



FEDERAL REPUBLIC OF NIGERIA

HR Practitioners' Tool:

Job Evaluation/Job Classification

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BPSR

BUREAU OF PUBLIC SERVICE REFORMS

THE PRESIDENCY

website: www.bpsr.gov.ng

About the Bureau of Public Service Reforms

The Bureau of Public Service Reforms (BPSR) in the Presidency was established on 4 February, 2004, as an independent and self-accounting body to drive the reform of public services in Nigeria.

The roles of the Bureau include:

- elucidate government policies on the reform of public services;
- provide advisory and technical support for change management and performance improvement;
- coordinate, monitor and evaluate reform implementation activities
- present best practice models and conducting research on implementation; and
- engender an environment of learning among ministries, departments and agencies.

The 'HR Practitioner Tool' series responds directly to the mandate of the Bureau in that it harnesses national and international experience of good human resource management practice, and presents simple tools in simple language that public servants can understand, follow and use.

The Bureau is available to hand-hold MDAs and other public service organisations that wish to improve their working methods and practices and deliver better services to citizens. For further information, please contact the Director General on +234 (0) 9291 8966, or visit our website at www.bpsr.gov.ng

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Foreword

As part of the efforts to professionalise the Human Resource Management (HRM) functions in the federal public service, BPSR is issuing a series of booklets and handbooks designed to give impartial advice on HRM functions and practices. The *“HR Practitioners’ Tool: Job Evaluation/Job Classification”* is the first in the series of the Bureau’s booklets. It provides HRM practitioners with a simple guide to evaluating and classifying jobs in the federal civil service.

The aim of job evaluation is to provide a systematic and consistent approach to defining the relative worth of jobs within a workplace. It also provides valuable information for organizational analysis and for human resources (HR) planning and management strategies such as succession planning, performance management, compensation, etc.

Job classification, frequently involving job evaluation techniques, is essentially a system of identifying and describing the different kinds of work in an organization and then grouping similar positions together by job titles, salary grades, and qualification requirements for recruitment and selection purposes. Job classification establishes the basis for providing equal pay for equal work.

In producing this *“HR Practitioners’ Tool”*, BPSR intends to demystify the subject and provide practical assistance to MDAs undertaking or contributing to Job Evaluation and Job Classification. We are grateful to the DFID SPARC programme for its technical contribution in the development of this tool.

Understanding Job Evaluation

Job evaluation is the analysis and evaluation of work for the purpose of determining the relative value of jobs within an organization. Job evaluation may also provide valuable information for organizational analysis and for HR planning and management strategies such as succession planning, performance management, compensation, etc.

For a job evaluation system to be effective, care must be taken in ensuring the system is as objective as possible. It is important that each job be evaluated on the basis of **current, regular and ongoing work conditions and job content**. It is also essential that the focus of the evaluation process be on the purpose, scope and responsibilities of work assigned to the position, and not an incumbent's personal qualities or performance. In other words the focus is on the position and not the individual(s) in the position.

As jobs are very often affected in some way by organizational change, maintaining the job evaluation system requires that departments periodically review their organization's design and structure to determine if significant changes have occurred. Any change in an organization's structure may alter the content of a job, which may result in an adjustment in the evaluation of the job. Ideally the position description should be updated every time there is a substantial change to a position's purpose, scope and/or responsibilities.

Job evaluation will involve some level of subjectivity. To reduce subjectivity the Ministry, Department or Agency (MDA) will be required to form a Job Evaluation Committee (JEC). The JEC shall meet jointly to evaluate all positions being evaluated. Membership on this Committee will be a representation from a cross-section of job classes to every extent possible. The JEC will evaluate all jobs within the MDA, as well as maintain the integrity of the selected job evaluation system. Whenever possible job evaluation decisions shall be unanimous and deemed final and binding upon the parties, subject to appeal procedures.

Job Classification Method

Jobs are classified into an existing grade/category structure or hierarchy. Each level in the grade/category structure has a description and associated job titles. Each job is assigned to the grade/category providing the closest match to the job. The classification of a position is decided by comparing the whole job with the appropriate job grading standard. To ensure equity in job grading and wage rates, a common set of job grading standards and instructions are used. Because of differences in duties, skills and knowledge, and other aspects of trades and labour jobs, job grading standards are developed mainly along occupational lines.

