

Spotlight Job Requirements Analysis Workbook – Aotearoa New Zealand Version

Welcome to this Workbook. Its purpose is to map the less visible skills required in your job.

Naming these less visible skill demands will help ensure that your job is accurately understood. In completing the workbook, you may be working with a facilitator, or in a discussion group with people in jobs similar to yours.

Very important! The job, not the individual

You may have lots of skills, not used in the job.

There is another Workbook to help profile your own hidden skills.

Right now, however, the focus is on the job, and on the hidden skills required to achieve its purpose.

Any information that can be linked to you will be kept confidential. You will be given a copy of the workbook and, if you request, a job profile. The other copy is for data analysis. Its front page will be detached and only the code number will appear on pages 1-9.

Job title (from your position description)

Workplace

What is the purpose of this job?

How long have you been in this job?

Job analyst(s)

Date

Follow-up contact details (for job profile) and code number (to be filed securely and confidentially)

A. Skills of shaping awareness

Please tick all the activities that are necessary in your job.

A1. Sensing contexts or situations

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Build up understanding of worksite, resources, contacts, roles and rules. <input type="checkbox"/>	Adapt and apply knowledge and skills gained outside this workplace. <input type="checkbox"/>	Piece together information and perspectives from various sources to solve a problem. <input type="checkbox"/>	Use ways of exchanging rapid updates with colleagues. <input type="checkbox"/>	Use your understanding of the organisation’s priorities to influence. <input type="checkbox"/>
Build up a general understanding of terms and technology used by specialists in the work area. <input type="checkbox"/>	Adapt to the styles of different work groups <input type="checkbox"/>	Use your knowledge of the job and its contexts to anticipate and avoid problems. <input type="checkbox"/>	Share problem-solving ideas with colleagues. <input type="checkbox"/>	Develop a system for exchanging information on new developments inside and outside the organisation. <input type="checkbox"/>
Learn about the wider work contexts by observation, questions, reading and reflection. <input type="checkbox"/>	Automatically pick up and adapt to changes in the work flow, demands etc. <input type="checkbox"/>	Solve problems by sifting key issues from masses of detail. <input type="checkbox"/>	Share information about new developments relevant to your work. <input type="checkbox"/>	Bring together people with knowledge and experience to help find ways of addressing issues for the organisation. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

A. Skills of shaping awareness

Please tick all the activities that are necessary in your job.

A2. Monitoring and guiding reactions

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to recognise and set aside your own pre-judgments of people or situations. <input type="checkbox"/>	Recognise provocations and avoid responding to them. <input type="checkbox"/>	Filter information to make it clear and relevant to a range of people. <input type="checkbox"/>	Be aware of the work group’s emotional under-currents, strengths and needs. <input type="checkbox"/>	Know when to persevere and when to let go of a system change you are seeking to introduce. <input type="checkbox"/>
Gain insights into reasons for difficult behaviour. <input type="checkbox"/>	Remind others how to behave in challenging situations. <input type="checkbox"/>	Filter information according to how it will be received by those receiving it. <input type="checkbox"/>	Work with colleagues to identify and deal with causes of difficulties. <input type="checkbox"/>	Monitor perceptions of an initiative, and find a clear up misinterpretations. <input type="checkbox"/>
Learn to control your reactions to difficult or disturbing work situations. <input type="checkbox"/>	Automatically check your own and co-workers’ reactions to difficult situations. <input type="checkbox"/>	Cope with large tasks by breaking them into small steps. <input type="checkbox"/>	Prepare for a key event by checking through all the steps and gaining reliable feedback. <input type="checkbox"/>	Foresee potential difficulties with a policy proposal and find ways of addressing them in advance. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

A. Skills of shaping awareness

Please tick all the activities that are necessary in your job.

A3. Judging impacts

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to predict how your responses to a situation will affect the reactions of other people. <input type="checkbox"/>	Automatically note when someone is beginning to be uncomfortable with what you are saying or doing. <input type="checkbox"/>	Assess how unwelcome news will be received, picking the right moment and monitoring the response. <input type="checkbox"/>	Regularly summarise your understanding of what is going on in order to check that others agree. <input type="checkbox"/>	Set up processes for robust evaluation of the impact of the organisation’s work, using a range of methods <input type="checkbox"/>
Learn to screen worrying or unsettling work processes from clients. <input type="checkbox"/>	Automatically minimise others’ fear or shame. <input type="checkbox"/>	If aspects of your job are stressful to clients, carry out your work whilst chatting to relax them. <input type="checkbox"/>	Help create a supportive context for giving and receiving feedback. <input type="checkbox"/>	Perceive flow-on impacts of decisions on other parts of the organisation. <input type="checkbox"/>
Learn to consider consequences before responding. <input type="checkbox"/>	Automatically act to reduce the stress of others. <input type="checkbox"/>	Test your solution to a problem, by listening, observing and reflecting. <input type="checkbox"/>	Constructively challenge practices that compromise the safety or dignity of others. <input type="checkbox"/>	Create a system for monitoring unintended outcomes of your organisation’s approach. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

B. Skills of interacting and relating

Please tick all the activities that are necessary in your job.

