

**A study comparing what is valued by New Zealand central
government agencies when recruiting recordkeeping staff and
recordkeeping competency frameworks**

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Abstract

Archives New Zealand was concerned that more than 10 years after the Public Records Act, audit findings indicated recordkeeping maturity in central government agencies was poor. What capabilities were these agencies seeking when recruiting recordkeeping staff? The gaps between this and the Australasian recordkeeping frameworks shed light on the situation. The research combined analysis of job description content with an on-line survey examining the competencies, capabilities, and qualifications that were valued by employers and why. The response rate was approximately 24% of the target population. Key findings were that employers valued personal attributes most, followed by transferable competencies. Recordkeeping expertise came third - and was not always essential and this was curiously more evident at the advisor level. Employers considered personal effectiveness in supporting business objectives the most critical capability. There were gaps between recordkeeping business analysis - contextual, risk, business records requirements, and employers who focused on supporting business activities. The frameworks valued recordkeeping knowledge, advocacy, appraisal, and digital integrity and continuity - employers did not; and 'traditional archival' (appraisal and disposal) capability was largely absent. These factors meant employers were more dependent on the expertise, knowledge, and commitment of recordkeeping professionals to achieve organisational recordkeeping maturity.

Keywords: Recordkeeping, recruitment, public sector, New Zealand, competency, capability

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1 Introduction

More than ten years after the Public Records Act (2005) was passed, Archives New Zealand was concerned that the level of records maturity found during the 2014/2015 audit was inadequate to manage records in nearly half of the Public Offices audited. They stated there was “No sustained improvement over the five years of the audit programme.” (Archives New Zealand, 2015b, p. 22). In the same report the Chief Archivist expressed concern over the low levels of appropriate disposal and “the absence or ineffectiveness of reporting on recordkeeping to leadership within public offices” (Archives New Zealand, 2015c, p. 1) and that monitoring was inadequate (Archives New Zealand, 2015c; Price Waterhouse Cooper, 2016). It was also concerning - when organisations were being transformed by technology – that the basic minimum requirements (which have been mandatory since 2008) weren’t being regularly included in business systems (Archives New Zealand, 2015c). There were also indications that recordkeeping practitioners were ineffective in influencing recordkeeping outcomes in joint ‘ICT¹ spaces’, and collaboration issues were occurring - resulting in inadequate digital recordkeeping outcomes (Duis, 2014; Gradwell, 2015; Knight, 2012). The 2014, and draft 2016, New Zealand records management standards are technology inclusive, with an intended audience of information, technology, and governance staff (Archives New Zealand, 2014a, 2016). However, this places greater reliance on people understanding the knowledge, theory, principles and practices of the recordkeeping continuum model. Do employers value this expert knowledge and are they employing people with the capability to interpret, integrate, and implement initiatives for effective recordkeeping outcomes?

1.1 Topic Statement

The research will seek to identify the capabilities valued by central government agencies when recruiting for recordkeeping positions and compare these findings with relevant Australasian competency frameworks to identify potential gaps.

¹The ICT (Information, Communication, Technology) spaces where information professions work jointly on information systems

2 Definition of Key Concepts

The key concepts in this research are records, and the competencies and capabilities recordkeeping staff need.

Records are “information created, received and maintained as evidence and as an asset by an organization or person, in pursuit of legal obligations or in the transaction of business.” (International Organization for Standardization, 2016, p. 2). They are format and level of aggregation neutral (Archives New Zealand, 2014a). Authoritative records are “reliable, authentic, have integrity and are usable.” (International Organization for Standardization, 2016).

Recordkeeping Practitioners

A recordkeeping practitioner is any person for whom a major requirement of their job description includes any aspect of recordkeeping outcomes (Pember, 2005), regardless of the amount of time spent on those aspects.

Competencies

Competencies include skills and knowledge, and are inclusive of domain specific and generic transferable competencies, tasks and responsibilities, and social context, e.g. personal attributes, aptitudes, or behavioural competencies (Hoy, 2004; Martinez & Whately, 2011).

Capability

I define capabilities as a range of competencies, the values and ethics of the recordkeeping profession, combined with “abstract thinking, reflection, analysis and the creation of new knowledge” (Hoy, 2004, p. 5) - creating the ability to achieve organisational recordkeeping outcomes. Capability is as much a way of thinking, as of working. A capable individual continuously develops increasing levels of competence (Martinez & Whately, 2011).

3 Literature Review

The literature review examines a range of relevant recordkeeping theories and competency frameworks, and then discusses job descriptions and capability as a method of shedding light on organisational recordkeeping, ending with qualifications and leadership/advocacy.

3.1 The Recordkeeping Continuum

Previously, when records were created in static paper based environments, life-cycle theories of records management were applied to records still in the active business environment. When no longer needed, records were ‘handed over’ for the application of archives management theories and practices like appraisal, disposal and long term storage and access (Loo, Eberhard, & Bettington, 2008). As these types of records lacked the business immediacy of current records, a stronger advocacy perspective was needed for continuing access and preservation objectives to be achieved. Digital records are considerably more fragile than paper records. Software and hardware obsolescence rapidly affects the ability to retrieve and use records, and important contextual qualities are easily lost after relatively short periods of time (Archives New Zealand, 2009; Bradley, 2007). In current digital information environments characterised by “convergence, chaos and complexity” (McLeod, Childs, & Hardiman, 2011, p. 37) archival management methods now need to be applied in current, active digital records environments. Recordkeeping continuum theories of practice combine records and archival management into a unified theory of management. It views records as being created within continua of multi-formats and types, as well as access and time ‘spaces’. Archives New Zealand describes the recordkeeping continuum as “An integrated framework of governance arrangements, architectures, policies, processes, systems, tools and techniques that enables organisations to create and maintain trustworthy evidence of business activity in the form of records” (Archives New Zealand, 2014a, p. 6) and Figure 1 illustrates this model.

