



Te Kāwanatanga o Aotearoa
New Zealand Government

Te Orowaru

Questionnaire



Preparing for the interview

- Make sure you have enough time for interviews. This is critical. It is likely an interview will take approximately one and a half to two hours when allowing for whakawhanaungatanga (including but not limited to karakia to open and close, mihi, waiata and kai) at an unhurried pace to talk, summarise and wrap up. If you find yourself running short on time, don't rush the interviewee as this could be a discouraging experience. Book interviews apart so there is leeway to extend, if needed.
- It is important you don't assume that you understand the work going into the interview, even if you have done it yourself. It is important to leave any assumptions or ideas you have about the work outside so bias does not creep into the process.
- Take the time to consider whether the cultural needs of the interviewee will be met. For example, opening and closing with karakia, mihi, waiata, sharing kai, having whānau or other support people present.
- You may wish to check with the interviewee whether they would like to receive a sample of the interview questions, ahead of time, to get a flavour of the interview. Consider prompting the interviewee to consider if they wish to journal or note down the things they do in their work a week prior to the interview. This may help support them in thinking about their work and feel confident about the interview.
- If you are recording the interview, make sure that you have your equipment tested and ready to go beforehand to avoid delays.

During the interview

- Ensure that the interviewee understands the purpose of the interview and what the process is trying to achieve. This should be communicated well in advance of the interview and reiterated on the day. It is best practice to share the interview questions in advance of the interview to allow the interviewee time to reflect and prepare.



- Make sure you have the appropriate consent form signed by the interviewee and that they understand how you will use and dispose of any information/material you collect.
- Check in on how the interviewee is feeling and if they need to take breaks during the interview.

Ensuring a rich interview

- Don't feel you have to read each question as it's written. This may come across as disengaged and robotic. Talk naturally, listen and check for understanding, clarify and reframe where necessary.
- If the interviewee has covered off answering a question prior to you asking it, i.e., in answering a different question, don't feel like you need to read it just because it's in the guide. Use your judgment, however, make sure to cover it off at a basic level by stating what the question is and that while it seems to have been answered, the interviewee is welcome to add more detail or examples.
- If you are taking notes, make sure you remember that the answers people give won't always fit neatly into one factor. They may give answers which contribute to the understanding of multiple factors so don't ignore or skip over anything that you don't think is related to the factor you are currently asking about. Don't panic if you can't place which factor it belongs to, this will be taken care of at the analysis stage. Recording the information is what is important. Make sure you capture examples and details given as these will be critical to fully understanding the work. When you are note taking, remember to use the person's own language, rather than be tempted to "translate" or "correct this," as how things are said is important to building understanding.
- If you are getting short answers containing little or no information to your questions, try and use additional prompts or examples such as:
 - * Can you tell me a little bit more about that?
 - * I would like to hear more about what that involves/how you do that?
 - * Can you tell me about the last time this happened?
 - * How often would that happen?



At the end of the interview

- Thank the interviewee (including whānau or other support people) for giving freely of their time, expertise, knowledge, understandings, etc. and reiterate how their contributions will add value to the pay equity process.
- Restate your earlier point (from “During the interview”) of how you will use and dispose of any material you collect.
- Advise what the next steps are - what you will do (type up interview/transcribe interview) and what, if anything, their involvement might be (e.g., approve interview text/transcription, etc.).



