



# Pay Equity in DHBs: Tools and Resources

Pay Equity

Work Assessment

Factor Plan

## QUESTIONNAIRE – Recorder Handbook

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Date of interview	
Interviewee names	
Role of Interviewees	
Interviewer and Recorder names	

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# Instructions and Advice: Pay Equity Factor Plan Questionnaire

## Questionnaire

This questionnaire has been designed to assist interviewers to capture the information on work that is required in a pay equity work assessment process. It provides a means to assess the value of work in a gender-neutral way. It is a tool to collect information directly from those carrying out the work.

This questionnaire is not designed to assess the current performance or ability of any people currently carrying out the work. Rather it seeks to identify all the skills, responsibilities, and conditions / demands required to carry out the work. Information is also being sought for service / experience.

The questionnaire is divided into three sections as follows:

- Skills
- Responsibilities
- Conditions / Demands

The order of questions reflects the order of factors in the Pay Equity Factor Plan and collects the information to enable the work to be assessed for pay equity purposes.

## Pay Equity Factor Plan

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

## Interviewing Process

Designated interviewers have been given training in the factors and what they are aiming to measure. The role of the interviewer is to proactively unpack the conversation and examples to gather the information needed.

An interview team comprises an interviewer and a recorder who are responsible for taking interviewees through the questions, recording the responses, and finalising the interview record.

## General Instructions

There are 12 factors in 3 factor families, and it is important to capture information that will assist the understanding of the role for each factor – for example, frequency or duration of the activity, the nature of the activity, or the level of autonomy for decision making, or the nature of people leadership.

The questions for each factor cover the important dimensions for that particular factor and it is important that the interviewer cover all the questions – unless it is obvious from the jobholder that the questions are not relevant – for example, if there are no emotional demands intrinsic to the job meaning there is no need to ask about frequency.

Key to all the questions is the need to ask the job holder for actual work examples.

It is likely that the job holder being interviewed will not have unlimited time for the interview. The interviewer needs to keep control of the interview and find a balance between covering all the factors/questions and getting a large quantity of information for some of the factors. It is fine to gently 'move people along' in their conversation.

The interview may be with a single job holder or a group of 2-3 jobholders. You may need to allow a bit more time for the latter and be conscious of time and the management of the interview process while ensuring that each person has an opportunity to contribute.

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

# Starting the Interview

## Notes on Question

- Carry out introductions of the interviewing team.
- Confirm the logistical information on the interviewing schedule.
- Ask for information on the service or experience.
- It can be useful to start with an “ice-breaker” question.
- Confirm with the interviewee that you can use Otter to record the interview

## QUESTIONS

- Introductions including names of interviewing team and any support people who may be in the room.
- Icebreaker Example (if needed): “Have you had a busy morning / afternoon?”
- I want to start by checking the information I have here on the interviewing schedule
- Confirm full name and roles of interviewees including job title, are of work, location
- What level of service and / or experience do you have?
  - in this role
  - in this type of work

# SKILLS FACTOR 1: Knowledge and Understanding

## Notes on Question

All jobs require some kind (s) of knowledge or understanding.

For example, knowledge can be about

- technical issues,
- procedures and policies,
- products,
- equipment,
- human behaviour; or
- how organisations work

Knowledge can be at a theoretical or practical level or both.

Some jobs need a wide breadth of knowledge and others need more depth in a particular area. Some may need both.

The knowledge to do the job can come from specific or required qualifications, formal training, on the job training or life/unpaid experience.

What is being measured is not how much the individual knows. The questions are about the knowledge anyone doing the job would need to competently perform the role.

## QUESTIONS

## PROMPTS

1. What do you need to know or understand to perform this job?

Probe for:

- What knowledge is basic / necessary to doing the job?
- What knowledge or understanding is desirable but not necessarily essential to doing the job?