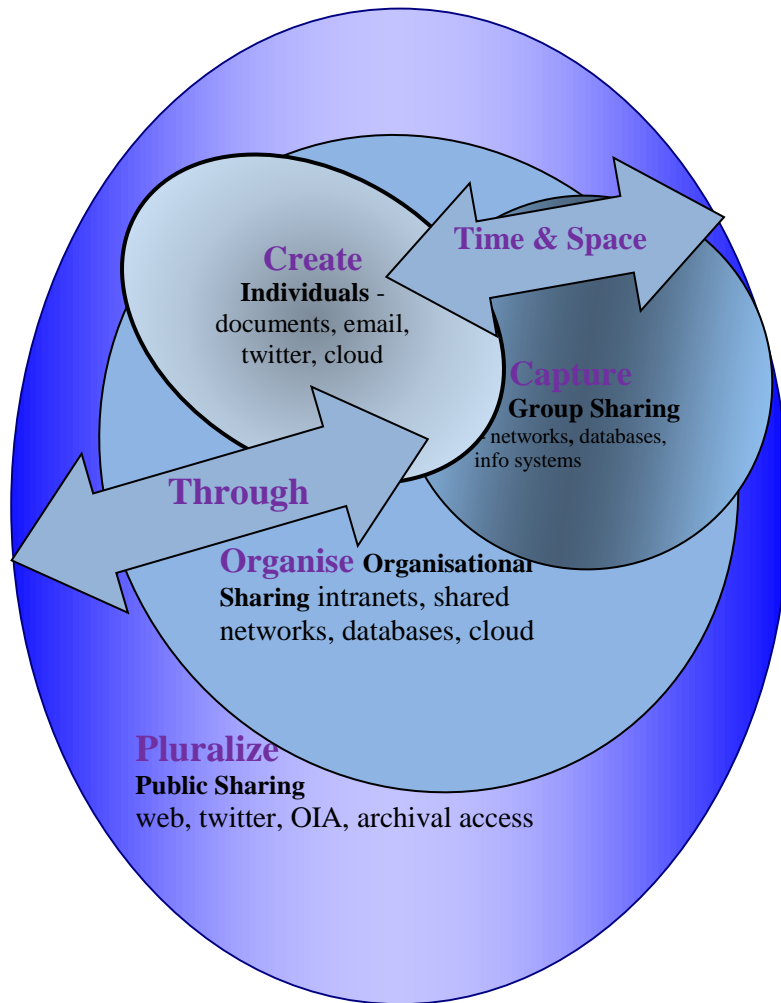


Figure 1: ‘Wobbly’ continuum rhythms Adapted from a figure by Upward (2000, p. 123)

3.2 Information Culture

In her book, Oliver discussed the informational attitudes of typical New Zealanders including a dislike of control, short-term focus, and short terms of employment (Oliver, 2011, citing Hofstede, 2001 pp.38-60; Meads, 1990. p. 50). Oliver and Foscarini (2014) further developed information culture models by exploring which elements were more amenable to change, and therefore which sustainable strategies were likely to be effective. For instance, people and organisations may be more open to change with higher level structural elements (Oliver & Foscarini, 2014). Change is a complex process requiring intentional effort (Self, 2007; Stanleigh, 2008), and may require leadership characterised by ‘the unglamorous virtues of patience and staying power’ (Badaracco, 2001, p. 122). If organisational recordkeeping maturity is low, then as Martinez and Whately (2011) suggest, a greater range and depth of capabilities may be required within recordkeeping roles, for example:

- individuals' capability to strategically advocate for continuous technology enhancements (Case, 2007; Lewellen, 2015)
- confidently communicating and reporting recordkeeping outcomes to senior leadership.

3.3 Recordkeeping Informatics

The recordkeeping informatics model merges recordkeeping continuum into informatics - the science of information, inclusive of computers, humans and the computational, cognitive and social factors impacting on these activities (Upward, Reed, Oliver, & Evans, 2013). In the digital environment poor disposal implementation reflects a failure in sufficiently embedding transformational recordkeeping elements into organisational information management (Archives New Zealand, 2015b; Duis, 2014; Knight, 2012). Attempting to add disposal functionality after systems design will be problematic and expensive. However adding technically correct recordkeeping functionality - at the expense of ease of use – will also result in ineffective recordkeeping outcomes (Lewellen, 2015). How we “bring our strengths to bear in collaborative partnership with others” (Oliver & Foscarini, 2014, p. 127) in collaborative business and ICT ‘spaces’ influences recordkeeping outcomes.

3.4 Capability Frameworks

Capability frameworks represent a way of thinking about competencies where the sum of the parts - knowledge, skills and personal attributes – is greater than the individual parts. Candidate profiles and recruiter job descriptions can be compared against professional competency frameworks and used to highlight candidate and organisational gaps. Using competency frameworks may shed light on systematic inadequacies that are adversely impacting on recordkeeping outcomes. They can also be useful to individuals wanting to develop their professional capability.

3.4.1 ARMA and the Lifecycle Model

The ARMA International competency model while robust, can look backwards to paper paradigms of the lifecycle model ‘where records go to die’ (ARMA Education Development Committee, 2007). Knight alludes to the lifecycle paradigm in describing the failure of ICT and recordkeeping practitioners in recognising that records also reside within digital business systems (Knight, 2012). An assumption that records are ‘things’ to be ‘managed’ rather than ‘recordsness’ embedded within whole-of-business information workflows perpetuates an

artificial separation of records/not records creating unnecessary risks for complex, fragile digital objects and disposal costs.