Factor	Questions
<p>Opening questions (all factors)</p> <p>These questions are good openers to get the interviewee warmed up to talking about their work. The information gathered here can strengthen many of the factors.</p> <p>Remember to get examples.</p>	<p>Can you give me an overview of what a day at work can look like for someone in your role?</p> <p>In general terms, what is the purpose of your organisation?</p> <p>What would happen to your organisation if nobody did your role - i.e., if the role did not exist?</p>
<p>1. Knowledge <i>Factor group: skills (this includes experience)</i></p> <p>This factor seeks to understand the range of knowledge required for the competent performance of the work. Think about trying to establish the <i>breadth</i> of the knowledge required as well as the <i>depth</i>.</p> <p>Area of knowledge can include:</p> <ul style="list-style-type: none"> ● theories ● policies/practice ● procedures/methodologies 	<p>What knowledge does someone need to do your job? Please give some examples.</p> <ul style="list-style-type: none"> ● How much of this knowledge are you expected to be able to draw on and use without reference to supporting materials such as text books/manuals or other subject matter experts? <p>How long do you think it would take someone to become fully competent in your role?</p> <hr/> <p>Does your work require any formal qualification(s), certificate, training, and/or registration? If so, what are these and have they been useful?</p> <ul style="list-style-type: none"> ● Do you need to do any training regularly to update or develop your skills for the work you do?



Factor	Questions
<ul style="list-style-type: none"> ● a particular field of expertise ● systems ● technology <p>Watch for: Sometimes interviewees may be unable to identify their knowledge and experience, particularly if it was not gained in a paid environment or supported by a qualification. For example, household budgeting is a frequently overlooked skill often required and utilised in a work context.</p> <p>Where appropriate, advise from the outset that a separate set of questions exists to explore the range of te ao Māori knowledge, experience and skills required for the role - however, if interviewees want to speak about their specialist Māori knowledge here, be flexible. Make sure it is all recorded as it can be assessed later in the relevant factor.</p>	<ul style="list-style-type: none"> ● Is this training provided for in work time, or if it is outside of work time, are you paid for this extra time? ● Do you need to pay for any training costs yourself or are these paid for by your employer? <hr/> <p>Do you draw on any skills, experience and/or knowledge gained in unpaid work (such as volunteering, raising a family, organising events, fundraising, working for your marae, coaching or managing sports teams, mahi aroha) to perform your role? Please give examples.</p> <p>Do you need to use any equipment, machinery, or technology to do your job? Please give examples of the things you need to know how to use if you can.</p> <ul style="list-style-type: none"> ● How often do you need to use this equipment/technology? ● Where did you learn to use it? ● Are you required to be a specialist in the use of this equipment/technology? I.e., be highly skilled to operate it and/or teach others?
<p>2. Problem Solving <i>Factor group: skills</i></p>	<p>What kind of problems do you deal with in your work and how do you go about solving them?</p> <p>Are these problems new each time or do you often deal with the same kinds of problems?</p> <ul style="list-style-type: none"> ● What, if any, research, investigation, or analysis is needed in your work to solve problems? ● How often would you need to do this?



Factor	Questions
<p>This factor is looking to build understanding of the issues, problems and challenges faced in the work. It also builds a picture of how these may be addressed and what kinds of critical thinking, analysis, research, and innovation are required. Try and elicit examples of the kinds of problems that the jobholder is responsible for resolving and how much structure, guidance or support they have to do this.</p> <p>If a worker may struggle to think of what a ‘problem may be’ make sure you are communicating a problem is not a negative. It is simply a point where decisions are needed at work and understanding how they are made.</p> <p>Watch for: Interviewees may not count the ‘small’ problems they solve for themselves or others (such as a manager or senior colleague) on a regular basis. Also, be careful to ensure that the level of critical and analytical thinking involved in daily work is not underestimated.</p>	<p>What is available to help you resolve these problems? (i.e., are the answers to the kinds of problems faced prescribed and it’s a matter of choosing the right one, or do they require innovation/interpretation? Some examples you can use are:</p> <ol style="list-style-type: none"> guidelines manuals textbooks teammates/colleagues professional standards work practices Tikanga Māori (including with respect to dispute resolution) <hr/> <p>At what point would you be required to escalate a problem to someone else? Can you give an example?</p> <ul style="list-style-type: none"> How do you know when to escalate a problem? <hr/> <p>Which of these problems that you deal with are the most challenging and why?</p> <hr/> <p>What are the implications for the organisation and/or the user of the services if these problems are not solved properly?</p>