The standards do not attempt to describe every work assignment of each position in the occupation covered. The standards identify and describe those key characteristics of occupations that are significant for distinguishing different levels of work. They define these key characteristics in such a way as to provide a basis for assigning the appropriate grade level to all positions in the occupation to which the standards apply.

The basic purposes of classifying jobs are:

- To help in recruitment and selection by defining significant qualification standards;
- To help in designing and developing standards for performance and appraisals;
- To allocate responsibilities aligned with the company's mission and vision and those that help in the realisation of the organisation's business plans and strategies;
- To identify career and growth paths in organisations; and
- To establish standards for remuneration.

Guiding Rules for Job Evaluation

- Jobs must be properly understood before they can be evaluated hence, good quality information is required in the shape of job descriptions, which make the content and context of the job clear;
- Job evaluation is a judgemental, not a scientific, process; thus, every effort must be made to minimise subjectivity. This is achieved by having people with knowledge of the sector, function or organisation involved and by having a number of factors to make judgements about;
- The task of the evaluators is to make consistent judgements and the use of the evaluation method is the tool that enables this to happen;
- Each decision is properly recorded in order that the reasoning is documented for future use when maintaining the scheme as jobs change, or dealing with appeals when job holders consider the evaluators are at fault;
- It is jobs that are evaluated not job holders;

- The evaluation is based on a fully acceptable level of performance by occupants of the job;
- The job is evaluated as it exists today;
- Present pay, status or grading are not relevant; and
- Jobs can only be evaluated if they are understood.

Job Evaluation Process



Job Analysis

Job analysis is a process to identify and determine in detail the particular job duties and requirements and the relative importance of these duties for a given job. Job analysis is a process where judgements are made about data collected on a job.

While job analysis data may be collected from incumbents through interviews or questionnaires, the product of the analysis is a description or specifications of the job, not a description of the person.

Job analysis answers the following important questions:

- What tools, materials, and equipment are used to perform the tasks in the job?
- What methods or processes are used to perform the tasks in the job?
- What are the specific duties for the position? This puts the position in context and spells out broad responsibilities
- What are the critical tasks and key result areas of the position? The question helps to isolate the most critical activities that the position holder is expected to perform
- What are the discrete outcomes of the job for which the person appointed will be held accountable and evaluated on?
- What behaviours, skills, knowledge and experience are the most important to the programme in achieving the key results and outcomes? This question focuses on the specific personal qualities that are necessary to best meet the job requirements.

Methods of Job Analysis

Several methods exist that may be used individually or in combination. These include:

- Review of job classification systems
- Incumbent interviews
- Supervisor interviews
- Expert panels
- Structured questionnaires
- Task inventories
- Checklists
- Open-ended questionnaires
- Observation
- Incumbent work logs.

A typical method of job analysis would be to give the incumbent a simple questionnaire to identify job duties, responsibilities, equipment used, work relationships, and work environment. However, be aware that the answers may reflect current practice and may not provide information on what the job *should* cover. The completed questionnaire would then be used to assist the *job analyst* who would then conduct an interview of the incumbent(s). A draft of the identified job duties, responsibilities, equipment, relationships, and work environment would be reviewed with the supervisor for accuracy. The job analyst would then prepare a job description and/or job specifications.

The method used in job analysis will depend on practical concerns such as type of job, number of jobs, number of incumbents, and location of jobs.

What Aspects of a Job Are Analysed?

Job analysis should collect information on the following areas:

- **Duties and Tasks:** the basic unit of a job is the performance of specific tasks and duties. Information to be collected about these items may include: frequency, duration, effort, skill, complexity, equipment, standards, etc.
- **Environment:** this may have a significant impact on the physical requirements to be able to perform a job. The work environment may include unpleasant conditions such as offensive odours and temperature extremes. There may also be definite risks to the incumbent such as noxious fumes, radioactive substances, hostile and aggressive people, and dangerous explosives
- **Tools and Equipment:** some duties and tasks are performed using specific equipment and tools. Equipment may include protective clothing. These items need to be specified in a job analysis

- **Relationships:** supervision given and received. Relationships with internal or external people
- **Requirements:** the knowledge, skills, and abilities (KSAs) required performing the job. While an incumbent may have higher KSAs than those required for the job, a job analysis typically only states the minimum requirements to perform the job.

Job Descriptions

A job description clarifies work functions and reporting relationships, helping employees understand their jobs. Job descriptions aid in maintaining a consistent salary structure. Performance evaluations may be based on job descriptions.

