

SCOTTISH JOINT COUNCIL FOR LOCAL GOVERNMENT EMPLOYEES JOB EVALUATION SCHEME

JOBHOLDER QUESTIONNAIRE – FULL VERSION

*This questionnaire has been specifically designed to capture information under the factor headings of the Job Evaluation Scheme, you may be asked to complete a questionnaire to help prepare for a discussion with a Job Analyst using the 'Evaluator' software. The completed document will **not** form part of the 'audit trail' of the evaluation. Please note that there are different versions of the JE questionnaire which are more suited to different types of job, specifically:*

- *'Full' version of the questionnaire – will be most appropriate for technical or specialist jobs*
- *'No questions' version – will be most appropriate for professional or managerial jobs*
- *'Reduced' version – will be most appropriate for clerical, administrative or manual jobs*

Any job holder who wishes to complete the full version of the Questionnaire may do so.

The questionnaire is based on the accepted principles of job evaluation, specifically:

- **evaluate jobs not people** – evaluation is of the job and not of the jobholder
- **assume acceptable performance of the job** – the evaluation process assumes that the job is being performed to competent standard by a fully trained and experienced individual
- **evaluate jobs as they are now** – the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future
- **evaluate actual job content, not perceptions** – the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

The questionnaire is therefore intended to capture information about the demands of your job, but not about you as an individual, nor about your performance of the job. Please bear this in mind when making your responses.

The document is split into four parts:

- **General Information** – this is where you provide the basic information about your job and an explanation of where it fits in the structure of your Service or Department.
- **Main purpose of your job** – here you should provide a brief description of your job, its purpose and what you are expected to achieve. Please also list and describe the main activities in your job. You may also find it useful to refer to any existing job description that you have.

- **The demands of your job** – this part is set out under the individual factor headings which will be used to analyse your job later in the process. You will need to refer to the definitions in the factor framework as you complete this section to ensure you provide appropriate information under each heading. This section helps job analysts understand the demands made on you in the course of **normal** working. **Please give examples, where you can, to illustrate the information you give under each heading.**
- **Any other relevant information** – this gives you the chance to provide any other information about your job which you feel is important in describing your job fully.

A few hints for completing the questionnaire

- Please read through the **whole** questionnaire first **before** attempting to complete it
- It might help to note down what you have done over the last few weeks in your job, or to keep a diary over the next few days
- Don't be surprised if it takes you a while to complete the questionnaire – try to set aside some time when you will not be interrupted and find a quiet space where you can concentrate.
- You may wish to do a 'trial run' in pencil or on a spare copy of the form
- Don't worry if you find that some sections seem less relevant to your job than others. This is unavoidable, to ensure consistency we have to ask the same questions about all jobs being evaluated. Please try to complete something in each part of the questionnaire even if you feel it is not particularly relevant to your job. If a specific question is not relevant, just leave it blank.
- Some of the questions provide options and ask you to 'tick' the most appropriate. Other questions provide a range of options and ask you to provide examples. You do **not** need to provide examples for every option, complete only the options that you consider are relevant to your job – if you consider more than one option is appropriate then tick all of those that you consider appropriate as you will have the opportunity to discuss the relevance of each option with the Job Analyst(s).
- Try to answer the questions in relation to the **normal routine** of your job, and include examples of things that happen on a day to day basis. Avoid using examples of 'one-off' tasks you may have been asked to undertake.
- You will not have to answer every question – depending on the answer option that you choose you may be directed to skip a few questions before answering another – as not every question is relevant to every job.
- If you need assistance to complete the questionnaire you should contact the Job Evaluation Team who will make arrangements for a member of your Council's Job Analyst Team to assist you. Alternatively, you may wish to seek assistance from your Trades Union representative
- If you need more space, please copy the relevant page

**SCOTTISH JOINT COUNCIL FOR LOCAL GOVERNMENT EMPLOYEES
JOB EVALUATION SCHEME**

JOBHOLDER QUESTIONNAIRE – FULL VERSION

PART 1 – GENERAL INFORMATION

Please refer to the accompanying guidance **before** attempting to complete this questionnaire

Full Name:	Click here to enter text.
SAP Number:	Click here to enter text.
Job Title:	Click here to enter text.
Service/Department:	Click here to enter text.
Team/Section:	Click here to enter text.
Line Manager's Name:	Click here to enter text.
Line Manager's Job Title:	Click here to enter text.

Position within your organisation

Please describe where your job sits in relation to others in your Team/Section, and to your Service/Department as a whole, if appropriate. If you can supply an organisation diagram to illustrate this, it would be useful. Please highlight your own position and indicate your immediate line manager and any staff who report directly to you.

Click here to enter text.

Please answer all of the questions that follow as they relate to your own job, and its normal day-to-day routine.

PART 2 – MAIN PURPOSE OF YOUR JOB

Please describe here, in general terms, the purpose of your job. Try to do this in one paragraph. It may be helpful to think how you would phrase an advert for your job.

The main purpose of my job is...

Click here to enter text.

Please list the main elements of your job and, if possible, try to quantify (in percentage terms to the nearest 10%) the amount of time you spend on each. You may find it useful to refer to any job description that you have, in filling in this section. It may also be helpful to outline the main areas of your job as headings first, then develop these in greater detail.

The main elements of my job are:

**Percentage
of time
Approximately**

Click here to enter text.

If you require more space please use an additional page

PART 3 – THE DEMANDS OF YOUR JOB

This section is set out under the 13 factor headings of the Scottish Joint Council for Local Government Employees Job Evaluation Scheme:

FACTOR 1 – WORKING ENVIRONMENT

This factor considers the predominant physical environment in which the job is normally carried out.

It covers exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions such as dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes and smells, human or animal waste, steam, smoke, grease or oil, inclement weather; and discomfort arising from the requirement to wear protective clothing.

The factor also considers hazardous aspects of the working environment which are unavoidable and integral to the job, such as the risk of illness or injury arising from exposure to diseases, toxic substances, machinery, lone working or work locations. Health and safety regulations and requirements are assumed to be met by both the employer and the employee.

The factor takes into account the nature and degree of unpleasantness or discomfort, the frequency and duration of exposure to particular conditions in the course of normal working; and the effect of combinations of disagreeable conditions.

Q1. Which of these statements best describes the PREDOMINANT working environment of the job?	Please tick one
Predominantly working indoors	<input type="checkbox"/>
Predominantly working indoors but involves travelling between different locations or premises	<input type="checkbox"/>
Predominantly working outdoors and involves travelling between different locations or premises	<input type="checkbox"/>
Predominantly working outdoors but sheltered, e.g. in a driver's cab or bothy	<input type="checkbox"/>
Predominantly working outdoors but can take shelter to avoid adverse weather	<input type="checkbox"/>
Predominantly working outdoors and exposed to all weathers	<input type="checkbox"/>

Please describe where you NORMALLY work:

[Click here to enter text.](#)

Q2. Does the job **NORMALLY** involve exposure to other unpleasant, disagreeable, or hazardous conditions? For example, noise, dust, smells, chemicals, waste etc.

Yes ☐

No ☐
Please go to Q4

If 'Yes', please describe these conditions:

Click here to enter text.

Q3. For what **PROPORTION** of working time does the job involve **ACTUAL** exposure to these conditions? For example, up to 20% of working time

Approximately

Click here to enter text.

Q4. *Is there any further information you wish to provide about the demands of your job under the **Working Environment** factor heading?*

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 2 – PHYSICAL CO-ORDINATION

This factor considers the predominant demands for physical co-ordination required to do the job.