Factor	Questions
<p>3. Interpersonal and Communication Skills <i>Factor group: skills</i></p> <p>This factor examines all the interpersonal and communication skills essential to show competent performance in the job. It seeks to build an understanding of how often and in what kinds of situations interpersonal and communication skills are necessary and how complex the skill set required is.</p> <p>Watch for: This factor touches on a lot of hidden, undervalued and taken-for-granted skills. It's important to support interviewees to explore the different skills they may utilise without even realising it on a day-to-day basis; for example, relationship-building, facilitation, teamwork, active listening.</p> <p>Language can also be a barrier here as there can be inadequate language to describe these skills. Try to elicit as many examples as possible and check that you have understood what they have said correctly.</p> <p>Make it clear to the interviewee that you are also interested in interpersonal and communication</p>	<p>Who do you interact with both internally and externally in your role?</p> <ul style="list-style-type: none"> • Are these interactions in-person and/or virtually (such as phone, email, social media)? • How often do you interact with people? <hr/> <p>How important are these interactions? I.e., what may occur if you were misunderstood, or it went badly?</p> <hr/> <p>Can you give some examples of the kinds of communication and interpersonal skills you need to do your job?</p> <p>Consider:</p> <ul style="list-style-type: none"> • active listening • patience • persuasion • de-escalation • observation of non-verbal cues • crafting clear written communications <hr/> <p>How do you adapt your communication style when communicating with people from different walks of life?</p> <p>Consider:</p> <ol style="list-style-type: none"> a. location (onsite or offsite/remote) b. different class backgrounds (i.e., access to money or resources growing up) c. different cultures, ethnicities



Factor	Questions
<p>skills required beyond the face-to-face, such as online chat, social media, written responses and other ways of communicating.</p> <p>Multicultural skills are captured here, but specific skills for te ao Māori and/or bicultural skills has its own section next. Multicultural skills include:</p> <ul style="list-style-type: none"> • knowledge and understanding of different culture/s communication practice and expectations • adapting resources or material for cultural suitability • building inclusion into practices, systems, and language • knowledge and understanding built by experience through working in different cultural contexts. 	<ul style="list-style-type: none"> d. different religions e. neurodiversity/different learning styles <ul style="list-style-type: none"> • How often do you need to do this? • How do you check that you have been understood? • Where did you learn these skills? <p>What level of knowledge are you required to have for cross-cultural communication (verbal, written or image-based communication)? Give some examples if you can.</p> <ul style="list-style-type: none"> • How much of your work requires you to draw on these skills? • How do you check you have been understood? <p>Do you need to speak another language to communicate effectively? If so, at what level do you need to speak another language (for example, interpreter level, fluent, partially fluent, basic, etc.)?</p>
<p>4. Te ao Māori skills <i>Factor group: skills</i></p> <p>This factor focuses on the unique skills required to live the commitment we have here in Aotearoa under Te Tiriti o Waitangi, such as partnership,</p>	<p>What knowledge of te ao Māori does someone in your role need to have to do your job well?</p> <p>This can include understanding:</p> <ul style="list-style-type: none"> • Māori value systems (such as mana, tapu and mauri, manaakitanga, whanaungatanga and kaitiakitanga) and how they operate in practice • Māori social, economic and political structures and how to engage well with them