<p>2. How do people generally get the knowledge to do the job you do?</p>	<p>Probe for each (remember it may be a combination of some or all of these)</p> <ul style="list-style-type: none"> <li>• <u>Required</u> formal training/qualifications (describe what this is)</li> <li>• Previous job experience</li> <li>• On the job training (how long would this take?)</li> <li>• Life experience such as unpaid experience from community work or your work at home</li> </ul>
<p>3. Can we talk a bit more about the specific kinds of knowledge you need?</p>	<p>Probe for and ask for examples:</p> <ul style="list-style-type: none"> <li>• Level of numeracy and literacy required (with examples)</li> <li>• Practical or operational knowledge – e.g. Machinery or equipment, policies, procedures, regulations, methodologies (with examples from their job)</li> <li>• Theoretical or specialist understanding e.g. human behaviour, software packages, legal requirements, system design (with examples from their job)</li> </ul>

4. Is there anything you need to know in depth?  
What do you need to know in less depth?

Probe for:

- Highest level of specialist knowledge



## SKILLS FACTOR 2: Problem-Solving Skills

### Notes on Question

All work requires skills to look at problems and work out solutions. Some problems or work challenges may be simple and others more complex.

There may be one sort of problem or a variety of problems. They may be easily anticipated or unexpected.

The solutions to the problems may be prescribed or be obvious or may require more analysis, development or creativity

Some jobs require jobholders to follow procedures and some expect the jobholder to make the decisions themselves.

Support, or the resources to solve the problems may, or may not, be readily available.

The questions ask about the kinds of problems or challenges you face in your job and how you are expected to deal with them.

### QUESTIONS

### PROMPTS

1. What kinds of problems or challenges do you come across and that you need to deal with in your job?

Probe for examples

2. Do you have to deal with problems or challenges that are reoccurring, predictable or familiar to you?

Ask for examples

3. Do you have to deal with problems or challenges that are new, unfamiliar or unexpected?

Ask for examples

<p>4. Which of the problems you deal with are the most challenging and why?</p>	<p>Record examples</p>
Empty space for recording examples	
<p>5. How do you go about dealing with these problems? (cover both the familiar and new)</p> <ul style="list-style-type: none"> <li>• What do the solutions look like?</li> </ul>	<p>Probe for:</p> <ul style="list-style-type: none"> <li>• The kind of information required / where located</li> <li>• Level of analysis, interpretation, creativity or research required</li> </ul> <p>Ask for examples (might be a short-term fix, a new policy or procedure, an operational resolution etc)</p>
Empty space for recording responses	

<p>6. What help, or resources are available to you to resolve the problems?</p>	<p>Probe for and get examples of:</p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures (SOP), manuals, established processes, policies etc and how readily available these are</li> <li>• Advice or assistance from others – team, managers, subject matter experts etc</li> </ul>
Empty space for notes or responses	
<p>7. What problems are you expected to sort out yourself and what problems are you required to refer to others such as a manager or supervisor or the wider team?</p>	<p>Probe for:</p> <ul style="list-style-type: none"> <li>• Authority the job holder has to resolve problems on their own <ul style="list-style-type: none"> <li>○ With examples</li> </ul> </li> <li>• Kinds of problems that are required to be resolved at a higher level <ul style="list-style-type: none"> <li>○ With examples</li> </ul> </li> </ul>
Empty space for notes or responses	

## SKILLS FACTOR 3: Interpersonal Skills

### Notes on Question

All jobs need jobholders to use communication and interpersonal skills. The nature, purpose and complexity of the communication will vary between jobs.

The interaction or communication may be well received, or people may be unwilling or unable to participate. The communication or interaction may be critical to getting the job done and the subject matter can vary between being straightforward or non-controversial to being sensitive or unwelcome.

The job may require multicultural skill or a deep understanding of Te Reo or Tikanga Maori

The questions ask about the communication and interpersonal skills your job requires

- Who with?
- What is the nature of?
- How important/ critical is it?

### QUESTIONS

### PROMPTS

1. In doing your job who do you generally need to communicate or interact with and what is the purpose of the communication?
- Record people / audience and purpose of the interaction / communication

Note: Purpose can include:

- Information exchange
- Giving advice
- Motivating, instructing, training or guiding
- Negotiating or persuading
- Influencing or needing to gain cooperation

People / audience	Purpose of the interaction / communication

2. Which of these interactions is the most critical to the performance of your job and why?	Ask for examples
3. Which of these interactions are the most complex and why?	Listen for and ask for examples: <ul style="list-style-type: none"><li>• Nature and attitude of the audience (e.g. willing or unwilling participants)</li><li>• Nature of the information being communicated (e.g. sensitive, unwelcome etc)</li></ul>