3.4.2 ASA/RIMPA

The 2008 archives and records statement of knowledge for recordkeeping professionals was based on aspects of the ARMA model. It uses the forward looking continuum perspective - inclusive of: foundational knowledge and ethical behaviour expected of practitioners; “consideration of community perspectives about records, information and memory”; and indigenous cultural perspectives (ASA and RIM Professionals Australasia Joint Education Steering Committee, 2012, p. 9)². The 2012 draft statement of knowledge provides better contextual information, broader competencies, and a capability perspective. Therefore I will use this framework (referred to as the ASA/RIMPA framework in the research).

3.4.3 Standards

The main standards for New Zealand are the Archives New Zealand standards and the ISO 15489-1:2016 international standard. The Records Management Standard for the New Zealand Public Sector (Archives New Zealand, 2014a) was current from 2014 to 2015/16. It integrated technology in a way reflective of continuum and recordkeeping informatics theories. I will refer to it as 2014 standard in the research. It included reference to the Public Records Act (2005) and other information related Acts indicating its compliance and regulatory aspects, as well as and the benefits and risks of managing records. Elements of integrity and ethics were included in terms of stakeholder requirements or expectations, and government and community expectations (Archives New Zealand, 2014a, pp. 6-7). On completing this research a new draft standard was released (referred to as the 2016 standard in this research) (Archives New Zealand, 2016). The international standard for Information and documentation: Records Management (international standard) ‘requires Records professionals to understand and meet a diverse range of internal and external stakeholder needs’ (International Organization for Standardization, 2016, p. v). It has a wider perspective than the immediate business drivers of organisations and includes appraisal. It has a strong emphasis on the analysis of contextual business risk - legal, regulatory, and societal - matched to corresponding levels of records authenticity.

² ASA – Australian Society or Archivists ; RIMPA – Records and Information Management Professionals Australasia

3.5 Position Descriptions

During recruitment, position descriptions can attract candidates with the capability to implement effective recordkeeping programmes (McQuellin, 2008). However position descriptions can be prepared by people with little understanding of what capabilities are required for achieving organisational objectives, and communicate the limited insight and knowledge their organisation has in an area (Grant, 1998; Snyman, 2001). For instance, Snyman when researching the then new role of knowledge management, found mismatches between role titles, content and job definitions (2001). In McQuellin's research examining job descriptions she speculated about the level of recordkeeping competency understanding that the writers had (2008, p. 77). An alternative perspective is that 'soft' skills like communication or integrity are simply valued higher than 'hard' technical skills (Ferguson, 2010; Robles, 2012; Velasco, 2012) and it is reasonable to assume technical skills can be acquired during employment (Martinez & Whately, 2011).

3.6 Changing Job Level Capability

The number of operational level recordkeeping practitioners has dropped significantly - from 70% for entry or low level positions in 2000 (Pember, 2005), to 50% in 2002/2003 and 27% in 2006/07 (McQuellin, 2008). In 2002 Evans found that 61% of RMAA³ members had no recordkeeping qualifications. The current operating environment is considerably more complex than then, and employers need people capable of giving "professional advice rather than actually carrying out tasks for others" (Johnson & Rankin, 2006, p. 102). McQuellin (2006) found employers were asking for disposal competencies in 2006/2007; but disposal was singled out for its poor recordkeeping maturity (Archives New Zealand, 2015b). This indicates that integration and change may be more difficult than anticipated. Examining the capabilities employers are asking for may shed light on what is happening.

3.7 Qualifications

There is debate as to whether qualification and education, or experience develops practitioner capability best. In a rapidly changing environment, a good education can develop practitioners capable of using higher levels of analytical and conceptual thinking which - when added to their recordkeeping knowledge - can produce creative and innovative 'thinking outside the box' solutions (Spencer & Spencer, 1993). Intellectual capability and a deep understanding of recordkeeping domain knowledge and practice creates an

³ Records Management Association of Australia, predecessor of RIMPA

environment in which innovation flourishes by advancing “beyond the facts, even the conspectus of the domain, and dare to lay out a wholly new approach to the issues” (Gartner, 1993, as cited in Cox, 2000, pp. 19). A recent New Zealand recordkeeping survey indicated 78% of participants had a University Diploma or higher, and 59% found their educational background to be extremely or very relevant (RIM Professionals Australasia, 2015). A relevant qualification demonstrates to employers that certain levels of competency and understanding have been reached (School of Information Management, 2015), and that candidates have intellectual capability and lifelong learning skills, e.g. research, business analysis and writing competencies. Without qualifications it is easier for people to claim skills they don’t have (RIM Professional Australasia, 2006, p. 2).

Qualified practitioners can overlook developing competencies essential for personal effectiveness like emotional intelligence, integrity and ethics, collaboration, communication, influencing, and leadership/advocacy competencies. Foundational knowledge gained through qualifications can quickly become obsolete, and gaining a qualification doesn’t mean practitioners can apply theoretic understanding into practice nor have the range and depth of personal attributes required to work at senior levels.

