * Accountable for monitoring resources, compiling information and reporting for a specific project/program. * With reference to appropriate guidelines, procedures and precedents activities may include preparing/assessing/awarding payments for administered programs or facilitating and ensuring correct payments are made by customers. | 8 |
| * Supervise employees carrying out tasks in one identified area of work or for a specified project or activity. * Responsible for coordinating and facilitating team performance and for setting, monitoring and achieving specific outcomes. * Sets the direction of work priorities and practices, monitors workflow, and plays a role in coaching, guiding and developing employees. * Involves identifying training needs, monitoring and providing feedback on performance and facilitating cooperation among team members. * Responsible for assisting in the management of resources for a program or defined area of responsibility. * Although guidelines apply, some discretion and judgement is exercised. Resources may be drawn on or managed by others. | 10 |
| * Supervise a team performing related roles. * Coordinate a team working on a specific project or supply professional/technical oversight for specialist activities. * Coordinate and facilitate team performance against specific objectives/outcomes. * Responsible for implementing work plans, setting tasks and priorities and managing work flow. * Reviews performance and provides performance assessment, feedback and development and assists in guiding, coaching, mentoring and developing employees. * Involves encouraging and gaining cooperation among team members. * Accountable for managing resources within a defined area of responsibility. The role is responsible for implementing and monitoring resource controls and managing reporting and analysis activities. | 12 |
| * Manage a team carrying out diverse tasks in the same general type of work or a larger team where skills are similar and tasks are related. * Responsible for building capability in a team environment through coaching others, providing performance feedback and encouraging career development. * Develops and implements work plans, sets work area priorities and evaluates activities and working methods. * Involves the motivation of team members, building cooperation and improving team performance. * Accountable for managing a resource base and use of defined resources for a single area of business or a discrete project. * Required to plan and manage allocated resources, develop appropriate controls, monitor achievement against plans and adjust plans to meet changing demands. | 14 |
| * Management of a group(s) of employees carrying out work across a range of different functions * Responsible for providing direction to staff and developing staff capabilities to ensure optimum team performance and productivity. * Involves the overall responsibility for the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods. * Required to bring a broader perspective to the team, encouraging the team to focus on different (innovative) ways of meeting business objectives, building cooperation, promoting unity and a common direction. * Accountable for managing a significant resource base and the deployment of resources within a business area or major project. The allocated resources cover a range of functions/activities with a high degree of discretion on how these are managed. * Responsible for negotiating and allocating resources between competing priorities, forecasting resource requirements, creating plans, establishing appropriate progress reviews and performance measures. | 16 |

# Part Five – Useful Resources

## Sources of information

Information may already be available to assist with the job analysis. All information needs to be reliable and consistent with what is known about the role.

The following table lists different sources of information that may be useful in assessing new or existing roles.

*Sources of information for job analysis*

| Source | Existing Role | New Role |
| --- | --- | --- |
| Budget or Cabinet papers | - | ✓ |
| Delegations held by role | ✓ | - |
| Performance Agreement | ✓ | - |
| Annual Report | ✓ | ✓ |
| Business Plans | ✓ | ✓ |
| Role description | ✓ | ✓ |
| Government or Ministerial Statements | ✓ | ✓ |
| Press Releases | ✓ | ✓ |
| New Policy Proposal documentation | ✓ | ✓ |
| Organisational Chart – existing or proposed | ✓ | ✓ |
| Structured interviews with Incumbent | ✓ |  |
| Structured interviews with Manager | ✓ | ✓ |
| Structured interviews with Stakeholders/Peers | ✓ | ✓ |

## Interview example

Outline the purpose of the job analysis / role evaluation activity. Then, using a series of open ended questions, try to get a good understanding of the role itself. The following questions may be useful prompts:

* Why does the role exist?
* How many direct reports do you have and what is the nature of the work they undertake?
* What level and position do you report to?
* What are your responsibilities for managing budgets? How much? Are there grants involved?
* What would you describe as the key responsibilities of your role?
* Who are your key clients and stakeholders (both internal and external)?
* Do you represent the agency in any capacity? If so, to whom and how?
* Do you engage in negotiation or liaison in this role? If so, who with?
* What kind of outcomes do you have the authority to determine on behalf of the agency?
* What kind of meetings do you attend, inside and outside the agency?
* What are the main challenges associated with this role (now and into the future)?
* How much independence and autonomy do you have in your role?
* How critical are the decisions that are made and the actions undertaken in this role?
* What are the consequences of making the wrong decision?
* What type of planning do you undertake in this role?
* Describe the level of complexity you deal with in this role. Can you give us some specific examples that illustrate this complexity?
* Does the role operate within a clearly defined framework(s)?
* What are the key skills you use in your role?
* What specific areas of role or technical knowledge do you require? Are there any mandatory qualifications?

## Role evaluation checklist

Understand and analyse the role

Use at least two detailed and accurate information sources

Role description (for current roles)

Plus at least one other source (or interview)

Ensure accuracy of sources

Has there been major organisational change since the role description was created/last reviewed?

If yes have these changes impacted on the role?

If no have any other changes occurred in the work being performed by the employee?

Role purpose

Establish the role’s focus – i.e. why the role exists

Key responsibility areas

Key challenges now, and in the future

Main area(s) of responsibility and major or significant activities

Assess the role using the role evaluation tool

1. ‘Knowledge Application’

Areas of knowledge and/or skill essential to the role

Specialised knowledge?

Mandatory qualification(s)?

How is this knowledge used in doing the work?

1. ‘Accountability’

The accountabilities (apart from resource management) attached to the role

What are the key results for which the role is accountable?

To what extent is accountability for actions held solely or shared?

1. ‘Scope and Complexity’

The nature and variety of the role

In what way is the work complex of difficult?

What originality is involved in performing the work?

To what extent is there a need to integrate activities, policies, other work areas to provide outcomes?

What is the nature and scale of the risk to be managed?

1. ‘Guidance’

Does the role operate within clearly defined frameworks, policy or procedures?

What discretion is there in applying or adapting these frameworks, policy or procedures?

What extent is guidance given by a supervisor?

What opportunity is available to determine strategy and identify what work needs to be done?

To what extent is the work performed reviewed?

1. ‘Decision-making’

What types of decisions does the role deal with and how complex are these decisions?

Are decisions handled on the role’s own authority?

Does the role refer decisions to a more senior role within the agency?

What consequences does the decision taken have on the organisation?

What is the impact of the role on the immediate work area, program or agency?

1. ‘Problem Solving’

What types of problems does the role deal with and how complex are these problems?

Are problems handled on the role’s own authority?

What level of analysis or creativity is required to solve these problems?

To what extent is the role involved in generating and evaluating ideas and solutions?

1. ‘Contacts and Relationships’

Other than formal reporting relationships, who does the role work with inside the agency?

What meetings does the role attend (inside the agency and with external stakeholders)?

What kind of matters are dealt with as part of these contacts?

1. ‘Negotiation and Cooperation’

Determine the role’s authority to liaise and exchange information

Determine the role’s authority to negotiate outcomes on behalf of the organisational unit or whole of agency

1. ‘Management Responsibility / Resource Accountability’

Determine the variety of activities or functions performed by the employees being supervised and the level of integration required

Establish the nature and degree of direction, instruction and coordination required to be exercised

Determine the level of responsibility for managing the work performance of employees

What resources (apart from employees) is the role accountable for?

What is the impact of failing to properly control such resources on other activities or the organisation?

Record the results of the evaluation

The rationale behind the evaluation has been documented using the summary record sheet

The evidence demonstrates particular role activities and how these relate to the evaluation factor and associated work value description

Compare against the work level standards

The work level standard for the preliminary classification level selected has been reviewed

The duties and expectations of the role are an accurate reflection of the proposed classification decision and appropriately aligned to the work level standards

Where the preliminary assessment does not accord with the work level standards, the role has been re-evaluated or evidence has been provided to support the recommendation of an alternative classification decision

Assign the relevant approved classification

The classification decision-maker is satisfied that there is an appropriate degree of correspondence with the role evaluation and the work level standards or that sufficient justification has been provide to support and alternative outcome

The role is assigned an approved classification