It covers manual and finger dexterity, hand-eye co-ordination, and the co-ordination of limbs and/or senses required in the course of normal working.

The factor takes into account the nature and degree of co-ordination required, and any need for speed or precision in undertaking the required task.

Q5. In the course of normal working, is physical co-ordination needed MAINLY or PREDOMINANTLY for:

Keyboarding or other computer use ☐
Please go to Q6 & Q7

Driving ☐

Other Activities ☐
Please go to Q8

Not Required ☐
Please go to Q16

Q6. What best describes the nature of the keyboarding skills REQUIRED to carry out the job?

2 finger operation ☐

Typing, i.e. touch or audio-typing ☐

Basic keyboarding, i.e. self-taught ☐

Other computer use ☐

Q7. Is the jobholder REQUIRED to keystroke to meet pre-determined standards? For example, typing at more than 50 words per minute.

Yes ☐
Please go to Q11

No, able to work at own pace ☐
Please go to Q11

Q8. What are the MAIN other activities requiring physical co-ordination involved in the job on a day to day basis?

[Click here to enter text.](#)

Q9. Please describe the level of precision required to undertake these activities

[Click here to enter text.](#)

Q10. Does this level of precision NEED to be achieved at a pre-determined pace? For example, completing a repetitive task 6 times per minute.

Yes ☐ No, job holder can work at own pace ☐

Q11. Does the jobholder also NEED to be able to drive? Yes ☐ No ☐ *Please go to Q16*

If 'yes', why does the job require driving skills?

Click here to enter text.

Q12. Which type of vehicle used by the jobholder in the course of NORMAL working requires the HIGHEST level of physical co-ordination?

Please tick one

Car or light van <input type="checkbox"/>	Tractor, road roller, dump truck, fork lift truck or similar <input type="checkbox"/>
Minibus, medium van or similar <input type="checkbox"/>	Large mechanical digger or equivalent <input type="checkbox"/>
Large truck, articulated vehicle or similar <input type="checkbox"/>	Other propelled equipment <input type="checkbox"/>

Q13. Is the jobholder REQUIRED to use the vehicle while towing equipment or operating attachments in the course of NORMAL working? Yes ☐ No ☐

Q14. Is it an INTEGRAL part of the job to manoeuvre this vehicle into, within and out of severely restricted spaces, e.g. within confined spaces? Yes ☐ No ☐

Q15. Would someone who could NOT drive undertake the FULL range of duties of this job? Yes ☐ No ☐

Q16. Is there any further information you wish to provide about the demands of your job under the **Physical Co-ordination factor heading?**

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 3 – PHYSICAL EFFORT

This factor considers the strength and stamina required to do the job.

It covers all forms of physical effort required in the course of normal working, for example, standing, walking, lifting, carrying, pulling, pushing, working in awkward positions such as bending, crouching, stretching; for sitting, standing or working in a constrained position.

*The factor takes account of the **greatest** demands on the jobholder in terms of the nature and degree of physical effort required, and the other **main** demands in terms of the frequency and duration of the physical effort required to do the job.*

Q17. Does the job require MORE THAN basic physical effort by the jobholder?

N.B. Tasks or activities undertaken mainly in a **SEDENTARY** position and allow for considerable flexibility of movement involve a **BASIC** degree of physical effort, as does a limited requirement for standing, walking, bending or stretching, or an occasional need to lift or carry items.

Yes ☐

No ☐
Please go to Q21

Q18. Please tick the box(es) below which best describe the GREATEST demand for physical effort involved as part of the USUAL routine in terms of the nature and degree of demand, i.e. the HEAVIEST physical demand of the job.

Lifting/carrying <input type="checkbox"/>	Applied physical effort* <input type="checkbox"/>	Working in a constrained position <input type="checkbox"/>
Pushing/pulling <input type="checkbox"/>	Working in awkward postures <input type="checkbox"/>	Standing/walking <input type="checkbox"/>

***N.B.** Applied physical effort, i.e. where physical force has to be applied, such as scrubbing, sawing, digging etc

Please provide examples of the activities you undertake that require the GREATEST physical effort:

Click here to enter text.

Q19. Please indicate ON AVERAGE the proportion of working time that the GREATEST demand for physical effort is required as part of the USUAL routine.

Only occasional <input type="checkbox"/>	21% - 40% <input type="checkbox"/>	61% - 80% <input type="checkbox"/>
5% to 20% <input type="checkbox"/>	41% - 60% <input type="checkbox"/>	Over 80% <input type="checkbox"/>

Q20. Please tick the box(es) below which best describe the OTHER demands for physical effort involved as part of the USUAL routine, i.e. the MAIN physical demands of the job or those which take up the most working time.

N.B. *these activities are likely to be heavier than those identified at Q18 please do not select the same answer for this Question*

Standing/walking	<input type="checkbox"/>	Working in awkward postures	<input type="checkbox"/>	Pushing/pulling	<input type="checkbox"/>
Working in a constrained position	<input type="checkbox"/>	Applied physical effort*	<input type="checkbox"/>	Lifting/carrying	<input type="checkbox"/>

***N.B.** *Applied physical effort, i.e. where physical force has to be applied, such as scrubbing, sawing, digging etc*

Please provide examples of the MAIN activities you undertake that require physical effort:

[Click here to enter text.](#)

Q21. Please indicate ON AVERAGE the proportion of working time that the OTHER demands for physical effort are required as part of the USUAL routine.

N.B. *these activities are likely to be less heavy than those identified at Q18 but are likely to be required more frequently*

Only occasional	<input type="checkbox"/>	21% - 40%	<input type="checkbox"/>	61% - 80%	<input type="checkbox"/>
5% to 20%	<input type="checkbox"/>	41% - 60%	<input type="checkbox"/>	Over 80%	<input type="checkbox"/>

Q22. Is there any further information you wish to provide about the demands of your job under the **Physical Effort factor heading?**

[Click here to enter text.](#)

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 4 – MENTAL SKILLS

This factor considers the predominant thinking requirement in the job.

It includes problem solving, options appraisal, creativity and design, innovation, imaginative and developmental skills, analytical and strategic thinking, research, planning, and the ability to conceptualise.

*The factor takes into account the **predominant** nature and complexity of the mental tasks undertaken.*

Q23. How are the more DIFFICULT or CHALLENGING problems resolved, that arise in the course of NORMAL working? i.e. the non-routine problems	Please tick one
By referring the more difficult or challenging problems upwards to a supervisor or line manager <i>Please go to Q31</i>	<input type="checkbox"/>
By applying existing rules, procedures or instructions to the more difficult or challenging problems that arise	<input type="checkbox"/>
By applying analytical and problem solving skills to the more difficult or challenging problems that arise	<input type="checkbox"/>

Please provide a typical example of a difficult or challenging problem:

[Click here to enter text.](#)

Q24. What best describes the mental skills that are REQUIRED to resolve problems or deal with situations arising?	Please tick one
Making choices between defined options <i>Please go to Q27</i>	<input type="checkbox"/>
Judgement or creativity to resolve generally similar problems <i>Please go to Q26</i>	<input type="checkbox"/>
Analysis of information or strategic planning <i>Please go to Q27</i>	<input type="checkbox"/>
Judgement or creativity to develop new solutions <i>Please go to Q25</i>	<input type="checkbox"/>

Q25. What best describes the new solutions that the jobholder is REQUIRED to develop in order to resolve problems?	Please tick one
Novel applications of known techniques	<input type="checkbox"/>
New ideas or concepts previously untried within the Council	<input type="checkbox"/>

Please provide a typical example of a new solution that you developed:

[Click here to enter text.](#)

Please go to Q30

Q26. Please describe the TYPE of problems or situations you have to deal with and provide examples of the problem solving techniques that you use.