There is ambivalence towards qualifications which are “...treated as something that is good if you’ve got it but doesn’t really matter.” (RIM Professional Australasia, 2006, p. 11) In Evans’ (2002) research 60% of the participants were unqualified practitioners. Forty-four percent of that group - with 10 years or less experience - thought this was equivalent to a three or four year full-time tertiary recordkeeping qualification - which seems improbable, and Cox found similar results (2000). Competent people lacking adequate foundational recordkeeping knowledge and domain specific competencies may not have adequate recordkeeping capability – for instance the understanding to analyse business records requirements to support both business and organisational recordkeeping maturity.

Martinez and Whately claim that an adequate education can be gained through ongoing professional development (2011). However Cox (2000) believed the necessary depth of recordkeeping understanding and ability to reflect deeply was unlikely to occur through short training courses focused on acquiring specific technical skills. A risk in relying on professional development to address capability gaps is the time to upskill staff, combined with short terms of employment in rapidly changing and complex operating environments.

Fifty-seven percent of participants in a recent survey had worked three or fewer years for their current employer (RIM Professionals Australasia, 2015).

Recordkeeping practitioners occupy a niche occupation in which employers may have limited insight into the capabilities and professional development needs of candidates. Using objective methods to evaluate capabilities - like job descriptions compared against competency frameworks – limits the impact of knowledge and competency ‘blind spots’.

3.8 Leadership/Advocacy

If change is needed to improve recordkeeping maturity in the New Zealand public sector, research on leadership can suggest promising avenues for exploration. Meta-analysis of research on shared leadership in teams found that new genre leadership (that is transformational, change focused leadership (Covey & Merrill, 1994, p. 196)) was positively related to team effectiveness when work was complex (Wang, Waldman, & Zhang, 2014). ‘Complex’ is a good contextual fit for the new working environments described in the recordkeeping informatics model and in recordkeeping ‘ICT shared spaces’ where information practitioners work collaboratively. Researchers suggested further research exploring the effects of individual competencies; and individual and group behaviour within teams, could be useful (Nicolaidis et al., 2014; Wang et al., 2014).

Research on recordkeeping leadership is limited. A major US survey on Archivists indicated although Archivists valued advocacy they placed little value on leadership which I see as closely aligned with advocacy (Archival Census and Education Needs Survey Working Group, 2006). Some recordkeeping professionals claimed effective leadership can be learned by well-grounded professional practitioners over time, because leadership takes many forms. These forms include working within or developing recordkeeping structural supporting elements, such as

- systems, processes, technology, training programs,
- being flexible,
- communicating, collaborating, influencing
- finding creative solutions, and
- showing courage (Mariz, McCrea, Hackman, Kurtz, & Jimerson, 2011).

Other writers on leadership step outside of management and leadership models and use narrative (stories, case studies) where ordinary individuals quietly show leadership and

resolve ethical issues (Badaracco, 2002, p. 122). Covey and Merrill would express this as the ethics of character rather than the ethics of personality - where popularity alone is valued (1994, p. 181).

4 Value of the Research

The research examines what employers were looking for when recruiting for recordkeeping positions. It uses existing competency frameworks as an objective, analytical method of highlighting gaps between what employers were asking for during recruitment, and the capabilities required for effective recordkeeping outcomes. The research findings may shed light on reasons for ineffective organisational recordkeeping practice, and will support and inform the practice of recruiters, government agencies, practitioners, professional associations, educators, and standard setters in making more informed decisions.

5 Research Questions

To what extent do capabilities valued in job descriptions during recruitment for recordkeeping positions in New Zealand central government agencies between 2014 and 2015 reflect Australasian capability frameworks?

- What capabilities, and qualifications, are valued by employers, and why?
- How do capabilities valued by employers compare with related Australasian research, and Australasian competency frameworks?

6 Research Design

The research design was quantitative and combined content analysis of job descriptions which were used to recruit staff with a related on-line survey (Leedy & Ormrod, 2013a; Pichard, 2013). The document content and survey results were analysed using simplified, broad categories of capabilities drawn from Australasian recordkeeping frameworks; earlier research (Shenton, 2013); and job content descriptions. In examining and analysing the on-line survey comments and job content descriptions I drew on grounded theory approaches (Glaser, 2007). This facilitated exploration and engagement with the data to help identify and discover emerging themes and patterns to form generalised concepts and relationships (Dillon & Taylor, 2015; Glaser, 2007; Pickard, 2013). My research drew on the research of McQuellin (2008) and Pember, (2003, 2005, 2006) - focusing on the capabilities employers valued in recordkeepers during recruitment.

7 Research Methodology

The research methodology discusses how the population sample was selected, how data was collected, ethical considerations, and limitations of the research.

7.1 Population and Sample

The research population were New Zealand central government agencies required to comply with the requirements of the Public Records Act, 2005 (Archives New Zealand, 2015a; State Services Commission, 2016). Agency types that had large numbers obscuring the data of other agencies were excluded, e.g. ~2000 schools; as were organisations a distance from and with little connection to the wider public sector (King, 2013), e.g. crown entity companies/subsidiaries, mixed ownership model companies; and organisations or companies covered by section 4 or 4A of the Public Finance Act schedule. Small agencies were included as they can have high degrees of public accountability and may require high levels of authenticity in their records. Agencies with high value information assets were included, e.g. Crown Research Institutes, District Health Boards, and Tertiary education institutes. The exclusions reduced the sample from ~2195 to ~158⁴. Geographically, the sample population ranged from Northland to Southland, including cities and towns and the proportions are shown in Figure 2.

⁴ With agency mergers it was sometimes unclear who the lead agency was.