Factor	Questions
<p>participation and protection. It seeks to understand both how people operationalise this commitment, how they develop and use cultural skills and competencies to do so.</p> <p>It also seeks to understand and make visible where job holders find the need to enhance their cultural skills to undertake the work safely and competently, beyond the stated job requirements. Part of understanding this, is drawing out how often the interviewee may be asked to undertake cultural leadership, guidance and support that is outside their role, but is essential to it. This may also draw out any disproportionate burden that falls on Māori staff to hold the organisation's cultural space.</p> <p>Watch for: This question series will be experienced differently by Māori and Pākehā/Tauīwi. Make sure you remind Māori interviewees they don't have to answer anything they feel uncomfortable with and/or can reframe the question to answer it the way they would like.</p>	<ul style="list-style-type: none"> • Māori frameworks for wellbeing and holistic models for working on wellbeing (feel free to give examples of models that you have used to enhance practices in the workplace) • Māori social, economic and political contexts in order to support outcomes for Māori in an effective, appropriate way that is fit for purpose <p>Please give some examples if you can.</p> <hr/> <p>What level of knowledge and skill in te reo Māori (language) me ngā tikanga (and cultural practice) does someone need to do your role well? Give some examples if you can.</p> <hr/> <p>To what extent are you required to use cultural skills or competencies to make Māori (teammates, clients, customers, patients etc.) feel culturally included or safe? Please give examples if you can.</p> <hr/> <p>What knowledge of Te Tiriti o Waitangi is required of you in your role?</p> <hr/> <p>How do you implement or uphold Te Tiriti o Waitangi in your work? How does this shape your day-to-day work practices?</p> <ul style="list-style-type: none"> • How do you make sure this is done in a way appropriate for Māori teammates and/or clients/patients/stakeholders? <hr/>



Factor	Questions
<p>Before the interview, consider offering the option and planning for a Māori interviewer, if it's known that the interviewee is Māori.</p>	<p>Do you provide leadership or guidance on te ao Māori and/or the use of te reo/tikanga in the workplace or for the organisation as a whole?</p> <hr/> <p>As part of your role, are you required to connect and engage with Māori communities and networks? Give some examples if you can.</p>
<p>5. Planning and Organisation Skills <i>Factor group: skills</i></p> <p>This factor seeks to understand and make visible how much planning, coordinating and organising is involved in a job. It also looks at whether the work requires the planning of the work that others do, and/or projects and timeframes.</p> <p>Watch for: Interviewees may only consider they are responsible for planning the work of others if they have people reporting directly to them. However, many people will plan and manage the work of those senior to them (managing diaries and competing priorities, coordinating travel plans, preparing papers etc.).</p>	<p>Thinking about your day-to-day work:</p> <ul style="list-style-type: none"> • Who comes up with your day-to-day tasks? Do you do this or is it set by others? • Do you need to plan your own work ahead of time? How far ahead? Could you give examples of how you do this? • Do you need to use any software to plan your work or the work of others? • Can you decide the order and pace of your task completion? <hr/> <p>In your role are you expected to be responsible for the planning and organising of pōwhiri, mihi whakatau, or manaaki tangata of guests?</p> <hr/> <p>In your role are you expected to plan/coordinate the work of others? Please give some examples of how you do this and how often.</p> <p>Consider:</p> <ul style="list-style-type: none"> • rostering staff (ask about size and complexity) • arranging hui (ask about size and complexity) • arranging meetings (ask about size and complexity)



Factor	Questions
	<p>Do you have to manage any project timelines, budgets, processes, or deadlines? How do you do this?</p> <ul style="list-style-type: none"> Do you do this independently or with oversight from someone else? <p>What level of responsibility do you have for long term or strategic planning?</p> <ul style="list-style-type: none"> How often do you need to input into or take responsibility for long term or strategic planning?
<p>6. Physical Skills <i>Factor group: skills</i></p> <p>This factor builds understanding of the physical skills required to do the job well. Try to encourage the interviewee to think about all aspects of their work which may use some physical skills, from the use of a computer through to being able to wield a surgical knife.</p> <p>Watch for: Interviewees may confuse this factor with physical effort and/or sensory effort. These are separate</p>	<p>Does your work involve any physical activity that requires skill such as hand-eye coordination, dexterity and/or manipulation of objects or instruments?</p> <ul style="list-style-type: none"> What kind of training was necessary to learn these skills? Are you required to get regular training to update/maintain your skill? If so, is this provided for by your employer? <p>Do any of the physical skills you use require speed, accuracy or precision?</p> <p>How often do you need to be able to do any of the following?</p>



