REPORT TO THE
JOINT CONSULTATIVE COMMITTEE
on the
TASK ANALYSIS: ADMINISTRATIVE, CLERICAL AND PROFESSIONAL DIVISIONS
DEPARTMENT OF CORRECTIVE SERVICES

D LEVER   R ROUSE

27 February 1991
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REPORT TO THE JOINT CONSULTATIVE COMMITTEE

TASK ANALYSIS FOR JOB DESIGN

FOR ADMINISTRATIVE, CLERICAL AND PROFESSIONAL DIVISIONS,
DEPARTMENT OF CORRECTIVE SERVICES

D LEVER
27.2.91

R ROUSE
27.2.91
I. OBJECTIVE OF THE REPORT

The objective of this report is to:--

1) provide an explanation of the process adopted by the Administrative and Clerical Division S.E.P. Facilitators in designing a model for job redesign for clerical and professional officers,

2) explain the processes used for Task Analysis of the Administrative and Clerical and Professional streams and to define these processes within the principles and guidelines for SEP implementation as stated in the Structural Efficiency Implementation Agreement,

3) detail the processes involved in Task Analysis,

4) provide for examination by management and the Departmental JCC, a draft Work Design model.

The report will also explain the manner in which it is envisaged that the job redesign models can be used to demonstrate to staff at various levels the following:--

- skills required to achieve placement at higher levels in the same stream, eg Administrative and Clerical.

- skills required to achieve placement at higher levels in another stream of the Department, ie either A & C, Professional, Custodial or Probation and Parole.

- a general indication of Departmental roles that relate to various levels of the models.

The development of the A & C and Professional model has been based on the Work Design, Recommended Guidelines issued to organisations by P.E.I.R.A. and endorsed by the Public Sector Joint Consultative Committee on 29 August 1990.

2. WHY AN INTERIM REPORT?

Production of a final report at this stage is not possible for the following reasons:--

- The A & C Facilitators were temporarily required to suspend development of a job redesign model for a period of three months to undertake conversion of base grade clerical positions to Clerical Officer.
It has not been possible to gain advice from the Consultants, Corporate Impacts Pty Ltd and Work Futures, to facilitate final development of the model. It has therefore been necessary for the Facilitators to proceed without being able to check the suitability and value of the model produced.

3. BACKGROUND

The Work Design Guidelines, developed by PEIRA and endorsed by the Public Sector JCC on 29 August 1990 (hereinafter called the PSJCC Work Design Guidelines) state that:

*Work design processes should take place within the principles set out in the Memorandum of Understanding and in terms of the agreed Structural Efficiency Principle and Implications for Equal Employment Opportunity guidelines p2.*

The memorandum requires that:

1) "Work within the organisation be reviewed..." p2.

2) "Such reviews to address all aspects of service delivery to clients, eg regionalisation, use of technology, program delivery" p2.

These requirements have been fully met in the Job Analysis of the A & C and Professional streams which was undertaken by facilitators mainly during the two months July - August 1990.

In undertaking the Job Analysis (Task Interviews), the first stage leading to Work Design was completed. The methodology chosen by the Department's Joint Consultative Committee was the "bottom up" approach in which all staff at all levels up to SES in the Department were interviewed by fellow staff members.

4. JOB ANALYSIS: THE PROCESS

Over 500 interviews by 8 facilitators took place during the Analysis. With reference to Memorandum principles, it is relevant to note that:

A) Interviews lasted between 30 minutes and 2 1/2 hours and elicited responses on the following three components:

1) Listing of all tasks performed
2) Suggested redesign of tasks
3) Identification of skills required for the position.

This satisfied the Job Analysis demand that "Part of any analysis of work will be an examination of the way current jobs are designed (p8)."
B) Interviews conducted, covered the following classifications of position and satisfy the Memorandum demand that "such reviews .... address all aspects of service delivery" p2.

(1) Typist
(2) Stenographers
(3) Machine Operators
(4) Clerical Assistants
(5) Increment Clerks
(6) Clerks up to Grade 12 in all divisions within Department
(7) Storekeepers
(8) Senior Education Officers
(9) Education Officers
(10) Senior Psychologist
(11) Psychologists
(12) A.I.D.S. Project Staff
(13) Welfare Officers
(14) Drug and Alcohol Workers
(15) Training Officers
(16) Legal Officers
(17) Research Officers
(18) Prison Industries Staff
(19) Corrective Services Library Staff
(20) Bandmaster

at the following locations:

Head Office
Gaols
Probation and Parole Offices
Corrective Services Academy
Prison Industries Complex

This methodology falls within the PSJCC Work Design Guidelines which provide six examples of methodologies to consider and state:

"The decision as to how the information is collected will depend on the scope of work design and the nature of the organisation" (p8).

With reference to the responsibility of management, the PSJCC Work Design Guidelines state that:

"before undertaking any work or job design, organisations should establish a comprehensive profile of the range of jobs and their occupants, the way work is currently organised, career path opportunities currently available in the organisation and identify any concentrations of employees, including equal employment opportunity target group members" p7.

In a report to the Chairman, Departmental JCC dated 2 October 1990, the A & C Facilitators noted that the only Departmental Job Census figures available were based on 1988 statistics which made it difficult to establish a comprehensive and
current Work Design profile. There has been no change in this position because work on the Job Design Process has ceased since the Clerical Officer Conversion Project commenced on 9 October 1990.

5. DATA COLLECTION AND ANALYSIS

During the two weeks beginning 3 September 1990, all interview material collected during the Job Analysis stage was compiled on Summary of Interview Forms. For the first time – in detail – the range of tasks performed at every clerical, administrative and professional level were recorded. Also, for the first time, the following data emerged:

* Comparative imbalances between jobs in relation to responsibility and pay;
* Need for expansion and development of staff development/training programmes;
* E.E.O. and OH&S issues inherent in some jobs which are not currently being addressed.

