

22 September 2022

Dear [REDACTED]

**Re: Official Information Act request – Salary Bands**

Thank you for your email on 25 August 2022 in which you requested information about EECA's salary bands and placement of roles within those bands. Please see below the material that falls within scope of your request and answers to your specific questions.

The following material falls within scope of your request:

| Item | Description                                        | Decision                                                                                   |
|------|----------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1    | PSA-EECA Collective Employment Agreement 2021-2023 | Release in part<br><br>Relevant pages within scope of the request have been released only. |
| 2    | Grade Descriptors and Summary Chart                | Release in full                                                                            |

***EECA's current salary bands and which jobs fall into which of those salary bands.***

Some of EECA's salary bands are outlined in Appendix B of the Collective Agreement as they were at the time the Collective agreement was finalised. The jobs which fall in these salary bands are included in the attached Grade Descriptors and Summary Chart. As EECA is a small agency, with around 115 staff, we are not able to provide details of roles and their grades at a more granular level, as this would identify specific individuals. This information is withheld under Section 9(2)(a) of the Official Information Act 1982.

It can be noted that Grades 11, 20 and 21 are not included in Appendix B of the Collective Agreement. EECA has not employed any Grade 11 staff over a long period of time hence it is not included in the bands. Grades 20 and 21 are part of EECA's leadership group and they are not covered under the Collective Agreement due to staff being employed under individual agreements.

The current salary bands for Grades 12-21 are outlined in the table below:

| Grade | 80%    | 100%   | 120%   |
|-------|--------|--------|--------|
| 12    | 47832  | 59790  | 71748  |
| 13    | 52520  | 65650  | 78780  |
| 14    | 59784  | 74730  | 89676  |
| 15    | 66174  | 82718  | 99262  |
| 16    | 81200  | 101500 | 121800 |
| 17    | 96000  | 120000 | 144000 |
| 18    | 113756 | 142195 | 170634 |
| 19    | 135016 | 168770 | 202524 |
| 20    | 171788 | 214735 | 257682 |
| 21    | 210148 | 262685 | 315222 |

Please note Grades 12-16 were fully in effect from 1 July 2022.

However, for Grades 17-21 inclusive, these will not become fully effective until 1 January 2023.

***If EECA has negotiated a collective agreement that provides for new salary bands that are not yet in effect, those salary bands and which jobs will fall into which of those not yet in effect salary bands.***

The last collective agreement was negotiated and finalised in mid-2021 and the salary bands above currently reflect the terms of this agreement.

***Any policy EECA has re the position within a band at which a new appointee to a role will typically be placed.***

Information about new appointees' placement within salary bands is outlined in page 13 and Appendix B of the Collective Agreement.

For new appointees within Grades 20 and 21, their position on the salary band is based on relevant skills and experience, the same principle as staff under the Collective Agreement.

You have the right to seek an investigation and review by the Ombudsman of this decision. Information about how to make a complaint is available at [www.ombudsman.parliament.nz](http://www.ombudsman.parliament.nz) or freephone 0800 802 602.

Please note that it is our policy to proactively release our responses to official information requests where possible. Our response to your request will be published shortly at <https://www.eeca.govt.nz/about/news-and-corporate/official-information/> with your personal information removed.

Yours sincerely



Andrew Caseley  
**EECA Chief Executive**



TE TARI TIAKI PŪNGAO  
ENERGY EFFICIENCY & CONSERVATION AUTHORITY

**Collective Agreement**  
**Between EECA and the PSA**  
**1 July 2021 – 30 June 2023\***

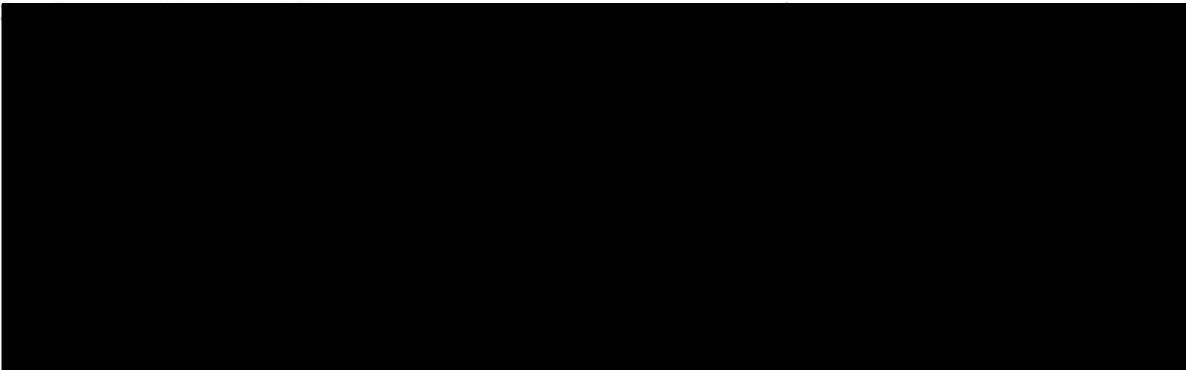
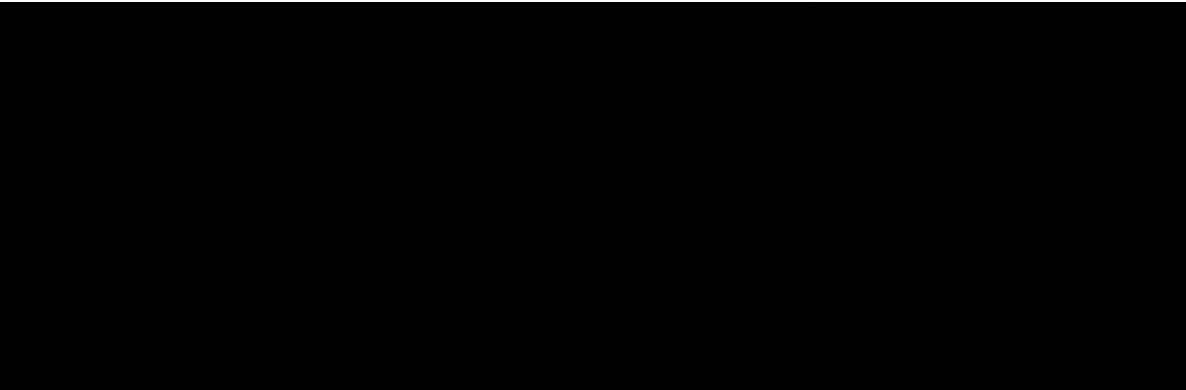