Factor	Questions
<p>factors, so be clear with them. If you still get some effort factor information, make sure it is recorded for use in the physical or sensory effort factor.</p> <p>A useful example to differentiate is that of a sports person - let's say someone playing cricket. A physical <i>skill</i> in this context would be the hand-eye coordination, precision, speed and dexterity required to bat. Someone would train for this and practice the skill. Physical <i>effort</i> refers to the fatigue on the muscles of batting. <i>Sensory effort</i> is the required concentration and visual focus required to bat.</p>	<ul style="list-style-type: none"> • lift or move people, animals or objects safely • apply safe restraints to people or animals • touch type • administer first aid • drive in extreme hazards (e.g., at high speeds, in emergency situations or transporting unwilling passengers) • drive or operate specialised equipment/machinery <p>How are these physical skills generally acquired by people doing your job?</p> <p>Do you have assistance if you need it in applying these physical skills (e.g., a second person to lift or hoist)? Please give an example.</p>
<p>7. Responsibility for People Leadership <i>Factor group: responsibility</i></p> <p>This factor builds understanding about leadership in two ways. One is the traditional measure of leadership in learning how many direct reports someone has and the extent of their management responsibilities for those people.</p> <p>The second way is measuring where people lead with influence, meaning they have no direct authority over others, but are a trusted thought</p>	<p>Do you have anyone that reports to you? If yes, how many people?</p> <p>Are you part of a leadership team/group? Does this carry additional responsibilities? Please provide examples if you can.</p> <p>For the staff reporting to you, what issues can you resolve, and what do you need to get other sign-off or approval for?</p> <p>Are you responsible for their:</p> <ul style="list-style-type: none"> • performance review



Factor	Questions
<p>leader/expert and use their leadership skills to influence others and generate successful outcomes.</p> <p>Watch for: Leadership through influence could be undervalued. Frontline workers and/or subject matter experts may need to influence senior leaders or peers on issues of significance, shape decisions that are made and the directions organisations take, all without the ability to mandate or order this. This may be understood by interviewees as “managing up/outwards” or “influencing.” This can remain hidden as the art of influence can often manifest in decision-makers feeling like they came up with ideas/solutions by themselves.</p>	<ul style="list-style-type: none"> • disciplinary action (if required) • salary setting and review • hiring and training • negotiating employment agreements • workloads and tasks? <hr/> <p>Do you have people who you don't have any authority over (i.e., they don't report to you, you are not their manager) but you influence their work in any of the following ways?</p> <ul style="list-style-type: none"> • peer reviewing, checking the work of others • training • mentoring, coaching or developing • getting consensus or cooperation amongst stakeholders, a team, or teams • providing guidance or advice on organisational or professional issues • work allocation <p>Do you need to provide authoritative advice (high quality or specialist advice people feel compelled to listen to) who is someone in a more senior position than you? Provide examples if you can.</p> <p>Do you need to build and use your mana or standing with others to influence their actions or behaviour? Give examples if you can.</p> <p>Are you involved in how professional standards are set or upheld in your organisation? I.e., through writing guidance or developing training?</p>



Factor	Questions
<p>8. Responsibility for Information <i>Factor group: responsibility</i></p> <p>This factor looks at the jobholder's responsibility for gathering, storage and protection of information, and the level of sensitivity of this information.</p> <p>Watch for: Interviewees may handle (process, enter, file, etc.) sensitive or confidential information for others. For example, the updating of patient medical records or the filing of court transcripts/depositions. Those undertaking this work may not identify this as an information responsibility that they have, and it is important this is captured.</p>	<p>Do you have responsibility for general (not sensitive or confidential) information? For example, templates, reports, data, filing. Please give an example.</p> <hr/> <p>Do you have access to information of a confidential or sensitive nature (personally, commercially or both)? Please describe the type of access you have and the degree of sensitivity around the information.</p> <p>Are you responsible for gathering this information (i.e., obtaining it from others and recording it)? Please give examples if you can.</p> <p>Are you responsible for protecting this information? I.e., entering or filing it appropriately and/or ensuring it is stored safely and released only in appropriate circumstances?</p> <ul style="list-style-type: none"> • Is this responsibility shared with others? <p>What would the consequences be if this information were lost or mishandled?</p> <hr/> <p>Are you responsible for scared/tapu/historically valuable information being accessed stored or preserved correctly? Please give some examples.</p> <ul style="list-style-type: none"> • what level of supervision do you have in undertaking this work? <hr/> <p>Are you responsible for creating or maintaining an information system where information of a confidential or sensitive nature is stored?</p>