The above information which emerged, satisfied the Public Sector JCC Guidelines which state that data and information collected from a Job Analysis when analysed should reveal:

a) what tasks develop skill which may assist career choices,
b) what jobs assist career development,
c) what career opportunities can be provided by the organisation,
d) what tasks are repetitive and boring, but still need to be done, could they be performed in a different way?
e) are there hazardous tasks (eg repetitive, heavy etc)?
f) do job requirements actually reflect what is necessary to do the job?
g) are there unnecessary barriers to access (mandatory qualifications, language, literacy or numerical requirements)?
h) what tasks require special skills/training?
i) how tasks might be redistributed to provide more variable and interesting work?
j) how work may be better designed for a safer, healthier workplace?
k) are tasks divided up in isolation on Taylorist lines, when it would be more effective to group them in a whole satisfying job for a single person.
To assist in the development of the model the Facilitators attended a briefing session conducted by PEIRA on Work Design based upon the Structural Efficiency Principle and sessions conducted by the Consultants contracted by the Department.

Initially, the Summary of Interview Form which was produced listed 193 identified tasks and ranked each task performed by each position into a hierarchy of complexity A--D.

The original Summary of Interview Form broke the tasks into 14 different categories. Those were:

- Management
- Accounts
- Drug & Alcohol
- Education
- Internal Maintenance
- Welfare
- Research
- Communication
- Clerical
- Psychology
- Training
- External Maintenance
- Stores
- Miscellaneous

It was found that the original design was difficult to use and did not clearly indicate allocation and complexity of tasks in specific areas, e.g., a Psychologist performs tasks under various areas such as communication, clerical, accounts etc, as well as those listed under the category of psychology.

Similarly, the Summary of Interview Form indicated what was considered to be too narrow a range of complexity of tasks by using the A to D ranking. The use of the A to D ranking to indicate levels of volume was also a matter of concern.

To overcome those problems, a model was developed which placed the tasks into a hierarchy of complexity. At the same time, it was found that there were not 14 streams and in fact all of the tasks fell into two streams, i.e., A & C and Professional.

To create the model, each of the 193 tasks was examined and placed into the appropriate functional levels.

By mid-September, all tasks had been recorded and two functional streams - A & C and Professional. The resultant model provided a comprehensive but easily read profile of the range of jobs and their occupants, definable career opportunities and the needs of individuals to gain skills to achieve higher levels in the organisation.

The initial stages of the model development were presented to the Job Planning Taskforce on 25 October 1990 and fully supported by the Committee to enable the development to proceed. A training session for the Department’s Joint Consultative Committee was arranged for 9 November 1990. However, due to lack of attendance, the session was cancelled.

At meetings of the Joint Consultative Committee, the progress of the Task Analysis hierarchy model was noted.
5. **THE MODEL**

The Task Analysis hierarchies for the Administrative and Clerical Division and the Professional Officers of the Department are hereunder.

The models are a direct result of the Job Census interviews and Task Analysis.

The intention of the models is to provide the first stage in the job redesign process and a precursor to:

**SKILLS AUDIT**

* Skills Analysis
* Skills Inventory
* Skills Gap Definition
* Training Needs Analysis

**JOB REDESIGN**

* Skills Analysis
* Review of Tasks Allocation, including a review of present distinctions between occupational categories
* Allocation of Tasks to Jobs
* Job Redesign
* Career Path Definition and Review

The model attached has been designed to enable people to enter either stream of the Department, ie A & C or professional and to proceed up through the organisation to a level where the option to move from one stream to the other would be possible after gaining specific skills and common skills.

The model clearly identifies basic sets of skills and knowledge that are common to both streams. It also identifies skills and knowledge specifically associated with the individual streams.

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R ROUSE  
27.2.91

D LEVER  
27.2.91
The following pages provide a proposed structural model for the Administrative, Clerical and Professional Divisions of the Department. The models are based on the data derived from Task Analysis interviews conducted by A & C Facilitators.

The tasks fall into two functional streams, Administrative and Clerical and Professional and into a number of levels determined by task complexity. An approximate indication of the level of position associated with each level has been indicated. Each level would contain a range of grades of positions dependant on the size of the work unit and the tasks carried out by the work unit.

The following pages provide

(1) both a summary of the model and

(2) a detailed list of tasks for each level.

It is important to note that at the top two levels - General and Functional Management no distinction is made between Administrative, Clerical and Professional. The job bands which fall separately into six levels for Administrative and Clerical, and two for Professional. While entry level is shown at the bottom of the Administrative and Clerical stream, entry level skills - in terms of Departmental culture, philosophies and methods - will need to be provided by way of staff induction at every level of entry in each stream.
HIERARCHY OF TASKS

ADMIN/CLERICAL

DIVISIONAL DIRECTOR

ASSIST. DIVISIONAL DIRECTOR/CO-ORDINATOR

Branch Heads/Unit Leaders in Gaols

Heads of Professional Units

Assist. Branch Heads/Assist Unit Leaders

Members of Professional Units

Middle Level of Work Units

Members of Work Units

Junior Level of Work Units

Entry Level

RELATED TO WORK ORGANISATION
HIERARCHY OF TASKS

ADMINISTRATIVE & CLERICAL / PROFESSIONAL

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at:

Divisional Director level

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

Develop Departmental policy
Corporate plan
Establish Departmental priorities
Establish and review Departmental structural organisation
Strategic decision making
Establish training and staff development guidelines for Departmental staff
Determine financial delegations
Supervise functional management
Evaluate achievement of objectives
Liaise at senior SES level
Team build
Chair meetings
Represent the Department
Address conferences
These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at:–

Assistant Divisional Director/Co-ordinator level

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

Determine operational policy for staff
Prepare budget estimates
Analyse data
Assist to develop policy
Establish priorities
Conduct on-job training
Team building
Development of staff appraisal programs
Undertake training needs analysis
Prepare legal/official source documents
Represent the Department to the public
Evaluate achievement of objectives
Chair meetings
Write articles for publication
Prepare reports/submissions