New Zealand Public Service Association  
Te Pūkenga Here Tikanga Mahi

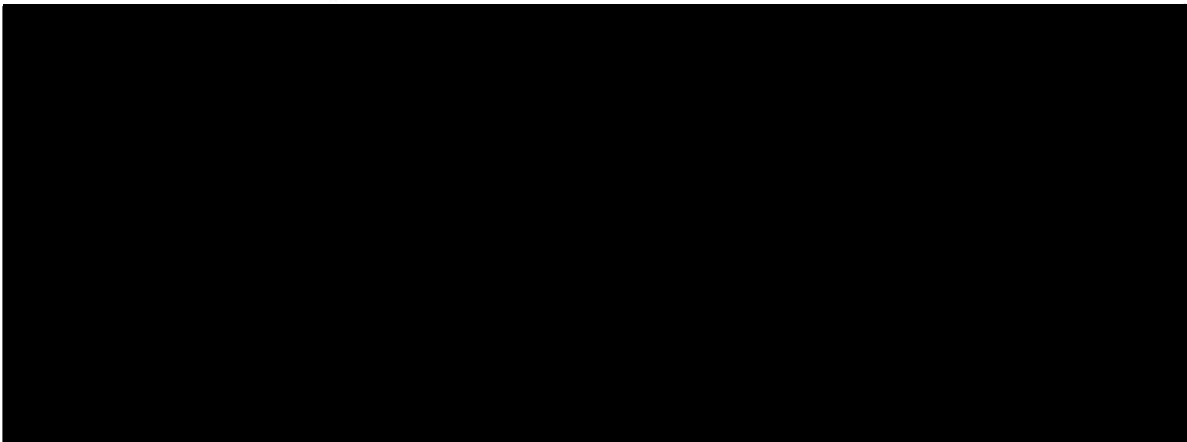
\*refer clause 1.3

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[REDACTED]

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## 3 REMUNERATION

More information can be found in EECA's Remuneration Policy (HR020), which can be found on EECA's Intranet.

### 3.1 Remuneration Strategy

EECA's remuneration strategy is to provide competitive remuneration and to recognise the contributions staff make to the organisation's performance. The remuneration strategy is based on the following key principles and objectives:

- EECA has a competitive position in the market
- Remuneration reflects the desired behaviours required within EECA
- Remuneration and performance are linked
- EECA recognises high performance and staff are encouraged to perform to their full potential
- EECA can afford to implement its strategy within the funding envelope incorporated in its annual Statement of Performance Expectations
- Remuneration adjustments are affordable and sustainable
- The Remuneration structure/system is easy to manage and administer, equitable and fair and all staff have access to the information needed to understand how the remuneration structure operates

### 3.2 Remuneration System

#### 3.2.1 Market position

To ensure a competitive position in the market, EECA sets its pay ranges by reference to a market median position against the Korn Ferry Hay Group All Organisations survey findings. Ranges are updated annually to ensure they continue to reflect EECA's chosen position in the market, bearing in mind any fiscal constraints.

Where, exceptionally, market data suggests the median for a grade is lower than for the previous period, it will be at the discretion of the Chief Executive whether a new lower midpoint is set for the coming year, or the existing midpoint is retained until further notice. In either case, EECA will not reduce the salary of any individual employee based purely on market movement. Market movement will be applied to eligible staff, unless there is a proactive performance improvement plan in place.

#### 3.2.2 Progression within the Remuneration structure

Staff progression within the remuneration structure will generally occur through the following processes:

- Progression within the pay range for their role. (refer clause 3.4.1)
- Appointment to a higher graded role following a recruitment process or internal review process.
- Expansion of job scope of a role where a role can be expanded to reflect the abilities of the incumbent and the Team requires a higher graded role to manage its functional responsibilities. Note: the establishment of a higher graded role in a team will require the approval of the Chief Executive.

#### 3.2.3 Setting the Budget for Annual Remuneration decisions

Prior to any annual remuneration movements being considered, the Board must approve the recommended budget allocated to the remuneration review for all EECA staff.

The PSA and CE will meet prior to the April/May Board meeting to consider the following factors to inform their recommendations:

- December All-Organisations Korn Ferry Hay Group Market Data

- Affordability
- Position In Range Profile of staff on the Collective Agreement

The PSA will either support the CE in making this recommendation to the Board or may provide an alternative view to the CE which the CE will table at the Board meeting for their consideration.

### 3.2.4 Job Evaluation Methodology

All permanent positions at EECA are evaluated in accordance with the Korn Ferry Hay Group job evaluation methodology, which allows consistent internal measurement of roles, and the determination of relativities and differentials between roles.

Benchmarks with the Korn Ferry Hay Group remuneration market are carried out on the basis of a fulltime equivalent base salary. The calculation of base salary includes an employee's annual salary and additional leave purchased through a salary sacrifice (*pro rata* for part-time staff).

EECA's approach to job evaluation is set out in its Remuneration Policy HR 020. If EECA wishes to review its approach to job evaluation, the PSA will be involved in that review. In the event of structural change impacting several positions within coverage of this Collective Agreement, the PSA will be informed of the rationale for grading of roles that change or are created as a result of structural change.

### 3.2.5 Pay Ranges for each grade

Each grade is assigned a pay range of 80-120% of the midpoint. The pay ranges for 2021-2022 can be found in Appendix B.

## 3.3 Individual Pay Allocation

### 3.3.1 Position within the Remuneration Range

The pay range for each role gives adequate scope to pay individuals different salaries on the grounds of performance and experience as illustrated by an individual's productivity. All staff will be paid within the assigned remuneration range for their role, except in extraordinary circumstances with the express authority of the Chief Executive. Measured performance, affordability and relativity will be crucial factors in the placing and progression of staff within their pay range.

#### On Appointment to a Role

- Successful candidates will be advised of the pay range and proposed commencing salary for the role at the time of offer, to enable good faith negotiation. The PSA is able to represent members in starting salary discussions.
- The remuneration for existing EECA staff appointed to a new position will be determined on the same basis as for external recruitment – placement in the range and the appropriate zone will be determined on the basis of the pay range definitions (included in Appendix B).

## 3.4 Remuneration Adjustments

EECA aspires to pay staff at a level that reflects their capability, contribution and experience as illustrated by an individual's productivity.