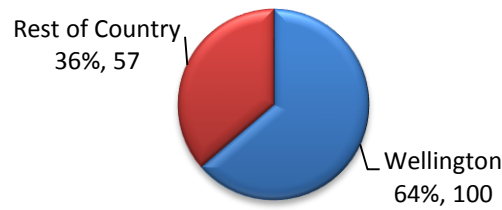


Figure 2: Percentage by Location of the Sample Set

The research collected job descriptions advertised during 2014-2015 - reflecting the 2014 standard and findings of the first audit cycle (Archives New Zealand, 2014a, 2015b). The sample was inclusive of all position levels and roles that had organisational responsibility for recordkeeping - including information management, contractor/consultants, and where the role was only a small part of another role.

7.2 Data Collection

Each organisation was emailed a research request with “Attention the ‘Records Manager’ – Research Request” in the subject line. A copy of the full request is included in Appendix 1.

Research findings are more generally representative if there is a reasonable sample size compared to the population (Leedy & Ormrod, 2013a). To increase the participation response I followed-up non-responders after one week with a second email, and one week after this by email, or voicemail, and approximately 100 phone calls (Joop, Hox, & Dillman, 2008; Leedy & Ormrod, 2013b). I found organisations had difficulty identifying and connecting me to the research target group.

I used the online Qualtrics Survey tool provided by Victoria University of Wellington to collect the data.

To make it easier for people to participate: (McLeod, Childs, & Lomas, 2013; McQuellin, 2008):

- After uploading the job description all questions were optional (McLeod et al., 2013).
- The survey was short, straightforward, and most questions had selection options.
- To reduce participant misunderstandings - explanations and examples were provided (Joop et al., 2008) and,

- more controversial questions were asked later to encourage completion (Leedy & Ormrod, 2013a).
- The key competency question requested only five competencies (Leedy & Ormrod, 2013a) with a single text field as explanation.

See Appendix 2 for a screen shot of the on-line survey.

The survey was piloted by two acquaintance, to ensure the questions and navigation were clear and unambiguous, and to reduce user error (Leedy & Ormrod, 2013a).

The survey ran for three weeks from the 30th of March to the 22nd of April 2016.

7.3 Ethical Considerations for Participants

The research gained the approval of the Victoria University Information Management Human Ethics Committee and a copy of the information provided to participants can be seen in Appendix 1 and 2.

7.4 Limitations of the Research

The research did not investigate, nor does it reflect the actual competencies or the capability employers recruited for, or the current capabilities of staff or agencies.

I assumed position descriptions and survey participants' comments accurately reflected organisational perceptions of required and valued recordkeeping competencies and capabilities

8 Analysis Methods

The analysis begins by examining the response rate, an explanation of coding methods, interpretation, and an overview of the data. Swedish rounding was used with numbers four or less being rounded down, and numbers five or higher rounded up. Thirty-one job descriptions were submitted from 29 agencies. Twenty-eight participants completed the on-line survey, with most answering all the questions.

Sample	Size of Sample
Revised sample set	127
Number of participating agencies	29
Number of job descriptions received	31
Number of surveys completed	30
Estimated Agency Response (29 out of 127)	23%

Table: 1 Sample Set and Responses

I calculated the response rate at 23% - meaning findings may not be generally applicable but have usefulness in highlighting themes and patterns.

Six competency categories and subgroups were created, listed below, using the ASA/RIMPA framework, the New Zealand 2014 record standard, and content analysis of the data (Archives New Zealand, 2014a, 2015b; ASA and RIM Professionals Australasia Joint Education Steering Committee, 2012). The personal attributes category and subgroups were influenced by Pembers' research, and Roble's article on soft skills (2006; 2012).

- 1. Personal Attributes**
- 2. Transferable Competencies**
- 3. Recordkeeping Domain Specific Foundational Competencies**
- 4. Recordkeeping Domain Specific Competencies**
- 5. Domain Generic Competencies**
- 6. Competency Levels**
 - a. **Operational/tactical** – process, support
 - b. **Advisory** – develop, implement, advise
 - c. **Senior – Advisor/Managerial** – establish, plan, manage, influence, strategic

The survey comments and job content were analysed for keywords and semantics (“...analysis of meaning in words, sentences, etc.” (Oxford English Dictionary)). Prerequisite

competencies were included, e.g. writing policy = RM (Records Management) foundational knowledge plus written communication. Frequencies were sum totals: ‘good’ competencies were counted twice; and ‘excellent/strong/great’ counted three times. Categories were simplified to clarify themes and patterns, but generally closely reflected the descriptions found in the job content and to a lesser extent survey comments which were more unique in their expression. The coder/researcher selection and coding of terms, groupings and interpretation was subjective and may reflect researcher bias. For transparency a number of category interpretations are included for clarity.

As I was the sole coder, for consistency and to reduce coding error (Leedy & Ormrod, 2013a), all job descriptions were printed and a trial sample read to create a pre-populated - competency counting sheet for each job description. At the end of the process the count sheets and job description were scanned to ensure each count factor had been included, and unusually high or low counts were spot-checked. The job description summary data was recorded in Qualtrics survey then exported to Excel for analysis and comparison with the survey data, which was also exported from Qualtrics to Excel. Three sets of data were used:

- job description sum frequencies – a weighted count of the number of times a competency occurred in all job descriptions,
- job description inclusion counts – the number of job descriptions that included a competency,
- survey data included competency sum frequencies and participant comments.

9 Sample Composition

There were five small agencies (of less than 50 staff), six medium sized agencies (between 50 and 300 staff), and 18 large agencies (more than 300 staff) – see Figure 3.