Administer statutory delegations
Update flow charts
Administer financial delegation
Compile advertisements
Conduct staff appraisal programs
Manage budgets
Control project implementation
Interpret legislation
Convene selection committees
Monitor standards
Interviewing
Decision making
Market services
Prepare procedure manual
Authorise/approve
HIERARCHY OF TASKS

ADMINISTRATIVE & CLERICAL DIVISION

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at the level of:-

Branch Heads and Unit Leaders In Gaols

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

<table>
<thead>
<tr>
<th>Administrative &amp; Clerical Division</th>
<th>Branch Heads and Unit Leaders in Gaols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare budget estimates</td>
<td>Undertake training needs analysis</td>
</tr>
<tr>
<td>Analyse data</td>
<td>Undertake research</td>
</tr>
<tr>
<td>Supervise staff</td>
<td>Manage budgets</td>
</tr>
<tr>
<td>Interpret legislation</td>
<td>Prepare legal/official source documents</td>
</tr>
<tr>
<td>Monitor standards</td>
<td>Evaluate achievement of objectives</td>
</tr>
<tr>
<td>Write articles for publication</td>
<td>Update charts</td>
</tr>
<tr>
<td>Participate in meetings</td>
<td>Answer complex telephone enquiries</td>
</tr>
<tr>
<td>Conduct on-job training</td>
<td>Team building</td>
</tr>
<tr>
<td>EEO and OH&amp;S policy</td>
<td>Convene selection committees</td>
</tr>
<tr>
<td>Address conferences</td>
<td>Interviewing</td>
</tr>
<tr>
<td>Decision making</td>
<td>Prepare procedure manual</td>
</tr>
<tr>
<td>Direct/produce/edit videos</td>
<td>Administer financial delegation</td>
</tr>
<tr>
<td>Compile advertisements</td>
<td>Organise conferences</td>
</tr>
<tr>
<td>Liaise</td>
<td>Establish priorities</td>
</tr>
<tr>
<td>Co-ordinate special functions</td>
<td>Respond to complaints</td>
</tr>
<tr>
<td>Attend court tribunals</td>
<td>Assess applications</td>
</tr>
<tr>
<td>Identify needed equipment</td>
<td>Design data base for spreadsheets</td>
</tr>
<tr>
<td>Proof read and edit</td>
<td>Publicise services</td>
</tr>
<tr>
<td>Prepare reports and submissions</td>
<td></td>
</tr>
</tbody>
</table>
HIERARCHY OF TASKS

PROFESSIONAL

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at the level of:

Heads of Professional Units

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

- Conduct on-the-job training/induction
- Undertake training needs analysis
- Undertake research
- Manage budgets
- Manage projects
- Prepare legal/official source documents
- Evaluate achievement of objectives
- Update charts
- Answer complex telephone enquiries
- Implement EEO and OH&S policy
- Address conferences
- Make decisions
- Prepare procedures manuals
- Compile advertisements
- Liaise
- Co-ordinate special functions
- Attend court tribunals
- Identify needed equipment
- Proof read and edit
- Prepare reports and submissions
- Participate in case management teams
- Evaluate courses
- Assess individual needs requiring professional intervention
- Prepare budget estimates
- Analyse data
- Supervise staff
- Authorise
- Interpret legislation
- Monitor standards
- Write articles for publication
- Participate in meetings
- Team build
- Convene selection committees
- Interview
- Formulate research questions
- Administer financial delegation
- Organise conferences
- Establish priorities
- Respond to complaints
- Assess applications
- Design data base & spreadsheets
- Publicise services
- Implement new programs
- Evaluate curriculum
- Redesign evaluation model
- Assess professional needs of Unit
HIERARCHY OF TASKS

ADMINISTRATIVE & CLERICAL DIVISION

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at the level of:

Assistant Branch Heads and Unit Leaders, Head Office

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

- Supervise staff
- Manage budgets
- Interpret legislation
- Liaise
- Establish priorities
- EEO and OH&S
- Face to face enquiries
- Manage records
- Update procedure manuals
- Answer telephone enquiries
- Assess applications
- Participate on selection committees
- Prepare payroll
- Requisition goods
- Participate in meetings
- Place orders
- Prepare budget estimates
- Authorise
- Organise conferences
- Publicise services
- Conduct on-the-job training
- Solve software user problems
- Design data base and spreadsheets
- Take shorthand
- Prepare reports and submissions
- Prepare correspondence
- Prepare newsletters/information sheets
- Write basic computer programs
- Reconcile accounts
- Compile statistics
- Telephone counselling
HIERARCHY OF TASKS

PROFESSIONAL DIVISION

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at the level of:

Members of Professional Units

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

Prepare diagrams and visual aids
Home visits
Compile information
Undertake research
Assist inmates to prepare correspondence
Post-trauma counselling
Authorise
Interpret legislation
Establish priorities
EEO and OH&S
Case consultation with supervisors
Vocational counselling
Assess individual need for professional intervention
Manage records
Answer telephone enquiries
Assess applications
Participate on selection committees
Reconcile accounts
Compile statistics
Handle complaints
Place orders

Publicise services
Counsel inmates on personal development issues
Initiate contact with visitors
Crisis intervention counselling
Assist in the preparation of budget estimates
Liaise
Conduct informal on-the-job training
Run therapeutic groups
Run groups
Amend edit data
Face to face enquiries
Design data base and spreadsheets
Prepare reports and submissions
Prepare correspondence
Prepare newsletters/information sheets
Write basic computer programs
Requisition goods
Participate in meetings
Telephone counselling
HIERARCHY OF TASKS

ADMINISTRATIVE & CLERICAL DIVISION

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at:

**Middle Level of Work Units**

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

- Liaise
- Maintain security of office information
- Calculating
- Enter data
- Participate in informal meetings
- Answer telephone
- Handle complaints
- Process forms
- Establish priorities
- Maintain office equipment
- Maintain manual filing system
- Retrieve data
- Compile lists/information
- Face to face enquiries
- Take photographs
- Up-grade knowledge
HIERARCHY OF TASKS

ADMINISTRATIVE & CLERICAL

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at the level of:

Members of Work Units

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

| Conduct informal on-the-job training | Establish work priorities for Unit |
| Supervise staff | Authorise |
| Process forms | Prepare accounts |
| Handle monies in and out | Write cheques |
| Bank | Control cash accountable books |
| Stocktaking | Requisition goods |
| Compile statistics/lists/information | Attend meetings |
| Take minutes | Records management |
| Answer telephone enquiries | Answer face to face enquiries |
| Provide keyboard assistance | |
HIERARCHY OF TASKS
ADMINISTRATIVE & CLERICAL DIVISION

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at:--

Junior Level of Work Units

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

<table>
<thead>
<tr>
<th>Establish priorities (own work)</th>
<th>Liaise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain diary</td>
<td>Answer telephone</td>
</tr>
<tr>
<td>Distribute information</td>
<td>Participate in informal meetings</td>
</tr>
<tr>
<td>Distribute mail</td>
<td>Sort mail</td>
</tr>
<tr>
<td>Operate office machinery</td>
<td>Photocopying</td>
</tr>
<tr>
<td>Maintain register/diary/list</td>
<td>Maintain manual filing system</td>
</tr>
<tr>
<td>Move furniture</td>
<td>Maintain stores</td>
</tr>
<tr>
<td>Receive goods</td>
<td>Process forms</td>
</tr>
<tr>
<td>Load &amp; unload truck</td>
<td>Maintain office equipment</td>
</tr>
<tr>
<td>Run errands</td>
<td>Drive cars</td>
</tr>
<tr>
<td>Upgrade knowledge</td>
<td></td>
</tr>
</tbody>
</table>
HIERARCHY OF TASKS

ADMINISTRATIVE & CLERICAL DIVISION

These tasks have been compiled following the Task Interview stage of the SEP process. The placement of tasks in a hierarchy of complexity is a pre-cursor to Job Redesign and, therefore, the tasks cannot be related to existing positions.

However, tasks at this level would characteristically appear at:

Entry Level, A & C Division

The tasks will be related to specific positions after Job Redesign has taken place in the next stage of the SEP process.

- Maintain manual filing system
- Enter data
- Retrieve data
- Answer simple telephone enquiries/redirect calls
- Process forms
- Liaise with other members of work Unit
- Compile lists/information
- Calculate
FACILITATORS REDESIGN PROGRAM

LONG BAY CONFERENCE CENTRE

12-16 NOVEMBER 1990

DAY 1

9.00  Introduction/The Current Situation  Jim Brassil

9.30  Revisit principles of SEP
  * Recap on facilitators training  Anne Gorman
  * Objectives  Reg Cole
  * Guidelines of Job Redesign  Reg Cole

10.30 Morning Tea

11.00 Progress presentation  Rosemary Rouse
  David Lever

11.45 Composition of working groups
  * Job redesign, timetable & targets for completion  Reg Cole

12.30 Lunch

1.30 Group convene to set individual targets

Begin job redesign program
REPORT TO JOB PLANNING TASKFORCE 25/10/90

THE SEP PROCESS - TASK ANALYSIS AND JOB REDESIGN IN THE A & C DIVISION

1. INTRODUCTION:

The SEP process has the following objectives:

* To improve the efficiency and productivity of the Public Service.

* To provide a rewarding work environment for employees through access to more varied, fulfilling and better paid jobs.

* To establish a simplified and modern award structure.

2. ASPECTS OF THE SEP PROCESS

The Process involves a number of aspects rather than discrete sequentially linked stages. They include -

- Task Analysis
- Job Redesign
- Work Design
- Skills Audits
- Job Evaluation
- Training Needs Analysis

3. TASK ANALYSIS

This process consisted of

a) Training of 44 facilitators across Custodial A & C and Probation and Parole Divisions.

b) Interviewing of all Departmental employees.

c) Regrouping of all facilitators - including the 8 A & C facilitators to collate interview information in a meaningful way.

d) The emergence of the Summary of Interview form listing 193 tasks and identifying

   i) tasks performed by each position

   ii) complexity of task performed.
4. **JOB REDESIGN MODEL**

This process consisted of -

a) Refining the Summary of Interview Form by deleting inappropriate categories e.g. communication so that meaningful functional categories only were represented.

b) Expanding the range of complexity of tasks from 4 - 6 in order to more clearly reflect the current range of task levels in the Department

c) Reducing the number of functional streams from 14 - 3.

d) Ranking each of the 193 tasks into its appropriate level/levels.

5. **JOB REDESIGN: CURRENT STATUS**

Various job redesign models are now being experimented with and further refined in order to produce final Job Redesign models along Structural Efficiency Principles.

D. LEVER

R. ROUSE
25 OCTOBER 1990 at 10.00 am, LEVEL 19

AGENDA

1. Minutes of Previous Meeting (attached).


3. Reports from S.E.P. Job Redesign Facilitators:
   a) Administrative & Clerical Officers
      - D Lever, Ms R Rouse
   b) Probation & Parole
      - P Besso

4. Proposal for development of Job Redesign in Custodial positions - see attached letter to Roy McNair, Paramatta Gaol.

5. Further Directions - Ms A Gorman.

6. Other Business.

7. Date of Next Meeting.

J C Brown
Senior Industrial Officer
22/10/90
1. INTRODUCTION

The Structural Efficiency Process is underpinned by the Structural Efficiency Implementation Agreement of January, 1990 between the Labor Council of NSW (acting on behalf of trade unions) and PETRA (Public Sector Industrial Relations Authority).

The Agreement establishes the principles and framework under which negotiations between the individual Departments and trade unions will take place.

1.1 Objectives of S.E.P.

* To improve the efficiency and productivity of the Public Service.
* To provide a rewarding work environment for employees through access to more varied, fulfilling and better paid jobs.
* To establish a simplified and modern award structure.

1.1.1 Processes within S.E.P.

The Process involves a number of aspects which are not stages because the Process is not a sequential one where you start at point A and work through discrete stages to point Z.

