

Job Descriptions



Office of the Public Service Commission

Job Descriptions

- ▶ How did we get here?
 - Need to change the JD's from person centric to role centric
 - To improve the consistency
 - To make the JD more contemporary and bring into line with current HR practices.
- ▶ Consultations held late 2019
 - 3 options
 - Comments taken
- ▶ PSC Commissioners chose final candidate



Job Descriptions

- ▶ Why? And what's in it for me?
 - No need to change JD every year
 - Move towards a simpler PMS
 - Another step towards Competency Framework
 - Less time doing PMS
 - More closely aligned towards Ministerial outcomes
 - Combines Classification of Posts, Performance Management, Job Evaluation, and competencies more closely



Job Descriptions

- ▶ What are they?
 - Written statement of facts
 - Communicates nature of work
 - Communicates jobs role in organisation
 - Determines level of difficulty, responsibility, working conditions
 - Focuses on requirements, not people
 - Focuses on job now, not in future



Job Descriptions

- ▶ A job description provides a factual summary of:
 - The purpose of the job;
 - The scope of the job;
 - The main responsibilities of the job;
 - The unavoidable, externally imposed working conditions under which the work must be performed and which create hardship for the incumbent; and
 - The knowledge, skills and abilities required to fulfil those responsibilities.
- ▶ All Job descriptions to have an approved organizational chart attached identifying reporting arrangements (2 up / 2 down).



JDs – What are they use for?

- ▶ Assign responsibilities to a “job”;
- ▶ Establish appropriate salary band through the evaluation of the job;
- ▶ Recruit capable and competent staff to perform the job;
- ▶ Set performance expectations; and
- ▶ Conduct human resource planning and resource allocation.



JDs – Who Writes them

- ▶ Supervisors – in consultation with
 - HR
 - PSC
 - Managers



JD's – When should they be reviewed?

- ▶ A “NEW” job is established
 - Changes in title, responsibilities and grade are a “NEW” job;
- ▶ Significant changes in responsibilities;
- ▶ Restructuring of unit, division or Ministry which involves the job;
- ▶ Changes in working conditions
- ▶ Jobs cant be described in isolation
 - Changes to one job may significantly impact other jobs and those jobs must also be reviewed and re-described to reflect the changes in responsibility.
 - Affected jobs should be reviewed at the same time to avoid overlapping duties



Header

- ▶ Ministry, Division and location are the same. No changes.
- ▶ Job title should be descriptive of the job, and in line with the new “Classification of Positions”. i.e. a job that is graded as a “Computer Technician”, should be called a Computer Technician, and not an Clerk Class 2.
- ▶ Position Number – to be allocated by PSC. This is to stay with that approved job so that if changes are made, we always know what job we are talking about.
- ▶ Reports to, Band, and Salary range are all self describing



Header Examples

Ministry:	Ministry of Revenue and Customs
Division:	Corporate Services
Location:	Nuku'alofa
Position:	Clerk Class 2 (Accounts)
Position Number:	REV0121
Reports to:	Administration and Accounts Supervisor
Band:	N
Salary:	\$11,760 – \$17,640



Header Example

Ministry:	Ministry of Health
Division:	Corporate Services
Location:	Nuku'alofa
Job Title:	Senior Human Resource Officer
Position Number:	MOH0165
Reports to:	Head of Human Resources and Workforce Development
Band:	L
Salary:	\$19,490 – \$29,230



Exercise 1

- ▶ Part 1
- ▶ Break into teams (not your own ministries)
 - Rewrite 2 headers that you bought with you and discuss amongst yourselves any issues that arise.
 - 15 mins
- ▶ Class Discussion
 - Identical job families like Drivers / Cleaners (even HR officer) etc. Do they need a different JD?



Job Purpose

- ▶ A specific statement intended to give an immediate impression of what the job does.
- ▶ It is 2-3 sentences in paragraph format that focuses on the job, but DOES NOT include specific job duties.
- ▶ Three components:
 - What the job does;
 - What the overall context of job is; and
 - What the overall end result (outcome) is expected to be.



Job Purpose

- ▶ Questions to ask
 - What is the main reason this job exists?
 - How does this job contribute to the bigger picture?
 - What is the main goal of the job?
 - What gap does it fill?
- ▶ Check List
 - Overall purpose clearly stated?
 - Overall parameter stated?
 - Overall end result stated?
 - One paragraph in length?



