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TE TARI MAHI

Spotlight: A Skills Recognition Tool

User Guide

2. Adding Value to Job Descriptions

ACKNOWLEDGEMENT

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DESCRIBING JOBS – THE SPOTLIGHT CONTRIBUTION

Job or position descriptions are the basis for many human resource activities. As well as defining a job's purpose and reporting relationships, a job description lists key tasks and often the skills required to perform them. Accurate job descriptions are important in defining what can be expected of each jobholder and establishing the differences amongst related jobs.

This Spotlight guide is designed to add value to any existing technique currently in use to write position descriptions. It can be used to:
- help define precisely the hard to describe process skills of awareness-shaping, interacting, relating and coordinating that will be required if a job is to be carried out in an integrated and effective way
- identify the level of these skills required in the job, so that job expectations can be delineated clearly and the similarities and differences among different jobs can be made clear.

The Spotlight tool is not designed to identify all skills required in a job. It focuses on the skills that might otherwise not be named.

The need to recognise process skills

Jobholders must bring position descriptions to life in carrying out ongoing work activities. Achieving the purpose of a job requires process skills – the skills of linking tasks up into effective performance and adapting previous learning to the work situations that arise.

In the following example, we can see some of the difficulties often encountered in describing process skills.

Example position description
The jobholder will work closely with others to ensure the smooth functioning of the office. The jobholder will be:
- enthusiastic, professional and self-motivating, with a 'can-do' attitude'
- strongly customer-focused, with a natural empathy
- a team player with strong organisational skills
- adaptable and able to solve problems
- tactful and diplomatic.

The jobholder will:
- relate well to people from a variety of backgrounds
- have excellent communication and interpersonal skills.

Rather general terms are used, so the key requirements are not quite clear. Some skills are described as if they were natural personality traits, making them hard to develop or to value for remuneration purposes.

Others are not unpacked. To say a job needs interpersonal skills is a bit like saying a woodworker needs woodworking skills, and terms such as 'relate well' or 'excellent' communication' do not really tell us what skill level is required.

The Spotlight framework is designed to help translate terms such as these into skills and identify the level at which each skill is required.

Using the Spotlight framework to update job descriptions

This User Guide contains tools that are designed to help in using the Spotlight framework to write job descriptions. They will give added precision to describing under-recognised skills and skill levels. These tools can help in checking that job descriptions provide a clear picture of process skills and activities.

The choice of tools will depend on which of two approaches is chosen:
- Asking jobholders in key jobs to help analyse and describe their work processes using the Job Skills Recognition Workbook.
- Selecting from list of examples of activities using easily overlooked skills. The activity examples (Table 2.1) describe Spotlight skills at various levels of workplace learning. It is the skill sets, elements and levels that are the actual Spotlight framework. You are encouraged to add further examples to the list of activities for future reference and to ensure that activities are relevant to your workplace.

There are two ways of adding further activity examples:
- If you are obtaining information from jobholders, the Job Skills Recognition Workbook asks jobholders to name further activities using each skill in their job.
- If you are using the desk-based approach and the Spotlight activity examples do not contain quite the examples you need, you can also use the thesaurus of terms for working with people, data and things to help you write your own activity descriptors.

The skills identified in either of these ways can be added to the job description. Spotlight provides two types of information that can be added to position descriptions:
- Precise profiles of skills and the levels at which they are required.
- Clear examples of the work activities enabled by these skills.

When to use the Spotlight job description tools

Ideal opportunities for ensuring that the Spotlight skills are included in position descriptions arise:
- when a new job is created
- when jobs are redesigned, for example, through broadbanding, job rotation or the creation of job families or teams
- when a job falls vacant and before advertising for replacements
- as part of a periodical review, to ensure the continuing accuracy of the position description in a changing workplace
- in collecting job data to prepare for a job evaluation exercise.

DESCRIBING JOBS – OBTAINING INFORMATION FROM JOBHOLDERS

One method of ensuring that you have accurate job data is to ask jobholders to describe their work processes very precisely.

This section outlines a step-by-step guide for practitioners who are considering involving jobholders in collecting relevant job data. It explains how to:
- use the Spotlight Job Skills Recognition Workbook to collect job data
- transfer the skills identified into a Spotlight Job Skills Profile for incorporation into a position description
- incorporate useful activity examples into the position description as well.

Once the Spotlight skills have been added to the job's overall skill profile, the position description can then be used for further purposes:
- The augmented position description can be used, along with other data such as completed job evaluation questionnaires, as evidence considered by job evaluation committees.
- The augmented job data can be used in recruitment (User Guide 3) or performance and career development (User Guide 4).
- The job data can be used in conjunction with individual skill profiles to build skills in areas such as customer focus, teamwork, problem-solving and leadership.

Using the Spotlight Job Skills Recognition Workbook

The checklist below is designed to help you in deciding when and how to use the Job Skills Recognition Workbook.

Choice of jobs – which jobs will you analyse?	Recently designed or redesigned position.
	Benchmark position.
	Part of a cycle of review of position descriptions.
	High turnover or performance issues in position.
Data collection methods	The jobholder(s) will need to work with a supervisor or job analyst.
	You will need to decide how many interviews to conduct for any one job.
	A 3–4 person focus group may be useful, but it will be important to ensure that there is a moderator separate from the job analyst. The job analyst and a discussion recorder should record the decisions and add notes.
Preparation of participants	Emphasise that you are collecting data about the job, not the individual.
	You will get better data by giving the workbook to the participating jobholder(s) ahead of the interview and encouraging them to discuss responses with colleagues.
	Ask jobholders to bring a copy of their position description to the interview. This will be needed to identify job purpose and should be attached to the completed workbook for later analysis.
Conducting the interview/ workshop	Jobholders will need to be released from their duties for 90 minutes, and the interviews/discussions will need to be in a quiet and private location.
	Take time to ensure the instructions are understood – particularly the point that the questions are about activities necessary for the current job.
	Be guided by jobholder preferences as to whether answers are provided orally, with

analyst as interviewer, or in writing, with analyst as a guide. A useful format is discussion, followed by writing, in which both the jobholder and the interviewer make notes, alternating discussion and writing page by page. Collect booklet(s).

If any ticked activity descriptor seems unexpected, ask for an example and make a note. You may need to explain the concept behind the skill or the groupings.

The term 'skill level' is not used in the booklet, to avoid any tendency to inflated claims or any sense of inadequacy, so if you need to explain the groupings, say group 3 relates to problem-solving, group 4 to sharing solutions in team and group 5 to setting systems for the work group.

Rewrite the activity example or transfer it to a different column where jobholders say they carry it out but in a different way, for example, you may need to cross out the words 'learn to' and shift an activity from 'learn' to 'do fluently'.

Debrief by telling jobholders how they will learn the results.

Profiling the job and validating the profile	Check the completeness of the data immediately after the interview, collating information from various booklets and immediately adding in data that was discussed but not recorded.
	Follow the steps set out below to profile the job's skill requirements and check the results with jobholders and supervisors.