[Click here to enter text.](#)

Q27. Is the nature, scope and cause of each problem NORMALLY apparent on first inspection?

Yes ☐ No ☐
Please go to Q30

Q28. If 'No' how are problems or situations generally resolved by the jobholder?	Please tick one
By assessing information and its relevance to the particular circumstances	<input type="checkbox"/>
By applying recognised analytical techniques	<input type="checkbox"/>

Please provide a typical example:

[Click here to enter text.](#)

Q29. In the course of normal working does ALL of the information relating to particular problems and their resolutions come from:	Please tick one
The same source	<input type="checkbox"/>
A number of similar sources	<input type="checkbox"/>
A variety of different sources	<input type="checkbox"/>

Q30. In the course of normal working, do you have to use JUDGEMENT in order to assess, and SUBSEQUENTLY select/reject conflicting information from different sources?

Yes ☐ No ☐

Please provide a typical example:

[Click here to enter text.](#)

Q31. Does the job involve forward planning or scheduling activities?

No ☐
Please go to Q35

Yes, development of plans ☐

Yes, forward scheduling ☐

Yes, both scheduling and planning ☐

Please provide examples of the typical work or activities you plan or schedule:

Click here to enter text.

Q32. What best describes the forward planning or scheduling activity undertaken in the job?	Please tick one
Planning / scheduling own immediate workload <i>Please go to Q35</i>	<input type="checkbox"/>
Scheduling work and activities for self and/or others for several days in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Scheduling work and activities for self and/or others for more than a week in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Scheduling work and activities for self and/or others months in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Planning / scheduling work for up to 3 months in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Planning / scheduling work for more than 3 months in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Updating existing or rolling plans for up to a year in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Planning new or one-off tasks for up to three months in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Creating and maintaining plans for up to a year in advance <i>Please go to Q35</i>	<input type="checkbox"/>
Strategic planning for the short, medium or longer term <i>Please go to Q33</i>	<input type="checkbox"/>

Q33. Is the jobholder personally REQUIRED to develop strategies or plans for future implementation?

Yes ☐

Yes – contributes to their development ☐

No ☐
Please go to Q35

If 'Yes' please provide typical examples of your role in the development of strategies and plans:

Click here to enter text.

Q34. When planning strategies or plans for future implementation, how far ahead does the jobholder TYPICALLY have to think?

Over a period of up to 3 years ☐

Over a period of more than 3 years ☐

Please describe the complexity of the planning activity:

Click here to enter text.

Q35. Is there any further information you wish to provide about the demands of your job under the *Mental Skills*** factor heading?**

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 5 – CONCENTRATION

This factor considers the concentration required to do the job.

It covers the need for mental or sensory attention, awareness and alertness, and anything which may make concentration more difficult, such as repetitive work, interruptions or the need to switch between varied tasks or activities; and other forms of work related pressure, for example, arising from simultaneous/ conflicting work demands or deadlines.

*The factor takes into account the nature and degree of the **highest** level of concentration required in the course of **normal** working, and the duration of the requirement.*

Q36. Please describe the HIGHEST level of mental or sensory attention that is normally REQUIRED to ensure that the DAY TO DAY tasks and duties of the job are carried out correctly. For example, the tasks that require concentration for seeing, hearing, thinking, calculating, alertness, attention to detail etc

N.B. *It may help to describe some of your day to day tasks that require concentration*

Click here to enter text.

Q37. What is the TYPICAL duration of periods over which the jobholder is REQUIRED to SUSTAIN this level of attention WITHOUT INTERRUPTIONS on a DAY TO DAY basis?

N.B. *“Interruptions” constitute any occurrence which diverts the jobholder’s attention from the immediate task in hand, e.g. answering a telephone call, dealing with a personal caller, completing one task and starting another etc*

The typical duration of sustained concentration is...

Click here to enter text.

Q38. On a day to day basis, which aspect of the job creates the MOST pressure for the jobholder?

Repetitive work ☐
Please go to Q43

Switching from one thing to another ☐
Please go to Q39

Interruptions ☐
Please go to Q40

Deadlines ☐
Please go to Q41

Conflicting or simultaneous demands ☐
Please go to Q42

None of these ☐
Please go to Q43

Q39. What is the jobholder REQUIRED to switch between?

A number of tasks ☐

A range of activities ☐

Please provide examples of switching from one thing to another in the day to day routine of the job:

Click here to enter text.

Please go to Q43

Q40. What best describes the nature of the interruptions?

Generally unavoidable ☐

Can usually be dealt with later ☐

Please provide examples of the interruptions in the day to day routine of the job:

Click here to enter text.

Please go to Q43

Q41. Are these deadlines:

Determined by the jobholder's own priorities? ☐

Externally imposed or outside the jobholder's control? ☐

Workload or service delivery related? ☐

A combination of service and external? ☐

Please provide examples of the deadlines involved in the day to day routine of the job:

[Click here to enter text.](#)

Please go to Q43

Q42. Where conflicting or simultaneous demands occur IN THE COURSE OF NORMAL WORKING, must the jobholder:

Deal with the new demand immediately? ☐

OR, is the jobholder usually able to complete the current task first? ☐

Please provide examples of the conflicting or simultaneous demands involved in the day to day routine of the job:

[Click here to enter text.](#)

Q43. Is there any further information you wish to provide about the demands of your job under the **Concentration factor heading?**

[Click here to enter text.](#)

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 6 – COMMUNICATION SKILLS

This factor considers the most demanding requirement for spoken and written communication in the course of normal working.

It covers oral, sign, linguistic and written communication skills such as informing, exchanging information, listening, interviewing, persuading, advising, presenting, training, facilitating, conciliating, counselling, negotiating, and advocacy.

*The factor takes into account the purpose of the communication, the sensitivity, complexity or contentiousness of the subject matter, and the nature and diversity of the intended audience. This factor considers communication with others, **not** with the jobholder's own colleagues or team.*

Q44. What best describes the communications undertaken in the course of normal working – are they MAINLY:

Spoken ☐

Written ☐

Both ☐

Please provide examples of typical communications:

[Click here to enter text.](#)

Q45. Please identify with whom you MAINLY communicate in the course of NORMAL working.

Colleagues in other departments ☐

External contacts ☐

Members of the public ☐

Customers and/or clients ☐

A mix of internal and external contacts ☐

Elected members ☐

Q46. What best describes the level of understanding of the people with whom you normally communicate?

Familiar with the subject matter ☐

Unfamiliar with the subject matter ☐

A range of audiences – both familiar and unfamiliar with the subject matter ☐

Q47. What best describes the NATURE of information USUALLY communicated in the course of normal working?

- Straightforward ☐ Routine ☐ Sensitive ☐
 Complicated ☐ Non-routine ☐ Contentious ☐
Please go to Q56

Please provide examples of typical communications:

Click here to enter text.

Q48. Please identify the MOST demanding type of communication ROUTINELY involved in the job?

- Exchanging information ☐ Seeking / providing information ☐ Eliciting / explaining information ☐
Please go to Q59 *Please go to Q59* *Please go to Q59*
 Advising / guiding / persuading ☐ Training / presenting ☐ Public relations / promoting ☐
Please go to Q49 *Please go to Q53* *Please go to Q56*
 Using another language ☐ None of these – communication is generally only with immediate work colleagues ☐
Please go to Q58 *Please go to Q59*

Q49. For what purpose does the jobholder NEED to use advisory, guiding or persuading skills in the course of NORMAL working?