The Structural Efficiency Process includes the following aspects:

- Task Analysis
- Job Redesign
- Work Redesign
- Skills Audit
- Job Evaluation
- Training Needs Analysis

As stated earlier, these are not sequential. For example, Work Design and Skills Audits are interdependent because in order to redesign work you must look at the skills, and, from an audit of the skills within the organisation, training needs for skill enhancement emerge.

1.1.1 S.E.P. - The Current Stage for A & C Division

Presently, Task Analysis for all positions covering Administrative, Clerical and Professional staff employed by Corrective Services has been completed. The job redesign stage has commenced. It is these stages that today's Workshop will deal with.

2. TASK ANALYSIS

The Interview Process

On 18.6.90, 22 selected S.E.P. facilitators attended Brush Farm for a week to undergo training for one week for training in the
interview process. The remaining 22 facilitators attended the following week. The facilitators represented the 3 main areas of the Department:

- Custodial
- A & C
- Probation and Parole

The Task Analysis interviews commenced the following week and were conducted over a period of 2 months. During that time the majority of staff in the Department were interviewed. Interviews took between 1/2 hour and 2 1/2 hours. During the interviews the tasks of each Officer were recorded and it was often found staff carried out a far wider range of tasks than was indicated on their statement of duties.

Apart from obtaining information on tasks, each person interviewed was asked to indicate any suggestions they had for change in their job structure; tasks; division organisation and for any other comments they wished to make.

This information may be of use later to the Job Planning Taskforce.

From that part of the interviews, the main need to emerge was the need for staff training to be promoted and provided by the Department. In addition, from the A & C facilitators point of view, a number of positions requiring priority treatment in the S.E.P. process emerged. These were all base grade positions, ie keyboard operators, switchboard operators, clerical assistants, machine operators, incremental clerks. It was often found that in these positions there was little or no opportunity for progression, training, interesting or varied work.

In some cases the levels of responsibility in jobs were not commensurate with similar positions within the Department. In addition, some O H & S and E.E.O. problems were identified.

2.11 The Emergence of the Summary of Interview Form

The next stage of the S.E.P. task analysis process was to consolidate interview material. The objective of the second week at Brush Farm - which all facilitators attended - was to collate all of the information from all of the interviews in some meaningful way. After an initial briefing the eight A & C facilitators were left to devise a model.

The model that resulted, was devised by all the facilitators over the week. It is important to realise that it was revised daily for the five days but the final model was agreed on by all the facilitators from the A & C Division.

Stages included:

1) Determining that there was a range of tasks virtually everyone did, eg photocopying, writing reports of some kind, answering 'phones, operating office machinery.

2) Developing a core group of tasks which became unwieldy and was split into management, clerical and communication.

3) Adding on - after much discussion - additional tasks from the interview forms and splitting them into categories for convenience sake.

4) Attempting to rank from A-D degree of complexity of task for each position. A being easiest; D the most complex level.
The summary of Interview Form which resulted, recorded in detail for the first time the range of tasks performed at all clerical levels. Also, for the first time the following data emerged:

* Comparative imbalances between jobs in relation to responsibility and pay;
* Gaps in skills which require training;
* Need for expansion and development of staff development/training programmes;
* E.E.O. and O H & S issues which are not currently being addressed.

Clearly, the Process of task analysis would take longer than a week. With the agreement of all facilitators, we continued the tedious task of transposing all information from interview sheets to the Summary of Interview Form.

3. JOB REDESIGN

3.1 Job Redesign – The Hierarchical Model

Initially, the Summary of Interview Form which was produced listed 193 identified tasks and ranked each task performed by each position into a hierarchy of complexity A-D.

The original Summary of Interview Form broke the tasks into 14 different categories. Those were:

- Management
- Communication
- Accounts
- Clerical
- Drug & Alcohol
- Psychology
- Education
- Training
- Internal Maintenance
- External Maintenance
- Welfare
- Stores
- Research
- Miscellaneous

It was found that the original design was difficult to use and did not clearly indicate allocation and complexity of tasks in specific areas eg, a Psychologist performs tasks under various areas such as communication, clerical, accounts etc as well as those listed under the category of psychology.

Similarly the Summary of Interview Form indicated what was considered to be too narrow a range of complexity of tasks by using the A to D ranking. The use of the A to D ranking to indicate levels of volume was also a matter of concern.

To overcome those problems, a model was developed which placed the tasks into a hierarchy of complexity. At the same time it was found that there were not 14 streams and in fact all of the tasks fell into 3 streams, ie A & C, professional and a miscellaneous stream.

To create the model each of the 193 tasks was examined and placed into the appropriate functional levels.

3.11 Job Redesign: The Current Model

Two types of tasks emerged:

1) those tasks which fitted into one or two levels only, eg drive a car which fitted into the entry level only,

2) those tasks which occur across most functional levels, eg writing reports.
At this stage, two further proto-type models have been developed indicating five management levels and eliminating the previous miscellaneous stream.

The models have been designed to enable people to enter either stream of the Department, ie A & C or professional and to proceed up through the organisation to a level where the option to move from one stream to the other would be possible after gaining specific skills and common skills.

The models clearly identify basic sets of skills and knowledge that are common to both streams. They also identify skills and knowledge specifically associated with the individual streams.

In accordance with Structural Efficiency Principles, it is intended that new broadband jobs be designed so that they include a range of levels of activity (multi-skilling) rather than just a number of tasks at the same level (multi-tasking). Training will be necessary to enable people to multi-skill.

Training will be either:

1) on the job,
2) courses conducted at Brush Farm,
3) external tertiary studies, or
4) courses catering for special needs and conducted by specialist consultants, eg in areas such as management of organisations, team building etc.

On the question of training, we won’t go into detail as this part of the S.E.P. process occurs much later. However, it has become apparent that there will need to be a huge expansion in the training opportunities available to the A & C Division.