### 3.4.1 Criteria and progression for staff within a pay range

The assessment of whether progression in the range is warranted will occur as part of the annual performance review process. The pay range definitions are included in Appendix B. Factors to be taken into account by the Manager in making a recommendation for progression of the staff member will include:

- On-the-job learning that has resulted in increased contribution to the required deliverables of the team
- Skill development and demonstrated behaviours and competence, as reflected in their productivity and mastery in undertaking the role
- Job performance and demonstrated ability to undertake more complex functions; e.g., new tasks, additional workload, project work, coverage of co-workers
- Achievement of developmental milestones and performance outcomes outlined in the Performance Agreement

The primary objective of progression within a pay range is to recognise skill and capability development and the demonstrated ability to contribute to the organisation. A percentage movement within the pay range commensurate to the employee's increased competency and related performance will be applied.

Where a staff member is already paid at the top of their grade, even after the range has been updated for remuneration review purposes, and the staff member's performance remains at a high level, they will not receive an increase to their fixed pay, but may be considered for a suitable one-off fixed sum payment, at the discretion of the Chief Executive.

Each year, each PSA member who has been in their role for more than 5 years who has not yet reached 96-105% position in range shall, on request, be provided with a written explanation of why they are not being paid in this range and be offered support to progress into this position in range.

By the end of October, following the annual remuneration review process, EECA will provide the PSA with the number of PSA members that have been in their role for more than 5 years who have not yet reached 96-105% position in range. For the 2020 annual remuneration review processes, this information will be provided by February 2021.

### 3.4.2 Annual Remuneration Review

The Annual Remuneration Review will normally follow the completion of the end of year Performance Review, usually in July, and will rely on the outcomes of that review.

In 2021, the Annual Remuneration Review approach is outlined in Appendix B.

Out of scope

HR will undertake a moderation process with the Leadership Group to ensure there is consistency within and across teams for the Annual Remuneration Review. Eligibility for a remuneration review covers permanent staff, and fixed-term staff where this has been agreed as part of their contractual arrangement. Staff who join EECA after 1 April will not be eligible for that year's remuneration review.

EECA recognises the use of salary increases as an important factor in the reinforcement of messages to staff on the importance of individual and organisational performance, and in the development of an organisational culture that values high performance.

After costing the implications of the application of the new pay ranges (based on market movement) and the recommendations from Managers for progression within the grades, the Chief Executive decides on the allocation of approved funds to recognise performance.

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### **3.5 Other Remuneration Adjustments**

The Chief Executive has the authority to approve a change in an employee's remuneration or a one-off payment to an employee outside the normal annual process if the remuneration change or one-off payment meets one of the following criteria:

- There is a significant shift in the market for a particular position that threatens retention of an employee; or
- There is a case for a one-off payment of up to 5% of an employee's gross remuneration in recognition of exceptional performance. (Any one-off payments in excess of this level require approval of the Board Chairman.)
- If the employee's role has moved to a higher grade as a result of material changes in the job description

#### **3.5.1 Access to Individual Remuneration Information**

EECA's objective is to ensure all staff are well-informed about the remuneration system and supporting policies. Employees can request information on the job grade and pay range for their position. In addition to the published information explaining the grade and remuneration structure, employees may request further information from their Manager or Human Resources on job evaluation and remuneration for other grades. Such requests may be declined if the information would relate to other specific staff members.

### **3.6 Salary Payments**

Salary will be paid to a bank account nominated by the employee. Payments will be paid fortnightly unless otherwise stated in employee's personal terms.

### **3.7 Deductions from Pay**

Where the employee has given written consent for deductions to be made from their salary, EECA will make the appropriate adjustment to employee's salary payments. This could include Kiwisaver employee contributions, PSA membership fees, or payroll giving to charitable donations.

EECA will remit PSA membership fees to the PSA in line with EECA's usual pay cycle with a schedule advising which members have paid those fees.

The appropriate adjustment will be made in the event an employee is granted any period of unpaid leave.

On termination of employment, EECA may make reasonable deductions from an employee's pay (including from the final pay on termination of employment) for the value of any leave taken in advance, or notice not worked, provided the employee is notified. EECA may seek to deduct the value of any unreturned EECA property (with due allowance for fair wear and tear) or any other debt owed to EECA but must communicate with the employee prior to making these deductions.

The provisions of the Wages Protection Act 1983 and the Employment Relations Act 2000 (and its amendments) will be observed.

### **3.8 Higher Duties Allowance**

This Allowance is designed to ensure that employees who are temporarily performing higher duties are appropriately recompensed and to recognise employee's commitment and willingness to take on responsibilities above and beyond their normal role.

## Appendix B: 2021 Annual Remuneration Review approach and Pay range information

In response to the Public Service Commission's Government Workforce Policy and Pay Guidance, the following approach to the 2021 Annual Remuneration Review is being undertaken:

For Grades 12-16 Korn Ferry All Organisations midpoints as at 31 March 2021 will be utilised.

Position in range reviews will be applied for staff at or under 96% position in range.

For Grades 17-19, Korn Ferry Public Sector Crown Entities midpoints as at 31 March 2021 will be utilised.

Position in range reviews will be applied for staff at or under 96% position in range.

For staff earning \$150,000 per annum and below, remuneration increases will be effective from 1 July 2021.

For staff earning over \$150,000 per annum, remuneration increases will be effective from 1 October 2021.

| Grade | 80%    | 100%   | 120%   |
|-------|--------|--------|--------|
| 12    | 46058  | 57573  | 69088  |
| 13    | 51665  | 64581  | 77497  |
| 14    | 57744  | 72180  | 86616  |
| 15    | 66174  | 82718  | 99262  |
| 16    | 78671  | 98339  | 118007 |
| 17    | 91773  | 114716 | 137659 |
| 18    | 108738 | 135922 | 163106 |
| 19    | 129073 | 161341 | 193609 |

## Pay range definitions

Within the 80%-120% pay ranges for each grade, there are 3 broad definitions of the Position in Range.

### 80% to 95% Position in Range

Typically staff placed in this level will either be new to the role or will be in the process of progressing towards being recognised as effective and competent through the cumulative development of job based skills, experience, productivity and competencies. The time period taken to progress will vary according to factors such as the complexities of the role, knowledge and technical requirements, qualifications and capabilities. As a general guide the time period to progress would be 3-5 years to achieve 95% Position in Range.

### 96% to 105% Position in Range

Typically staff in this level will have demonstrated that they have the necessary experience, skill and capabilities to undertake and consistently meet the requirements expected of a fully competent person in the role. On occasion, there may be a case for a newly recruited person to the organisation or a person new to the role from within the

organisation to be paid at this level due to proven experience and ability however this would be the exception rather than the rule.