Analysing the data collected through the Spotlight Job Skills Recognition Workbook

1. Consolidate data
If you have collected data for different jobs, match the workbooks to the position descriptions. If several jobholders have provided data on the same job, check their evidence for consistency. At this stage, just mentally note if an informant diverges across a range of items. If so, you may wish to use a different coloured ink in entering this person's data.

2. Construct a Spotlight Job Skills Profile for the job
Using the Spotlight Job Skills Profile template, transfer the ticks from each jobholder's completed workbook. For example, if three jobholders completed the workbook for a particular job, the distribution might look like this:

	LEVELS				
SKILL ELEMENTS	1. Familiarisation	2. Automatic fluency	3. Proficient problem- solving	4. Creative solution- sharing	5. Expert system- shaping
A. Shaping awareness					
A1. Sensing contexts or situations	✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓	✓✓✓✓✓✓	✓	

In this example, as the skill levels are cumulative, the job definitely requires independent, automatic proficiency and an additional capacity to solve new problems as they arise, in order to interpret contexts and consequences (level 3). You may decide, however, that the job does not consistently require jobholders to share situational or contextual information in order to develop new approaches, so you may decide to ignore the single tick at level 4 (this decision is a matter of judgement).

Once all nine skill elements have been analysed in this way, the cells can be shaded to create a skills profile (see Figure 2.1).

Figure 2.1: Example of a completed Spotlight skills profile

Organisation					
Position title	Administrative Officer				
Date					
	LEVELS				
SKILL ELEMENTS	**1. Familiarisation**	**2. Automatic fluency**	**3. Proficient problem-solving**	**4. Creative solution-sharing**	**5. Expert system-shaping**
A. Shaping awareness					
A1. Sensing contexts or situations					
A2. Monitoring and guiding reactions					
A3. Judging impacts					
B. Interacting and relating					
B1. Negotiating boundaries					
B2. Communicating verbally and non-verbally					
B3. Connecting across cultures					
C. Coordinating					
C1. Sequencing and combining activities					
C2. Interweaving your activities with others'					
C3. Maintaining and/or restoring workflow					

Examples of activities using key skill elements

A1.   Piece together information and perspectives from various sources to solve a problem.

B1.   Find a pleasant way of saying 'not now' to requests that would prevent deadlines from being met.

C1.   As new demands arise during the day, frequently reprioritise tasks, planning activities to streamline your movements and keep within deadlines.

It is suggested that you debrief with participating jobholders by discussing these profiles. The Spotlight profiles for the various jobs you have analysed are now ready for inclusion in the relevant position descriptions.

In addition, you may wish to include some activity examples, possibly those that are commonly ticked, or one or two added by jobholders You can adapt them to the level required, or combine several very detailed examples into a more general statement.

FROM WORKBOOK TO JOB SKILLS PROFILE

The Job Skills Profile is used to identify the Spotlight skill elements that are used in carrying out a particular job. It also provides a quick summary of the levels at which each of the nine Spotlight skill elements is used in any particular job.

You need to use two copies of the Job Skills Profile.

Use the first copy as a worksheet for collating the information provided in the completed Job Skills Recognition Workbooks. The completed workbooks will show the number of times an activity requiring each skill element has been ticked by jobholders. (Describing jobs – obtaining information from jobholders describes the simple tally method of transferring information to the job skills profile.) Once you have tallied the number of times each skill element and level has been identified, you will be able to use your judgement in deciding the highest level of each skill element required in the job. This will probably be the highest level that is ticked consistently.

Use the second copy of the Job Skills Profile to record the Spotlight skill elements and levels required by the job by shading out to the level that you decide to be the highest required by the job. This is because skill level 3 incorporates and builds on skill level 2, and so on. You may wish to list the most relevant activity examples for inclusion in the job description.

This completed Job Skills Profile can simply be added to the position description.

DESCRIBING JOBS – USING SPOTLIGHT ACTIVITY EXAMPLES

This section describes a top-down or desk-based method of adding Spotlight components into position descriptions. This is an alternative to using the Job Skills Recognition Workbook.

This second method simply involves choosing activity examples (Table 2.1) and adapting them to fit the job.

This add-on method can be used to ensure that existing position descriptions cover all value-adding work activities. It may also provide a short-cut to writing new position descriptions.

You would use this approach if the job is new one, with no existing jobholders, or current HR priorities do not allow a thorough analysis of all jobs right now, but it would still be good to update the current job description, or to clarify expectations of the job and identify the skills required to meet these expectations.

Adding activity examples from the list of 145 provided provides the following advantages:

- Both managers and jobholders will have a clearer statement of work activity requirements and of the skills needed to perform these activities.
- The activity descriptors allow terms such as 'interpersonal skills', 'good communication', 'resilience', 'prioritising' and 'flexibility' to be translated into precise activities, which can then be linked to relevant skills.
- The required skill level of each activity descriptor can be identified. Instead of writing 'good communication skills' or 'excellent interpersonal skills', it will now be possible to say whether the jobholder will need to use these skills automatically and independently, whether novel problem-solving will be required, what shared team skills will be called for or whether the jobholder will need to contribute to work systems involving these skills.

1. Adopt activity examples
From the lists that follow in Table 2.1, simply select a number of descriptions of work processes that are likely to contribute to achieving the job's purpose. From these examples, the skill elements and levels can also be identified.

2. Adapt activity examples
The activity examples can be adapted to different levels or modified to cover similar tasks relevant to the specific position being described.

If the activity matches the type of skill element required, but the level needs to be modified, it is easy to rewrite the activity example at the correct level:

- For a novice, the skill can be respecified at level 1 (familiarisation) by adding the words 'learn to'.
- If the activity is listed in the 'familiarisation' column but the job requires automatic fluency in performing it, remove the words 'learn to'.
- An activity listed in the examples at level 2 can be rewritten at level 3 by adding in problem-solving requirements. For example, 'Learn to recognise and set aside prejudgements of other people or new ideas' is listed under A2 'Monitor/guide reactions' as a level 1 skill, but if replaced with 'Automatically make a habit of monitoring and challenging your own prejudgements of other people or new ideas', it is a level 2 skill.

The activity examples were all drawn from field research. If some seem too detailed for inclusion in a position description, several can be combined into one activity. For example, two level 3 activities illustrating the C1 skill of 'sequencing and combining tasks' are listed thus:

- As new demands arise during the day, frequently reprioritise tasks, streamline your movements to keep within deadlines.
- Assess the urgency and importance of simultaneous calls on your attention, any of which could escalate to a crisis.

These can be combined into the following:

- In order to keep to deadlines, frequently reprioritise your tasks during the day by judging the urgency of simultaneous calls on your attention.

If none of the activity examples quite fits the job, a comprehensive thesaurus of further terms is supplied as an aid to writing further activity descriptions.