Duty Statements

Well-written duty statements contain action words that accurately describe what is to be done.

Duty statements should focus on primary, current, normal, daily duties and responsibilities of the position (not incidental duties, an employee's qualifications or performance, or temporary assignments). Related or similar duties should be combined and written as one statement.

Each duty statement should be a discreet, identifiable aspect of the work assignment, described in one to three sentences, and should be outcome-based, allowing for alternate means of performing the duty, changes in technology, preferences of employees and supervisors, and accommodations of workers with disabilities, without altering the nature of, and/or the duty itself.

Examples of duty statements are:

- *Compiles* reports on a quarterly basis to ...
- *Adjusts* height of lathe tool ...
- *Drives* tractor to worksite ...
- *Opens* valve to flush pipe
- *Listens* to customer at counter
- *Compares* department expenses with budget...

Duty statements typically contain three parts: 1) the **Verb**, the **Object**, and a **Purpose**. Examples of these parts of duty statements are shown below:

Verb	Object	Purpose
Collects	financial data	to evaluate budget requests.
Conducts	analytical studies	to support financial planning.
Compiles	enrolment data	for distribution to administrators.
Cleans	computer equipment	in conformance with established schedules.
Drives	pickup truck carrying supplies	to job sites.
Overhauls and repairs	equipment	daily, or as needed.

The sample form below may help in identifying the necessary information to create duty statements.

Worksheet for task statements				
Who?	Performs what action?	To whom or what?	Using what tools, equipment, methods?	To achieve what result?
Subject	Action verbs	Object of verb	Phrase	In order to ...
The worker				
Task statement				

The Content of Job Descriptions

The content of job descriptions should identify and describe:

Mental Functions

- **COMPARING** – Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things
- **COPYING** – Transcribing, entering, or posting data
- **COMPUTING** – Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them
- **COMPILING** – Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the evaluation are frequently involved
- **ANALYSING** – Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved
- **COORDINATING** – Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data. May include prioritising multiple responsibilities and/or accomplishing them simultaneously
- **SYNTHESISING** – To combine or integrate data to discover facts and/or develop knowledge or creative concepts and/or interpretations.

Relations with Others

- SUPERVISION (given) – Coordinating and directing the activities of one or more subordinates
- SUPERVISION (received) – Independence of actions; authority to determine methods of operation
- NEGOTIATING – Exchanging ideas, information, and opinions with others to formulate policies and programmes and/or jointly arrive at decisions, conclusions, solutions, or solve disputes
- COMMUNICATING – Talking with and/or listening to and/or signalling people to convey or exchange information; includes giving/receiving assignments and/or directions
- INSTRUCTING – Teaching subject matter to others, or training others through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines
- INTERPERSONAL SKILLS/BEHAVIOURS – Dealing with individuals with a range of moods and behaviours in a tactful, congenial, personal manner so as not to alienate or antagonise them
- CONTROL OF OTHERS – Seizing, holding, controlling, and/or otherwise subduing violent, assaultive, or physically threatening persons to defend oneself or prevent injury. Body strength and agility of all four limbs is necessary.

Physical Demands (Strength)

- SEDENTARY – Exerts up to 10 lbs of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. It involves sitting most of the time, but may involve walking or standing for brief periods of time
- LIGHT – Exerts up to 20 lbs of force occasionally, and/or up to 10 lbs of force frequently, and/or a negligible amount of force constantly to move objects. Physical demands are in excess of those of sedentary work. Light work usually requires walking or standing to a significant degree
- MEDIUM – Exerts up to 50 lbs of force occasionally, and/or up to 20 lbs of force frequently, and/or up to 10 lbs of force constantly to move objects
- HEAVY – Exerts up to 100 lbs of force occasionally, and/or up to 50 lbs of force frequently, and/or up to 20 lbs of force constantly to move objects;
- VERY HEAVY – Exerts in excess of 100 lbs of force occasionally, and/or in excess of 50 lbs of force frequently, and/or in excess of 20 lbs of force constantly to move objects.

Physical Demands (Movement)

- CLIMBING – Ascending or descending using feet and legs and/or hands and arms. Body agility is emphasised
- BALANCING – Maintaining body equilibrium to prevent falling on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing feats of agility
- STOOPING – Bending body downward and forward. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles
- KNEELING – Bending legs at knees to come to rest on knee or knees
- CROUCHING – Bending body downward and forward by bending legs and spine

- CRAWLING – Moving about on hands and knees or hands and feet
- REACHING – Extending hand(s) and arm(s) in any direction
- HANDLING – Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand
- FINGERING – Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling
- FEELING – Perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips.

