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# **ABC Content Maker**

## **Work Level Standards**

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# Content Maker Work Level Standards

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## Part I - Introduction

### Aim

The aim of this document is to provide managers and staff with the necessary tools to value jobs in the Content Maker structure.

The Work Level Standards (the **Standards**) establish the framework for determining the level (or Band) of jobs by describing and defining each of the work value features that are used to value jobs. The standards do not in themselves provide a description of the work or the tasks performed in particular jobs.

### The Content Maker Structure

The Content Maker structure is an employment classification reflecting the range and specialist nature of ABC content making work. It spans nine work levels (or Bands) and includes all activities involved in the commissioning, gathering, production, presentation, delivery and management of ABC content and content related services.

In most cases, the design of content maker jobs will occur as part of the annual job planning exercise under the Performance Management System, although job plans may be varied throughout the year in response to changing priorities, needs and opportunities. In other situations an entirely new job may be involved. Both situations will require the application of the Standards. Content makers may work across one or more media and some content makers may be required to create and manage content for all forms of media (ie. Radio, TV, Multiplatform).

### Functions

Functions embraced by the Content Maker structure are grouped as follows:

<i>Editorial</i>	<i>Operations / Design</i>	<i>Manual /Craft</i>	<i>Support</i>
Production – Editorial	Camera	<u>Manual</u>	Studio/Location Management
Producing/Moderating	Sound	Property and Staging	Production Management/ Administration
Research/Investigating/ Writing	Vision Control	Scaffolding/Rigging/ Grips	Content & Information Management
Presenting/Reporting	Vision Mixing		
Translating (Languages)	Lighting/Technical Production	<u>Craft</u>	
Directing	Vision and Sound Editing	Gaffer	Technical Systems Management
	Presentation	Make up	Training
	Editing	Costume	
	Graphics	Set Construction	
	Media Management		
	Radio Master Control		
	Multiplatform Development		
	Multiplatform Design		
	Production Design		

### Typical Roles (Part 2)

Content Maker roles may encompass tasks and capabilities from one or more function(s). Content Maker roles provide scope for the formation of jobs that utilise and mix the various Content Maker functions and capabilities across a range of platforms.

Current Typical Roles are listed in **Part 2**. The list shows *indicative* values, or ranges of values, for those roles within the nine-band structure.

*Role Templates* have also been developed as part of the Standards. They describe typical tasks and capabilities for each band spanned by the role

The typical roles and templates are not meant to be exhaustive. They do not restrict the ability of managers to design jobs around new or less common roles, or to combine existing roles, that may evolve, for example, with changes in technology or that take advantage of the unique talents of individuals.

### Work Level Standards and Features (Part 3)

**Part 3** sets out in matrix form the standards for each of the levels (Bands 1-9) in the Content Maker structure. The standards describe the Work Value Features that are used to value jobs at each band.

### Work Value Features - Definitions (Part 4)

There are five criteria used to value jobs, referred to as the Work Value Features. These are:

1. Complexity of Work
2. Direction Received
3. Capability Level
4. Management/Supervision
5. Editorial/Creative Judgement

Within each of the Work Value Features there are a number of levels that apply to each feature. These are detailed and defined in **Part 4**.

### Multiskilling (Part 5)

Multiskilling needs to be appropriately recognised in planning jobs, determining work value and evaluating performance. When valuing jobs, further to the application of the Standards in terms of the Work Value Features, regard should also be had to the principle of Multiskilling contained in **Part 5**.

### Part 2 - Typical Roles *(not yet agreed)*

Part 2, when completed, will contain a table of the typical roles within the Content Maker structure and the indicative salary band ranges of the roles.

Under the Terms of Reference for the Review of the Content Maker Work Level Standards it was agreed that this table will be created and developed over time through a process described as the Role Template Review.