SPOTLIGHT ACTIVITY EXAMPLES

This section contains examples of activities (Table 2.1) that use each of the nine Spotlight skill elements. The Spotlight skills are work process skills. They are capabilities that enable action. The examples are designed to illustrate the use of the skills in action.

Each activity example serves two separate purposes. It illustrates the use of a skill element and a particular level at which the skill element is used.

Most skill elements can be used at a number of different levels. In some of the examples, you can see a progression of levels, with the learning at level 1 or 2 incorporated into the skills being used at level 3 or 4, but to provide a wider range of activities, there are also some isolated examples of activities described at only one level.

Once the jobholder has become familiar with the skills through level 1 activities, most of the same activities will be carried out fluently and automatically at level 2 proficiency. So if the job requires experience in the activity, with particular skill elements being used automatically, you can simply delete words such as 'learn to' and use the relevant level 1 descriptor at level 2.

From level 3 onwards, the activities involve creativity and new solutions. Level 3 involves solving new problems. Level 4 involves the creation of new workplace approaches by sharing solutions informally, and level 5 involves helping turn new solutions into workplace systems. Not all jobs or workplaces allow for this.

In writing position descriptions, activity examples can be combined or adapted to fit the job. The important thing is to provide a clear understanding of the skill level involved.

Table 2.1: Activity examples

SKILL SET/ELEMENT	1. Familiarisation	2. Automatic fluency	3. Proficient problem-solving	4. Creative solution-sharing	5. Expert system-shaping
A. Shaping awareness – capacity to develop, focus and shape your own and others' awareness of work contexts, situations and impacts	Learn your job contexts, demands and impacts.	Automatically monitor the work situation and evaluate its impacts.	Monitor contexts and impacts whilst solving problems.	Share situational awareness and new solutions.	Understand systems and opportunities to influence them.
A1. Sensing contexts or situations – capacity to notice, interpret and understand the significance of wider job contexts or changed workplace situations	Build up understanding of worksite, resources, contacts, roles and rules. Build up a general understanding of terms and technology used by specialists in the work area. Use observation, questions, reading and reflection to understand wider work contexts.	Adapt and apply practical knowledge and skills gained outside the workplace. Draw on wider experience of workplaces to fit in with the styles of different work groups. Automatically pick up on small situational changes or early warning signs.	Piece together information and perspectives from various sources to solve a problem. Use knowledge of internal and external contexts to anticipate problems. Solve a problem for a client or colleague by sifting key issues from masses of detail.	Handle uncertainty by exchanging rapid situational updates with colleagues, using codes or signals. With colleagues, share ideas and approaches to solving client or technical problems. By helping create and maintain internal and external networks, keep up to date on developments and trends relevant to the work area.	Use understanding of organisation's priorities to influence systems and policies. Develop a system of regular information exchange on developments inside and outside the organisation. Bring together people with theoretical knowledge and practical experience to think about an issue in a new way.

SKILL SET/ELEMENT	1. Familiarisation	2. Automatic fluency	3. Proficient problem-solving	4. Creative solution-sharing	5. Expert system-shaping
A2. Monitoring and guiding reactions – capacity to monitor and guide your own and others' reactions, or manage situations where awareness levels vary	Learn to recognise and set aside your own pre-judgements of people or situations. Gain insight into difficult behaviour by seeing when it is a response to fear or embarrassment. Learn to control your reactions to frightening or disgusting situations.	Recognise provocations (try ons) and deftly avoid responding to them. Use cues or formulas to guide or coach others in how to behave in a situation. In a difficult situation, automatically cross-check your own and co-workers' reactions.	By keying in to other people's way of thinking, filter information for its relevance to them. Handle situations where participants have varying levels of awareness and want different degrees of disclosure. Manage responses to overwhelming tasks by breaking them into steps.	Be alert to the work group's emotional under-currents, strengths and needs. Compare notes with colleagues, to identify underlying causes of difficulties and share approaches to handling them. Prepare for a key event by going through all the steps and gaining feedback from a trusted colleague.	Know when to persevere and when to let go of a system change you are seeking to introduce. Monitor perceptions of an initiative, to clear up misinterpretations. Foresee potential difficulties with a policy proposal and find ways of addressing them in advance.
A3. Judging impacts – capacity to evaluate your own or team's impacts in the workplace or on clients or community	Learn to predict how your responses to a situation will affect the reactions of other people. Learn to screen unnecessarily worrying or unsettling work processes from clients. Learn to read a situation and consider consequences before responding.	By listening and watching, sense the point at which someone is beginning to be uncomfortable with what you are saying or doing. Automatically minimise others' fear or shame (for example, calmly refer to a little mishap). Automatically act to reduce the stress of others, for example, by explaining actions and delays.	Pick the right moment for conveying news, judging from reactions how much to say. In using technology on or with people, monitor/analyse information whilst chatting to relax them. Test your ideas by listening, observing and reflecting in coming up with a solution to a problem.	Regularly summarise your understanding of what is going on in order to check that others agree. Help create a supportive context for giving and receiving feedback when approaches are not working well. Constructively challenge practices that compromise the safety or dignity of others.	Set up processes for drawing together feedback from a wide range of sources in order to assess wider and longer term impacts. Perceive flow-on impacts of decisions on other parts of the organisation. Develop a system for analysing and addressing longer-term impacts by reviewing unintended outcomes and their causes.

SKILL SET/ELEMENT	1. Familiarisation	2. Automatic fluency	3. Proficient problem-solving	4. Creative solution-sharing	5. Expert system-shaping
B. Interacting and relating – capacity to negotiate interpersonal, organisational and intercultural relationships	Learn work roles and boundaries.	Deftly negotiate boundaries and viewpoints.	Manage challenging interactions whilst solving problems.	Contribute imaginatively to networks.	Help build ongoing relations in diverse communities.
B1. Negotiating boundaries – capacity to set your own boundaries and respect those of others, or influence or negotiate within and across boundaries	In responding to requests from clients or colleagues, learn to establish the boundaries of your role. Learn to allow upset people to calm down before trying to help. Learn to gain understanding and consent by explaining each step of a process.	Communicate clear and consistent limits in a way that gains acceptance. Maintain cordial relations with people outside your authority, thereby gaining cooperation. Provide support unobtrusively to enhance others' independence.	Find a pleasant way to refuse requests that would deflect from deadlines. Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but …'). Negotiate or advocate in a way that retains good-will, whilst not giving way on bottom line solutions.	Quietly share knowledge and experience with people who do not accept your authority. Give others space to learn and make mistakes. Find ways to improve work practices by constructively giving and receiving negative feedback in unequal power situations.	Carry a proposal forward by networking with key stakeholders. Gain support for a change proposal by planting the idea in stages or testing the water with key people. Provide a sense of direction that energises others by reflecting their aspirations.