3.111 Job Redesign - The Next Stages

Now, to get back to the present task of designing a model upon which to redesign the Department’s structure. Management and unions are both aware of the potential for conflicting agendas here. While we work on producing a hierarchical model which incorporates both Administrative and Professional streams from entry level to General Management, we are pragmatic enough to realise that any final result will be a function of industrial negotiation. Custodial and Probation & Parole models will also obviously influence the final S.E.P. structure devised for the Department. Interestingly, in the West Australian Prison at Canning Vale, already it is possible to move, unimpeded, between professional, custodial and clerical duties - Because there is only one stream - the Correctional Officer.

David Lever
Rosemary Rouse

David Lever
Rosemary Rouse
MEETING WITH PRINCIPAL, CORRECTIVE SERVICES ACADEMY, ON S.E.P. PROCESS.

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The meeting was held at the Corrective Services Academy on Thursday, 4th October, 1990. Present at the meeting:

- David Lever  SEP Facilitator
- Rosemary Rouse  SEP Facilitator
- June Heinrich  Principal, Corrective Services Academy
- Ian Louden  A/Assistant Principal, Corrective Services Academy

The purpose of the meeting was:

1. to inform the Academy of the initial findings from the Administration and Clerical Officers interviews undertaken between June and September;
2. to ascertain the current training focus of the Academy and its potential for addressing training needs in the future.

It was stressed that the meeting was a preliminary one as training is one of the final aspects of the SEP process. Training needs will not need to be addressed until the job redesign skills audits and work evaluation processes have been completed. Thus the meeting was a preliminary one to establish communication.

Preliminary findings of the A & C interviews were presented to the Principal and Assistant Principal. These were:

1. identification of the training needs of certain divisions within the Department, e.g. Administrative Officers (gaol based), Supply Services, Staff/Salaries;
2. future need for training for the new Clerical Officer positions;
3. need for keyboard skills programmes for middle level management across most divisions in the Department.

Ian Louden stated that the current training programme operated on a "cafeteria style" model i.e. that the Academy provided a number of training and staff development courses to the Department from which divisions and gaols chose courses to address any training deficits. A disadvantage of the "cafeteria style" is that training wants are met not necessarily the training needs of the Department.

Currently the Academy offers the following courses. These may prove to be relevant to the later stages of the SEP process.
* On-the-job training skills for Supervisors/Managers (2 day course)
* Selection Procedures (1 days course)
* Correspondence and Submission Writing - Basic and Advance (2 days per course)
* Communication and Conflict Management Skills (2 x 2 days)
* Transition Skills (a 2 day course aimed at keyboard staff and CA's seeking promotion to clerical grades)
* Career Development (3 days + 1 day per month x 8 months)
* Stress Management (2 days)
* Delegation (1 day course)
* Problem Solving (2 day course)
* Job Redesign (3 days course)
* Financial Management (2 day course)
* Telephone Techniques (½ day course)
* Leadership (2 day course)
* Towards Becoming an Assertive Manager (2 day course)
* Computer Skills Course (six computer packages are covered by courses at present)
* Introduction to a System Approach to Training and Training Needs Analysis (1 day course)
* Managing Work Groups (1-3 day course)
* Internal Consulting Skills (1-2 day course)
* Public Service Grievance Handling Procedures (2-5 day course)
* Planning and Presenting Training Sessions (5 day course)
The meeting was successful in initiating preliminary contact between the Academy and the SEP process.

J. Brassil,
Chairman,
Joint Consultative Committee.
The following is a report on the current situation in regard to the Structural Efficiency Principle concerning the Administrative and Clerical Division.

1.0 Interviews

The interviewing process of Professional and Administrative and Clerical staff has now been completed. While there is a small number of staff who have not been interviewed, those positions have been sufficiently covered by interviews with staff involved in similar or identical tasks. The position relating to Prison Industries at Regents Park remains unchanged.

The information gained from all interviews during the period June to September has been summarised on the summary of interview forms.

2.1 Facilitators Training

During the interview process, the need for extensive training of the facilitators to proceed further with the S.E.P. process has become apparent.

On 26 September 1990, the undersigned attended a seminar on "E.E.O. issues in the S.E.P. process". This was conducted by ODEOPE at the Anti-Discrimination Board. The seminar was found to be of moderate benefit. However, a number of contacts were established to further our training process.

Although there are a number of publications relating to various aspects of S.E.P. in the public sector, there does not appear to be any satisfactory guide to actual S.E.P. implementation. This view is in part supported by Ann Gorman.

At the same time, there is a need for the undersigned to gain immediate training in the process. Whilst available training sessions will be attended and meetings with the Consultants will be held, it may be necessary to gain further guidance from other areas that have been progressed further, such as the Victorian and Commonwealth Public Services. The value of this proposal will be explored with the Consultants on 5 October 1990.

2.2 A meeting with Ann Gorman and Jim Boswell of Corporate Impacts was held on 27 September 1990 to gain assistance in how to utilise the interview data in the S.E.P. process. It is quite clear that in N.S.W. very little is known about the overall S.E.P. process both in the private and public sectors. In the absence of adequate information to assist in the cross skilling and multi-skilling stages, Ann Gorman is arranging a further meeting at which Reg Cole will be in attendance. That meeting will be held on 5 October 1990.

2.3 In the meantime, Corporate Impacts is examining the possibility of placing our written interview summaries on a data base. Ann Gorman will discuss this aspect with you in the near future.
2.4 Job Census Research

The Job Census statistics which have been provided by the Department to Corporate Impacts form the next stage in the S.E.P. process. Unfortunately, these statistics are based on 1988 figures and Corporate Impacts will liaise with the Department to access more up to date information. The Job Census research is necessary to provide a comprehensive profile of the range of jobs, their occupants, the career paths currently available and to identify any concentrations of E.E.O. target groups. This process will also identify barriers which will need to be removed. The steps are:

Identify:
* Barriers to progression across occupational groups.
* Requirements for formal qualifications and training within classifications.
* Whether overseas qualifications are recognised for entry to classifications.

Establish:
* The reasons for any concentration of members of E.E.O. target groups.
* The degree of mobility in career paths.