<p>4. Does your job require interaction with people from other cultures? Does your job require interaction with people who are sight or hearing impaired?</p> <ul style="list-style-type: none"> <li>• If yes, what is the nature of the interaction?</li> </ul>	<p>Note: Please record any requirement to understand other languages or Braille / sign language</p>
Empty space for response to question 4	
<p>5. Does your job require you to have and use Te Reo or Tikanga Maori?</p> <ul style="list-style-type: none"> <li>• If yes, how do you use this knowledge / skill?</li> </ul>	<p>Listen for:</p> <ul style="list-style-type: none"> <li>• Using appropriate everyday greetings or protocols</li> <li>• Having to explain a service or activity in Te Reo</li> <li>• Being expected to provide formal welcomes etc</li> <li>• Being an organisational resource around Te Reo or Tikanga Maori</li> </ul>
Empty space for response to question 5	

## SKILLS FACTOR 4: Physical Skills

### Notes on Question

Some jobs require physical skills. This includes manual dexterity, physical coordination and manipulation and sensory skills. For example, the skills can be used in physically managing people or equipment or in using equipment such as computers or medical implements.

Speed, precision or accuracy when using the skills are sometimes required.

The skills may have been acquired through formal training or on-the-job practice and there may be a requirement to develop or adapt the skills to different work circumstances.

We are not measuring the degree of physical fatigue or effort the job holder experiences – we will ask questions about this later in this questionnaire.

The questions ask about the type of physical skills required in your job.

### QUESTIONS

### PROMPTS

1. What physical skills does your job require?

For example, using your hands, hand eye coordination, skills of dexterity when manipulating or moving things or people

2. What are you using the skills to achieve?

Ask for examples



<p>3. Do any of the physical skills you use require speed or precision (or both)?</p> <ul style="list-style-type: none"> <li>• Why is this required?</li> </ul>	<p>Listen for:</p> <ul style="list-style-type: none"> <li>• Degree/level of speed</li> <li>• Degree/level of accuracy/precision</li> </ul>
<p>4. Do you need to adapt these physical skills for different situations?</p>	<p>Probe for examples of the adaptation and why it is necessary</p>
<p>5. How are these physical skills generally acquired by people doing your job?</p>	<p>Probe for:</p> <ul style="list-style-type: none"> <li>• Experience on the job (how long is needed)</li> <li>• Formal training</li> </ul> <p>Note that it can be both</p>



2. What kind of leadership do you provide to these roles?	<ul style="list-style-type: none"><li>• Note any examples</li></ul>
3. For the staff reporting to you what issues can you resolve and what do you need to get management approval for?	Listen for what level of the following activities they can resolve/undertake <ul style="list-style-type: none"><li>• Work allocation/assignment</li><li>• Performance review/management</li><li>• Recruitment</li><li>• Disciplinary action</li><li>• Salary decisions</li></ul>

4. How big a part of your role is this people management?	Note any examples
5. Are you required to provide occasional leadership or direction to other roles such as contractors, volunteers, project team members or consultants? <ul style="list-style-type: none"><li>• If yes, what do you provide and how often?</li></ul>	Ask for examples of the roles

<p>6. If you do not have line management responsibilities are you responsible for influencing the work of others (inside or outside of your organisation)</p>	<p>For example, training, mentoring or guiding others, setting professional or quality standards, planning or coordinating others' work.</p> <p>Ask for examples of who, what and how often</p>
<p>7. How big a part of your role is this informal leadership?</p>	<p>Record any examples</p>

# RESPONSIBILITY FACTOR 6: Responsibility for Information and Resources

## Notes on Question

This factor is about things, information & money.

Many jobs have responsibility for some kind of physical resource. They might be resources such as equipment, natural resources, stock or buildings; information such as personal, intellectual or confidential data and financial resources such as cash, accounts or budgets.

The nature of the responsibility can vary. It may involve the care of resources used by the jobholder or it may involve making decision on the purchase or allocation of major resources. The value of the resources may be minor or significant.

The questions are about the information and resources your job is responsible for and the nature of that responsibility.

We will ask about physical and information resources first and then financial resources.