SKILL SET/ELEMENT	1. Familiarisation	2. Automatic fluency	3. Proficient problem-solving	4. Creative solution-sharing	5. Expert system-shaping
B2. Communicating verbally and non-verbally – capacity to respond to and use verbal and non-verbal communication adaptively or aesthetically	Learn to interpret tone of voice and body language. Learn to use conversation or tone of voice to put people at ease, keep their spirits up or allow closure. Learn to set out concepts clearly and logically using written and spoken language and other media.	Interpret the needs and intentions of people who have restricted mobility or verbal language. Use silent friendly listening, allowing people to talk through their concerns. Use reassuring and respectful touch (when appropriate), to convey or gain information.	Pace communication to the varying attention spans of different listeners. Pitch language to people with varying levels of understanding. Overcome miscommunication problems by translating, for example, between children and experts.	Solve technical problems for non-experts by using symbols or familiar comparisons to identify the problem and communicate solutions. Coin catchphrases that will serve as a shared guide to action. Collaboratively use resources and media to build a stimulating or reassuring environment.	Crystallise the views of a diverse audience with apt or memorable language or images. Use understanding of community issues to ensure communications gain acceptance by a range of audiences. Help build a consistent, aesthetic and ethical communication style for the organisation.
B3. Connecting across cultures – capacity to develop awareness of diverse cultures and understand your own cultural impact, or build intercultural trust relations	Learn the rules for interacting appropriately in intercultural situations. Learn to interact easily and respectfully with people from diverse cultures. Learn protocols for respectful use of traditional knowledge.	See your own and your work team's behaviour from the perspective of another culture. Identify the correct community spokespeople to approach for specific purposes. Speak and act in a way that fits with cultural protocols and values, for example, Māori respect for status and mutual care.	Approach work practices from the perspectives of Māori staff and staff from other cultural backgrounds. Work effectively with people who have different approaches to time. Help negotiate solutions to problems caused by disability or cultural misunderstandings.	Listen attentively to key in to the sub-text and dynamics of gatherings based on Māori or another language or culture. Incorporate elements of te reo Māori, a community language, NZSL, Braille or Makaton into your work practices. Informally interpret or mediate between work colleagues and members of cultural communities.	Work with people from diverse backgrounds to help knock over systemic barriers. In consultation with appropriate spokespeople, work at a systems level to implement Treaty obligations of partnership, participation and protection of Māori interests. By immersion in a community, help build culturally appropriate programmes.

SKILL SET/ELEMENT	1. Familiarisation	2. Automatic fluency	3. Proficient problem-solving	4. Creative solution-sharing	5. Expert system-shaping
C. Coordinating – capacity to organise your own work, link it into the overall workflow and deal with disruptions	Learn to sequence your work activities smoothly.	Smoothly link tasks and interweave your activities with those of others.	Solve problems and deal with emergencies whilst maintaining workflow.	Share creative approaches to streamlining work and overcoming or working around obstacles.	Help maintain or restore systems.
C1. Sequencing and combining activities – capacity to organise your work by prioritising, switching, combining and linking activities	Develop a list of contacts, definitions, reminders and shortcuts to help streamline work. Learn to incorporate new tools and techniques into work processes. Learn to sort your own tasks according to importance and urgency.	See what needs to be done and automatically do it, so that no-one notices your input until absent. Respond to a range of demands by making sense of the muddle slotting each request into the day. If interrupted, carry the idea and get back quickly to the same point.	Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis. As new demands arise during the day, frequently reprioritise tasks and streamline movements to keep within deadlines. Think quickly on your feet when challenged or when something malfunctions in the course of an activity.	Exchange tricks of the trade and ideas for shortcuts with colleagues. Plan team briefings by using a logical sequence and leaving out non-essentials in order to avoid confusion. Develop codes for recording key details of events as they happen to allow effective follow-up.	Help embed useful elements of your own systems and codes in the organisation's programmes. Maintain a range of initiatives at various stages of completion, switching attention among them to even out workload peaks. Map long-term goals, to help align them with organisational realities.

SKILL SET/ELEMENT	1. Familiarisation	2. Automatic fluency	3. Proficient problem-solving	4. Creative solution-sharing	5. Expert system-shaping
C2. Interweaving your activities with others' – capacity to follow up tasks and follow through on undertakings, or interweave your contribution smoothly with that of others	Learn to keep notes of loose ends that need to be followed up with colleagues. Learn the best timing and approach in interrupting others and when not to interrupt. Learn to record information accurately and to convey it to relevant people in a timely way.	Use knowledge of how the workplace runs to ensure issues are followed through to closure. Automatically check to prevent duplicating the work of others. Use general familiarity with the work process to stand in for others at short notice.	Monitor each step of a group work process so that everything is at hand for individuals with varying work styles. Carry out all steps to ensure legal and safe procedures in a rapidly changing situation. Reorganise the weekly plan with colleagues as new demands crop up, adapting your intentions and timing.	Develop shared information exchange, such as mental maps, flow-charts, coding systems, templates or automated spreadsheets. Mobilise support networks for a quick and individualised emergency response. Organise your long-term work cycle to be available to team members at key times.	Create systems for sharing innovations or solutions to intractable problems. Develop network for accessing, tracking, sharing and building on solutions. Foster a long-term perspective through a system for maintaining key records.
C3. Maintaining and/or restoring workflow – capacity to maintain and balance workflow, deal with emergencies, overcome obstacles, or help put things back on track	Learn to patch up minor misunderstandings before they escalate. Learn to rebalance and refocus quickly after something goes wrong. Learn the steps to follow in dealing calmly with an emergency.	Fix up things that have not been followed through, without undermining others. Develop safe knacks to keep fault-prone equipment running. Plan to ensure that all needs of a dependent client will be met between meetings.	Identify minor issues that have the potential to grow into bigger problems and act to prevent this. In jobs calling for rapid responses and legal or financial accountability, develop your own fail-safe tracking system. Make safe decisions in situations where information is ambiguous, rapidly changing or unavailable.	Cooperate to find a way around or through obstacles. Find ways to optimise resource use through continual fine-tuning or tweaking, for example, of the timing of outlays. Develop shared techniques for solving problems under high pressure during an emergency.	Research underlying causes of bottlenecks and negotiate the introduction of key levers to resolve them. Anticipate where existing frameworks may come under pressure and ensure backup systems are in place. Work to maintain continuity and stability as well as responsiveness to change, projecting a consistent message.

DESCRIBING CUSTOMER FOCUS, PROBLEM-SOLVING, TEAMWORK, LEADERSHIP

This booklet provides position description writers with a checklist for defining activities involving customer focus, problem-solving, teamwork and leadership and for identifying the skills on which these activities rely.

The Spotlight framework helps describe precisely the social and organisational skills that are used in every workplace in order to carry out work processes effectively.

The sources of quality it unpacks – defining them as skills, not personality traits – are:
- communication and interpersonal skills
- empathy, outgoing nature, conscientiousness
- time management, resilience.