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### Part 3 – Work Level Standards and Features

<b>Band</b>	<b>General Description</b>	<b>Complexity of Work</b>	<b>Direction Received</b>	<b>Capability Level</b>	<b>Management/Supervision</b>	<b>Editorial/Creative Judgement</b>
<b>1</b>	<p>First entry level for manual and support functions.</p> <p>First entry level and typically a trainee level for craft functions.</p> <p>Employee may be undertaking studies in an appropriate area.</p> <p>No prior broadcasting or related experience required.</p>	<b>Basic</b>	<b>Close</b>	<b>Developing</b> for craft functions		
<b>2</b>	<p>First entry level for craft qualified functions.</p> <p>First entry level and typically a trainee level for operations/design and editorial functions</p> <p>Some appreciation/ experience of broadcasting may be required.</p> <p>Employee may need an appropriate qualification or be studying towards attaining that qualification.</p>	<b>Basic to Straightforward</b>	<p><b>Routine</b> for manual/craft and support functions</p> <p><b>Close</b> for editorial and operations/design functions</p>	<p><b>Proficient</b> for manual/craft and support functions</p> <p><b>Developing</b> for other functions</p>		<b>Developing independent artistic/ aesthetic judgement</b> for craft functions
<b>3</b>	<p>Employees in editorial roles may be rapidly developing their capabilities.</p>	<b>Straightforward</b>	<b>Routine</b>	<p><b>Accomplished</b> for manual/ craft functions</p> <p><b>Proficient</b> for other functions</p>	<p>Some <b>Supervising</b> for manual functions</p> <p>Some <b>Coordinating</b> for craft functions</p>	<p><b>Moderate independent artistic/ aesthetic judgement</b> for craft functions</p> <p><b>Developing independent artistic/ aesthetic judgement</b> for operations/design functions</p> <p><b>Developing independent editorial/creative judgement</b> for editorial functions</p>

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<b>Band</b>	<b>General Description</b>	<b>Complexity of Work</b>	<b>Direction Received</b>	<b>Capability Level</b>	<b>Management/Supervision</b>	<b>Editorial/Creative Judgement</b>
<b>4</b>	Typically the employee is fully qualified and experienced within their role.  Typically the highest level for manual roles.	<b>Moderately Complex</b>	<b>General</b> for manual/craft functions  <b>Routine</b> for other functions	<b>Advanced</b> for manual/craft functions  <b>Accomplished</b> for operations/design and support functions  <b>Proficient</b> for editorial functions	<b>Supervising</b> for manual functions  <b>Coordinating</b> for other functions	<b>Sound independent artistic/ aesthetic responsibility</b> for craft functions  <b>Moderate independent</b> artistic/ aesthetic judgement for operations/design functions  <b>Moderate independent editorial/creative judgement</b> for editorial functions
<b>5</b>	Work at this level adds significant value to the output of the work area.  Requires a thorough understanding of the key activities and processes of the work area.  Typically the highest level for craft roles.	<b>Moderately Complex</b>	<b>General</b>	<b>Highly Advanced</b> for craft functions  <b>Advanced</b> for operations/ design and support functions  <b>Accomplished</b> for editorial functions	<b>Supervising</b>	<b>Considerable independent artistic/ aesthetic responsibility</b> for craft functions  <b>Sound independent artistic/ aesthetic responsibility</b> for operations/design functions  <b>Sound independent editorial/creative judgement</b> for editorial functions
<b>6</b>	Work has a noticeable impact within and/or beyond the immediate work area.  Requires a high level and comprehensive understanding of the key activities and processes of the work area.  Employee makes a regular contribution to planning and to the supervision, training and development of staff.	<b>Generally complex</b>	<b>Limited</b>	<b>Highly Advanced</b> for operations/design and support functions  <b>Advanced</b> for editorial functions	<b>Limited Management</b>	<b>Considerable independent artistic/ aesthetic responsibility</b> for operations/design functions  <b>Considerable independent editorial/creative judgement</b> for editorial functions