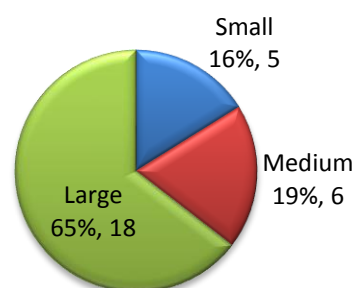


Figure 3: Agency Size - Proportion by Percentage, and Count

The majority of the positions were full-time permanent, with medium and small agencies more likely to offer fixed-term, contract, or part time positions. Nineteen percent of position were for short-term project, programme establishment, development, or implementation work.

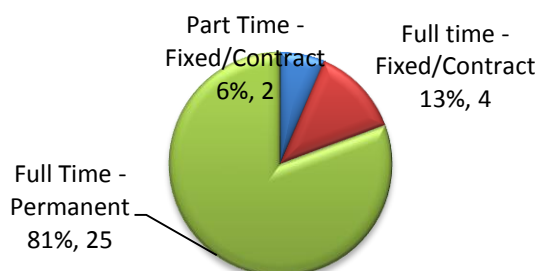


Figure 4: Job Type, by Percentage and Count

Only one position was not substantially a records and information management (RIM) position (it provided basic Records Management (RM) support). Their RIM competencies were coded operational, and other competencies coded to the advisor level.

Rank	Competency	Sum Frequency	Inclusion in Job Descriptions	% of Job Descriptions
1	Other Tasks	162	9	29%
2	Processing Tasks	151	13	39%

Table 2: Processing and Other Tasks

As can be seen in Table 2, most positions did not contain processing tasks, and the percentage of ‘other tasks’ was low. The trend away from processing tasks seen in earlier research seems to be continuing.

Seventy-one percent of jobs in the sample substantially related to RIM requirements, indicating the research data is likely to reflect what employers in this sample value in relation to RIM competencies.

10 Analysis

The analysis begins with an overview, examines why competencies were valued, then moves on to examining the data on personal attributes, transferable competencies and the sources used in creating job descriptions. The section ends by examining the data on recordkeeping foundational and expert competencies and qualifications - including the importance employers place on qualifications.

10.1 Overview

The proportion of jobs by position titles is shown in Figure 5.

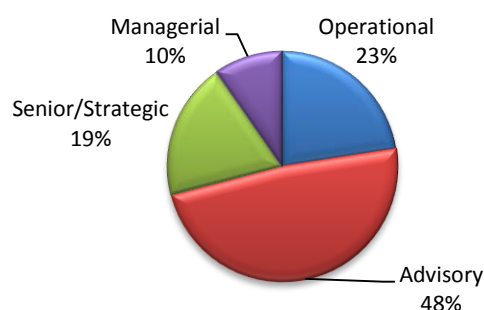


Figure 5: Position Competency Level by Job Title

When assessing capability levels in the job descriptions I found some were higher or lower than the job title or content otherwise implied. For instance - there were some mismatches between job titles and salary levels:

- Several lower level operational and advisory positions required higher levels of competency than that stated in the related job description in order to achieve certain outcomes. They usually paid more than could be assumed from the job title and this resulted in the wide salary ranges seen in Table 3.
- Some task requirements seemed out of alignment with the stated RIM competency/capability and from the salary range, I assumed they were paying for personal attributes at the superior end of the scale.

The best indicator of the capability an employer was seeking appeared to be a combination of job outcome objectives, competencies, titles, and salary. Overall, the analysis indicated some employers may have focused on task outcomes, rather than the competencies and capability candidates needed to demonstrate.

Job Title	Range	Salary Band \$K
Operational – Clerk, Administrator, Analyst, Officer	Lower	40-50
	Higher	50-60
Advisor/Analyst	Lower	50-60
	Higher	60-70
		70-90
Senior Advisor	Lower	60-80
	Higher	Various between 70-110
Managerial		80-110

Table 3: Indicative Salary Ranges by Position Type and Competency Range

The majority of position titles in 2014/15 data included ‘records’ or ‘information’ - indicating a trend towards using RIM in job titles for positions with recordkeeping responsibilities. The trend Pember (2003), and McQuellin (2008) observed regarding decreasing levels of entry-level and operational positions was also seen in the 2014/2015 data (*the figures used below are from McQuellins Table 3, p. 23*).

Year	Sample size	Operational positions	Operational %	Entry level	Entry level %
2002/3	43	22	51%	11	50%
2006/7	30	23	77%	8	27%
2014/15	31	7	23%	5	16%

Table 4: NZ Research on Recordkeeping Recruitment 2002 to 2015

A total of 4213 competencies were counted - see Figure 6 – with personal attributes being the most popular⁵.

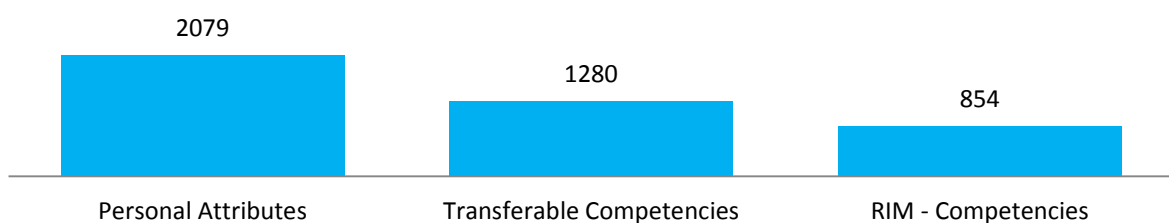


Figure 6: Job Descriptions - Proportions of the Three Competency Clusters

⁵ RIM Competencies: IT applications/systems, RIM Foundations, RIM domain specific & generic competencies

As can be seen in Figure 7⁶ significantly higher value (73%) was given to how work was done, however employers also valued expert RIM competencies.