- To inform others ☐ To influence others ☐
Please go to Q51 *Please go to Q51*
 To counsel others ☐ To advise others ☐
Please answer Q50, Q51 & Q59 *Please go to Q51*

Q50. Who does the jobholder COUNSEL in the course of NORMAL working?

- Colleagues ☐ Clients ☐ Members of the public ☐

Q51. Please provide typical examples of your use of these skills to inform, influence, counsel or advise others in the course of normal working:

[Click here to enter text.](#)

Q52. Does the job REQUIRE advocacy skills in the course of normal working to influence or advise others?

No ☐
Please go to Q59

Yes, informal
advocacy skills ☐

Yes, formal advocacy
in a representational
role ☐

If 'Yes' please provide examples of the circumstances in which advocacy skills are required in the course of normal working:

[Click here to enter text.](#)

Q53. What is the PREDOMINANT type of communication undertaken in the course of NORMAL working?

Training – formal or informal ☐
Please go to Q54

Presenting ☐
Please go to Q55

Q54. Please provide typical examples of the type of training and what is involved in the delivery of that training in the course of normal working:

[Click here to enter text.](#)

Q55. What is the PURPOSE of the presentations generally delivered by the jobholder in the course of normal working? Please provide typical examples:

[Click here to enter text.](#)

Q56. Does the jobholder **REGULARLY** deal with the media in a public relations context? Yes ☐ No ☐ *Please go to Q59*

Please provide typical examples of public relations activity in the course of normal working:

Click here to enter text.

Q57. ***Please provide typical examples of any contentious information communicated in the course of normal working:***

Click here to enter text.

Please go to Q59

Q58. For what purpose does the jobholder NEED to communicate in another language in the course of NORMAL working?	Please tick one
To exchange greetings and routine information in that language	<input type="checkbox"/>
To exchange more complicated information in that language	<input type="checkbox"/>
To provide simultaneous translation	<input type="checkbox"/>

Please provide typical examples of circumstances in which you **NEED** to communicate in another language in the course of normal working:

Click here to enter text.

Q59. *Is there any further information you wish to provide about the demands of your job under the **Communication Skills** factor heading?*

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 7 – DEALING WITH RELATIONSHIPS

This factor considers the additional demands on the jobholder in terms of service delivery arising from the circumstances and/or behaviour of those he/she comes into contact with as an integral part of normal working.

It covers the interpersonal skills needed to deal with and/or care for other people (excluding the jobholder's immediate work colleagues) who are upset, unwell, difficult, angry, frail, confused, have special needs, are at risk of abuse, are in need of palliative or end of life care, or are disadvantaged in some way. It also considers the need to cope with abuse, aggression, the threat of violence, and/or to deal with conflict.

The factor takes account of the extent of dealing with such contacts in the course of normal working, and the frequency and duration of the contact.

Q60. What BEST describes the circumstances or behaviour of the people you come into contact with, in the course of NORMAL working?

Please tick as many boxes as you consider to be appropriate

- | | | |
|--|---|---|
| Upset <input type="checkbox"/> | Unwell <input type="checkbox"/> | Difficult <input type="checkbox"/> |
| Angry <input type="checkbox"/> | Frail <input type="checkbox"/> | Confused <input type="checkbox"/> |
| Have special needs <input type="checkbox"/> | At risk of abuse <input type="checkbox"/> | Terminally ill <input type="checkbox"/> |
| Disadvantaged in some way <input type="checkbox"/> | Abusive <input type="checkbox"/> | Aggressive <input type="checkbox"/> |
| Potentially violent <input type="checkbox"/> | In conflict with the Council <input type="checkbox"/> | None of these <input type="checkbox"/> |

Please go to Q66

Q61. To what EXTENT are these people disadvantaged, abusive, threatening or otherwise demanding?

Please provide examples of the TYPICAL behaviour or circumstances you ticked in answer to the question above.

[Click here to enter text.](#)

Q62. Why does the jobholder come into contact with these people?

Click here to enter text.

Q63. What best describes the NATURE of the jobholder's CONTACT with these people in the course of NORMAL working?

N.B. 'Integral' contact requires a direct response from, or action by, the jobholder to deal with people in the course of doing their job. 'Incidental' contact does **not** require action on the part of the jobholder as it is outwith their remit.

Integral to the jobholder's work ☐
Please go to Q65

Incidental to the jobholder's work ☐
Please go to Q64

Q64. Does this incidental contact TYPICALLY include people whose circumstances or behaviour require that they are treated with MORE THAN normal courtesy?

Yes ☐ No ☐

If 'Yes', please explain why this is so – please provide typical examples:

Click here to enter text.

Q65. For what PERCENTAGE of working time does the jobholder deal directly with these demanding people?

Up to 20% ☐ More than 20% and up to 50% ☐ More than 50% ☐

Q66. Is there any further information you wish to provide about the demands of your job under the *Dealing with Relationships* factor heading?

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 8 – RESPONSIBILITY FOR EMPLOYEES

This factor considers the predominant responsibility of the jobholder for the supervision, co-ordination or management of employees, or equivalent others.

It includes responsibilities for work allocation and planning, checking, evaluating and supervising the work of others; providing guidance, training and development of own team/employees, motivation and leadership; and involvement in personnel practices such as recruitment, appraisal and discipline.

The factor takes account of the nature of the responsibility, rather than the precise numbers of employees supervised, co-ordinated or managed; and the extent to which the jobholder contributes to the overall responsibility for employees.

Q67. Does the jobholder have any RESPONSIBILITY for the work of employees or OTHERS in an equivalent position? Yes ☐ No ☐ *Please go to Q75*

N.B. 'OTHERS' includes contractors' or suppliers' employees, work experience trainees, students on placement, volunteers etc

If 'Yes' please indicate the job titles of those whose work you are responsible for:

Click here to enter text.

Q68. Which of the following best describe the NATURE of the jobholder's RESPONSIBILITY for the work of others, in the course of normal working?

Providing advice and guidance ☐
Please go to Q75

Instructing/allocating work and checking results ☐
Please go to Q70

Demonstrating duties ☐
Please go to Q75

Co-ordination of work, on the job training and/or performance appraisal ☐
Please go to Q69

Providing on the job training ☐
Please go to Q70

Providing or co-ordinating training ☐
Please go to Q69

Directing activities ☐
Please go to Q72

Please provide examples of how this responsibility is carried out:

Click here to enter text.

Q69. Over how many AREAS OF ACTIVITY does the jobholder have RESPONSIBILITY for providing/co-ordinating training?

One ☐

More than one ☐
Please specify

Click here to enter text.

Q70. Is this an ON-GOING responsibility?	Please tick one
Yes, on an occasional basis <i>Please go to Q75</i>	<input type="checkbox"/>
Yes, on a daily basis	<input type="checkbox"/>
Yes, on a regular, but not daily, basis – e.g. shifts or seasonal working <i>Please go to Q75</i>	<input type="checkbox"/>

Q71. Does the jobholder also have responsibility for development of employees / others?

Yes ☐

No ☐
Please go to Q75

If 'Yes' please describe what this involves:

Click here to enter text.