Physical Demands (Auditory)

- TALKING – Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which workers must impart oral information to clients or to the public, and in those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly
- HEARING – Perceiving the nature of sounds. Used for those activities that require ability to receive detailed information through oral communication, and to make fine discriminations in sounds, such as when making fine adjustments on running engines.

Physical Demands (Taste/Smell)

- TASTING/SMELLING – Distinguishing, with a degree of accuracy, differences or similarities in intensity or quality of flavours and/or odours, or recognising particular flavours and/or odours, using tongue and/or nose.

Physical Demands (Vision)

- NEAR ACUITY – Clarity of vision at 20 inches or less. Use this factor when special and minute accuracy is demanded
- FAR ACUITY – Clarity of vision at 20 feet or more. Use this factor when visual efficiency in terms of far acuity is required in day and night/dark conditions
- DEPTH PERCEPTION – Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are
- ACCOMMODATION – Adjustment of lens of eye to bring an object into sharp focus. Use this factor when requiring near point work at varying distances
- COLOUR VISION – Ability to identify and distinguish colours
- FIELD OF VISION – Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point. Use this factor when job performance requires seeing a large area while keeping the eyes fixed.

Environmental Conditions and Physical Surroundings

Exposure results in marked bodily discomfort.

- EXPOSURE TO WEATHER – Exposure to hot, cold, wet, humid, or windy conditions caused by the weather
- EXTREME COLD – Exposure to non-weather related cold temperatures
- EXTREME HEAT – Exposure to non-weather related hot temperatures
- WET AND/OR HUMID – Contact with water or other liquids; or exposure to non-weather related humid conditions

- NOISE – Exposure to constant or intermittent sounds or a pitch or level sufficient to cause marked distraction or possible hearing loss
- VIBRATION – Exposure to a shaking object or surface. This factor is rated important when vibration causes a strain on the body or extremities
- ATMOSPHERIC CONDITIONS – Exposure to conditions such as fumes, noxious odours, dusts, mists, gases, and poor ventilation, which affect the respiratory system, eyes, or the skin
- CONFINED/RESTRICTED WORKING ENVIRONMENT – Work is performed in a closed or locked facility providing safety and security for clients, inmates, or fellow workers.

Equipment Used

- Office equipment such as computer, typewriter, projector, cassette player/recorder
- Hand tools (e.g. hammer, shovel, screwdriver)
- Power tools (e.g. radial saw, reciprocating saw, drill, pneumatic hammer)
- Vehicles (e.g. automobile, truck, tractor, lift).

Hazards

- Proximity to moving, mechanical parts
 - Exposure to electrical shock
 - Working in high, exposed places
 - Exposure to radiant energy
 - Working with explosives
 - Exposure to toxic or caustic chemicals.
-

Job Evaluation

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For a job evaluation system to be effective, care must be taken in ensuring the system is as objective as possible. It is important that each job be evaluated on the basis of **current, regular and ongoing work conditions and job content**. It is also essential that the focus of the evaluation process be on the purpose, scope and responsibilities of work assigned to the position, and not an incumbent's personal qualities or performance. In other words the focus is on the position and not the individual(s) in the position.

As jobs are very often affected in some way by organisational change, maintaining the job evaluation system requires that departments periodically review their organisation design and structure to determine if significant changes have occurred. Any change in an organisation's structure may alter the content of a job, which may result in an adjustment in the evaluation of the job. Ideally the position description should be updated every time there is a substantial change to a position's purpose, scope, and/or responsibilities.

Before undertaking job evaluation, top management must explain the aims and uses of the programme to employees and unions (if any). Intranet, town hall meetings, road shows, letters, could be used to publicise the exercise.

Joint Committees

Job evaluation involves some level of subjectivity. To reduce subjectivity the MDA will be required to form a JEC. The JEC shall meet jointly to evaluate all positions being evaluated. Membership on this committee will be a representation from a cross-section of job classes to every extent possible. The JEC will evaluate all jobs within the MDA, as well as maintain the integrity of the selected job evaluation system. Job evaluation decisions shall be unanimous and deemed final and binding upon the parties, subject to appeal procedures.