Job Purpose

- ▶ Common Errors
 - Contains specific impacts that should be in Accountabilities.
 - Contains responsibilities in addition to the overall reason.
 - What the job does is not clear.
- ▶ Remember:
 - A secretary's job doesn't exist to type, that's a duty, instead it might be "to liaise between the CEO and others, and to ensure that the office functions smoothly on a daily basis by performing a wide variety of clerical and administrative support tasks for the Ministry".



Job Purpose - Examples

Job Purpose

The Ministry of Revenue and Customs contributes to the economy of Tonga through security of our borders and the collection of customs revenues.

The purpose of this job is to assist in the collection and reconciliation of customs related revenue from a variety of sources. This job will also assist in the preparation of financial administrative tasks and registers.



Job Purpose - Examples

Job Purpose

The Ministry of Health is one of the largest Ministries in the Government and responds to the health needs of the citizens of Tonga and delivers a wide range of health and allied services.

The purpose of this role is to be the primary contact for continuing professional development (CPD) requirements for our professional staff so they maintain their registrations and qualifications. The role is responsible for identifying and delivering (or coordinating delivery) of training requirements and producing development plans for individuals and teams. The role is also responsible for continuous checking of qualifications of new Ministry staff to ensure standards are met.



Exercise 2

- ▶ Split into Ministry groups and write one Ministry profile statement and one job purpose.
 - 20 mins
- ▶ Each group present to class



Accountabilities and Outcomes

- ▶ Describes what outcomes, deliverables, and end-results is the job **ultimately** responsible for.
- ▶ Statements of the end results of the job and are the standards by which the employee's performance can be evaluated
- ▶ What the employee is held accountable for accomplishing
- ▶ **NOT** what they do
- ▶ Like purpose, should be worded so that they will almost automatically lead to thoughts of measurement
- ▶ Provides foundation for performance process



Accountabilities and Outcomes

▶ TIPS

- ▶ Think of headings as subtitles or buckets of key accountabilities
- ▶ Each duty should begin with an action verb in present tense (from the associated JD glossary) such as assists, coordinates, leads, etc.
- ▶ Use clear, concise, and gender-neutral language to ensure that readers can easily understand the responsibilities.



Accountabilities and Outcomes

▶ **AVOID**

- ▶ Descriptions of specific steps taken, tasks performed
- ▶ Subjective or descriptive words that are open to interpretation and may be linked to performance. For example, “*Responds to client inquiries effectively in a cheerful and positive manner*” should be captured as “*Responds to client inquiries*”
- ▶ Industry jargon, buzzwords, overly technical terms, and acronyms or abbreviations
- ▶ Overstating or understating job duties



Accountabilities and Outcomes - Example

Accountabilities / Outcomes

- Assist in processing and reconciling revenue and associated paperwork in a timely and accurate manner
- Assist in processing administrative paperwork for the section.
- Ensure all transactions they conduct adhere to relevant financial, regulatory and policy guidelines.
- Maintain accurate records.
- Ensure revenue collected is secured in night banking.
- Deal with clients, individuals and others in a professional manner.
- Performs other duties and assist with special projects as assigned



Accountabilities and Outcomes - Example

Accountabilities / Outcomes

- Conduct ongoing Training Needs Analysis and organise training for professional staff.
- Liaise with other teams to organise, plan and deliver essential training for other staff.
- Maintain professional association registers and ensure staff qualifications and experience are correct, and that registration is maintained.
- Liaise with World Health Organisation for staff fellowships, and document outcomes.



LUNCH!!!

Be back at 1pm



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Questions from the morning session?

Speak up!!



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Exercise 3

- ▶ Divide into groups and think about a job description in front of you.
 - Write three (3) accountability statements
- ▶ Pass to the table next to you and then rewrite the three statements with improvements and discuss the changes.



Mandatory vs Desirable

- ▶ **What's the difference?**
- ▶ Mandatory Skills and Abilities / Qualifications should focus on the minimum requirements that an incumbent must have in order to be able to perform the essential functions of the job
- ▶ Desirable Skills and Abilities / Qualifications are preferred Skills and Abilities / Qualifications that you like the candidate to possess, but may or may not. Desirable is the “perfect” candidate.
- ▶ Ask yourself - Would I hire a candidate who does not meet this requirement?