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<b>Band</b>	<b>General Description</b>	<b>Complexity of Work</b>	<b>Direction Received</b>	<b>Capability Level</b>	<b>Management/ Supervision</b>	<b>Editorial/Creative Judgement</b>
<b>7</b>	<p>Work has major impact both within and beyond the immediate work area.</p> <p>Employee exercises substantial editorial/ creative/ technical autonomy and discretion; has a good understanding of content/ business priorities; and typically plays a leading role in the management/ training/ development of staff.</p> <p>Specialists are expected to take full and final responsibility for the look, style or content of major/complex programs.</p> <p>Managers have well developed skills in leadership, communication, planning, organisation and performance evaluation.</p>	<b>Very Complex</b>	<b>Broad</b>	<p><b>Outstanding</b> for operations/ design and support functions</p> <p><b>Highly Advanced</b> for editorial functions</p>	<b>Moderate Management</b>	<p><b>High level artistic/ aesthetic responsibility and leadership</b> for operations/design functions</p> <p><b>Substantial editorial/creative responsibility</b> for editorial functions</p>
<b>8</b>	<p>Work has noticeable impact on strategies, output or public profile of ABC.</p> <p>Typically involves editorial, creative &amp; management responsibility for one or more defined major work areas, teams or projects, or major/ complex/ high profile programs or program series.</p> <p>This is the highest level for specialist operations/ design roles, where the employee is widely recognised as a leader/ expert/ authority in the relevant discipline.</p>	<b>Particularly Complex</b>	<b>Broad</b>	<b>Outstanding</b>	<b>Significant Management</b>	<b>High level editorial/ creative leadership</b>
<b>9</b>	<p>Work has major impact on strategies, output or public profile of the ABC.</p> <p>Typically involves editorial/ creative/ management responsibility for large scale / highly complex work areas, projects, program series or complex programs of major significance to ABC.</p> <p>Employee is widely recognised as a leader/ expert/ authority in a particular program making discipline.</p>	<b>Particularly Complex</b>	<b>Broad</b>	<b>Highest level of expertise</b>	<b>Significant Management</b>	<b>High level editorial/ creative leadership</b>

### Part 4 - Work Value Features - Definitions

This part describes in more detail the five generic work value features.

- Complexity of Work
- Direction Received
- Capability level
- Management/Supervision
- Editorial/Creative Judgement

The Work Value Features are often interlinked. For instance, higher levels of editorial/creative judgment are normally associated with higher levels of capability. In most cases, people with these attributes would act with greater autonomy and are more likely to be in more senior roles where they provide guidance or supervision.

Not all features are relevant to every Content Maker job. For example:

- Management/supervision may not be required in some more senior editorial or creative jobs.
- Editorial/Creative judgment may not feature significantly in jobs primarily involved in the management of budgets and resources.

Jobs are valued by applying the Work Value Features to the functions of the job. The value of jobs that involve multiple (two or more) functions will be determined on the basis of the highest function regularly performed. This principle is subject to the principles detailed in **Part 5 – Multi skilling**.

#### Complexity of Work

Work complexity is determined by the nature, diversity, range and intricacy of key activities; the difficulty in determining what, when and how tasks need to be done; and the difficulty and originality involved in performing the work.

Six levels of complexity are described:

**Basic** - Work at this level is simple or routine and comprises tasks that that can be performed with little or no choice in deciding what needs to be done. There is little scope for independent judgement. Actions and responses are clear, obvious and quickly learned.

**Straightforward** - The work involves related processes, methods and techniques. What needs to be done involves various choices requiring identification of differences among a few easily recognisable situations. Actions or responses can differ in such things as source of information, program/assignment type, or other differences of a factual nature.

**Moderately Complex** - The work involves different and unrelated processes, methods and techniques. What needs to be done requires identification, interpretation and analysis of the issues involved in each assignment. The appropriate course of action may be selected from among many alternatives and may involve planning.

**Generally Complex** - The work involves many different and unrelated processes, methods and techniques. Decisions about what needs to be done include assessment of unusual circumstances, variations in approach, sudden changes, and incomplete or conflicting sources of information. Actions or responses require considerable judgement in bringing together a range of elements and in making decisions from a range of options. The work involves interpretation of considerable data, planning and/or refining the methods and techniques to be used.

**Very Complex** - The work involves many different and unrelated processes, methods and techniques applied to a broad range of activities; or substantial depth of analysis and problem solving typically in a professional or other highly specialised discipline. Decisions about what needs to be done demand critical choices between options and regularly address major areas of uncertainty in approach, methodology, or interpretation. Decisions may also involve evaluation arising from continuing changes to programs or directions, technological



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developments, unknown phenomena, or conflicting requirements. The work requires originating new techniques, establishing standards, or developing new information.

**Particularly Complex** - The work consists of assignments characterised by breadth and intensity of effort. It may involve several phases being pursued concurrently or sequentially with the support of others within or outside the organisation. Decisions about what needs to be done include largely undefined issues and elements, requiring extensive probing and analysis to determine the nature and extent of problems. The work may often involve state-of-the-art developments or novel methodologies and require continuing efforts to establish concepts or programs, or to resolve unyielding problems.