The Spotlight framework treats problem-solving not as a discrete skill, but as a stage of learning of all the Spotlight skill elements.

The Spotlight framework defines teamwork skills partly in terms of skill elements (the C2 interweaving or coordinating skills, backed by interactive and awareness-shaping skills) and partly in terms of learning – level 4, cooperative solution-sharing.

Describing skills of customer focus

Table 2.2 lists some attribute statements that are often used to describe customer focus.

It shows how each can be re-described in terms of Spotlight skill elements.

Table 2.2: Mapping customer focus to Spotlight skills

Spotlight skill	Attribute statement
A. Shaping awareness	Customer-focused attitude
A1. Sensing contexts or situations	Responsiveness
A2. Monitoring and guiding reactions	Empathy
A3. Judging impacts	Commitment to quality
B. Interacting and relating	Interaction and relationship management
B1. Negotiating boundaries	Integrity
B2. Communicating verbally and non-verbally	Communication
B3. Connecting across cultures	Intercultural focus
C. Coordinating	Time management and teamwork
C1. Sequencing and combining activities	Flexibility
C2. Interweaving your activities with others'	Teamworking
C3. Maintaining and/or restoring workflow	Resilience

Activities drawing on these skills are listed in Table 2.3

They can be adapted for inclusion in position descriptions, and the required skills can then be identified and defined at the level required for the job.

Table 2.3: Describing customer focus using Spotlight tools

Attribute statement and Spotlight translation	Spotlight activity example	Spotlight skill level
Customer focused attitude		
A. Shaping awareness – capacity to develop, focus and shape your own and other participants' awareness		
Responsiveness **A1. Sensing contexts or situations**	Automatically pick up on small situational changes or early warning signs.	2. Automatic fluency
	Solve client's problem by sifting key issues from detail or piecing together information.	3. Proficient problem-solving
	Work with colleagues in shared approach to solving client problems.	4. Creative solution-sharing
Empathy **A2. Monitoring and guiding reactions** **A3. Judging impacts**	Learn to set aside prejudgements, recognising when unexpected behaviour is a response to fear or embarrassment.	1. Familiarisation
	Use cues to guide others how to behave in a situation.	2. Automatic fluency
	Automatically minimise others' fear or shame (for example, calmly refer to 'a little mishap').	2. Automatic fluency
	Sense the point at which others are beginning to be uncomfortable with what you are saying or doing.	2. Automatic fluency
	Pick the right moment for conveying news, judging from reactions how much to say.	3. Proficient problem-solving
	Handle situations where participants have varying levels of awareness and want different degrees of disclosure.	3. Proficient problem-solving
Commitment to quality **A2. Monitoring and guiding reactions** **A3. Judging impacts**	Learn to predict the impacts of your reactions on the behaviour of others.	1. Familiarisation
	Automatically act to reduce the stress of others, for example, by explaining actions and delays.	2. Automatic fluency
	Screen unsettling procedures from clients.	2. Automatic fluency
	In using technology on or with people, monitor/ analyse information whilst chatting to relax them.	3. Proficient problem-solving
	Constructively challenge practices that may compromise the safety or dignity of others.	4. Creative solution-sharing
	Monitor community perceptions of an initiative in order to clear up misinterpretations.	5. Expert system-shaping
Interaction and relationship management		
B. Interacting and relating – capacity to negotiate interpersonal, organisational and intercultural relationships		
Integrity **B1. Negotiating boundaries**	In responding to client requests, learn to establish role boundaries.	1. Familiarisation
	Learn to gain understanding and consent by explaining each step of a process.	1. Familiarisation
	Provide support unobtrusively to enhance others' independence.	2. Automatic fluency

Attribute statement and Spotlight translation	Spotlight activity example	Spotlight skill level
	Find a pleasant way to refuse requests that would deflect from deadlines.	3. Proficient problem-solving
	Deflect pressures to over-commit, whilst retaining goodwill.	3. Proficient problem-solving
Communication **B2. Communicating verbally/non-verbally**	Use conversation or tone of voice to put people at ease, keep their spirits up or allow closure.	2. Automatic fluency
	Interpret the needs and intentions of people who have restricted mobility or verbal language.	2. Automatic fluency
	Use silent friendly listening, allowing people to talk through their concerns.	2. Automatic fluency
	Pace communication to the varying attention spans of different listeners, or pitch language to people with varying levels of understanding.	3. Proficient problem-solving
	Overcome miscommunication problems by translating, for example, between children and experts.	3. Proficient problem-solving
	Use resources and media to build a stimulating or reassuring environment.	4. Creative solution-sharing
	Crystallise the views of a diverse audience with apt or memorable language or images.	5. Expert system-shaping
	Use understanding of community issues to ensure communications gain acceptance by a range of audiences.	5. Expert system-shaping
Intercultural focus **B3. Connecting across cultures**	Learn to interact easily and respectfully with people from diverse cultures.	1. Familiarisation
	See one's own and the work team's behaviour from the perspective of another culture.	2. Automatic fluency
	Identify the correct community spokespeople to approach for specific purposes.	2. Automatic fluency
	Work with people from diverse backgrounds to help knock over systemic barriers.	5. Expert system-shaping
	In consultation with appropriate spokespeople, work at a systems level to implement Treaty obligations of partnership, participation and protection of Māori interests.	5. Expert system-shaping
	By immersion in a community, help build culturally appropriate programmes.	5. Expert system-shaping
Time management and teamwork **C. Coordinating** – capacity to organise your own work, link it into to the overall workflow and deal with disruptions		
Flexibility **C1. Sequencing/ combining activities**	See what needs to be done and automatically do it.	2. Automatic fluency
	Assess the urgency and importance of simultaneous calls on attention, any of which could become a crisis.	3. Proficient problem-solving

Attribute statement and Spotlight translation	Spotlight activity example	Spotlight skill level
	As new demands arise during the day, frequently reprioritise tasks and streamline movements to keep within deadlines.	3. Proficient problem-solving
Teamworking **C2. Interweaving activities with others'**	Follow up loose ends.	2. Automatic fluency
	Mobilise a range of support networks for a quick and individualised emergency response.	4. Creative solution-sharing
	Develop networks for accessing, tracking, sharing and building on solutions.	5. Expert system-shaping
Resilience **C3. Maintaining/ restoring workflow**	Rebalance and refocus quickly after something goes wrong. (This may be called having a sense of humour but is actually a skill.)	2. Automatic fluency
	Fix up minor misunderstandings before they escalate.	2. Automatic fluency
	Cooperate to find a way around or through obstacles.	4. Creative solution-sharing
	Work to maintain continuity and stability as well as responsiveness to change, projecting a consistent message.	5. Expert system-shaping

Describing the skills of problem-solving

The concept of problem-solving in the Spotlight framework refers to three types of skills.