Q72. Which of the following best describes the jobholder's responsibility for the implementation of personnel policy, procedure and practice?	Please tick one
Involved in the application and implementation of personnel practices	<input type="checkbox"/>
Directly implements personnel procedures and practice	<input type="checkbox"/>
Ensuring the implementation of personnel policies, procedures and practices	<input type="checkbox"/>
Managing and monitoring the implementation of the personnel framework within their own service/department	<input type="checkbox"/>
Accountable for the implementation of personnel policy	<input type="checkbox"/>

Please provide examples to illustrate this responsibility:

[Click here to enter text.](#)

Q73. Which of the following best describes the jobholder's RESPONSIBILITY for directing activities of others?	Please tick one
Monitor team performance and evaluate work against a pre-determined programme	<input type="checkbox"/>
Evaluate activities and working methods and re-prioritise within established parameters	<input type="checkbox"/>
Determine departmental/functional priorities/targets and review activities and methods	<input type="checkbox"/>
Determine resource requirements and set objectives	<input type="checkbox"/>

Q74. Is the jobholder RESPONSIBLE for the direction of:

One activity ☐ More than one activity ☐ A service ☐

A department or function ☐ A multi-functional department ☐ Corporate activities ☐

Please identify the activity, service, department or function within which you hold this responsibility:

[Click here to enter text.](#)

<p>Q75. Is there any further information you wish to provide about the demands of your job under the Responsibility for Employees factor heading?</p> <p>Click here to enter text.</p> <p>If you require more space please use another page – please indicate which factor heading the additional information refers to</p>
--

FACTOR 9 – RESPONSIBILITY FOR SERVICES TO OTHERS

This factor considers the jobholder's predominant responsibility to others in terms of the quality and delivery of service provision.

It covers responsibilities for the provision of physical, mental, social, economic, business and environmental services, including health and safety. This includes services to individuals or groups such as internal or external clients, service users and recipients, customers, contractors, and members of the public.

The factor takes account of the nature of the responsibility and the extent of the jobholder's impact on individuals or groups. For example, providing personal services, advice and guidance, or other forms of assistance; applying, implementing or enforcing regulations; or designing, developing, implementing and/or improving services or processes.

Q76. Which of the following best describes the PREDOMINANT responsibility for services to others in your job, in the course of normal working?	Please tick one
Provision of support services to colleagues or mainly internal customers <i>Please go to Q84</i>	<input type="checkbox"/>
Personal delivery of front-line services to mainly external users <i>Please go to Q84</i>	<input type="checkbox"/>
Applying regulations or Council policy <i>Please go to Q77</i>	<input type="checkbox"/>
Assessing service requirements or client/customer needs <i>Please go to Q79</i>	<input type="checkbox"/>

Please provide typical examples of the service you provide describing the EXTENT of your responsibility:

[Click here to enter text.](#)

Q77. Which of the following best describe the jobholder's responsibility for applying regulations or Council policy?

Personally apply or implement <input type="checkbox"/> <i>Please go to Q84</i>	Ensure and/or monitor the proper implementation <input type="checkbox"/> <i>Please go to Q84</i>	Enforce <input type="checkbox"/> <i>Please go to Q78</i>
--	---	---

Please provide a typical example:

[Click here to enter text.](#)

Q78. Does the jobholder PERSONALLY have the responsibility for initiating enforcement action, such as prosecution? Yes ☐ No ☐ *Please go to Q84*

If 'Yes', please describe what this involves in the course of normal working:

Click here to enter text.

Please go to Q84

Q79. What is the nature of the service needs or requirements normally being ASSESSED by the jobholder?

Please provide examples of typical assessments of service needs:

Click here to enter text.

Q80. Which of the following best describes how the jobholder generally addresses service needs?	Please tick one
Implementation of appropriate processes for service provision/delivery	<input type="checkbox"/>
Implementation of appropriate programmes of service activities or processes	<input type="checkbox"/>

Please provide examples of typical processes or programmes:

Click here to enter text.

Q81. What best describes the jobholder's responsibility for delivering services to others?	Please tick one
Contributes directly to assessment of COMPLEX needs and monitor service quality and delivery <i>Please go to Q84</i>	<input type="checkbox"/>
Manage the quality and provision/delivery of programmes of activities or services <i>Please go to Q84</i>	<input type="checkbox"/>
Ensure contracted service delivery complies with quality standards/specifications <i>Please go to Q84</i>	<input type="checkbox"/>
Manage contracted service delivery to quality/cost/time standards/specifications <i>Please go to Q84</i>	<input type="checkbox"/>
Contribute directly to design, development/improvement of programmes of activities or services <i>Please go to Q84</i>	<input type="checkbox"/>
Lead the design, development/improvement of programmes of activities or services <i>Please go to Q84</i>	<input type="checkbox"/>
Account for the quality and provision/delivery of service <i>Please go to Q82</i>	<input type="checkbox"/>

N.B. Please provide examples of how this responsibility is carried out in the box on the following page before proceeding to the appropriate next question

Please describe typical examples:

Click here to enter text.

Please go to Q82 or Q84 as indicated above

Q82. At what level is the jobholder ACCOUNTABLE for the provision/delivery of service?

To the Head of Service or Director ☐ To Service Committee ☐ To the full Council ☐

Q83. For what span of service(s) is the jobholder ACCOUNTABLE?

A single service ☐ A range of services or an entire function ☐ Two or more functions ☐

Please indicate which service(s) or function(s) this accountability applies:

Click here to enter text.

Q84. Is there any further information you wish to provide about the demands of your job under the **Responsibility for Services to Others factor heading?**

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 10 – RESPONSIBILITY FOR FINANCIAL RESOURCES

This factor considers the jobholder's predominant responsibility for financial resources.

It covers responsibility for cash, vouchers, cheques, debits and credits, invoices, and responsibility for the range of budgetary activities – including project, expenditure and income budgets, income generation and the generation of savings, assessments of risk/grants, loans/investments.

It takes into account the nature of the responsibility, for example, accuracy, processing, checking, safekeeping, security, authorising, monitoring, accounting, auditing, budgeting, estimating, business and financial planning, control and long term development of financial resources. It also takes into account the need to ensure economy, efficiency and effectiveness in the use of financial resources, and the need to ensure financial probity.

The factor takes into account the extent to which the jobholder contributes to the overall responsibility, rather than just the value of the financial resources.

Q85. Does the jobholder have ANY responsibilities for finance?

No ☐ Yes, direct ☐ Yes, indirect ☐
Please go to Q94

Q86. What is the PREDOMINANT nature of this responsibility?

Handling cash, cheques or equivalents ☐ Accounting for / auditing of financial resources ☐ Budgetary ☐
Security of cash, cheques or equivalent ☐ Processing financial documents or transactions ☐

Please provide typical examples from normal working:

Click here to enter text.

Q87. How OFTEN does the jobholder carry out this responsibility?

Occasionally ☐ Regularly ☐ Daily ☐

Q88. For what amount is the jobholder responsible? Please estimate the TOTAL amount of resources on annual basis, e.g. the size of a budget, the amount of cash handled, the amount of cash secured etc

Click here to enter text.

Q89. Does the job involve accounting for / auditing of financial resources? No ☐ Yes ☐
Please go to Q94

Please describe the nature of your involvement:

Click here to enter text.

Q90. At what LEVEL is the jobholder involved in MANAGING the audit/accounting process?

Please go to Q94 N/A ☐ Service ☐ Departmental/
Functional ☐ Corporate ☐

Please indicate which service(s) / function(s):

Click here to enter text.

Please go to Q94

Q91. Does the job involve responsibility for budgets? No ☐ Yes ☐
Please go to Q94

Please describe the purpose or nature of these budgets, for example, project, capital expenditure, income generation or savings targets, assessments of risk/grants, loans/investments etc:

Click here to enter text.