Skills and Abilities

- ▶ What's the difference?
- ▶ Skills
 - Acquired measurable behaviours and cover aspects required to do the job
 - Hard Skills
 - Proficiency in language
 - Typing speed
 - Computer programming
 - Soft skills
 - Teamwork
 - Time management
 - Collaboration



Skills and Abilities

▶ Abilities

- Describe acquired or natural talents or developed proficiencies required to perform the job
- An example is a lot of people can do a specific task, but not a lot of people can do that task under pressure. A lot of doctors are good at diagnosis, but not a lot of doctors are good trauma surgeons.
- Abilities can be developed – it is the power to do things well

▶ Skills and Abilities are broken into two sections

- Mandatory
- Desirable



Skills and Abilities - Examples

Skills and Abilities - Clerk Class 2

Mandatory:

- Sound knowledge of computer systems and programs used for administrative and financial purposes
- Sound knowledge of financial management
- Demonstrated excellence in customer service skills.
- Fluency in Tongan and English
- Good written and oral skills
- Demonstrated ability to work as part of a cohesive team.
- Ability to deal with difficult customers

Desirable:

- Knowledge of customs revenue systems
- Proven problem-solving skills
- Ability to rapidly acquire knowledge of current legislation and rapidly understand changes to current legislation
- Knowledge of, or the ability to acquire knowledge of office equipment maintenance and contracts



Skills and Abilities - Examples

Skills and Abilities

–

Senior Human Resource Officer

Mandatory:

- Demonstrated skills in using business computer programs such as Microsoft Office, Human Resource Information Systems and other enterprise software
- Data analysis, modelling and reporting skills
- Ability to communicate easily with people from differing cultures and backgrounds
- Ability to write comprehensive but easy to understand reports.
- Proven Human Resources professional, preferably in organisational development

Desirable:

- Ability to positively influence workplace culture and change for the better
- Knowledge of CPD requirements for health professionals
- Knowledge of change management principles
- Knowledge of health related functions and professions



Exercise 4

- ▶ Extract the skills and abilities from the supplied job description
- ▶ Swap with the next table and compare with what you wrote
- ▶ Present to class



Qualifications and Experience

- ▶ Summarises the qualifications and experience required to perform the duties of the job
- ▶ Broken up into mandatory and desirable
- ▶ Ask yourself:
 - What qualifications and experience would be reasonably required in order for an incumbent to perform the essential functions of the job? Make sure you consider a natural learning curve.
 - Which qualifications are must-haves, and which ones are nice-to-haves?



Qualifications and Experience

- ▶ Qualifications should focus on the minimum requirements for the job, that is, what must they have in order to be able to perform the essential functions of the job
- ▶ Add a statement such as *“Equivalent combination of education and experience will be considered for candidates with extensive work experience who may not possess the required credentials”*
- ▶ Remember
 - make statements gender neutral!
 - Avoid discriminatory statements and requirements



Qualifications and Experience

► Ineffective:

- Bachelor's degree in a field appropriate to the area of assignment and five (5) years of related administrative experience, including three (3) years of supervisory experience; OR, Nine (9) years of related administrative experience, including three (3) years of supervisory experience; OR, any equivalent combination of education and/or experience from which comparable knowledge, skills and abilities have been achieved.

► Effective:

- Relevant Bachelor's degree, or equivalent combination of education and experience
- Five years of related administrative experience
- Three years of supervisory experience



Qualifications and Experience - Examples

Qualifications and Experience – Clerk Class 2

Mandatory:

- Certificate level studies in a related field such as accounting, economics or business.
- Work experience in a financial management or related field.

Desirable:

- Bachelor degree in accounting, economics or business.
- Knowledge of, or the ability to rapidly acquire knowledge of, the Government of Tonga Customs system and related legislation.



Qualifications and Experience - Examples

Qualifications and Experience – Senior Human Resource Officer

Mandatory:

- Relevant degree related to Organisational Development with relevant work experience.

Desirable:

- Master degree in Human Resources and / or Organisational Development.
- Health and/or Allied Health related experience.
- Training qualification such as Trainer and Assessor Course.
- HR experience in a large complex organisation.



Exercise 5

- ▶ Think about discriminatory requirements that may exist.
- ▶ In your groups, write down two statements that may be discriminatory.
 - 15 mins
- ▶ Read them out and discuss



Footer

- ▶ Still the same, but it is now standardised.

Supervisor Date	
Manager/HOD Date	
CEO Date	
Employee Date	

- ▶ Only mandatory signatures are CEO and employee.



Questions?



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Malo 'aupito



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