- **Initial learning** – the level 1 skills through which the individual learns the job by solving problems that are new to the learner but not really problems for more experienced workers. This activity is unlikely to generate new solutions, and we will not include it in the activity examples.
- **Proficient problem-solving** – a level 3 skill. This is still largely an individual skill. The jobholder is now fluent in the job and does not have to focus consciously on the routine aspects of the work. The automatic performance frees up the jobholder's attention to concentrate on solving problems that are new and unusual.
- **Creative solution-sharing** – a level 4 skill. This skill is based on the collective aspects of workplace learning. In informal discussion, people exchange ideas about how to go about solving problems, often without even setting out to do so. They thus learn from each other informally. The key feature is that, through this process, new approaches are generated.

So problem-solving is a skill level, not a discrete skill as such. Table 2.4 summarises the individual and collective or team-based aspects of problem-solving that are associated with the Spotlight skill elements.

Table 2.4: Problem-solving – Spotlight skill levels and activity examples

Problem-solving skill	3. Proficient problem-solving	4. Creative solution-sharing
A. Shaping awareness – capacity to develop, focus and shape your own and other participants' awareness		
A1. Sensing contexts or situations	Use information and perspectives from various sources to solve a problem.	Handle uncertainty by exchanging rapid situational updates with colleagues, using codes or signals.

Problem-solving skill	3. Proficient problem-solving	4. Creative solution-sharing
	Use knowledge of internal and external contexts to anticipate problems.	With colleagues, share ideas and approaches to solving client or technical problems.
	Solve a problem for a client or colleague by sifting key issues from masses of detail.	By helping create and maintain internal and external networks, keep up to date on developments and trends in your work area.
A2. Monitoring and guiding reactions	Handle situations where participants have varying levels of awareness and want different degrees of disclosure.	Compare notes with colleagues to identify underlying causes of difficulties and share approaches to handling them.
	Manage your responses to overwhelming tasks, by breaking them into steps.	Prepare for a key event by rehearsing and gaining feedback from trusted colleague.
A3. Judging impacts	Pick the right moment for conveying news, judging from reactions how much to say.	Regularly summarise your understanding of what is going on in order to check that others agree.
	Test your ideas by listening, observing, and reflecting, in coming up with a solution to a problem.	Constructively challenge practices that compromise the safety or dignity of others.
B. Interacting and relating – capacity to negotiate interpersonal, organisational and intercultural relationships		
B1. Negotiating boundaries	Find a pleasant way to refuse requests that would deflect from deadlines.	Quietly share your knowledge and experience with people who do not accept your authority.
	Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but…').	Give others space to learn and make mistakes.
	Negotiate or advocate in a way that retains goodwill, whilst not giving way on bottom line solutions.	Find ways to improve work practices by constructively giving and receiving negative feedback, in unequal power situations.
B2. Communicating verbally/non-verbally	Overcome miscommunication problems by translating, for example, between children and experts.	Solve technical problems for non-experts by using symbols or familiar comparisons, to identify the problem and communicate solutions.
B3. Connecting across cultures	Work effectively with people who have different approaches to time.	Listen attentively to key in to the subtext and dynamics of gatherings based on Māori or another language or culture.
C. Coordinating – capacity to organise your own work, link it into to the overall workflow and deal with disruptions		
C1. Sequencing/combining activities	Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis.	Exchange tricks of the trade and ideas for short-cuts with colleagues.

Problem-solving skill	3. Proficient problem-solving	4. Creative solution-sharing
	Think quickly on feet when challenged or when something malfunctions in the course of an activity.	Develop codes for recording key details of events as they happen to allow effective follow-up.
C2. Interweaving activities with others'	Carry out all steps to ensure legal and safe procedures in a rapidly changing situation.	Mobilise a range of support networks for a quick and individualised emergency response.
C3. Maintaining/restoring workflow	Identify minor issues that have the potential to grow into bigger problems and act to prevent this.	Cooperate to find a way around or through obstacles.
	In jobs calling for rapid responses and legal or financial accountability, develop your own fail-safe tracking system.	Find ways to optimise resource use through continual fine-tuning or tweaking, for example, of the timing of outlays.
	Make safe decisions in situations, where information is ambiguous, rapidly changing or unavailable.	Develop shared techniques for solving problems under high pressure during an emergency.

Spotlight skills – mapping teamwork

A work team has been defined as "…two or more people interacting [where] the combined effort and cooperation of each team member enhances the performance of the rest… characterised by a deep sense of common purpose".[1]

There are many competency units describing aspects of teamwork. These address the capabilities and behaviours required for different types of team, defined in terms of:
- membership – work group; cross-functional; multidisciplinary; network; representative
- purpose – from collaborative consultation to interactive co-working
- duration – short- or long-term special project, to ongoing work
- proportion of time spent cooperating – ad hoc, occasional, regular, part/full-time
- input – pooled (total is sum of separate contributions), sequential (each contribution builds on previous) or reciprocal (sparking off each other)
- roles within team – leadership, representative, member, support
- interests, decision-making rules and voice – hierarchical, democratic, egalitarian, proportional representation
- relationship to management and other teams – for example, competitive, semi-autonomous.

The various teamwork competency standards cover:
Awareness of team contexts;
- awareness of team dynamics and of behaviours that impact on team effectiveness
- critical review of one's own participation and impact in team situations
- techniques for dealing with problems that arise in teams
- administrative and facilitative roles in the coordination of teams
- use of networks.

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[1] Katzenbach, J. and Smith, D. *The Wisdom of Teams.* Cited in Brown, B. and Armstrong, M. (1999). *Paying for Contribution. Real Performance-Related Pay Strategies* (p. 201). Kogan Page, London.

Most teamwork competency standards refer to structured teams, but collaboration also occurs informally in workplaces.

In the Spotlight framework:
- many level 1 Spotlight skill elements involve learning from colleagues
- all level 4 Spotlight skill elements involve informal collaboration
- the coordinating skill set (C2) covers the collaborative interweaving of various jobholders' activities.

Table 2.5: Examples of activities using Spotlight skills of formal and informal teams

Teamwork factor and Spotlight skill element	Level 1 – learning informally from/being coached by colleagues	Level 3 – solving problems in the course of teamworking	Level 4 – sharing solutions creatively with colleagues
A. Shaping awareness – capacity to develop, focus and shape your own and other participants' awareness			
Awareness of team contexts **A1. Sensing contexts or situations**	Build up a general understanding of terms and technology used by specialists in the work area. Notice and imitate useful approaches that colleagues have developed.	Solve a problem for a colleague by sifting key issues from masses of detail.	Handle uncertainty by exchanging rapid situational updates with colleagues, using codes or signals. In conversations with colleagues, share ideas and approaches to solving client/technical problems.
Awareness of team dynamics, of individuals' impacts on each other; critical reflection on own impacts **A2. Monitoring and guiding reactions**	Gain insight into unexpected behaviour by seeing when it is a response to fear or embarrassment. In a difficult or dangerous situation, learn to cross-check your own and co-worker's reactions.	Monitor and manage your own coping reactions when solving problems in volatile situations. Handle situations where participants have varying levels of awareness and want different degrees of disclosure.	Be alert to the work group's emotional undercurrents, power relationships and current strengths and needs. Prepare for a key and unpredictable encounter by rehearsing and gaining feedback from a team colleague. By comparing notes with colleagues, identify underlying causes of a problem and share approaches to handling it.
Critical self-evaluation and assessment of team impacts **A3. Judging impacts**	Learn to predict the impacts of your reactions on the behaviour of others. Learn to read a situation and consider consequences before responding.	Pick the right moment for conveying news, judging from reactions how much to say.	Check if others agree with your understanding of what is going on. Help create a supportive context for giving and receiving feedback. Constructively challenge practices that compromise others' safety or dignity.