Q92. What best describes the NATURE of the jobholder's PREDOMINANT responsibility?	Please tick one
Spending from an allocated budget within set authorisation limits <i>Please go to Q94</i>	<input type="checkbox"/>
Monitoring budgetary income/expenditure <i>Please go to Q94</i>	<input type="checkbox"/>
Authorising and monitoring budgetary expenditure <i>Please go to Q94</i>	<input type="checkbox"/>
Contributing to the budget setting/estimating process <i>Please go to Q94</i>	<input type="checkbox"/>
Leading or controlling the budget setting process <i>Please go to Q94</i>	<input type="checkbox"/>
Determining and planning budgets <i>Please go to Q93</i>	<input type="checkbox"/>

Q93. What is the SCOPE of the jobholder's RESPONSIBILITY for determining budgets and/or long term financial planning?

Service ☐

Departmental ☐

Functional ☐

Multi-functional / corporate ☐

Q94. *Is there any further information you wish to provide about the demands of your job under the **Responsibility for Financial Resources** factor heading?*

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 11 – RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

This factor considers the jobholder's primary and secondary responsibilities for the Council's physical and information resources.

It covers tools, equipment, instruments, vehicles, plant and machinery, materials, goods, produce, stocks and supplies, manual or computerised information used in the course of normal working. It also covers responsibility for offices, buildings, fixtures and fittings; Council databases, information systems and records; land and construction works.

It takes into account the nature of the jobholder's primary responsibility for resources and any secondary responsibility, for example, safekeeping, confidentiality and security; deployment and control; maintenance and repair; requisition and purchasing; planning, organising, or design and long term development of physical or information resources.

The factor takes into account the degree to which the jobholder contributes to the overall responsibility, and the value of the resource.

Q95. Please give brief details of the TYPE of physical or information resources that you have responsibility for.

- **PRIMARY/MAIN:**

Click here to enter text.

- **SECONDARY/OTHER:**

Click here to enter text.

N.B. *This need not be in respect of both a physical resource **and** an information resource; it may be in respect of two different physical resources, for example, security of premises **and** proper use and safekeeping of vehicles/equipment.*

Q96. Please indicate the primary or MAIN responsibility for physical or information resources involved in your job

Plant, vehicles, equipment and/or tools ☐
Please go to Q98

Buildings, premises, external locations or equivalent ☐
Please go to Q106

Paper based and/or electronic information ☐
Please go to Q101

Supplies and/or stocks ☐
Please go to Q110

Q97. Please indicate any OTHER or secondary responsibility for physical or information resources involved in your job

N.B. Please do not select the same answer that you chose at Question 96

Plant, vehicles, equipment and/or tools ☐

Please go to Q98

Paper based and/or electronic information ☐

Please go to Q101

None ☐

Please go to Q114

Buildings, premises, external locations or equivalent ☐

Please go to Q106

Supplies and/or stock ☐

Please go to Q110

Q98. What best describes the jobholder's responsibility for PLANT, VEHICLES, EQUIPMENT OR TOOLS?

Use and safe keeping ☐

Maintain ☐
Please go to Q99

Use and maintain ☐
Please go to Q99

Manage ☐
Please go to Q100

Q99. Which of the following best describes the NATURE of the maintenance carried out by the jobholder in the course of normal working?	Please tick one
Reporting faults of breakdowns	<input type="checkbox"/>
Carrying out daily checks	<input type="checkbox"/>
Routine maintenance	<input type="checkbox"/>
Full maintenance	<input type="checkbox"/>
Both day-to-day and full maintenance	<input type="checkbox"/>

Please provide typical examples:

[Click here to enter text.](#)

Q100. What is the NATURE of the jobholder's RESPONSIBILITY for managing these physical resources?	Please tick one
Supervising their proper use and safekeeping	<input type="checkbox"/>
Ensuring proper use and that repairs and maintenance are carried out	<input type="checkbox"/>
Management/deployment of physical resources	<input type="checkbox"/>
Identifying resource requirements	<input type="checkbox"/>

Please provide typical examples:

[Click here to enter text.](#)

Q101. What is the NATURE of the jobholder's responsibility for INFORMATION as a resource?	Please tick one
Handling, processing and/or updating files or records <i>Please go to Q102</i>	<input type="checkbox"/>
Accessing files or records <i>Please go to Q102</i>	<input type="checkbox"/>
Organising and maintaining filing and/or record systems <i>Please go to Q105</i>	<input type="checkbox"/>
Developing and/or managing information and/or record systems <i>Please go to Q104</i>	<input type="checkbox"/>
Planning information resources <i>Please go to Q109</i>	<input type="checkbox"/>

Q102. What is the NATURE of the information dealt with by the jobholder in the course of normal working?

Please provide typical examples:

Click here to enter text.

Q103. What is involved in dealing with this information?

Data input ☐

Creating and/or updating files ☐

Filing ☐

Keeping records ☐

Please provide typical examples:

Click here to enter text.

Q104. What best describes the jobholder's RESPONSIBILITY for developing or managing information systems or records?	Please tick one
Contributing to the review, adaptation or development of the information/record systems	<input type="checkbox"/>
Undertaking the design and development of information/record systems	<input type="checkbox"/>
Ensuring the proper completion and safekeeping of statutory records	<input type="checkbox"/>
Managing the review and development of information/record systems	<input type="checkbox"/>

Please provide typical examples of your involvement:

Click here to enter text.

Q105. What best describes the purpose of these information systems?

For personal use ☐ For access by team or colleagues ☐

For service/departmental use ☐ For functional use ☐

Council-wide use ☐ For access by external users ☐

Please provide examples of these systems and how they are used:

Click here to enter text.

Q106. What is the NATURE of the jobholder's responsibility for BUILDINGS, PREMISES, EXTERNAL LOCATIONS OR EQUIVALENT?	Please tick one
Cleaning <i>Please go to Q114</i>	<input type="checkbox"/>
Maintenance / repair <i>Please go to Q114</i>	<input type="checkbox"/>
Ensuring proper cleaning, repair and maintenance <i>Please go to Q114</i>	<input type="checkbox"/>
Security <i>Please go to Q107</i>	<input type="checkbox"/>
Adaptation, development or design <i>Please go to Q108</i>	<input type="checkbox"/>
Utilisation, acquisition or disposal <i>Please go to Q108</i>	<input type="checkbox"/>
Manage, repair / maintain a range of premises <i>Please go to Q113</i>	<input type="checkbox"/>

Please provide examples:

Click here to enter text.

Q107. What best describes the jobholder's responsibility for safeguarding these physical resources?

Setting alarms and keyholding ☐
Please go to Q114

Monitoring movements in and out of premises ☐
Please go to Q114

Nominated keyholder or caretaker ☐
Please go to Q114

Managing security ☐
Please go to Q113

Please provide examples of what this involves in the course of normal working:

Click here to enter text.

Q108. What best describes the NATURE of the jobholder's INVOLVEMENT in the process of adaptation, development and design OR utilisation, acquisition and disposal of buildings, premises or other physical resources?

Contributes ☐
Please go to Q113

Responsible for ☐
Please go to Q113

Supervises ☐
Please go to Q113

Planning of ☐
Please go to Q109

Please provide typical examples:

Click here to enter text.

Q109. What is the jobholder's INVOLVEMENT in the planning of physical or information resources?	Please tick one
Contributing to the planning process	<input type="checkbox"/>
Responsible for planning at departmental/functional level	<input type="checkbox"/>
Planning future developments for up to 3 years ahead	<input type="checkbox"/>
Planning future developments for more than 3 years ahead	<input type="checkbox"/>

Please provide typical examples:

Click here to enter text.