**106% to 120% Position in Range**

Typically staff in this level will be acknowledged across EECA as highly competent and productive, and be able to operate at a level that consistently exceeds the performance expectations of the role. This level of performance will be a result of factors such as: a significant level of experience in the same or similar role either within or external to EECA; their technical skills and capabilities; high levels of productivity; and specialist expertise or qualifications.



|                                       | Grade 11       | Grade 12       | Grade 13       | Grade 14  | Grade 15                       | Grade 16                               | Grade 17                                             | Grade 18                              | Grade 19                                       | Grade 20  | Grade 21  |
|---------------------------------------|----------------|----------------|----------------|-----------|--------------------------------|----------------------------------------|------------------------------------------------------|---------------------------------------|------------------------------------------------|-----------|-----------|
|                                       | Administration | Administration | Administration | Advisor   | Advisor, Analyst and Technical | Advisor, Project Manager and Technical | Senior Advisor, Team Leader and Technical Specialist | Team Manager and Technical Specialist | Senior Technical Specialist and People Manager | SLT       | SLT       |
| Autonomy                              | Low            | Low            | Low            | Low       | Moderate                       | High                                   | High                                                 | High                                  | High                                           | Very high | Very high |
| Communication                         | Low            | Low            | Low            | Moderate  | Moderate                       | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Knowledge and Information             | Low            | Low            | Low            | Moderate  | Moderate                       | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Decision making                       | Low            | Low            | Low            | Low       | Moderate                       | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Relationship management               | Low            | Low            | Low            | Moderate  | Moderate                       | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Cross functional team work            | Low            | Low            | Low            | Moderate  | Moderate                       | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Leads projects                        | N/A            | N/A            | N/A            | Low       | Low                            | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Coaches others                        | N/A            | N/A            | Low            | Low       | Low                            | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Influences others thinking            | N/A            | N/A            | Low            | Low       | Low                            | Moderate                               | High                                                 | High                                  | High                                           | Very high | Very high |
| Conducts capability planning          | N/A            | N/A            | Low            | Low       | Low                            | Low                                    | Moderate                                             | High                                  | High                                           | Very high | Very high |
| Leads, directs and manages staff      | N/A            | N/A            | N/A            | N/A       | N/A                            | N/A                                    | Moderate                                             | High                                  | High                                           | Very high | Very high |
| Leading people                        | N/A            | N/A            | N/A            | N/A       | N/A                            | Low                                    | Moderate                                             | High                                  | High                                           | Very high | Very high |
| Develops and delivers strategic plans | N/A            | N/A            | N/A            | N/A       | N/A                            | Low                                    | Low                                                  | Moderate                              | Moderate                                       | High      | High      |
| Leading the organisation              | N/A            | N/A            | N/A            | N/A       | N/A                            | N/A                                    | N/A                                                  | Moderate                              | Moderate                                       | High      | High      |
| Accountable for group                 | N/A            | N/A            | N/A            | N/A       | N/A                            | N/A                                    | N/A                                                  | N/A                                   | N/A                                            | High      | High      |
| Leads diverse functional group        | N/A            | N/A            | N/A            | N/A       | N/A                            | N/A                                    | N/A                                                  | N/A                                   | Moderate                                       | Moderate  | High      |
| Team EECA                             | Very high      | Very high      | Very high      | Very high | Very high                      | Very high                              | Very high                                            | Very high                             | Very high                                      | Very high | Very high |

Note: Although this chart is intended to provide a high level summary of the accountabilities/responsibilities of the grades it is not intended to replace the detail as provided in the Descriptors document. Please read the Descriptors document for more information about the grades. For full information on an individual role please refer to the job description.

## Characteristics of jobs in this grade

Managers at this level build on the accountability, magnitude and budgetary responsibilities of Level 20. They make a significant contribution to the overall management and future strategy of EECA, having ultimate responsibility for contributing to the senior leadership team that develops and delivers EECA's strategic plans. They will be responsible for leading, directing and managing a major group, often with diverse functions, and are responsible for the objectives for their group, including setting the overall standards and determining the quality of service to be provided. They will be accountable for ensuring EECA meets both internal and external requirements in relation to their service/function, and ensuring resourcing is adequate and appropriate. Generally, role holders will have a relevant degree and post graduate /professional qualification plus approximately 10 years management and leadership experience.

- Party to, and collaborates in, strategic decisions at SLT level.
- Is responsible for the long-term direction, strategy, quality of service and objectives of the overall team. Ensures there are appropriate quality checking mechanisms and processes in operation, and continually explores ways of improving efficiency and effectiveness in service.
- Anticipates future demands upon the group and EECA and identifies the strengths, threats, weaknesses and opportunities.
- Leads, directs and manages staff - Those with responsibility for staff will manage the performance of direct reports by setting performance expectations, identifying development needs and providing timely motivational and developmental feedback, conduct 6 and 12 monthly formal performance appraisals and facilitate regular planning and discussion sessions with the team. They will support, coach and manage the team to meet the required operational performance targets and quality standards. This includes:
  - Developing and maintaining the technical expertise of the team;
  - Leading the team to achieve agreed outputs and outcomes
  - Monitoring and accurately reporting team performance, highlighting any areas of risk.
- Ensures performance reviews for indirect reports are carried out by the appropriate line manager. Overall responsibility for staff development and capability within their Group.
- Proactive in updating their knowledge of relevant issues, legal and regulatory requirements, and all aspects of EECA's core business.
- Conducts capability planning to ensure their group has the people, technical skills and competencies necessary to meet customers' current and future needs
- Regularly communicates to a wide range of people (verbally and in writing) complex conceptual ideas or complex information which is highly detailed, technical or specialist in nature including:
  - making presentations to mixed interest groups; influencing others' thinking;
  - presenting and promoting change and developments in the teams/functions/projects they lead and manage;
  - negotiating a complex or detailed contract including negotiating with internal or external suppliers/agencies;
  - delivering briefings within area of expertise/presenting business cases to senior management/peers.

## Knowledge and experience required to operate at this grade Level (What I know + What I have done )

- Role holder will typically have a relevant degree and post graduate/professional qualification plus approximately 10 years management and leadership experience. Where no qualification is held, extensive vocational and strategic management/ leadership experience (15 years+) is typically required signifying professional development through involvement in a series of progressively more demanding and influential roles.
- Requires extensive, in-depth and up-to-date expertise in the profession/specialist area, together with significant and detailed knowledge of EECA structures and processes, and the wider national/international energy and/or professional environments.
- Experience of leading large and diverse teams.
- Requires a high level of professional judgement, diplomacy and political awareness.
- Experience of managing and controlling substantial budgets/ resources/funding.
- Knowledge of and adherence to EECA's policies/procedures.
- Proven high level of communication, and presentation skills, capable of providing strategic advice and guidance at SLT and Board level.
- Proven high level of interpersonal skills including ability to negotiate, motivate, influence and build relationships at SLT and Board level.
- Advanced analytical and problem solving skills, able to develop and implement innovative solutions to complex/diverse problems and issues.
- Highly developed leadership/management skills, able to create unity and partnership.
- Advanced planning, finance and organisational skills - capable of developing and leading on the implementation of strategies and plans.
- Strong change management expertise including ensuring changes are thoroughly and smoothly implemented, and the objectives are achieved.
- High level of knowledge and understanding of business processes, leadership, risk, management and implementation of change.
- Proven ability to lead on major projects and initiatives including leading discussions on strategy and policy.