## QUESTIONS

## PROMPTS

1. What physical (things) or information resources is your job responsible for?

List the examples

<p>2. What are you responsible for doing with or to these resources?</p> <p>(e.g. using, maintaining, protecting confidentiality, allocating, ordering etc)</p>	<p>Probe for</p> <ul style="list-style-type: none"><li>• Is this sole or shared responsibility</li><li>• Resources beyond own use</li><li>• Sensitivity or criticality of information resources</li><li>• Value of the resources</li><li>• Level of control or discretion</li></ul>
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<p>3. How big a part of your job is the responsibility for these physical resources?</p>	<p>Note any examples</p>
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<p>4. Is your job responsible for any financial resources – handling, spending, allocating, authorising, saving or making money?</p>	<p>Ask for examples (cash, budgets, payroll, credit card payments etc)</p>
<p>5. What is the nature of your responsibility for these financial resources? (such as protecting security, revenue generation, accuracy, safekeeping)</p>	<p>Probe for</p> <ul style="list-style-type: none"> <li>• Sole or shared responsibility</li> <li>• Value of resources</li> <li>• Level of control or discretion</li> </ul>
<p>6. How big a part of your job is the responsibility for these financial resources?</p>	<p>Record any examples</p>



# RESPONSIBILITY FACTOR 7: Responsibility for Organisational Outcomes

## Notes on Question

All jobs contribute in some way to the achievement of the overall work or outcomes of the organisation – its mission.

The nature and extent of the contribution will vary depending on the span of influence the job holder has and what the role is responsible for.

This factor is not about the responsibility for the leadership of people.

It is about how your work influences or contributes to the outputs of the organisation.

## QUESTIONS

## PROMPTS

1. In what ways does your job contribute to or influence the overall goals or outcomes of your organisation?

Ask for examples

2. How much freedom does your job have to influence or make decisions within the organisation to influence its outcomes?

Ask for details

3. What is the direct impact of your influence on the outcomes?

Record any examples

4. How wide an influence does the job have on the overall outcomes?	Ask for examples of the scope of the influence
5. Does your job influence the end <u>service delivery</u> of the organisation?	Ask for examples of how this influence occurs
6. Does your responsibility for <u>service outcomes</u> extend beyond your own work performance to that of a bigger team, unit or division?	Ask for examples of the scope of influence

# RESPONSIBILITY FACTOR 8: Responsibility for Services to People

## Notes on Question

Some jobs have responsibility for the direct provision of services to people / groups of people. This might include patients, customers, clients, children, members of the public and staff within the organisation.

This includes external provision of services or the provision of services to internal clients to support external service provision.

The nature of the service will vary as will the impact the service has on meeting people's needs or their wellbeing.

Also, needs may vary, and some jobholders will be required to assess needs over time and adjust the services accordingly.

The questions ask about the ways in which your job is responsible to provide direct services to people and the nature of the services provided.

## QUESTIONS

1. Do you directly provide services to people – within or outside of the organisation?
  - Alternatively do you provide services to internal clients to support external service provision?

## PROMPTS

Ask for examples

2. If yes, what is the relationship of the people to your role?	For example, patient, school child, client, other staff etc)
3. What kind of services do you provide directly these people?	Ask for examples
4. How often do you provide these services?	For example, this can be hourly, daily, weekly etc

<p>5. Are you required to assess the needs of the people you are providing services to?</p> <ul style="list-style-type: none"> <li>• If yes, what are you responsible for assessing?</li> </ul>	<p>Record examples</p>
<p>6. Do the people you work with have needs that vary or change over time requiring you to adjust/change/adapt the service over time?</p> <ul style="list-style-type: none"> <li>• If yes, what sort of adjustments can you be required to make?</li> </ul>	<p>Ask for examples</p>
<p>7. What impact does the service you provide have on the service users?</p>	<p>Ask for examples</p>

## CONDITIONS / DEMANDS FACTOR 9: Emotional Demands

### Notes on Question

Some jobs make emotional demands on the jobholder. This is regardless of the ability or otherwise of the jobholder to manage stress. Working in situations where people are in pain, distress, have anxiety, are dying, feel angry or hopeless is inherently emotionally demanding.

The work may require deliberate control of emotions, demeanour, language or feelings on the part of the job holder to support the dignity or calmness of the person or people being worked with.

The level of emotional demand will be influenced by how often the job holder is in these situations – frequently (every day, for about a third of the time) or occasionally, (perhaps daily but not less than a third of the time) and the nature (intensity) of the demand.

This factor does not include the stress of working with colleagues or other people in the organisation, high workloads or the very occasional event.

The questions ask about the level and nature of emotional demands your job involves.