Q110. What is NATURE of the jobholder's responsibility for SUPPLIES AND STOCKS?	Please tick one
Requisitioning supplies	<input type="checkbox"/> <i>Please go to Q114</i>
Ordering and stock control	<input type="checkbox"/> <i>Please go to Q114</i>
Stock control	<input type="checkbox"/> <i>Please go to Q114</i>
Purchasing	<input type="checkbox"/> <i>Please go to Q111</i>
Procurement	<input type="checkbox"/> <i>Please go to Q111</i>

Please provide typical examples:

Click here to enter text.

Q111. What is the NATURE of the jobholder's INVOLVEMENT in purchasing or procurement?	Please tick one
Identifying resource requirements	<input type="checkbox"/> <i>Please go to Q113</i>
Purchasing within delegated limits as an authorised signatory	<input type="checkbox"/> <i>Please go to Q113</i>
Approving purchase orders signed off by others	<input type="checkbox"/> <i>Please go to Q113</i>
Determining resource requirements and authorising their purchase and deployment	<input type="checkbox"/> <i>Please go to Q113</i>
Tendering for procurement purposes	<input type="checkbox"/> <i>Please go to Q112</i>

Please provide typical examples:

Click here to enter text.

Q112. At what level does the jobholder have RESPONSIBILITY for tendering?

Section ☐

Service ☐

Departmental ☐

Functional ☐

Council wide ☐

Consortium ☐

Please specify which section(s) / service(s) / department(s) / functions, or the membership of which Consortia:

Click here to enter text.

Please provide typical examples of the type of tendering:

Click here to enter text.

Q113. What is the EXTENT, RANGE or VALUE of the physical resources for which the jobholder exercises this responsibility?

Please provide typical examples:

Click here to enter text.

Q114. Is there any further information you wish to provide about the demands of your job under the **Responsibility for Physical and Information Resources factor heading?**

- **PRIMARY/MAIN:**

Click here to enter text.

- **SECONDARY/OTHER:**

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 12 – INITIATIVE AND INDEPENDENCE

This factor considers the jobholder's scope to exercise initiative and the extent to which they have freedom to act.

It takes into account the predominant nature and degree of supervision and guidance of the jobholder provided by instructions, procedures, practices, checks, policy, precedent, regulation, strategy and statute.

Q115. What best describes the type of initiative the jobholder is required to exercise in the course of NORMAL working?

- | | | |
|---|--|---|
| Working to instructions <input type="checkbox"/> | Following routine working practices <input type="checkbox"/> | Following established procedures <input type="checkbox"/> |
| Working within policy guidelines <input type="checkbox"/> | | Working within the framework of Council policy <input type="checkbox"/> |

Q116. Is the jobholder free to arrange his/her own workload? Yes ☐ No ☐

Q117. What best describes the TYPE of problems the jobholder is expected to deal with INDEPENDENTLY?

- | | | |
|----------------------------------|--------------------------------------|--|
| Routine <input type="checkbox"/> | Predictable <input type="checkbox"/> | Unanticipated <input type="checkbox"/> |
|----------------------------------|--------------------------------------|--|

Please provide examples of typical problems you would be expected to deal with yourself:

[Click here to enter text.](#)

Q118. Which of the following best describes the extent of the jobholder's freedom to act in the course of NORMAL working?

- | | | |
|---|--|--|
| Work is inspected <input type="checkbox"/> | Work is subject to checks <input type="checkbox"/> | Work is closely supervised <input type="checkbox"/> |
| Guidance is available <input type="checkbox"/> | Problems are referred to a supervisor <input type="checkbox"/> | Expected to respond independently to problems <input type="checkbox"/> |
| Requires operational advice and guidance <input type="checkbox"/> | Requires managerial direction <input type="checkbox"/> | Requires professional advice <input type="checkbox"/> |

Q119. What best describes the jobholder's scope to exercise discretion?

Over **own** workload ☐

Over a **broad** range of activities ☐

Over a **limited** range of activities ☐

Over a **very** broad range of activities ☐

Over a **range** of activities ☐

Please provide examples of this discretion and the range of activities:

[Click here to enter text.](#)

Q120. What best describes the level of supervision OR advice and guidance that is GENERALLY available to the jobholder?

Advice and guidance readily available ☐

Access to supervisor for unusual or difficult problems ☐

Advice and guidance available as and when required ☐

Advice and guidance not readily accessible ☐

Jobholder works without recourse to others for advice ☐

Jobholder receives managerial direction and professional advice ☐

Jobholder receives general managerial direction ☐

Jobholder receives minimal managerial direction ☐

Jobholder consults manager for specific advice ☐

Jobholder works within the framework of Council strategy ☐

Please provide examples of the type of advice and guidance you might seek or receive in the course of normal working:

[Click here to enter text.](#)

Q121. What TYPE of problems would the jobholder refer to a supervisor or manager?

Unusual ☐

Difficult ☐

Serious ☐

Please provide examples of typical problems that you would refer to your supervisor or line manager:

Click here to enter text.

Q122. Does the job have an ON-GOING role in the development of strategy as part of the normal routine?

Yes ☐

No ☐ *Please go to Q127*

Please provide examples to illustrate your role in the development of strategy:

Click here to enter text.

Q123. What best describes the jobholder's PREDOMINANT role in the relation to strategy?

Occasional input to development of strategy ☐
Please go to Q127

Responsible for developing strategy ☐
Please go to Q124

Contributes to the development of strategy ☐
Please go to Q127

Responsible for recommending strategy ☐
Please go to Q125

Q124. At what level does policy and/or strategy developed by the jobholder require to be approved/ratified?

Department/ Director ☐

Committee ☐

Council ☐

Please provide a recent example of such a policy or strategy that you developed:

Click here to enter text.

Q125. What best describes the NATURE of the policy and/or strategic recommendations made by the jobholder?	Please tick
To meet current objectives	<input type="checkbox"/>
To define future objectives	<input type="checkbox"/>
To challenge established thinking	<input type="checkbox"/>

Please provide a recent example of such a policy or strategy that you recommended:

Click here to enter text.

Q126. At what LEVEL does the jobholder recommend strategy?

Service ☐

Department ☐

Functional ☐

Multi-functional Department /
Corporate ☐

Please indicate the relevant service(s) / department(s) / function(s):

Click here to enter text.

Q127. Is there any further information you wish to provide about the demands of your job under the *Initiative and Independence* factor heading?

Click here to enter text.

If you require more space please use another page – please indicate which factor heading the additional information refers to

FACTOR 13 – KNOWLEDGE

This factor considers what the jobholder predominantly needs to know to do the job.

It covers all practical, procedural, technical, specialist, policy and organisational knowledge required for the job, including knowledge of equipment and machinery, numeracy and literacy, culture and techniques, ideas and concepts necessary to do the job.

*It takes into account the breadth, and complexity of knowledge required, and the depth of understanding needed. It considers the **minimum** qualifications or experience which will **typically be needed** to do the job, but does not take into account qualifications specified as a recruitment criteria to fill the post. These minimum qualifications and experience will therefore **not necessarily** be those held by any individual jobholder.*

Q128. What best describes the PREDOMINANT knowledge REQUIRED to do the job?

- | | | |
|---|---|-------------------------------------|
| Practical <input type="checkbox"/> | Technical <input type="checkbox"/> | Specialist <input type="checkbox"/> |
| Procedural <input type="checkbox"/> | Organisational <input type="checkbox"/> | Clerical <input type="checkbox"/> |
| Administrative <input type="checkbox"/> | | |

Please provide examples:

[Click here to enter text.](#)

Q129. How is the knowledge NEEDED to do the job TYPICALLY acquired?	Please tick
Demonstration and familiarisation on the job	<input type="checkbox"/>
Through previous or job related experience	<input type="checkbox"/>
On the job training and experience	<input type="checkbox"/>
Vocational training / further education and experience	<input type="checkbox"/>
Professional qualifications and experience	<input type="checkbox"/>

Please go to Q140

Please describe what this involved:

[Click here to enter text.](#)

Q130. What best describes the LEVEL of literacy and numeracy NEEDED to do the job	Please tick
Basic reading / composing straightforward sentences / basic arithmetic	<input type="checkbox"/>
Interpreting / preparing documents requiring original composition / undertaking arithmetic functions	<input type="checkbox"/>
Interpreting / preparing technical maps or drawings	<input type="checkbox"/>

Please provide typical examples:

Click here to enter text.