Roles included in this level:  
Some SLT roles

## Supporting competencies

- Focussing on results (L3)
- Knowledge and information (L3)
- Relationship Management (L3)
- Cross-functional teamwork (L3)
- Leading people
- Leading the organisation

## Characteristics of jobs in this grade

Managers at this level make a significant contribution to the overall management and future strategy of EECA, having ultimate responsibility for contributing to the senior leadership team that develops and delivers EECA's strategic plans. They will be responsible for leading, directing and managing a major group and are responsible for the objectives for their group, including setting the overall standards and determining the quality of service to be provided. They will be accountable for ensuring EECA meets both internal and external requirements in relation to their service/function, and ensuring resourcing is adequate and appropriate. Generally, role holders will have a relevant degree and post graduate /professional qualification plus approximately 10 years management and leadership experience.

- Party to, and collaborates in, strategic decisions at SLT level.
- Is responsible for the long-term direction, strategy, quality of service and objectives of the overall team. Ensures there are appropriate quality checking mechanisms and processes in operation, and continually explores ways of improving efficiency and effectiveness in service.
- Anticipates future demands upon the group and EECA and identifies the strengths, threats, weaknesses and opportunities.
- Leads, directs and manages staff - Those with responsibility for staff will manage the performance of direct reports by setting performance expectations, identifying development needs and providing timely motivational and developmental feedback, conduct 6 and 12 monthly formal performance appraisals and facilitate regular planning and discussion sessions with the team. They will support, coach and manage the team to meet the required operational performance targets and quality standards. This includes:
  - Developing and maintaining the technical expertise of the team;
  - Leading the team to achieve agreed outputs and outcomes;
  - Monitoring and accurately reporting team performance, highlighting any areas of risk.
- Ensures performance reviews for indirect reports are carried out by the appropriate line manager. Overall responsibility for staff development and capability within their Group.
- Proactive in updating their knowledge of relevant issues, legal and regulatory requirements, and all aspects of EECA's core business.
- Conducts capability planning to ensure their group has the people, technical skills and competencies necessary to meet customers' current and future needs.
- Regularly communicates to a wide range of people (verbally and in writing) complex conceptual ideas or complex information which is highly detailed, technical or specialist in nature including:
  - making presentations to mixed interest groups; influencing others' thinking;
  - presenting and promoting change and developments in the teams/functions/projects they lead and manage;
  - negotiating a complex or detailed contract including negotiating with internal or external suppliers/agencies;
  - delivering briefings within area of expertise/presenting business cases to senior management/peers.

Roles included in this level:  
Some SLT roles

## Supporting competencies

- Focussing on results (L3)
- Knowledge and information (L3)
- Relationship Management (L3)
- Cross-functional teamwork (L3)
- Leading people
- Leading the organisation

## Knowledge and experience required to operate at this grade (What I know + What I have done )

- Role holder will typically have a relevant degree and post graduate/professional qualification plus approximately 10 years management and leadership experience. Where no qualification is held, extensive vocational and strategic management/ leadership experience (15 years+) is typically required signifying professional development through involvement in a series of progressively more demanding and influential roles.
- Requires extensive, in-depth and up-to-date expertise in the profession/specialist area, together with significant and detailed knowledge of EECA structures and processes, and the wider national/international energy and/or professional environments.
- Experience of leading large teams.
- Requires a high level of professional judgement, diplomacy and political awareness.
- Experience of managing and controlling substantial budgets/ resources/funding.
- Knowledge of and adherence to EECA's policies/procedures.
- Proven high level of communication, and presentation skills, capable of providing strategic advice and guidance at SLT and Board level.
- Proven high level of interpersonal skills including ability to negotiate, motivate, influence and build relationships at SLT and Board level.
- Advanced analytical and problem solving skills, able to develop and implement innovative solutions to complex/diverse problems and issues.
- Highly developed leadership/management skills, able to create unity and partnership.
- Advanced planning, finance and organisational skills - capable of developing and leading on the implementation of strategies and plans.
- Strong change management expertise including ensuring changes are thoroughly and smoothly implemented, and the objectives are achieved.
- High level of knowledge and understanding of business processes, leadership, risk, management and implementation of change.
- Proven ability to lead on major projects and initiatives including leading discussions on strategy and policy.

## Grade 19 - Descriptors for the Effective Zone

### Characteristics of jobs in this grade

Role holders at this level will be professional/technical specialists with high-level expertise developed over a significant period, and will be responsible for the management of a significant functional area or service. This is likely to involve leading/management of a large, diverse team or a specialist subject. Role holders will regularly advise and influence at senior levels. Typically, role holders will have a relevant degree and post graduate/professional qualification plus approximately 7 years management and leadership experience (or substantial experience and proven success at a strategic as well as operational level).

- Ensures there are appropriate quality checking mechanisms and processes in operation, and continually explores ways of improving efficiency and effectiveness in service.
- Anticipates future demands upon the group and EECA and identify the strengths, threats, weaknesses and opportunities.
- Proactive in updating their knowledge of relevant specialist issues, legal and regulatory requirements, and in all aspects of EECA's core business.
- Proactively engages in professional development/training to keep knowledge/skills current; Member of professional body where appropriate.
- For Team Managers - conducts 6 and 12 monthly formal performance appraisals by setting performance expectations, identifying development needs and providing timely motivational and developmental feedback.
- Facilitate regular planning and discussion sessions with the team.
- Manage the team to meet the required operational performance targets and quality standards. This includes:
  - Developing and maintaining the technical expertise of the team;
  - Leading the team to achieve agreed outputs and outcomes;
  - Monitoring and accurately reporting team performance, highlighting any areas of risk.

Review work processes, initiate improvements and actively seek out suggestions and ideas for improvements from others.