B1. Negotiating boundaries

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system-
Learn to establish the boundaries of your role when responding to requests from clients or colleagues. <input type="checkbox"/>	Communicate clear and consistent limits in a way that gains acceptance. <input type="checkbox"/>	Find a pleasant way to refuse requests that would deflect from deadlines. <input type="checkbox"/>	Share knowledge and experience with people who do not accept your authority. <input type="checkbox"/>	Carry a proposal forward by networking with key stakeholders. <input type="checkbox"/>
Learn to allow upset people to calm down before trying to help. <input type="checkbox"/>	Maintain useful working relations with people outside your immediate work group. <input type="checkbox"/>	Confront problems quickly and directly (for example, 'You aren't going to want to hear this, but ...'). <input type="checkbox"/>	Give others space to learn and make mistakes. <input type="checkbox"/>	Gain support for a change proposal by testing the idea with key people. <input type="checkbox"/>
Learn to gain understanding and consent by explaining each step of a process. <input type="checkbox"/>	Provide support unobtrusively to enhance others' independence. <input type="checkbox"/>	Maintain good-will, whilst not giving way on bottom line solutions. <input type="checkbox"/>	Constructively give and receive feedback in unequal power situations. <input type="checkbox"/>	Provide a sense of direction that energises others. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

B. Skills of interacting and relating

Please tick all the activities that are necessary in your job.

B2. Communicating verbally and non-verbally

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system-
Learn to interpret tone of voice and body language. <input type="checkbox"/>	Interpret the needs and intentions of people who have restricted verbal language. <input type="checkbox"/>	Adapt the volume of communication to the varying attention spans of different listeners. <input type="checkbox"/>	Solve technical problems for non-experts by using familiar examples and language. <input type="checkbox"/>	Crystallise the views of a diverse audience. <input type="checkbox"/>
Learn to use conversation or tone of voice to put people at ease, keep their spirits up or allow closure. <input type="checkbox"/>	Use listening skills, allowing people to talk through their concerns. <input type="checkbox"/>	Pitch your use of language and terminology according to your listeners' levels of understanding. <input type="checkbox"/>	Coin catchphrases that will serve as a shared guide to action. <input type="checkbox"/>	Use understanding of community issues to acceptance by a range of audiences. <input type="checkbox"/>
Learn to set out concepts clearly and logically using written and spoken language and other media. <input type="checkbox"/>	Use reassuring and respectful touch (when appropriate), to convey or gain information. <input type="checkbox"/>	Overcome communication problems by translating, eg, between students and experts. <input type="checkbox"/>	Help your work group to build the right kind of environment for clients and co-workers. <input type="checkbox"/>	Help build a consistent, aesthetic and ethical communication style for the organisation. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

B. Skills of interacting and relating

Please tick all the activities that are necessary in your job.

B3. Connecting across cultures

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn the rules for interacting appropriately in intercultural situations. <input type="checkbox"/>	See your own behaviour from the perspective of Māori or another culture. <input type="checkbox"/>	Solve issues with colleagues or clients by approaching them from a Māori perspective. <input type="checkbox"/>	Listen attentively to key in to the sub-text and dynamics of gatherings based on te reo Maori or another language or culture. <input type="checkbox"/>	Work with people from diverse backgrounds to help overcome systemic barriers. <input type="checkbox"/>
Learn to interact easily and respectfully with people from diverse cultures. <input type="checkbox"/>	Identify the correct contact people for the communities and cultures you serve. <input type="checkbox"/>	Work effectively with people who have different approaches to time. <input type="checkbox"/>	Incorporate elements of Maori or other languages of your client groups (such as NZ sign language) into your work practices <input type="checkbox"/>	Work at a systems level to implement Treaty principles of partnership, participation and protection of Maori interests. <input type="checkbox"/>
Learn protocols for respectful use of traditional knowledge. <input type="checkbox"/>	Speak and act in a way that fits with Māori kaupapa and values. <input type="checkbox"/>	Help negotiate solutions to problems caused by disability or cultural misunderstandings. <input type="checkbox"/>	Informally interpret or mediate between colleagues and members of cultural communities. <input type="checkbox"/>	Develop the expertise (eg through cultural immersion) to build appropriate programs for all users. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

C. Skills of coordinating

Please tick all the activities that are necessary in your job.