Q131. What RANGE of tasks does the jobholder GENERALLY undertake?

Please provide typical examples:

Click here to enter text.

Q132. Are any of these tasks relatively complex, EITHER singly OR in combination? Yes ☐ No ☐

Please provide typical examples to illustrate their complexity

Click here to enter text.

Q133. Does the jobholder NEED additional knowledge that would TYPICALLY be acquired off the job? Yes ☐ No ☐ *Please go to Q135*

Please describe what would be involved:

Click here to enter text.

Q134. Could the knowledge NEEDED to do the job be acquired by OTHER means?

No ☐

Yes, with relevant experience ☐

Yes, through on the job training and experience ☐

Q135. How much EXPERIENCE IN THE JOB does the jobholder typically require to become FULLY familiar with ALL aspects of the job?

Please provide an indicative range of weeks, months or years:

Click here to enter text.

Q136. IN ADDITION to knowledge related to his/her own job, which of the following does the jobholder also NEED knowledge of?

A number of different tasks ☐

A range of other jobs ☐

A range of related tasks ☐

A range of jobs AND activities ☐

Not applicable ☐

Please provide typical examples of what these might be:

Click here to enter text.

Q137. Does the jobholder REQUIRE an understanding of relevant THEORY? Yes ☐ No ☐ *Please go to Q154*

Q138. What best describes the LEVEL of theoretical knowledge the jobholder would typically REQUIRE in order TO DO THE JOB?

An appreciation ☐

In-depth knowledge ☐

Please provide examples of that level of theoretical knowledge and explain why it is required:

Click here to enter text.

Q139. How is the REQUIRED level of theoretical knowledge PREDOMINANTLY acquired?	Please tick one
Formal education	<input type="checkbox"/>
Through in-house / on-the-job training	<input type="checkbox"/>
Working experience	<input type="checkbox"/> <i>Please go to Q154</i>

Please explain what this involved, for example, training, achievement of certificates of competence, qualifications etc

Click here to enter text.

Q140. What best describes the qualifications typically REQUIRED to do the job?

Certificates, e.g. Highers, HNC, IT or fork lift competence etc ☐
Please go to Q144

Vocational, e.g. SVQ's, Apprenticeship, City & Guilds, LGV/HGV/PSV licence etc ☐
Please go to Q144

General degree or equivalent ☐
Please go to Q141

Professional diploma or equivalent ☐
Please go to Q144

A degree or equivalent in a specific discipline ☐
Please go to Q141

A degree or equivalent AND a post-graduate qualification ☐
Please go to Q142

Please complete the box on the following page before proceeding to the appropriate next question.

N.B. *Relevant qualifications and training provide an indicator of the type and level of knowledge needed to perform the job duties properly. Individual jobholders need not necessarily hold such qualifications – they may have acquired an equivalent level of knowledge through a combination of relevant experience and on or off the job training.*

Please provide details of relevant certificate(s) / qualification(s):

Click here to enter text.

Q141. Could this job be undertaken WITHOUT a degree or equivalent?

Yes ☐ No ☐
Please go to Q144

Please explain why the degree or equivalent is required:

Click here to enter text.

Please go to Q143

Q142. Does the job REQUIRE post-graduate qualifications as a minimum?

Yes ☐ No ☐
Please go to Q144

Please explain why the post graduate qualification is required:

Click here to enter text.

Please go to Q143

Q143. What best describes the extent of the knowledge and experience typically REQUIRED by the jobholder?	Please tick one
An area of specialism within a discipline	<input type="checkbox"/>
Comprehensive knowledge across a whole discipline	<input type="checkbox"/>
Multi-disciplinary	<input type="checkbox"/>

Please indicate relevant specialism(s) or discipline(s):

Click here to enter text.

Q144. What length of relevant experience would typically be REQUIRED either to underpin theoretical knowledge or in ADDITION to a particular qualification?

Please provide an indicative range of months and/or years:

Click here to enter text.

Q145. What best describes the PREDOMINANT nature of the knowledge and experience REQUIRED by the jobholder?

Practical ☐
Please go to Q154

Technical / Specialist ☐
Please go to Q146

Clerical /
Administrative ☐
Please go to Q154

Operational /
Managerial ☐
Please go to Q146

Strategic ☐
Please go to Q146

A combination of
operational AND
strategic ☐
Please go to Q146

Q146. Is knowledge of the EXTERNAL environment within which the Council operates NECESSARY to do the job? Yes ☐ No ☐
Please go to Q154

Please describe this knowledge and provide examples to explain why it is necessary:

Click here to enter text.

Q147. For what PURPOSE does the jobholder REQUIRE knowledge of the Council's external environment?

To maintain professional knowledge ☐
Please go to Q154

To contribute to the Council's
response to change in the external
environment ☐

Please provide examples:

Click here to enter text.

Q148. What best describes the PREDOMINANT nature of the jobholder's contribution to the Council's RESPONSE to change in the external environment?

Implementation of change ☐ Assessment of the potential impact / implications of change ☐

Please provide examples:

Click here to enter text.

Q149. What best describes the NATURE of the jobholder's PREDOMINANT involvement in the assessment of forthcoming or proposed change in the external environment?	Please tick one
Contributing to the development of the Council's strategic response	<input type="checkbox"/>
Co-ordinating / reporting on the Council's strategic response	<input type="checkbox"/>
Assessing operational implications of change	<input type="checkbox"/>
Initiating and directing the development of Council's strategic response	<input type="checkbox"/>

Please provide examples:

Click here to enter text.

Q150. Does the jobholder REGULARLY contribute to FORMAL working GROUPS considering a functional/professional response to change in the external environment?

No ☐ Please go to Q154
 Yes, to internal working groups ☐ Please go to Q154
 Yes, to external groups ☐

Please indicate which working groups:

Click here to enter text.

Q151. What best describes the MAIN purpose of these EXTERNAL working groups?

To consider operational implications
of proposed change ☐

To consider a strategic response to
proposed change from a functional or
professional perspective ☐

Please provide recent examples:

[Click here to enter text.](#)

Q152. What best describes the purpose of the jobholder's contribution as a member of an EXTERNAL working group?

Provision of specialist expertise
and/or experience ☐

Representing the Council's position of
interests ☐

Please provide recent examples of how this contribution is made:

[Click here to enter text.](#)

Q153. Is the jobholder's membership of EXTERNAL working groups:

An on-going requirement of the job? ☐

An ad hoc occurrence ☐

Please provide recent examples:

[Click here to enter text.](#)

Q154. Is there any further information you wish to provide about the demands of your job under the **Knowledge factor heading?**

[Click here to enter text.](#)

If you require more space please use another page – please indicate which factor heading the additional information refers to

PART 4 – ANY OTHER RELEVANT INFORMATION

Please use this page to provide any other information that you consider to be relevant in considering the context of the job:

Click here to enter text.

Many thanks for taking the time to complete the questionnaire which will be used only for job evaluation purposes. We would like to emphasise that its contents will be treated confidentially.