### Direction Received

This feature measures an employee's autonomy in terms of

- the extent to which a higher level manager exercises direct or indirect control over their work; and
- the degree of technical guidance required in their area of professional, craft or subject matter expertise.

Overall this feature reflects the latitude, discretion and authority available in the job for the employee to act, to approve, and to make decisions.

Five levels of autonomy are described:

**Close Direction** - For both unusual and recurring tasks, assignments are closely managed through clear, detailed guidelines and established procedures. The employee consults with the manager as needed on all matters not specifically covered in the original brief. The manager maintains control through reviewing completed work for accuracy, adequacy and adherence to guidelines and procedures. The employee is responsible for the satisfactory completion of tasks, not the overall project.

**Routine Direction** - Guidelines are provided in relation to individual or continuing assignments generally on what is to be done, limitations, quality and quantity expected, deadlines and priorities. The manager may provide additional, specific instructions on new, difficult or unusual assignments or features including when new practices or techniques are involved, or the method of approach. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations to the manager for guidance or decision. Assignments are normally subject to progress checks, but these are generally confined to the unusual or difficult aspects where these have not previously been performed. Assignments are reviewed on completion to ensure work and methods used are technically accurate and in compliance with guidelines and instructions.

**General Direction** - Direction in relation to assignments is provided by the manager defining objectives, priorities and deadlines; and assisting with unusual situations which do not have clear precedents. General guidance is provided, usually covering only the broader technical aspects of the work. The employee carries out work and handles problems and deviations in the assignment in accordance with instructions, policies, previous training or accepted practices in the field. There would be some latitude in selecting the most appropriate method and sequence of tasks in completing the assignment. The employee may be subject to progress checks usually confined to ensuring that, in broad terms, satisfactory progress is being made. Completed work is usually evaluated for technical soundness, appropriateness and compliance with policy. The methods used in arriving at the end results are not usually reviewed in detail.

**Limited Direction** - Direction is provided in terms of a clear statement of overall objectives and the resources available. The employee and the manager, in consultation, would decide on the projects and assignments to be carried out and set deadlines. The employee is fully competent and very experienced in a professional/ craft/ subject matter sense and requires little guidance during the performance of assignments. The employee would have the authority to plan and carry out the assignment, resolve most of the conflicts that arise, exercise some latitude in modifying practices and procedures where necessary, and interpret policy in terms of established objectives. Discussions with supervisors are frequently best characterised as

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consultative in nature. Completed work is reviewed only in terms of feasibility, compatibility with other work, or effectiveness in meeting objectives.

**Broad Direction** - Direction is provided in terms of broadly stated objectives, missions or functions. The employee has authority to independently plan, design and carry out projects, assignments or other work and to exercise discretion on how to achieve results. Direction is through established precedents in the functional area or general policy. The employee has extensive experience and comprehensive knowledge in their profession/ craft/ subject matter/function or discipline. Guidance is only provided where it involves new or sophisticated techniques or relates to areas outside the normal span of activity. The employee would develop objectives and performance standards for the specific functions or programs for which they are responsible to ensure achievement of objectives. Results of the work are considered professionally or technically authoritative and are normally accepted without significant change. If the work is reviewed it is only in relation to such matters as fulfilment of program objectives, effect of advice and influence on the overall program.

### Capability Level

Capabilities are the knowledge, skills and attributes required to perform a job or function. Capabilities are informed by any qualifications, experience and/or special training considered essential or very important for the effective performance of the work. Capabilities may also describe specialist areas of skill and knowledge that may be required in addition to craft, professional or operational skills.

Six capability levels are described:

**Developing**: the employee is developing required operational and/or theoretical knowledge and skills in one or more content making functions and is not yet fully proficient.

**Proficient** - The employee demonstrates required operational and/or theoretical knowledge and skills in one or more content making functions. Performance is competently and satisfactorily delivered. Typically they have completed training or possess equivalent knowledge and skills and are gaining experience in a wide range of practical areas and/or are undertaking additional training.

**Accomplished** - The employee demonstrates well developed knowledge and skills in one or more content making functions. Performance is consistently and reliably delivered. Sound relevant experience and/or training is essential.

**Advanced** - The employee demonstrates knowledge and skills that are highly developed and consistently well above the norm in one or more content making functions. They are recognised for the confident and professional manner in which they undertake their work. Considerable relevant experience and/or training is essential.