C1. Sequencing and combining activities

Learn	Do fluently	Solve new problems	Share solutions with others	Expert ly create a system
Develop a list of contacts, definitions, reminders and shortcuts to help streamline work. <input type="checkbox"/>	Notice needs to be done and automatically do it, so that no-one notices your input until absent. <input type="checkbox"/>	Assess urgency and importance of simultaneous calls on attention, any of which could become a crisis. <input type="checkbox"/>	Exchange tricks of the trade and ideas for shortcuts with colleagues. <input type="checkbox"/>	Embed useful elements of your own systems and codes in the organisation's programs. <input type="checkbox"/>
Learn to incorporate new tools and techniques into work processes. <input type="checkbox"/>	Respond to a range of demands by slotting each request into the day. <input type="checkbox"/>	As new demands arise during the day, frequently reprioritise tasks to keep within deadlines. <input type="checkbox"/>	Plan team briefings by using a clear, logical and streamlined sequence. <input type="checkbox"/>	Maintain a range of initiatives, switching attention among them. <input type="checkbox"/>
Learn to sort your own tasks according to importance and urgency. <input type="checkbox"/>	If interrupted, carry the idea and get back quickly to the same point. <input type="checkbox"/>	Think quickly on your feet as new problems arise in the course of an activity. <input type="checkbox"/>	Develop codes for recording key details of events as they happen to allow effective follow-up. <input type="checkbox"/>	Map long-term work goals, to help align them with organisational realities. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

C. Skills of coordinating

Please tick all the activities that are necessary in your job.

C2. Interweaving your activities smoothly with those of others

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to keep notes of loose ends that need to be followed up with colleagues. <input type="checkbox"/>	Use knowledge of how the workplace runs to ensure issues are followed through to closure. <input type="checkbox"/>	Monitor each step of a group work process so that everything is at hand for individuals with varying work styles. <input type="checkbox"/>	Develop shared information exchange systems, such as mental maps, flow-charts, coding systems, templates or automated spreadsheets. <input type="checkbox"/>	Create systems for sharing innovations or solutions to intractable problems. <input type="checkbox"/>
Learn the best timing and approach in interrupting others and when not to interrupt. <input type="checkbox"/>	Automatically check to prevent duplicating the work of others. <input type="checkbox"/>	Carry out all steps to ensure legal and safe procedures in a rapidly changing situation. <input type="checkbox"/>	Mobilise support networks for quick responses. <input type="checkbox"/>	Develop network for accessing, tracking, sharing and building on solutions. <input type="checkbox"/>
Learn to record information accurately and to convey it to relevant people in a timely way. <input type="checkbox"/>	Use general familiarity with the work process to stand in for others at short notice. <input type="checkbox"/>	Reorganise the weekly plan with colleagues as new demands crop up, adapting your intentions and timing. <input type="checkbox"/>	Organise your long-term work cycle to be available to team members at key times. <input type="checkbox"/>	Develop a system for maintaining long-term key records. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

C. Skills of Coordinating

Please tick all the activities that are necessary in your job.

C3. Maintaining and/or restoring workflow

Learn	Do fluently	Solve new problems	Share solutions with others	Expertly create a system
Learn to patch up minor misunderstandings before they escalate. <input type="checkbox"/>	Fix up things that have not been followed through, without undermining others. <input type="checkbox"/>	Identify minor issues that have the potential to grow into bigger problems and act to prevent this. <input type="checkbox"/>	Cooperate to find a way around or through obstacles. <input type="checkbox"/>	Research underlying causes of bottlenecks and negotiate solutions. <input type="checkbox"/>
Learn to rebalance and refocus quickly after something goes wrong. <input type="checkbox"/>	Ensure co-workers are notified if equipment faulty and arrange for it to be fixed. <input type="checkbox"/>	Develop your own tracking system to make sure procedures have been followed. <input type="checkbox"/>	Find ways to optimise resources. <input type="checkbox"/>	Ensure backup systems are in place. In case of system breakdown. <input type="checkbox"/>
Learn the steps to follow in dealing calmly with an emergency. <input type="checkbox"/>	Plan to ensure that all needs of a dependent client will be met between meetings. <input type="checkbox"/>	Make safe decisions in situations where information is ambiguous, rapidly changing or unavailable. <input type="checkbox"/>	Develop and share techniques for solving problems under high pressure. <input type="checkbox"/>	Work to maintain continuity and stability as well as responsiveness to change. <input type="checkbox"/>

If possible, please provide one or more example of any further required activities in your job that use this skill.

How long did it take to become good at doing this?

Thank you! You have now completed the Job Skills Workbook. A Hidden Job Skills Profile can now be produced