Roles included in this level:  
Some senior technical specialist roles and people manager roles

### Supporting competencies

- Focussing on results (L3)
- Knowledge and information (L3)
- Relationship Management (L3)
- Cross-functional teamwork (L3)

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Degree and/or post-graduate qualified with substantial, applicable work experience in a field of specialisation.
- Team management/project management role with responsibility for direct reports including coaching, guidance and support.
- Highly skilled in influencing and/or motivating people.
- Is regarded as a 'technical expert' within the organisation and in the wider community.
- Represents EECA at internal and external meetings and conferences.
- Work is conducted to specific objectives which require a significant degree of analysis and judgment including policy development.
- Participates in wide-ranging decision making processes through recommendations and implementation.
- Involved in strategic planning and business planning processes.



## Grade 18 - Descriptors for the Effective Zone

### Characteristics of jobs in this grade

Roles at this level will typically involve providing specialist or highly technical expertise and may combine this with the management of resources (staff, budgets, systems etc). Role holders will be regarded as an expert in their area, with a detailed knowledge of their area and a good knowledge of the other groups at EECA. They are likely to lead and manage large-scale operational projects, pulling together cross-EECA teams, which have a considerable impact. They will be expected to use creativity, initiative and analytical skills to independently address/resolve complex and diverse problems and issues. They will be accountable for the quality of service delivery in their area of responsibility, and will contribute to the development of new systems and processes within the overall service/function. Work will often involve interpreting or assessing needs, identifying trends, generating original ideas and innovative solutions, which may have a broad impact.

- Communicates information effectively including: explaining policies and detailed procedures to others; dealing with conflicts/issues which require higher levels of tact, diplomacy and sensitivity; conducting briefing sessions and presentations; developing documents/business cases that require excellent attention to detail, factual information and influencing, as well as dealing with sensitive/complex/confidential matters.
- Proactively and reactively liaises with internal and external contacts in order to build relationships, disseminate information and co-ordinate activities in a timely and effective manner.
- Involved in strategic planning and business planning processes.
- Proactively engages in professional development/training to keep knowledge/skills current; Member of professional body where appropriate.
- Accountable for the quality and professionalism of service delivery within area of responsibility. Required to review service delivery/ outputs, identify additional service requirements or shortfalls, and develop innovative solutions to maximise service quality, efficiency and continuity.
- Review work processes, initiate improvements and actively seek out suggestions and ideas for improvements from others.

Those with responsibility for staff will manage the performance of direct reports by setting performance expectations, identifying development needs and providing timely motivational and developmental feedback, conduct 6 and 12 monthly formal performance appraisals and facilitate regular planning and discussion sessions with the team. They will support, coach and manage the team to meet the required operational performance targets and quality standards. This includes:

- Developing and maintaining the technical expertise of the team;
- Leading the team to achieve agreed outputs and outcomes;
- Monitoring and accurately reporting team performance, highlighting any areas of risk.

Roles included in this level:  
Some Team Manager and senior technical specialist roles

### Supporting competencies

- Focussing on results (L3)
- Knowledge and information (L3)
- Relationship Management (L3)
- Cross-functional teamwork (L3)

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Knowledge and skills required for the role are typically gained following a significant period of study resulting in a formal/specialist qualification (e.g. Degree/Postgraduate Qualification or equivalent) plus approximately 5 years relevant work experience at a senior level.
- Degree and/or post-graduate qualified with substantial, applicable work experience in a field of specialisation.
- Is regarded as a 'technical expert' within the organisation and in the wider community.
- Degree and/or post-graduate qualified with substantial, applicable work experience in a field of specialisation.
- May be regarded as a technical specialist or expert.
- Leads projects.
- Highly skilled in influencing people.
- Proven communication, interpersonal and presentation skills, including the ability to influence others' thinking sometimes at a senior level.
- Well developed analytical and problem solving capability, able to apply appropriate levels of initiative, judgement and creativity.
- Team management/project management role with responsibility for others including coaching, guidance and support.

## Grade 17 - Descriptor for the Effective Zone

### Characteristics of jobs in this grade

Roles at this level will provide advice, guidance and support to others based on an in-depth knowledge and understanding of their professional area. Role holders will act as the first point of contact for the delivery of professional services to users, and will have a comprehensive understanding and working knowledge of legislative/regulatory requirements, policies/procedures and broader EECA issues which relate to and impact on the group/team. As well as planning and organising their own work, they are likely to plan and manage medium-scale projects. They will be expected to use creativity, initiative and analytical skills to independently address and resolve non-standard problems and work issues within their area, acting as a filter for problems/issues addressed to the manager, aiming to resolve them where possible. Expected to put forward recommendations and contribute to the management of more complex situations or longer-term issues, only the more complex issues will be referred elsewhere.

- Communicate complex conceptual ideas or information which is highly detailed or specialist (verbally and/or in writing) including:
  - explaining how these will impact on policy and practice;
  - influencing others' thinking and negotiating with various parties;
  - preparing and presenting well written reports to senior staff/external bodies;
  - drafting policy documents.
- Proactively and reactively liaise with internal and external contacts in order to build relationships, disseminate information and co-ordinate activities in a timely and effective manner.
- Provide a proactive professional/specialist service which involves initiating contact with users and/or understanding and exploring customer needs and aiming to meet these.
- Advise management on operational issues affecting area of work.
- Plan, organise and prioritise own work and, depending on role, plan and organise the work activities of others and/or resources ensuring work requirements and objectives are met.
- Contribute to building team morale as an active participant in the team; supportive and encouraging of other team members; keen to deliver team results and meet team and EECA objectives.
- May be involved in the induction of new members of staff, and will coach/mentor team members to enhance performance and share own knowledge and expertise.

Roles included in this level:  
Some Senior Advisor, Team Leader and technical specialist roles

### Supporting competencies

- Focussing on results (L2)
- Knowledge and information (L2)
- Relationship Management (L2)
- Cross-functional teamwork (L2)

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Degree and/or post-graduate qualified with substantial, applicable work experience in a field of specialisation.
- May be regarded as a technical specialist or expert.
- Leads projects.
- Highly skilled in influencing people.
- Work is conducted to specific objectives requiring application of knowledge and sound analysis and judgement.
- Participates in organisational processes through recommendations and implementation.
- Assists with business planning.
- Proactively engages in professional development/training to keep knowledge/skills current; Member of professional body where appropriate.
- Proven communication, interpersonal and presentation skills, including the ability to influence others' thinking sometimes at a senior level.
- Ability to provide timely and comprehensive advice and guidance to others.
- Well developed analytical and problem solving capability, able to apply appropriate levels of initiative, judgement and creativity.
- Proactive team member, able to motivate, encourage and support others.