Job Evaluation Procedures

The following general procedures will be used to evaluate jobs:

- All incumbents will complete the job evaluation questionnaire (either individually or as a group if they choose). The incumbent, manager, group head will sign the questionnaire, and submit to HR
- Where further documentation is required, the JEC will determine how that information will be obtained. This may include having members of the JEC interview the incumbent and manager. Any additional information will be gathered in such a manner as to minimise any disruption to the workplace
- The JEC will evaluate the position using information from the completed questionnaire and any additional interviews (if necessary). The JEC will evaluate positions based on comparisons with other evaluated positions.

Job Evaluation Methods

There are a number of different methods of job evaluation, which are:

- Ranking method
- **Classification method**
- Factor comparison method
- Point method.

The classification method is recommended. Under this method, jobs are classified into an existing grade/category structure or hierarchy. Each level in the grade/category structure has a description and associated job titles. Each job is assigned to the grade/category providing the closest match to the job. The classification of a position is decided by comparing the whole job with the appropriate job grading standard. To ensure equity in job grading and wage rates, a common set of job grading standards and instructions are used. Because of differences in duties, skills and knowledge, and other aspects of trades and labour jobs, job grading standards are developed mainly along occupational lines.

The standards do not attempt to describe every work assignment of each position in the occupation covered. The standards identify and describe those key characteristics of occupations that are significant for distinguishing different levels of work. They define these key characteristics in such a way as to provide a basis for assigning the appropriate grade level to all positions in the occupation to which the standards apply.

Advantages

- Simple
- The grade/category structure exists independent of the jobs. Therefore, new jobs can be classified more easily than the ranking method.

Disadvantages

- Classification judgements are subjective
- The standard used for comparison (the grade/category structure) may have built in biases that would affect certain groups of employees (females or minorities)
- Some jobs may appear to fit within more than one grade/category.

It is important to:

- Use well-defined grades/categories and/or attempt to define the grades/categories so that they do not overlap one another. Overlaps in the descriptions and factors used to identify the grade would lead to problems when assigning jobs to the grades where there is overlap between them
- Examine the grades/categories to ensure there is no inherent gender or social exclusion biases.

Annex 1: Job Analysis Questionnaire

PURPOSE AND INSTRUCTIONS

The purpose of the questionnaire is to obtain current information on your job or current position and not on you as a person.

Because you know your duties and responsibilities better than anyone else, we need *your* help to get an accurate description of your job. We are asking you to complete this questionnaire that asks for information about your job duties. The questionnaire does not ask about your job performance; only what your job requires you to do.

Please complete this questionnaire as honestly, completely and accurately as you can. Base your answers on what is normal to your current job, not special projects or temporary assignment duties, unless these tasks are a regular part of your job.

This questionnaire needs to cover many jobs, so the questions are not specifically about your job. However, you should be able to compare your job duties to the examples given. If two answers seem to fit your situation, just check the one that works best. When answering the questions, imagine you are describing what you do to a neighbour, friend or to someone just hired for your position.

Your supervisor and manager will also be asked about your job, but they will not be allowed to change *your* answers. We appreciate your active participation in this important study. If you have questions, please feel free to ask.

Please return this questionnaire to your supervisor.

A. EMPLOYEE DATA (PLEASE PRINT):

Your Name: _____

Unit: _____

Employee ID: _____

Department: _____

Your Job Title: _____

How long have you been in your current position: _____ years _____ months

Work Telephone Number: _____

Supervisor's Name: _____

Supervisor's Title: _____

B. GENERAL PURPOSE OF POSITION

Indicate in one or two sentences the general purpose of the position (or why this job exists). This statement should be a general summary of the responsibilities listed in the next section.

C. SUMMARY OF TASKS AND RESPONSIBILITIES

Describe specific job responsibilities/duties, **listing the most important first**. Use a separate statement for each responsibility. Most positions can be described in **six to eight major responsibility areas**. Combine minor or occasional duties in one last statement. Give a best estimate of average percentage of time each responsibility takes; however, do not include a duty that occupies 5% or less of your time unless it is an essential part of the job. Each statement should be brief and concise, beginning with an action verb. **A list of action verbs is attached for reference but feel free to use other action verbs if they are more appropriate.** The box below shows an example.

--EXAMPLE--		Percentage (%) of Time
Secretary		
1.	Performs a variety of typing duties including standard letters, reports and forms.	25%
2.	Takes and transcribes dictation. Composes letters and memos as directed.	25%
3.	Maintains departmental files; ensures that all records are updated and modified as necessary.	20%
4.	Answers the telephone and greets visitors.	20%
5.	Makes travel arrangements.	10%
		100%

D. GENERAL EDUCATION & EXPERIENCE

EDUCATION: Check the box that best indicates the minimum training/education requirements of this job. (Not necessarily **your** education, but the requirements for the job.)