Factor	Questions
	<ul style="list-style-type: none"> • Are you responsible for the systems security and/or compliance with privacy and other relevant laws? <p>Is this responsibility shared with others?</p> <p>What would the consequences be if this system were to fail?</p>
<p>9. Responsibility for Physical and Financial Resources <i>Factor group: responsibility</i></p> <p>This factor seeks to understand what responsibilities the jobholder has for money, financial matters, and benefits administration, and the nature or extent of these responsibilities. The responsibility can be practical, like handling money or cleaning and maintaining equipment, or more strategic, such as stocktaking, ordering, budgeting, processing invoices, or writing grant applications.</p> <p>Consider:</p> <ul style="list-style-type: none"> • cash (small or large amounts) • bonds • stocks • debts • credit card payments • invoices 	<p>Do you have responsibility for financial resources, i.e., handling, spending, allocating or making money?</p> <p>For example:</p> <ul style="list-style-type: none"> • accurate budgeting/planning • revenue generation/fundraising • grant applications • budget bids • spending/authorising spending • cost control • safekeeping • corrections/monitoring <p>Please describe the level of responsibility you have and at what point you would have to escalate or obtain sign-off.</p> <hr/> <p>Do you have any responsibilities for physical resources? Physical resources can include:</p>



Factor	Questions
<ul style="list-style-type: none"> ● grants ● benefits ● income ● revenue <p>Watch for: Some activities may be overlooked as responsibilities, especially those traditionally seen as menial or secretarial such as: ordering stationery, maintaining and tracking petty cash, invoicing, reconciling a cash register, applying for funding. Ensure that if interviewees are indicating they have few responsibilities, prompts are used from the list to check that this is really the case.</p>	<ul style="list-style-type: none"> ● tools ● equipment ● machinery ● instruments ● stationary/ books ● products ● templates and documents ● natural resources <p>What kind of responsibilities do you have for physical resources? Responsibility can include:</p> <ul style="list-style-type: none"> ● cleaning ● maintenance/repair ● replacement/reordering ● tracking/stocktaking ● protection <p>Do you have responsibility for taonga (sacred or precious objects)</p> <ul style="list-style-type: none"> ● How often would you have this responsibility? ● Are supervised when you undertake this duty?
<p>10. Responsibility for Services to People <i>Factor group: responsibility</i></p> <p>This factor looks at the services that the jobholder provides to others. These may be people outside or inside the organisation (or both). It also looks to</p>	<p>In your role, do you provide services to people outside of your organisation? This may include services delivered directly to people, or the development of products or services that external people use or access.</p> <p>Some examples may include:</p> <ul style="list-style-type: none"> ● clients



Factor	Questions
<p>understand what the level of responsibility is, in terms of delivering a standard service or adaptation of the service to meet varied needs. The role of the jobholder in assessing these needs and developing the service being delivered is also critical to draw out.</p> <p>Watch for: Watch for assumptions that the work in a given context (like in a hospital, a store, a café, a school) would always be the same and needs of service users would always be predictable - as this may not be the case. We are looking to understand how variable, complex, and changeable these needs are and the degree of responsibility the jobholder has for responding to these. Services to people could also be through a third party such as a vet cares for an animal for their owner.</p>	<ul style="list-style-type: none"> • patients • whānau/hapū/iwi • learners • customers • users <p>What kind of services do you provide to directly to people?</p> <ul style="list-style-type: none"> • What kind of impact do the services you deliver have on the people you are delivering them to? (I.e., people's ability to manage, improve, be independent and/or participate in society). <p>How much of your role would be spent on delivering these services?</p> <p>Are you solely responsible for developing the service being delivered, or is this responsibility shared?</p> <hr/> <p>In your role, are you required to develop and improve services, support, programmes and resources for others to deliver directly to people/communities? Give examples if you can.</p> <p>How much of your role would be spent on developing and/or improving these programmes/resources?</p> <p>Are you solely responsible for developing the service being developed, or is this responsibility shared?</p>