Teamwork factor and Spotlight skill element	Level 1 – learning informally from/being coached by colleagues	Level 3 – solving problems in the course of teamworking	Level 4 – sharing solutions creatively with colleagues
B. Interacting and relating – capacity to negotiate interpersonal, organisational and intercultural relationships			
Negotiation of team roles **B1. Negotiating boundaries**	In responding to requests from colleagues, learn to establish the boundaries of your role.	Confront team problems quickly and directly (for example, 'You aren't going to want to hear this, but …'). Find a pleasant way of saying 'not now' when people with more authority make requests that would prevent you from meeting deadlines.	Share work around and give colleagues space to learn, even when it would be easier to do it all yourself. Find ways to improve work practices by constructively giving and receiving negative feedback in unequal power situations. Quietly share your knowledge and experience with more senior but less experienced colleagues. Find ways to gain the cooperation of people who are resisting your authority or advice, or making exaggerated demands for deference.
Communicating in teams **B2. Communicating verbally/non-verbally**	Learn to use conversation to put people at ease, keep their spirits up or allow closure. Learn how to listen, allowing colleagues to talk through their concerns.	Pace communication to the varying attention spans of different listeners. Pitch language to people in the group with varying levels of technical understanding.	Identify and solve technical problems for non-experts by using symbols or familiar comparisons. Coin catch-phrases that will serve as a shared guide to action. Make creative use of physical and communication resources and media to build a stimulating or safe environment.
Working in cross-cultural teams **B3. Connecting across cultures**	Learn to interact easily and respectfully with people from diverse cultures. Learn to see one's own and work-team's behaviour from the perspective of another culture.	Work effectively with people who have different approaches to time. By thinking within different cultural frames, negotiate solutions to problems caused by cultural misunderstandings.	Learn from the perspectives of Māori staff and staff from other cultural backgrounds. Informally translate and interpret between work colleagues and members of cultural communities.

Teamwork factor and Spotlight skill element	Level 1 – learning informally from/being coached by colleagues	Level 3 – solving problems in the course of teamworking	Level 4 – sharing solutions creatively with colleagues
C. Coordinating – capacity to organise your own work, link it into to the overall workflow and deal with disruptions			
Coordinating and networking **C2. Interweaving activities with others'**	Learn to keep notes of loose ends that need to be followed up with colleagues. Learn the best timing and approach in interrupting others and when not to interrupt. Learn to record information accurately and to convey it to relevant people in a timely way. Learn to check that you are not duplicating the work of others.	Monitor each step of a group work process so that everything is at hand for individuals with varying work styles. Carry out all steps to ensure legal and safe procedures when working with others in a rapidly changing situation. Reorganise the weekly plan with colleagues as new demands crop up, adapting your intentions and timing.	Develop shared short-cuts for example, mental maps, flow-charts, coding systems, templates or automated spreadsheets. Use networks to mobilise a range of services and support networks for a quick and individualised emergency response. Organise your long-term work cycle so you are available to team members when they are undertaking challenging tasks.
Maintaining and (re)balancing team **C3. Maintaining/ restoring workflow**	Learn to patch up minor misunderstandings before they escalate. Learn to rebalance yourself and refocus quickly after something goes wrong. Learn the steps to follow in dealing calmly with a system breakdown or emergency. Learn to fix up things that have not been followed through, without undermining others.	Identify minor issues that may grow into bigger problems and act to prevent this. Collaboratively develop a system of cross-checks for making safe decisions in situations where information is ambiguous, rapidly changing or unavailable.	Cultivate contacts in various parts of the organisation to speed processes through the system. Work together to optimise resource use by collectively fine-tuning the timing of outlays. Develop shared techniques and back-ups for solving problems under high pressure during an emergency.

Spotlight skills - mapping leadership

The leadership skills recognised in formal qualifications apply to three types of roles:
- Team leadership and middle management
- Community liaison and coordination
- Senior management.

In addition, however, people at all organisational levels may act as informal leaders:
- providing a source of wisdom, strength or stability
- creating cohesion and giving a shared sense of direction
- being the ones to whom others turn when problems need to be sorted out
- helping the work group bounce back after something has gone wrong.

The Spotlight toolkit provides useful criteria for identifying the social 'glue' provided by informal leaders.

Team leadership competency standards tend to refer to formal leadership - the effective performance of specific tasks associated with designated responsibility for organising a work group or special-purpose team.

The Spotlight framework defines leadership in terms of the highest learning level – that of embedding solutions to problems in enduring workplace systems. This learning level is not confined to people in supervisory or managerial positions and is based on a view of leadership as:

- congruent with continuous improvement
- contextual, being a result of reflective workplace practice
- derived not from status, but from expertise, judgement, ethical standing, breadth of understanding and stability
- facilitative and inclusive
- inspiring trust to take responsibility, for example, in an emergency.

The key element of leadership within the Spotlight framework is contribution to the maintenance or change of a work system. Table 2.6 suggests that Spotlight skill elements at the system-shaping level do indeed provide criteria for identifying leadership skills.

Table 2.6: Contribution of Spotlight skills to identifying sources of leadership

Leadership factor	Spotlight skill element	Level 5 – embedding solutions/ expertise in systems
A. Shaping awareness – capacity to develop, focus and shape your own and other participants' awareness		
STRATEGIC THINKING **Understand systems and opportunities to influence them**	**A1. Sensing contexts or situations**	Use understanding of organisational priorities to influence systems and policies. Develop a system of regular information exchange on developments inside and outside the organisation. Bring together people with theoretical knowledge and practical experience to think about an issue in a new way.
	A2. Monitoring and guiding reactions	Foresee potential sources of resistance to a policy proposal and find ways of addressing them in advance. Know when to persevere and when to let go of a system change you are seeking to introduce. Monitor community perceptions of an initiative in order to clear up misinterpretations.
	A3. Judging impacts	Set up processes for drawing together feedback from a wide range of sources in order to assess wider and longer term impacts. Perceive flow-on impacts of decisions on other parts of the organisation. Develop a system for analysing and addressing longer-term impacts by reviewing unintended outcomes and their causes.