**Highly Advanced** - The employee demonstrates sustained, comprehensive knowledge and skills in one or more content making functions. They are recognised for the authoritative manner in which they undertake their work and are likely to be regarded as mentors for other staff. Extensive relevant experience and/or training is essential.

**Outstanding** - The employee demonstrates exceptional knowledge and skills and is widely recognised as a leader/expert/ authority in one or more content making functions.

### Management/Supervision

This factor comprehends the extent to which an employee is held responsible for the work of others; for building and developing an effective team; and for ensuring the economical and efficient use of resources.

Management/Supervision may cover such matters as setting, implementing and monitoring policies; establishing objectives; planning and organising work; managing budgets; solving problems relating to the work being managed; allocating assignments and reviewing work; selecting, guiding, coaching and training people; evaluating performance; and coordinating people, projects, logistics or resources.

Five tiers of responsibility are described:

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**Coordinating** - The employee coordinates, guides, coaches and advises subordinates and peers.

**Supervising** - The employee is responsible for the day-to-day supervision/coordination of staff in a work area or team. The work involves some responsibility for the work of others.

**Limited Management** - The employee is responsible for the deployment and control of resources for a work area or team, subject to regular liaison with the next level of management. Some emphasis on team building, leadership and staff development is assumed. The manager is normally located in the work area concerned.

**Moderate Management** - The employee is responsible for the deployment and control of resources for a work area or team involving a variety of professional/technical disciplines; or else is responsible for directing and coordinating the activities of staff working across a number of functions, work areas or teams, at least one of which is physically remote from the manager. Team building, leadership and staff development are taking on increasing importance. Some contribution to corporate policy, strategy and planning may also be involved.

**Significant Management** - exercises considerable independence and discretion in the deployment and control of resources within the limits of an agreed program or functional brief. The work of the group or area concerned, regardless of its size, would be critical to a major program or functional activity. Team building, leadership and staff development form a major component of the work. A significant contribution to corporate policy, strategy and planning may also be involved.

### Editorial/Creative Judgement

Individual content makers are responsible for making editorial decisions on a day-to-day basis in compliance with the ABC Act, Charter, Code of Practice, the general law relating to broadcasting and the policies of the Corporation. The ABC's Editorial Policies contain controls and guidelines on such matters as editorial responsibility and 'upward referral', legal responsibility, and the licensing and supply of ABC content.

*Editorial* judgement includes identifying salient issues or points of view, deciding on the focus and style of the visual/aural/textual content involved, evaluating and assessing its accuracy, balance, dramatic/comedic qualities and (depending on the nature of the content) conveying it to the audience in a manner that is interesting, informative, authoritative, challenging, entertaining, relevant and engaging.

*Creative* judgement is often defined by an employee's creative or artistic contribution to content making. This can refer to their ability to bring an innovative approach to assignments, to explore or generate original ideas/concepts, or to interpret, visualise, create and/or execute those ideas in a creative/aesthetic manner usually in the context of some specialised operation, design or craft. Aesthetic is taken here to mean "well chosen" and empathetic to the look, sound, 'feel' or focus of a program.

Six levels of editorial/creative judgement and five levels of artistic/aesthetic judgement are described.

**Developing Independent Editorial/Creative Judgement:** The employee prepares/presents content reflecting clarity, accuracy and a developing ability to apply ABC Editorial Policies, SCOSE & divisional style guides. Stories and approaches meet the brief in terms of focus, style, target audience etc. The employee is developing competence in evaluating information (importance/relevance/veracity etc) and displays a developing facility, economy & originality in the use of language/pictures/sound to tell a story.

**Developing Independent Artistic/Aesthetic Judgement:** The employee has an appreciation of the artistic elements of their role or function and is developing competence in interpreting and executing content ideas/concepts in a creative/aesthetic manner.

**Moderate Independent Editorial/Creative Judgement:** The employee prepares/presents content of moderate complexity reflecting clarity, accuracy and a detailed working knowledge of ABC Editorial Policies, SCOSE & divisional style guides. Stories and approaches satisfactorily meet the brief in terms of content focus, style, target audience etc. The employee demonstrates a creative and planned approach to the gathering/evaluation/compilation of material from a diverse range of sources; a facility, economy and originality in the use of

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language/pictures/sound to tell a story; and increasing creative involvement in the development and realisation of content ideas.