Review:
* The relevance of entry requirements.
* Possible skill groupings which may be used in the broadbanding process.
* The language used to describe skills and jobs.

All census material will be made available at Corporate Impacts.

2.5 Job Redesign Process

This process can only begin when a comprehensive and current Job Profile of the Department has been designed.

As stated earlier, a process for utilizing the information gained by the S.E.P. process thus far, has been emerged in consultation with the Consultants and has been endorsed by Ann Gorman and Jim Boswell. Reg Cole's input is necessary prior to this process being implemented.

3.0 Training

Identified Training Needs

A predominant feature to emerge from the interview process has been the identification of a wide range of training needs within the Department. The Structural Efficiency Principle states that skill related career paths are to be established, and that in establishing career paths, the objective should be to improve options across work areas within an organisation.

Currently, lack of access to training prevents access to career paths within the Department and in fact impedes the efficiency of many areas of the Department.
It is a common practice within the Department to place newly recruited staff into positions of high responsibility without any training.

New technology has been introduced without provision for training for those that have to use the equipment. Many jobs that could be made more efficient by the use of computers are denied that efficiency as those undertaking the tasks are computer illiterate.

The decentralisation of tasks to gaols has increased the need for formal training of gaol staff, in those areas of work previously undertaken at Head Office. At this stage, decentralisation is proceeding without supportive training in areas such as payroll, leave, voucher processing and sentencing legislation.

3.2 S.E.P. Training Needs and the C.S.A.

It is recognised that training is a later stage of S.E.P.

However, arrangements have been made for the undersigned to meet with the Principal, Corrective Services Academy and members of her staff to enable the facilitators to provide early advice on training needs that have emerged from the interviews to date. It is an essential part of the process to promote the development of appropriate training and it is therefore, considered appropriate to involve the Academy at this earliest possible stage.

4.0 Clerical Officers

In the first interim report of 14 September 1990, the Departmental Implementation of the Clerical Officer position was endorsed by the findings of the A & C Job Design Process.

It is understood that Personnel Services has identified approximately 300 positions for reclassification and has moved to create a number of these positions and to fill them as appropriate. While this is in line with the S.E.P. process the A & C S.E.P. facilitators have a number of concerns:

* The S.E.P. interviews conducted comprise the only J.C.C. endorsed task analysis of jobs which are to be reclassified. The previous report highlighted the multiskilled nature of many current positions which are being reclassified. Currently, no use has been made of this information.

* Reclassification to Clerical Officer will not address E.E.O. issues if the positions are not:
1) Spread across all divisions within the Department,
2) Redesigned on multiskilling principles rather than simply being multitasked,
3) Designed so that the objectives of S.E.P. job redesign – specifically career path and training – can be met.
Appropriate benchmarks to determine gradings of the new positions need to be determined. The previous report highlighted the multiskilled nature of work carried out by some Clerical Assistants – particularly CA's in country Probation and Parole Offices. It would be most inappropriate to grade all Clerical Officers below, for example, the Grade 6 level applied to the Secretary of the Director-General when many existing positions being considered for conversion are undertaking an equal if not higher level of responsibility.

This may be more appropriately dealt with at J.C.C. level.

J Brassil
Chairman
Joint Consultative Committee
2/10/90
AWARD RESTRUCTURING

STRUCTURAL EFFICIENCY PRINCIPLE

JOB REDESIGN FACILITATORS

ADMINISTRATION AND CLERICAL DIVISION

INTERIM REPORT
The Structural Efficiency Facilitators representing the Administrative and Clerical Division of the Department take this opportunity to express appreciation to the Department in providing the necessary support to enable this potentially beneficial process to proceed.

The Facilitators would also like to express appreciation to the various Consultants for the manner in which they have assisted in the process leading to job redesign.

The Facilitators of the A & C Division recognise that the entire S.E.P process is driven from the "bottom up" and in this regard, the Consultants are to be particularly commended for consistently refraining from interfering with the various proposals put forward by staff. In conducting the process in this manner, the Consultants have provided staff with a unique opportunity to contribute to decisions effecting management of the Department and the role they will play in the organisation.

The Award Restructuring Process along S.E.P. guidelines has now commenced Stage I of the process in the A & C Division of the Department. The current situation reached is as follows:

- 434 A & C Division interviews have been conducted;
- approximately 200 broad tasks undertaken by the Division have been identified;
- a summary of interview form which enables the collation of tasks has been designed;
- a range of opportunities for job redesign and reclassification has emerged from the model form.

There are a number of imperatives for Award Restructuring. Some of these are:

- lack of flexibility due to classification based on rigid forms of work organisations;
- classification not amenable to the introduction of new technology;
- lack of skilled labour and the need to develop a highly skilled workforce through the development of training and career paths;
- high absenteeism and resignation levels which characterise old work practices.
THE JOB REDESIGN PROCESS: METHODOLOGY

In the July-August, twelve Facilitators interviewed a total of 434 people in the A & C Division within the Department.

Currently 60 Head Office staff and all Prison Industries staff at Regent Park have not been interviewed and remain outside the S.E.F. process.

Interviews lasted between 30 minutes and 2 1/2 hours and elicited responses on the following three components:

(1) Listing of all tasks performed
(2) Suggested redesign of tasks
(3) Identification of skills required for the position

Interviews conducted, covered the following classification of position:

1) Typist
2) Stenographers
3) Machine Operators
4) Clerical Assistants
5) Increment Clerks
6) Clerks
7) Storekeepers
8) Senior Education Officers
9) Psychologists
10) Welfare Officers
11) Training Officers
12) Research Officers
14) Bandmaster

at the following locations:

Head Office
Gaols
Probation and Parole Offices
Corrective Services Academy

TASK ANALYSIS

During the week commencing 3/9/90 all Facilitators met at the Corrective Services Academy to design a means of assessing the interviews.
Two objectives emerged:

1) To collate in a meaningful way the information contained in the interviews conducted.

2) To redesign jobs within the Department.