Factor	Questions
	<p>Are you required to assess and/or understand the needs of the people you provide services to/work with?</p> <ul style="list-style-type: none"> • How complex or sensitive are the needs of the people you provide services to/work with? • How variable and changeable are these needs? <p>Are you required to tailor, redesign or modify the method of service delivery or your approach to the person based on this assessment?</p>
<p>11. Emotional Effort <i>Factor grouping: effort</i></p> <p>This factor looks to build a picture of the kind of emotional demands placed on the jobholder. You are trying to understand the kinds of situations or work the jobholder may be required to undertake which are emotionally draining and/or have an emotional impact on the jobholder.</p> <p>Frequency and intensity are of key importance here. Use the following guide for the interviewee to let you know how roughly how often something is experienced:</p> <ul style="list-style-type: none"> • Daily 	<p>When you think about your work, are there situations which require a lot of emotional effort from you? For example, dealing with situations involving extreme emotions (e.g., joy, excitement, crisis, fear, anger, trauma, shock)?</p> <p>How often do these situations occur?</p> <p>How would you describe the intensity of the emotional effort required?</p> <p>Are you required to deal with a range of different situations that require emotional effort in one day?</p> <p>Are you exposed to physical and/or verbal abuse in your work? Can you give some examples of this?</p>



Factor	Questions
<ul style="list-style-type: none"> • Weekly • Monthly • 2-3 times a year • Once a year or less <p>Watch for: Emotional effort is not something that is only required when things are stressful or negative. Emotional effort can be required when working to keep relationships between groups of people on an even keel, keep energy levels high in workshops/classroom settings etc., or working with someone through a difficult but joyous event such as childbirth.</p>	<p>Do you use emotional effort to keep relationships between others (such as colleagues, stakeholders, clients) harmonious? Give examples if you can.</p> <p>Are there times where you need to be able to manage your own emotions to be able to deal with clients/teammates/material in your work? Please give some examples of how you do this.</p> <hr/> <p>Are you required to facilitate processes such as pōwhiri and/or carry out specialist roles during those processes such as kaikaranga (female caller) or kaikōrero (speaker) which require emotional effort?</p> <hr/> <p>What impact does the emotional effort required in your work have on you?</p> <ul style="list-style-type: none"> • In the short-term, medium-term, long-term?
<p>12. Sensory Effort <i>Factor group: effort</i></p> <p>This factor looks to draw out the demands on the jobholder in terms of concentration and focus. It looks to build a picture of how senses are used to ensure the work is done well and the kinds of effort involved to achieve this.</p> <p>Sensory effort is required when the job must focus on an activity or process with such intensity that an</p>	<p>What kind of things in your work require concentration or actions which could tire your senses and/or create mental fatigue? (This is known as sensory effort).</p> <ul style="list-style-type: none"> • How often are you required to do these activities? • Are you able to take a break if you need one? <hr/> <p>If your concentration is broken when undertaking your work, what could the results be? I.e., can you be interrupted, and would this have a negative impact?</p>



Factor	Questions
<p>interruption could have a negative impact. This could be when activities such as listening, comprehending, watching, driving or thinking are combined with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/sensory or physical fatigue.</p> <p>It is important to note that some work requires ongoing rapid shifts in concentration in order to respond to multiple queries/activities.</p> <p>For example:</p> <ul style="list-style-type: none">• concentrating on a piece of work at a computer carries a sensory demand on your eyes• facilitating a meeting requires listening, observing, talking, carrying multiple sensory demands• driving requires watching, listening, alertness, carrying multiple sensory demands. <p>Sensory demands can cause sensory fatigue.</p> <p>Frequency is of key importance here.</p> <ul style="list-style-type: none">• Daily• Weekly• Monthly	<p>Is the sensory effort required in your role repetitive (i.e., doing the same thing over and over) or are there a variety of different things requiring you to multitask?</p> <ul style="list-style-type: none">• How would you describe the intensity of the sensory effort required from you in your work?