## Grade 16 - Descriptor for the Effective Zone

### Characteristics of jobs in this grade

Roles at this level build on the skills and knowledge in Grade 15 and will have responsibility for a specialist function, system and/or process. Role holders will provide advice and support to managers and staff based on their detailed knowledge and understanding of particular systems, processes, policies, legislation etc. They will require an appreciation of wider EECA issues, and will exercise initiative and judgement to resolve daily work issues and problems, some of which will be non-standard or complex in nature. They will be responsible for planning and prioritising their work and ensuring that targets and deadlines are met. They will also be required to propose and implement improvements to current working methods/practices. Knowledge and skills required for the role are typically gained following an extended period of practical/theoretical training resulting in a formal qualification plus approximately 5+ years relevant work experience.

- Regularly required to communicate information, both orally and in writing, of a non-routine nature to staff, managers and others which needs careful explanation and interpretation e.g. explaining or interpreting policies, systems, processes; dealing with matters of a sensitive nature which require higher levels of tact and diplomacy; formulating responses to enquiries; explaining technical/specialist information relating to the work being undertaken; drafting business cases and other documents; creating reports/presentations; contributing to handbooks and guidance manuals; writing office procedures etc.
- Advise management on operational issues affecting area of work.
- May be recognised as the main point of contact for a particular process, system or procedure as the most experienced team member.
- Required to proactively and reactively liaise internally and externally in order to disseminate key information in the right format to the right people at the right time and/or to build relationships and contacts to facilitate future exchange of information.
- Interaction with others requires effective social skills and the ability to understand and influence.
- Work requires the consideration of future implications beyond the immediate problem and is not closely supervised.
- An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required.

Roles included in this level:  
Some Advisor, Project Management and technical roles

### Supporting competencies

- Focussing on results (L2)
- Knowledge and information (L2)
- Relationship Management (L2)
- Cross-functional teamwork (L2)

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Degree qualified with some years of applicable work experience in a technical field. May be undertaking further study.
- Likely to be professionally qualified.
- Ability to understand and communicate effectively within work group.
- Work is conducted to specific objectives requiring application of acquired knowledge.
- May work alone or as a member of a project team.
- Extensive knowledge and experience of relevant specialist/complex systems, processes, policies and working practices, together with an appreciation of wider EECA issues/systems which impact on the role/service.
- A thorough understanding of standards, regulations and legislation which relate to/impact on the role and team.
- Experience of working independently and dealing with unforeseen problems and circumstances.
- Well-developed communication and interpersonal skills.
- Sound analytical and problem solving capability.
- Ability to provide a high quality service responding to needs of colleagues/clients within deadlines and to agreed standards.
- Proven planning, organisational and prioritising capability.

➤ Receptive to new ideas, approaches and change.

## Grade 15 - Descriptor for the Effective Zone

### Characteristics of jobs in this grade

Roles at this level are build on the skills and knowledge in Grade 14 and are responsible for the delivery of a wide range of services in support of existing systems and processes, and will be responsible for specific activities and processes. Role holders will require a well developed knowledge of specialised procedures, support systems and software/databases relevant to the role, together with a sound understanding of the work activities and systems of the broader team. They will also require sufficient personal initiative and judgement to deal with/resolve day-to-day problems and work issues within established procedures/policies, and will be responsible for planning and organising their own work, with the ability to react to changing priorities. There will be minimal day-to-day supervision, but managerial guidance will be available when required. Knowledge and skills required for the role are typically gained following an extended period of practical/theoretical training resulting in a formal qualification plus approximately 3 years relevant work experience.

- Has practical, applied knowledge gained by on the job experience or part professional qualification.
- An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required.
- Proactively and reactively liaises with internal and external contacts to disseminate key information in the right format to the right people at the right time and to build relationships to facilitate future exchange of information.
- Will actively contribute to team decisions affecting own area of work (e.g. suggesting ways of improving working practices, contributing to service developments and changes) and/or will be required to provide routine advice and recommendations to others based on their knowledge of systems, processes and procedures.
- Required to plan, organise and prioritise own work and ensuring that work requirements/objectives are met.
- Will be expected to deal with some non-standard problems where solutions are not immediately apparent and therefore require the application of some initiative and creativity, acting as a filter for problems/issues addressed to the manager, aiming to resolve them where possible and escalate as necessary.
- Work requires the consideration of future implications beyond the immediate problem and the level of discretion is governed by established practices, procedures and policies.
- Performance or supervision of related activities that are precise as to content and objective and requiring awareness of related activities.

Roles included in this level:  
Some Advisor, Analyst and  
Technical roles

### Supporting competencies

- Focussing on results (L1)
- Knowledge and information (L1)
- Relationship Management (L1)
- Cross-functional teamwork (L1)

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Graduate in relevant discipline with two to three years related work experience
- Ability to understand and communicate well in work group
- Work is conducted within established procedures needing less supervision
- Undertakes core research and analysis
- Works as a member of project teams
- Ability to grasp issues and recommend appropriate solutions
- Well developed numeracy and literacy skills.
- Problem solving capability including demonstrated ability to deal with/react to unforeseen problems or issues.
- Effective planning, organisational and prioritising skills including ability to respond to changing pressures or requirements.
- Ability to work independently.

## Grade 14 - Descriptor for the Effective Zone

### Characteristics of jobs in this grade

Roles at this level are responsible for the delivery of a wide range of services in support of existing systems and processes, and will be responsible for specific activities and processes. Role holders will require a well developed knowledge of specialised procedures, support systems and software/databases relevant to the role, together with a sound understanding of the work activities and systems of the broader team. They will also require personal initiative and judgement to deal with/resolve day-to-day problems and work issues within established procedures/policies, and will be responsible for planning and organising their own work, with the ability to react to changing priorities. There will be minimal day-to-day supervision, but managerial guidance will be available when required. Knowledge and skills required for the role are typically gained following an extended period of practical/theoretical training resulting in a formal qualification but limited relevant work experience.

- Has practical, applied knowledge gained by general work experience or part professional qualification.
- An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required.
- Proactively and reactively liaises with internal and external contacts to disseminate key information in the right format to the right people at the right time and to build relationships to facilitate future exchange of information.
- Will actively contribute to team decisions affecting own area of work (e.g. suggesting ways of improving working practices, contributing to service developments and changes) and/or will be required to provide routine advice and recommendations to others based on their knowledge of systems, processes and procedures.
- Required to plan, organise and prioritise own work and ensuring that work requirements/objectives are met.
- Will be expected to deal with some non-standard problems where solutions are not immediately apparent and therefore require the application of some initiative and creativity, acting as a filter for problems/issues addressed to the manager, aiming to resolve them where possible and escalate as necessary.