The A & C Facilitors in attendance were:

David Lever (Programmes Division - Head Office)
Harry Bhusan (Welfare, Long Bay Complex)
George Law (Probation and Parole)
Alysan Pender (Programmes Division - Grafton Gaol)
Mick Tuckey (Administration, Bathurst Gaol)
Brian Wilkins (Corrective Services Academy)
Rosemary Rouse (Programmes Division, Mulawa)
Michael Butterworth (Transport Services)

The model which was devised to collate the information contained in the interviews resulted from considerable discussion over two days. It was agreed on by all attending Facilitators and refined three times during the week.

The resultant Summary of Interview Form records in detail - for the first time - the following data:

* The range of tasks performed at all clerical levels;
* The complexity of tasks performed from the Summary of Interview Form, the following job redesign indicators emerge;
* Comparative imbalances between jobs in relation to responsibility and pay;
* Gaps in skills which require training;
* Need for expansion and development of staff development/training programmes;
* EEO & O.H. & S. issues which are not currently being addressed;

The S.E.P. interview process also elicited responses expressing dissatisfaction with supervisory practices, work interruptions, unsatisfactory office accommodation and inadequate staff facilities. Responses also requested that there be a renewed emphasis on dealing with people, rather than processing paperwork and the need for re-organisation of the Departmental structure of certain divisions.

While some of these issues will be addressed by the Job Redesign Taskforce, the Special Needs Working Party and the S.E.P. Job Redesign Facilitators from the A & C Division recognised that their brief was the redesign of jobs only.

Whilst agreement on the Summary of Interview model was reached by the end of the week, the process of collating the 300 interviews and preparing an interim report could not be completed. The undersigned Facilitators were requested to continue the process towards job redesign.
This decision was supported by all A & C Facilitators. Work continued during the week beginning 10/9/90.

According to advice received from the consultants, the progress made by the S.E.P. Facilitators in the A & C Division has been excellent.

In view of the size and complexity of the process, however, and the limited time which has been available, it has only been possible to make job redesign proposals for a small proportion of the positions within the A & C Division.

**JOB/TASK ANALYSIS: THE OUTCOMES**

The following issues pertaining to job redesign have become apparent from data revealed by the Summary of Interview Forms:

1) Employees in the Department of Corrective Services Administration and Clerical Division currently are restricted to acquiring a narrow range of skills because of the limited experience afforded to them.

2) Illustrating this, the following positions all appear to be based around two or three tasks:

   - Typist
   - Stenographer
   - General Scale Clerk
   - Machine Operator
   - Switchboard Operator
   - Service Officer

   These positions generally lack multiskilling and therefore, opportunities for promotion are severely restricted.

3) Currently, there appears to be a high emphasis placed on the need to supervise workers and work completed "clerical checking" was a task performed by almost all employees at all levels - this "checking" consisted of checking work completed by other workers.

4) There exists an imbalance between comparative jobs in relation to responsibility and pay. The tasks performed at Clerical Assistant level, Head Office include: answering phone, filing, photostating, data entry and retrieval. In contrast, Clerical Assistants in country Probation and Parole offices perform a comprehensive range of tasks associated with the operation of an office including: typing, telephonist, data entry and retrieval, full accounting services, extensive records management, data base and spread sheet manipulation, liaison with specialist and community organisations, e.g. courts, medical centres etc.,' provision of advice and conflict resolution. It is particularly relevant to mention that these Clerical Assistants are often called upon to interview and counsel difficult clients and their families in the absence of field staff.
A similar imbalance was observed in the tasks undertaken by typists in the general offices of many gaols. Not only do they perform a typing service, they are required also to do a wide variety of tasks which, at Head Office level, would be seen as clerical tasks.

5) Anomalies which affect particular areas within the Division exist. In the Secretariat for example, Correspondence Clerks at Grades 2 and 3 perform exactly the same tasks at the same level. This is being addressed by the staff of the Secretariat. This is noted to be in line with the S.E.P. process and needs to be supported by it.

6) Lack of opportunity for training is a current feature of work practice within the Division. There appears to be a widespread illiteracy in the use of computer technology and this seems to be more prevalent in the older age groups who make up the majority of senior graded personnel. Whilst staff were aware of the training opportunities available, lack of relief staff meant that attendance would result in an unmanageable backlog of work on return. Current resources and programmes available were considered to be inadequate.

8) The task analysis identifies discreet specialist skills performed by certain Departmental staff, e.g. psychologists, welfare officers, education officer, training officers, research officers. That specialist skill areas have emerged must be recognised as an outcome of the S.E.P. process.

RECOMMENDATIONS

1. Subject to approval by the J.C.C., the Job Redesign Taskforce examine the reclassification of the following positions into the category of Clerical Officer under one Industrial Award:

   Typist
   Stenographer
   Clerical Assistant
   Switchboard Operator
   Service Officer

Benefits of this reclassification would included:

(1) development of career paths
(2) recognition and development of skilled work
(3) revaluation of skills
(4) Opportunities for training and recognition of experience
(5) Creation of interesting and satisfying jobs,
(6) removal of O.H. & S. problems, such as RSI.../6
2. A review be undertaken to identify appropriate gradings for the above positions being reclassified as Clerical Officers.

3. That all outstanding A & C interviews be conducted according to the S.E.P. process.

4. Uncollated interviews be included on the Summary of Interview Forms.

5. The existing S.E.P. Summary of Interview Form, subject to its endorsement by the J.C.C., be refined and examined more closely for data which would demonstrate a need to redesign jobs in other A & C areas.

   Issues of EEO and O.H. & S. be identified for referral to the Special Needs Working Party for appropriate action.

7. Consideration be given to job sharing. It was found that in a number of situations where job sharing exists effectiveness and benefits were being realised.

8. The J.C.C. to endorse this Interim Report and support the continuation of the undersigned in the S.E.P. Review of the A & C Division.

   David Lever

   Rosemary Rouse.

14 September, 1990.

Mr. J. Brassil,
Chairman J.C.C.

cc: all J.C.C. Members,
   all A & C Facilitators.