Factor	Questions
<ul style="list-style-type: none"> • 2-3 times a year • Once a year or less <p>Watch for: People are often not used to thinking about how they use their senses at work. They may need support to discuss what is being sought here and extra examples. People who work in routine or repetitive jobs in particular may be unable to easily identify any sensory effort and may need extra prompts to consider how their routine work still generates demands.</p>	
<p>13. Physical Effort <i>Factor group: effort</i></p> <p>This factor looks to establish how much physical effort is required by the jobholder to do their job. This looks beyond normal physical effort (such as typical day-to-day movement like walking around).</p> <p>Frequency is of key importance here. Use the following guide for the interviewee to let you know how often something is experienced:</p> <ul style="list-style-type: none"> • Daily • Weekly • Monthly 	<p>What kind of physical effort is required for your work? For example:</p> <ul style="list-style-type: none"> • lifting • carrying • running • long periods in one position, e.g., standing, sitting • working in cramped or confined spaces • vibration • wearing heavy, restrictive or otherwise physically demanding PPE <p>How often?</p> <p>Are you able to take a break by choice when you need to?</p> <p>How would you describe the intensity of the physical effort required from you in your work?</p>



Factor	Questions
<ul style="list-style-type: none"> • 2-3 times a year • Once a year or less <p>Watch for: Interviewees may not identify physical effort where there is a lower-level demand. It is important to draw this lower-level demand out and understand the frequency. For example, if a jobholder is required to be on their feet this may be a small physical effort, but if it is for a 12-hour shift the frequency increases the effort and becomes critical to understand the overall physical effort required from the jobholder.</p>	
<p>14. Working Conditions <i>Factor group: condition</i></p> <p>This factor looks at the environment that the jobholder is required to work in. Work environments vary and it's important to understand the demands and impact this has on the jobholder.</p> <p>Watch for: Assumptions that any given work environment (office-based or other) is a hazard-free work</p>	<p>Can you please describe the environment that you work in? For example, a shared office, home office, building sites, a ward, etc.</p> <p>Do you work night shifts?</p> <ul style="list-style-type: none"> • How often? <hr/> <p>How often would you be exposed to any dangerous or unpleasant conditions? For example:</p> <ul style="list-style-type: none"> • dust/dirt • fumes/noxious odours • noise • human or animal waste/fluids



Factor	Questions
environment. Ensure you support the interviewee to consider their work environment from a health and safety perspective.	<ul style="list-style-type: none">• extreme temperatures• heights• weather (working outdoors in all conditions)• others illness or disease <p>How would you describe the intensity and impact of the working conditions you experience in your work?</p> <hr/>
	<p>How often does your work expose you to:</p> <ul style="list-style-type: none">• personal illness or injury• repetitive strain (such as long periods of typing or lifting)? <hr/>
	<p>What (if any) policies, procedures and practices are you aware of that provide for a safe and healthy work environment?</p> <p>Consider:</p> <ul style="list-style-type: none">• Health and safety policies/practices• Bullying policies/practices• Sexual harassment policies/practices• Te Tiriti o Waitangi policies/practices
	<p>To what extent do these policies and practices provide support for you in managing your working conditions?</p>



Factor	Questions
Wrap up questions (all factors)	Is there anything else about your working conditions you would like us to know?
	Is there anything else you would like to say or ask before we finish?
	Is there anything you would like to ask us?





Te Kāwanatanga o Aotearoa
New Zealand Government