Roles included in this level:  
Some Advisor roles

### Supporting competencies

- Focussing on results (L1)
- Knowledge and information (L1)
- Relationship Management (L1)
- Cross-functional teamwork (L1)

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- New entrant level – graduate in relevant discipline with limited unrelated work experience.
- Ability to understand and communicate effectively within work group.
- Ability to grasp issues and search for an appropriate solution.
- Well developed numeracy and literacy skills.
- Problem solving capability including ability to deal with/react to unforeseen problems or issues.
- Planning, organisational and prioritising skills including ability to respond to changing pressures or requirements.
- Ability to work independently.
- Supportive and co-operative team member.

## Grade 13 - Descriptor for the Effective Zone

### Characteristics of jobs in this grade

Operates as a senior administrator personally undertaking the more complex administrative operations within the team, and typically coordinates work of administrators engaged in routine work. Typically requires considerable administrative experience, comprehensive knowledge of team or group procedures, and a good understanding of how operations of the team relate to others.

Routes or answers routine correspondence not requiring supervisor attention.

Provides a defined administrative service e.g. administrative activities, which contribute to and support the smooth operation of an office, team or group (preparation of standard documents/ information, compiling/analysing data, running reports, assisting with/organising activities and meetings, managing diaries, dealing with travel/accommodation arrangements, responding to requests for information in a timely and responsive manner etc).

Required to plan and organise own work activities in accordance with established processes and procedures in order to ensure work requirements/objectives are met, reprioritising according to demand/workload.

Roles included in this level:  
Administration roles

### Supporting competencies

- Customer focus
- Integrity and Trust
- Listening
- Time Management
- Priority setting
- Organising
- Action oriented
- Approachability
- Problem solving
- Planning
- Peer relationships
- Cross functional teamwork

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Knowledge required for the role is typically gained through practical training or study and approximately 2 years experience in a similar post.
- Ability to communicate clearly and effectively both orally and in writing.
- Competent numeracy and literacy skills.
- Ability to provide effective and efficient customer service.
- Accuracy and attention to detail.
- Ability to work with minimal supervision.
- Flexible approach to work.
- Sound planning and organisational skills, able to (re)prioritise work and plan/schedule workdays ahead.
- Ability to contribute to the effective work of the team and assist/guide colleagues as required.

## Grade 12 - Descriptor for the Effective Zone

### Characteristics of jobs in this grade

Roles at this level will perform a range of administrative/clerical activities in support of the team/group systems and processes. Work will be undertaken within established procedures and processes, but role holder will be required to work independently and exercise some personal responsibility and judgement in organising and carrying out their work. While the role will not usually be subject to direct/regular supervision, managerial guidance will be readily available. Role holders will require a good working knowledge of relevant systems, equipment, processes and procedures, and may be required to provide guidance to team members at lower grades.

Typically working to a given plan, however some planning and organising of own work may be required to ensure deadlines are met and departmental workflow is maintained. Role holders at this grade have sufficient knowledge to work on day-to-day issues without continuous/regular reference to others.

Regularly required to receive and convey routine information, both orally and in writing, to others, internally and externally, e.g. responding to standard requests for information, passing on messages, dealing with straightforward enquiries, record keeping, composing straightforward emails/letters etc.

An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required.

Makes timely and considered decisions on routine matters, taking into account impact on own area of work and immediate team.

Handles more difficult aspects of and/or troubleshoots work performed by less senior administrators.

Deals with external sources such as customers and suppliers in order to resolve non-routine queries and problems.

Produces regular and/or ad hoc analyses of information relating to work processed.

Roles included in this level:  
Administration roles

### Supporting competencies

- Customer focus
- Integrity and Trust
- Listening
- Time Management
- Priority setting
- Organising
- Action oriented
- Approachability
- Problem solving
- Planning
- Peer relationships
- Cross functional teamwork

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Knowledge required for the role is typically gained through a period of practical training or introductory study together with approximately 1 year experience in a similar post.
- Good standard of education plus previous work experience.
- Good working knowledge of Microsoft Office, email and internet.
- Sound literacy and numeracy skills.
- Proven ability to work effectively and efficiently alone or in a team.
- Attention to detail.
- Ability to follow clear instructions.
- Ability to provide good customer service, contribute to the effective work of the team and assist colleagues as required.
- Ability to make effective use of basic equipment e.g. office equipment. Work is carried out accurately, on time and to prescribed standards.
- Flexible approach to work and willingness to learn.



## Grade 11 - Descriptor for the Effective Zone

### Characteristics of jobs in this grade

Roles at this level carry out straightforward and routine clerical activities/duties within a well defined programme of work. Performs clerical duties such as document processing, record keeping, and report compilation, exercise of judgment, and detailed knowledge of procedures. Has minimal supervision in a structured environment.

- Engages in performing a clearly defined range of standard tasks within established routines and procedures within defined quality requirements. Responding to routine queries/issues/circumstances, and referring any unusual or non-routine situations to other team members. Roles are typically working to short term deadlines and will arrange tasks within a daily routine to provide a courteous and effective service to others. Tasks are often of a repetitive nature, and work is completed to a given plan with short timescales/deadlines. Knowledge required for the role is typically gained through on-the-job training and/or limited work experience. Initiative is taken in regard to seeking work and completing tasks.

Regularly required to receive and convey routine information, both orally and in writing, to others internally e.g. responding to standard requests for information, passing on messages, dealing with straightforward enquiries, record keeping, composing straightforward emails/letters etc.

- An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines.
- Will normally have easy access to a supervisor/line manager for day-to-day support and guidance.
- Provides a routine defined service e.g. straightforward clerical and/or support activities (typing-up work, photocopying, data entry, filing, receiving and responding to everyday enquiries etc). Professional standards of presentation, quality and accuracy are maintained at all times.
- Provided a service that is accurate with task completed effectively and efficiently.
- Effective working relationships are established with EECA staff and external stakeholders.
- Courteous and effective exchange of basic factual information with all requests receiving a rapid and efficient response.

Roles included in this level:  
Administration roles

### Supporting competencies

- Customer focus
- Integrity and Trust
- Listening
- Time Management
- Priority setting
- Organising
- Action oriented
- Approachability
- Problem solving
- Planning
- Peer relationships
- Cross functional teamwork

### Knowledge and experience required to operate at this grade (What I know + What I have done )

- Good standard of education plus previous work experience.
- Good working knowledge of Microsoft Office, email and internet.
- Numeracy and literacy skills.
- Proven ability to work effectively and efficiently alone or in a team.
- Attention to detail.
- Ability to follow clear instructions.
- Ability to provide good customer service.
- Ability to make effective use of basic equipment e.g. office equipment.