**Moderate Independent Artistic/Aesthetic Judgement:** The employee has a well developed appreciation of the artistic elements of their role or function and contributes to the final product by interpreting and executing content ideas/concepts in a creative/aesthetic manner.

**Sound Independent Editorial/Creative Judgement:** The employee prepares/presents content of moderate complexity and to a high standard demonstrating a consistently original approach and regular creative involvement in the development and realisation of content ideas. Stories and approaches consistently and reliably meet the brief in terms of content focus, style, target audience etc. The employee has a thorough working knowledge of and can give guidance and direction regarding ABC Editorial Policies, SCOSE, divisional Style guides & legal issues.

**Sound Independent Artistic/Aesthetic Judgement:** The employee has a highly developed appreciation of the artistic elements of their role or function, and exercises independent judgement in interpreting and executing content ideas/concepts in a creative/aesthetic manner.

**Considerable Independent Editorial/Creative Judgement:** The employee prepares/presents content often under difficult circumstances, using a range of complex story-telling techniques and demonstrating a highly original, innovative, sophisticated approach and significant creative involvement on major programs. Stories and approaches consistently meet and often exceed the brief in terms of content focus, style, target audience etc. The employee has a highly developed working knowledge of and is able to give direction and guidance regarding ABC Editorial Policies, SCOSE, divisional style guides & legal issues.

**Considerable Independent Artistic/Aesthetic Judgement:** The employee has a comprehensive appreciation of the artistic elements of their role or function, and exercises versatility, ingenuity & imagination in interpreting and executing content ideas/concepts in a creative/aesthetic manner.

**Substantial Editorial/Creative Responsibility:** The employee exercises substantial editorial/creative autonomy, discretion, innovation and/or leadership. They make immediate and sound decisions about content under pressure and continually review and ensure adherence to Editorial Policies, SCOSE, divisional style guides, program briefs and standards. They have a major creative involvement in setting the look/style/content agenda for complex/high profile programs having very strong audience appeal.

**High Level Artistic/Aesthetic Responsibility & Leadership:** The employee has an exceptional appreciation of the artistic elements of their role or function, and exercises substantial autonomy, discretion, innovation and leadership in interpreting and executing content ideas/concepts in a creative/aesthetic manner on major/complex productions or series.

**High Level Editorial/Creative Leadership:** The employee provides editorial/creative leadership on major/complex/high profile programs or series. They are generally recognised and acknowledged for their highly creative and authoritative qualities and approaches to content making, their distinct story-telling technique or style, their ability to identify and build strong audiences, and their highly creative use of material that effectively realises the potential of the relevant platform/genre.

### **Part 5 – Multi skilling**

#### **Purpose of this Part**

In addition to the valuation of jobs in accordance with the preceding Parts of this document, multiskilling also needs to be appropriately recognised in planning jobs, determining work value and assessing performance.

#### **Definition**

Multiskilling means the performance of a wider range of functions involving genuine broadening of an employee's capabilities beyond the bounds of their existing job. The performance of additional functions would not be regarded as multiskilling unless also associated with additional capabilities required and used in the job.

#### **Work Value**

Multiskilling of itself may not lead to an increase in work value.

The test to be applied is whether the change in the nature of the work as a result of multiskilling constitutes such a significant net addition to work requirements as to demonstrably add to the:

- complexity of the work through additional choices or approaches requiring increased interpretation, analysis or planning; and
- depth of judgement, knowledge and experience required to perform the job.

Regard should also be given to the effect of multiskilling on the size and scope of the job.

#### **Reward**

Where it is determined that multi skilling has led to a significant net addition in the value of work performed by an employee, reward for multi skilling will be managed through the ABC's Performance Management system. This may involve accelerated advancement within the band or promotion to the next higher band following an employee's first appraisal in their newly multiskilled job.

The level of advancement will depend on the extent to which the additional capabilities required and exercised as a result of multiskilling have added to the value of the work provided that in determining the appropriate number of salary points the ABC is entitled to take into account whether the increase in work value has already been rewarded through the performance management system. The onus is upon the ABC to establish any prior reward.

#### **Supplementary Multiskilling Guidelines**

The two following sets of Guidelines continue to apply to persons employed by the ABC on the date the ABC Enterprise Agreement 2010-2013 comes into effect.

- Multiskilling Guidelines for Single Person Crewing (SPC) in News/Caff and
- Multiskilling Guidelines for Director/Switcher