### QUESTIONS

1. Does your job involve working with people who are dependent on you for their direct needs?

### PROMPTS

Ask for examples of who the people are and the needs they have

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

2. Does your job involve working with or handling material about people who are in situations of distress, seriously ill, disadvantage, at risk, upset or angry etc?

a. If yes, please provide examples of the situation the people are in

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

3. For each emotional situation you face, how frequently and for how long do they happen?

Ask for examples

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time



4. What are the most emotionally demanding situations you encounter in your job?

Ask for examples

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

5. In what ways are they demanding?

Note: This includes the need to control one's own emotions, response etc in order to effectively work with the person.

Ask for examples

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

# CONDITIONS / DEMANDS FACTOR 10: Sensory Demands

## Notes on Question

All jobs require people to concentrate – with varying levels of intensity and effort. The concentration can be on things you need to hear, see, touch, smell or some combination of these. You may be required to shift your concentration in order to respond to other work demands.

Sensory demands involve the requirement for mental concentration where a break in the concentration impacts on the job. The intensity of the demand is related to how frequently jobholders are required to concentrate on listening, watching etc. It may be occasional or frequent.

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

Sensory demands can cause sensory fatigue. The questions ask about the level of sensory attention required in your job and the intensity of that concentration.

## QUESTIONS

## PROMPTS

1. In what situations does your job require you to use sensory attention/concentration?

Ask what is the most demanding

Ask for examples; record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

2. For each situation, how frequently and for how long are you required to concentrate in this way?

Ask for examples

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

3. What is the nature of the sensory demand?

Probe for:

- Requirement to concentrate on several things at once?
- Is the demand repetitive?
- Ask for examples
- Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

4. If your attention is interrupted during these high sensory situations what would be the impact? Does this happen?

Ask for details of the impact

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

# CONDITIONS / DEMANDS FACTOR 11: Physical Demands

## Notes on Question

Some jobs require a lot of physical effort that can create fatigue for the job holder – regardless of how fit the particular individual happens to be. The job will involve the requirement for strength or stamina and may also require activities to be done at speed or in constrained or awkward positions.

The intensity of the effort will also be influenced by the frequency of the demand – whether the effort is occasional or frequent. It will also depend on how heavy any objects that need to be moved are.

Physical demands cover physical strength and stamina as well as the demand made by strenuous or repeated use of muscles (including fine muscle movements). The questions are not about how fit the job holder happens to be – but are about the demands made by the job.

Effort can be required for activities such as sitting still, walking or standing for long periods as well as activities such as lifting, carrying, moving, pushing, running or pulling. Remember that typing or data entry also involve physical demands.

The questions ask how much physical effort is required by your job, the nature of the effort and how intense the effort is.

## QUESTIONS

## PROMPTS

1. What physical activities does your job require?
  - a. What is the most demanding?

Ask for examples

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

2. For each activity, how often and for how long is it required?

Ask for examples  
Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

3. Do you have any work activities that require you to work in an awkward position or in a constrained space?  
a. If yes, describe these - their duration and how often they occur.

Record examples  
Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time

4. With regard to the physical activities you have described, are you able to choose to take a break?

Note any examples

# CONDITIONS / DEMANDS FACTOR 12: Working Conditions

## Notes on Question

Some jobs require the work to be done in conditions that may be unpleasant or disagreeable or pose a potential hazard to the jobholder. The conditions may pose a risk of potential illness or injury – even when all health and safety requirements have been met.

The intensity of the exposure is influenced by the frequency of the exposure as well as the nature of the condition of potential hazard.

Some problems may develop over time such as OOS or lung conditions and some may be hazardous even with a brief exposure – such as working with blood or body fluids, violent children or adults etc

This factor does not measure avoidable work conditions such as poor ventilation, faulty air conditioning, shift work or over-crowding.

The questions below ask about your working conditions, the nature of any problematic conditions you are exposed to and the intensity of that exposure.

## QUESTIONS

## PROMPTS

1. Please describe any unpleasant, disagreeable or hazardous conditions you have to work with.

Record examples

Record frequency

Occasional	Less than a third of the time
Frequently	More than a third of the time



2. How often and for how long are you exposed to each of these conditions?

Record examples

Record frequency for each example

Occasional	Less than a third of the time
Frequently	More than a third of the time

## Concluding the interview

### QUESTIONS

Is there anything else you would like to add which will help in understanding your work?

THANK YOU FOR YOUR TIME AND ASSISTANCE