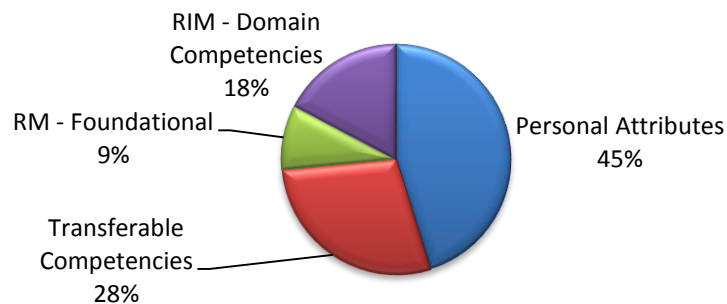


Figure 7: Job Description Sum Frequencies of Competencies as Percentages

IM (Information Management) RM related competencies were low, so I usually combined them as 'RIM'. As Figure 8 shows:

- over a quarter of competencies were for R/IM (Records Management and/or Information Management) foundational skills,
- less than a quarter were ICT (Information Communication Technology),
- there were four times as many RIM competencies as archival (AM) competencies, and
- eighty-four percent of jobs indicated knowledge of one or more aspects of RM expertise was required.

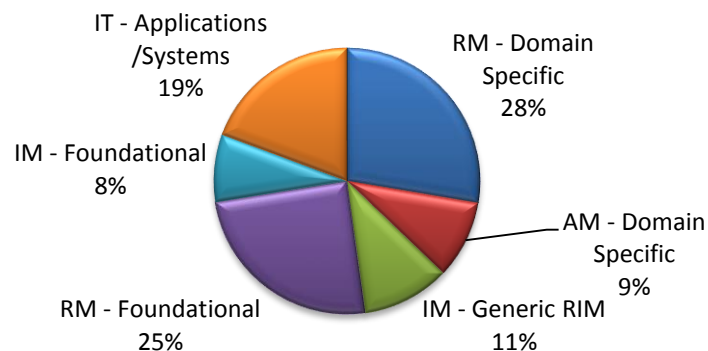


Figure 8: RIM as Percentages of the Total - from Job Description Sum Frequency

⁶ Ethics has been counted in RM foundational and RIM training in RIM technical differing slightly from figure 6.

10.2 Survey Data

Twenty-eight people responded to the five most ‘highly valued’ competencies question and 74% of participants added five or more competencies (see Figure 9). This resulted in 176 competencies including RIM experience and qualifications. Twenty-three (74%) participants added explanations on why competencies were valued.

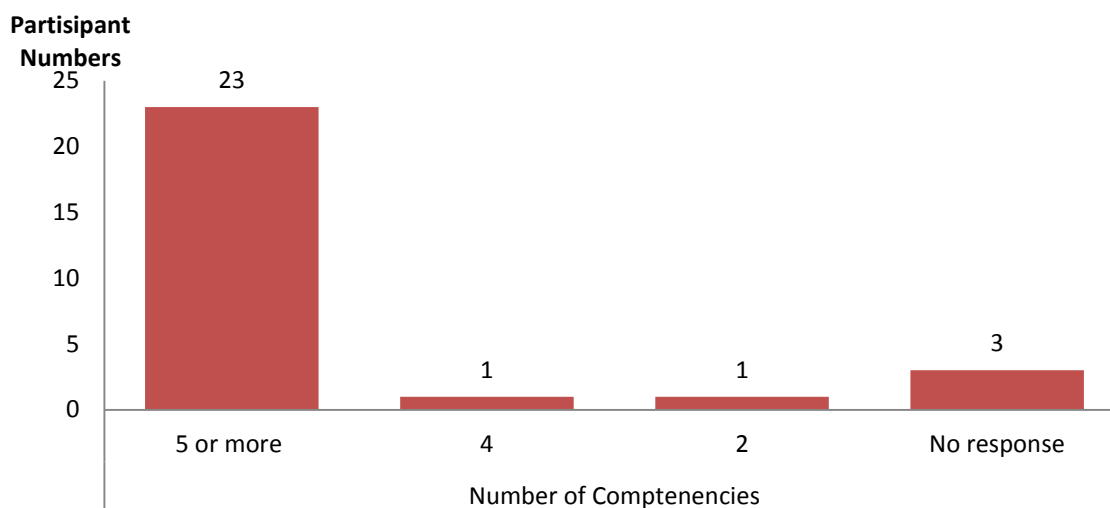


Figure 9: The number of respondents and Rated Competencies

Eighty-eight percent of the competencies (112x) were ranked between 4-5 - as ‘highest valued’ with 12% (15x) at the lower value of 1-3. Many participants added extra competencies including 50 competencies in text fields with no ratings. There was little value using weighted values – so sum frequencies were used instead.

Participants added 71 unique competencies resulting in a wide spread and many low counts - ranging from 1 to 21. To improve clarity related areas were grouped together reducing the competencies from 71 to 41 (see Appendix 3 and 4), then further reduced to 30 (see Figure 10). Fifteen competencies were personal attributes, nine RIM, and six transferable competencies. The mean value was five.