Leadership factor	Spotlight skill element	Level 5 – embedding solutions/ expertise in systems
B. Interacting and relating – capacity to negotiate interpersonal, organisational and intercultural relationships		
BUILDING RELATIONSHIP NETWORKS **Help build ongoing relations in diverse communities**	**B1. Negotiating boundaries**	Gain support for a change proposal by planting the idea in stages or testing the water with key people. Use networks to build support for an initiative (act as a bee pollinating). Build a coalition of like-minded people to carry an idea forward. Provide a sense of direction that energises others through approaches that reflect their aspirations.
	B2. Communicating verbally/non-verbally	Crystallise the views of a diverse audience with apt or memorable language or images. Use political skills to produce effective communications or publications adapted to a range of audiences. Help ensure that the organisation communicates an ethical message to a range of audiences.
C. Coordinating – capacity to organise your own work, link it into to the overall workflow and deal with disruptions		
FACILITATING ADAPTATION AND SECURING CONTINUITY **Contribute to changing, maintaining and stabilising work systems**	**C1. Sequencing/ combining activities**	Maintain a range of initiatives at various stages of completion, switching attention among them to even out workload peaks. Map long-term goals to help in aligning them with organisational realities.
	C2. Interweaving activities with others'	Create systems for sharing innovations or solutions to ongoing problems. Develop network for accessing, tracking, sharing and building on solutions. Foster a long-term perspective through a system for maintaining key records.
	C3. Maintaining/ restoring workflow	Research underlying bottlenecks and set up systems for resolving them. Anticipate where systems may come under pressure and ensure backup systems are in place. Work to maintain continuity and stability as well as responsiveness to change, projecting a consistent message. Monitor work unit's responses to frustrations and setbacks, and lead in regrouping.

THESAURUS FOR WRITING FURTHER ACTIVITY DESCRIPTORS

Roles, rules, tools, contexts and consequences – the what, who, how, why and when of jobs.

1. Easily-overlooked roles – working with people

People and roles – working relationships
a) Lines of delegation, above and below

b) Regular relations with people in other agencies, contractors and volunteers
- Contractual
- Non-contractual, informal

c) Team relations
- Horizontal and vertical relations
- Relations in a pooled team (contributions based on individual work)
- Relations in a sequential team (members depend on others' timeliness and quality)
- Relations in a reciprocal team (collaborative production)

d) Working relations with service recipients
- Relations with individuals, families/whānau, communities and their representatives, the public
- Treaty of Waitangi obligations
- Duty of care obligations
- Professional obligations – scope of practice, standards, accountability
- Responsibility to the organisation
- Social responsibility

e) Nature of the working relationship
- Special needs including intensive intervention
- Special communication requirements
- Ethical issues – control, autonomy, dependence, disclosure, privacy
- Frequency of interaction
- Multiplicity of contact (one on one to mass audience)
- Duration of relationship
- Use of technology whist working with people
- Time issues
- Scale of impact – superficial, life-changing, life and death

Working with people – list of actions
Accept differences
Accept responsibility
Activate/mobilise
Adjudicate
Advise
Advocate/represent
Attend
Care
Coach
Communicate across age differences
Communicate across cultures

Communicate in another language from your first

Conciliate

Console

Convey unwelcome news

Convince

De-escalate conflict

Develop independence of

Discipline

Empathise

Encourage/motivate

Enlist

Explain

Facilitate, help

Foster

Guide

Hear sub-texts

Influence

Initiate

Inspire

Interpret body language

Interpret unfamiliar behaviour

Introduce

Liaise

Listen actively

Manage/handle situations

Mediate

Mentor

Model behaviour

Mollify

Negotiate

Observe social customs/rituals

Organise unobtrusively

Perceive

Persuade

Protect

Respect privacy

Respond

Show acceptance

Show cultural awareness

Show cultural competence

Show patience

Translate

Understand

Understudy

Unite

Use Braille, NZSL, communication board, etc

Use calming strategies

Use humour

Use intuition

Use judgement/discretion

Use non-verbal cues

Use tact

2. Working with rules, customs and practices

Contexts
Communication barriers
Confidentiality and openness
Conventions
Cultural appropriateness – tikanga Māori
Deadlines
Multiple focus – working with people, technology and ideas; dealing with individuals whilst monitoring groups
Protocols
Organisational expectations
Uncertainty/information gaps
Tapu

Consequences
Communities – bicultural relations, intercultural relations
Individuals – special needs
Social welfare
Public opinion
Public policy
Duration of impact – transitory to life-changing
Intensity of impact – superficial, matter of life and death
Scope of impact – local, regional, national, international

Working with rules, customs and practices – list of actions
Abstract/summarise
Adapt/modify
Administer
Analyse
Apply
Arrange
Assess
Check
Classify
Collect, gather
Compile
Compose
Conceptualise
Conduct
Create
Consolidate
Debate
Deduce
Define
Demonstrate/show
Develop
Devise
Direct
Establish/set up
Evaluate

File/archive
Generate
Illustrate
Imagine
Implement
Improve
Induct
Infer
Inform
Innovate
Instruct
Investigate/study
Judge
Maintain
Model
Monitor/observe
Narrate
Navigate
Obtain
Question
Perform
Prepare
Project/extrapolate
Provide
Publicise
Reason
Rectify
Restore
Retrieve
Review
Revise
Read
Sense
Share
Signal/cue
Select
Solve
Steer
Symbolise
Synthesise
Translate
Undertake
Validate

3. Working with things, technology, techniques and tools (physical and conceptual)

Contexts
Emergencies/crises
Intense concentration
Interruptions
Monitoring of equipment to prevent breakdowns
New technology/upgrades

Risks to clients
Risks to environment
Risks to self/other staff
Unpredictable behaviour

Consequences
Heritage
Environment
Posterity, legacy
Duration of impact – transitory to life-changing
Intensity of impact – superficial, matter of life and death
Scope of impact – local, regional, national, international

Working with things, technology, techniques and tools (physical and conceptual) – list of actions
Administer
Activate
Adjust
Apply
Archive
Arrange
Assess
Build
Calculate
Calibrate
Chart
Calculate
Catalogue
Classify
Compare
Compile
Compute
Conserve
Construct
Derive
Demonstrate
Design
Develop
Diagnose
Distribute
Develop
Eliminate
Estimate
Execute
Examine
Expand
Expedite
Extrapolate
File
Finalise
Follow up/though
Forecast

Format
Formulate
Generate
Improve/enhance
Implement
Index
Innovate
Inspect
Install
Invent
Investigate
Keyboard
Log
Maintain
Measure
Monitor
Plan
Predict
Programme
Proof read
Question
Record
Rectify
Recycle
Reorganise
Research
Report
Revise
Roster
Save
Schedule
Set up
Streamline
Systemise
Simplify
Sort
Strengthen
Stimulate
Solve
Tend
Timetable
Transcribe
Trouble shoot
Transfer
Uncover
Unravel
Verify