- | | |
|---|---|
| <input type="checkbox"/> Primary Education | <input type="checkbox"/> Higher National Diploma/Equivalent |
| <input type="checkbox"/> Secondary Education | <input type="checkbox"/> Bachelor's Degree |
| <input type="checkbox"/> Ordinary National Diploma | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Certificates, Vocational/Technical | <input type="checkbox"/> Doctorate Degree |

EXPERIENCE: Please indicate the specific job experience needed. For example, 'accounting experience in a finance management environment' and not just 'accounting experience' or 'public finance planning experience' and not just 'planning experience'. Be sure that the experience stated is what is actually **required** by the job, not what is preferred.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

vii. _____

viii. _____

Check the box that best indicates the **minimum** amount of experience described above. (Not necessarily **your** years of experience, but the requirements for the job.)

- | | |
|--|--|
| <input type="checkbox"/> Less than 6 months | <input type="checkbox"/> 3 but less than 5 years |
| <input type="checkbox"/> 6 months but less than 1 year | <input type="checkbox"/> 5 but less than 7 years |
| <input type="checkbox"/> 1 year but less than 3 years | <input type="checkbox"/> 7 years plus |

E. SUPERVISORY RESPONSIBILITIES

SUPERVISORY NATURE: What is the nature of the direct supervisory responsibility your job has? Check **one** answer.

- No supervisory responsibility**
- Work leadership** of one or more employees
- Supervisor** over a section of a department
- Assistant Manager** over supervisors or a small department
- Manager** of one department
- Manager** of more than one department
- Director**, through managers, of a single department
- Director**, through managers, of multiple departments

HOW MANY POSITIONS REPORT DIRECTLY TO YOU?

- None 1 2-3 4-6 7 or more

Indicate the total number of employees you indirectly supervise **through supervisors or managers**:

- None 1-5 6-10 11-20 21-50 51-100 100 +

F. PHYSICAL DEMANDS AND WORKING CONDITIONS

Indicate how often the following physical demands are required to perform the essential job responsibilities.

C=Constantly

F=Frequently

O=Occasionally

R=Rarely

(5-8 hrs/shift)

(2-5 hrs/shift)

(Up to 2 hrs/shift)

(Not a regular part of job)

Physical Demands

Standing _____
 Walking _____
 Sitting _____
 Lifting _____
 Carrying _____
 Pushing _____
 Pulling _____
 Handling _____
 Grasping _____
 Feeling _____
 Talking _____
 Hearing _____

Environmental Conditions

Extreme cold _____
 Extreme heat _____
 Temperature changes _____
 Wet _____
 Noise _____
 Hazards _____
 Other (define): _____

Physical Strength

Little physical effort _____
 Light work _____
 Medium work _____
 Heavy work _____
 Very heavy work _____

G. CONTACT AND COMMUNICATIONS

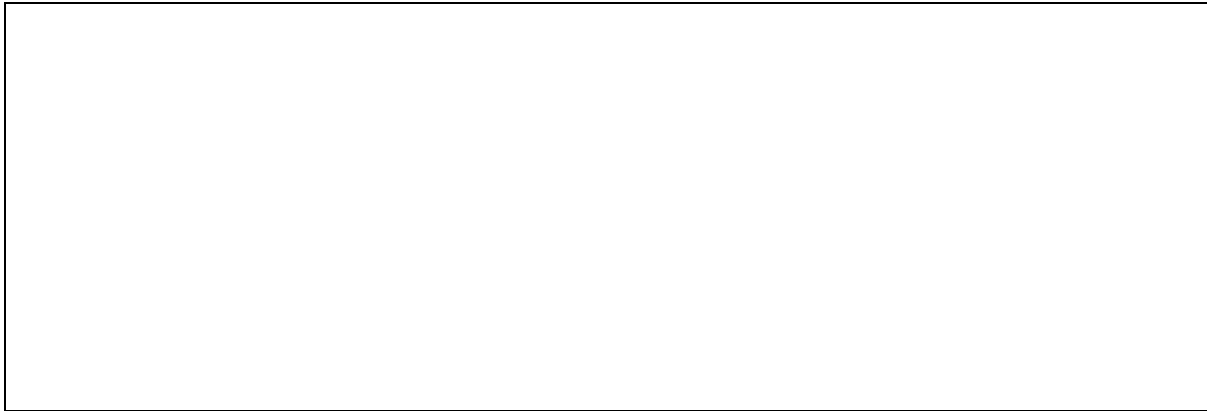
Please give examples of the contacts that are typically required in order to carry out the responsibilities of the role. Exclude contacts within the immediate work area but include all types of communication with others as follows:

	Level	Purpose
Within the organisation:		
With other government organisations:		
With external organisations		

H. OTHER ASPECTS

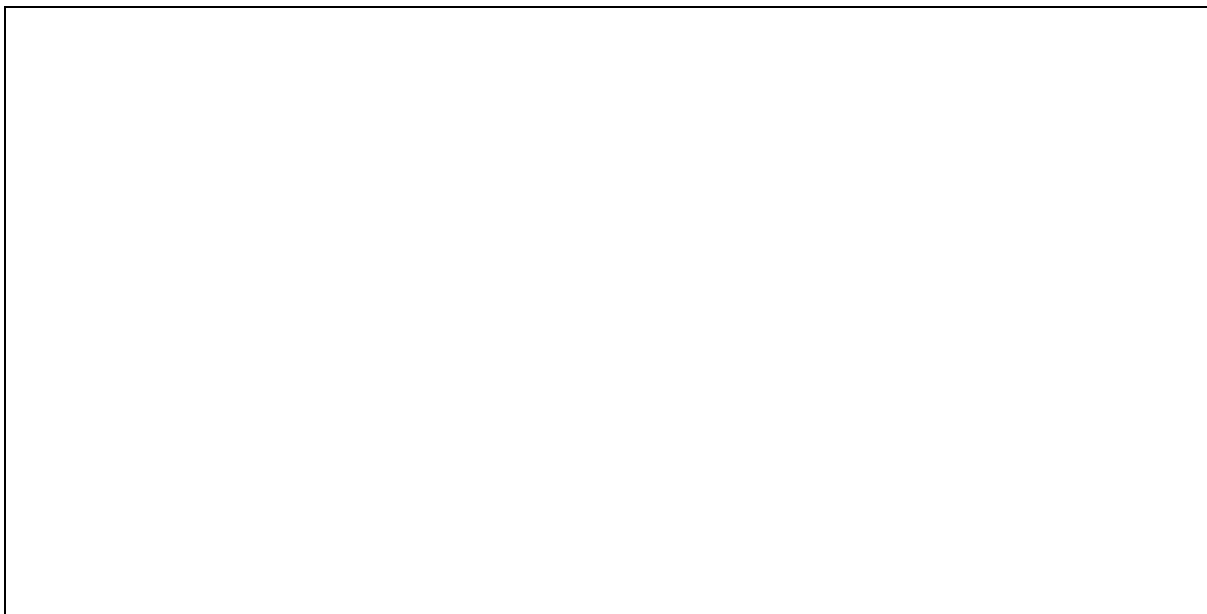
Problem Solving

Please give examples of the range of problems dealt with and their frequency. What range of options is open for their solution?




Decision Making

What decisions are the sole responsibilities of the role (i.e. that do not need approval by others)?



What advice/recommendations are given to others to help with their decisions?



Autonomy

What guidance is available to the role from senior officers, rules and regulations, precedents and set instructions?



Management of Resources

Is the role responsible for the control of budgets, equipment or other resources? If so, what are they, and what is required in managing them?

In what aspects of the role is team leading and leadership required? How much time is required for team working/leadership issues?

I. GENERAL EMPLOYEE COMMENTS

Because no single questionnaire can cover every part of a job, can you think of any other information that would be important in understanding your job? If so, please give us your comments below.

Employee's Signature: -----

Date: -----

Annex 2: Job Description Template

Job Title:		Department:	
Name Of Holder:			
Responsible To:		Staff Managed:	a. b. c. d.
Key Relationships:			
Job Purpose:			

Specific Duties and Responsibilities:

Key Result Areas/Key Performance Indicators (KPIs):

Qualifications/Work Experience/Competencies

Minimum Academic Qualifications Desired:

**Minimum Work Experience and Knowledge
Required:**

Essential Attributes or Competencies Required:

Desirable Attributes or Competencies:



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THE PRESIDENCY

Improving service delivery...
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