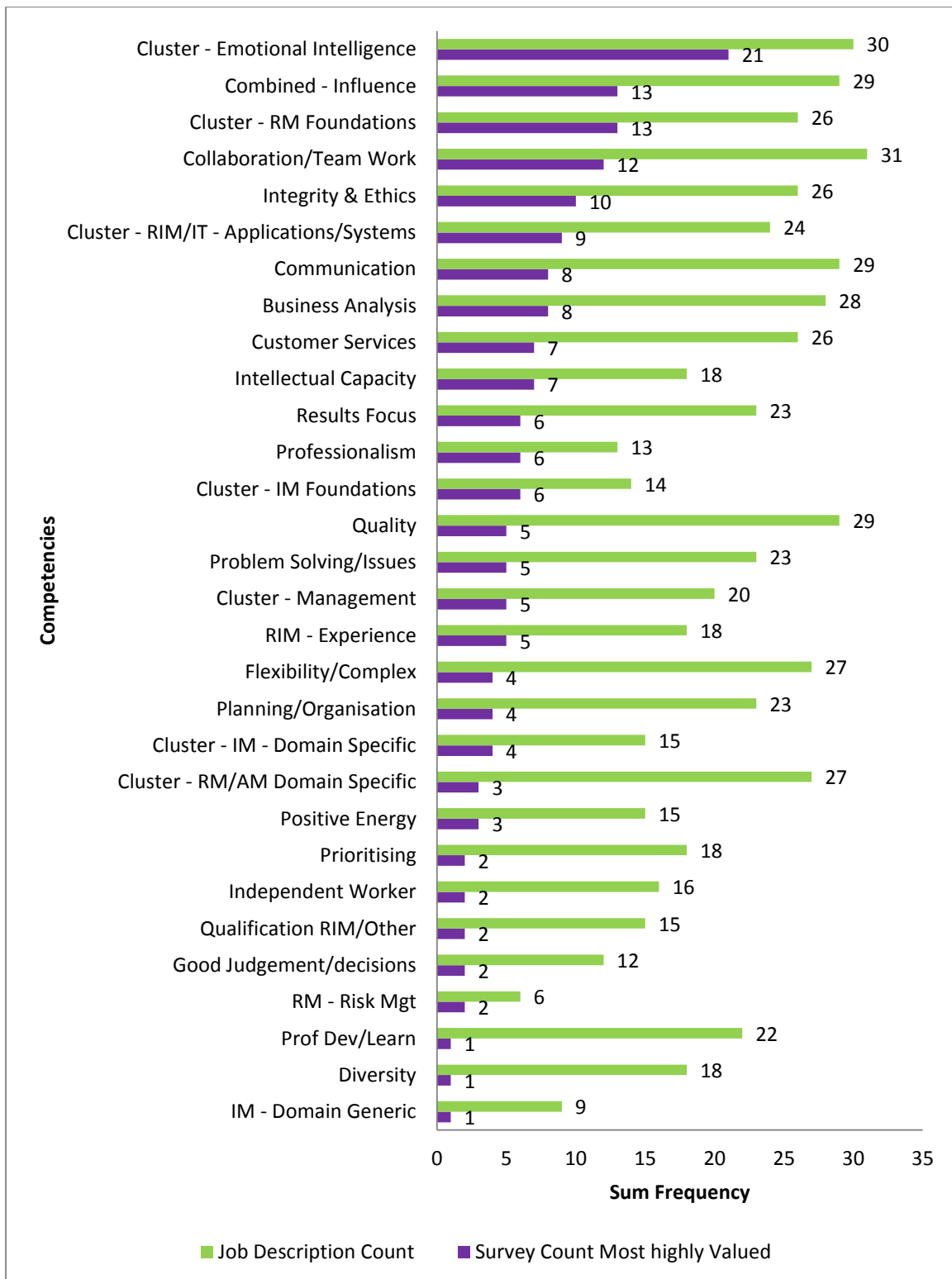


Figure 10: Survey Most Highly Valued Competencies, with Job Description Data

As can be seen above, the highest ranked ‘highly valued’ competencies were included in at least 84% of job descriptions. However, some competencies with high job inclusion counts had low ‘highly valued’ sum frequencies. Some job description competencies may be considered ‘nice to have’ rather than essential, or highly valued.

The survey data is shown by broad type in Figure 11. It had similar proportions to the job description data (see Figure 6) but was more evenly spread.

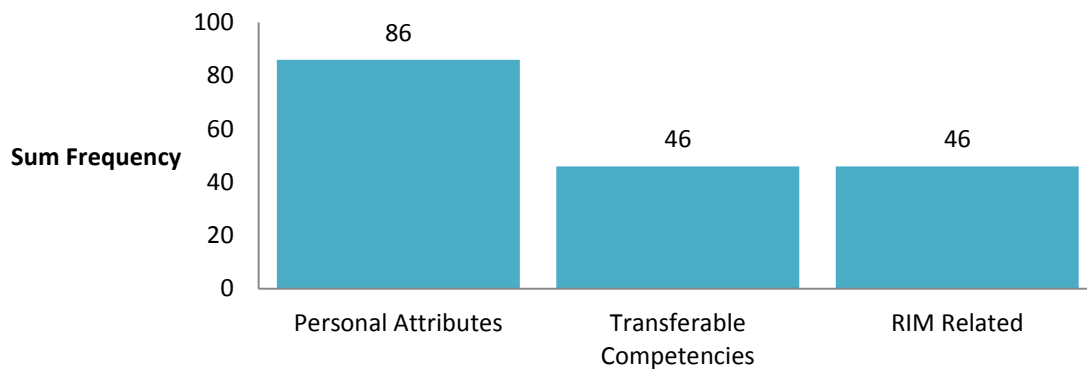


Figure 11: Survey Data - Highly Valued Sum Frequencies by Major Clusters

Figure 12 shows that seven of the highest valued competencies (above the mean) were personal attributes, four were transferable competencies, and three were RIM competencies - repeating patterns in value previously seen.

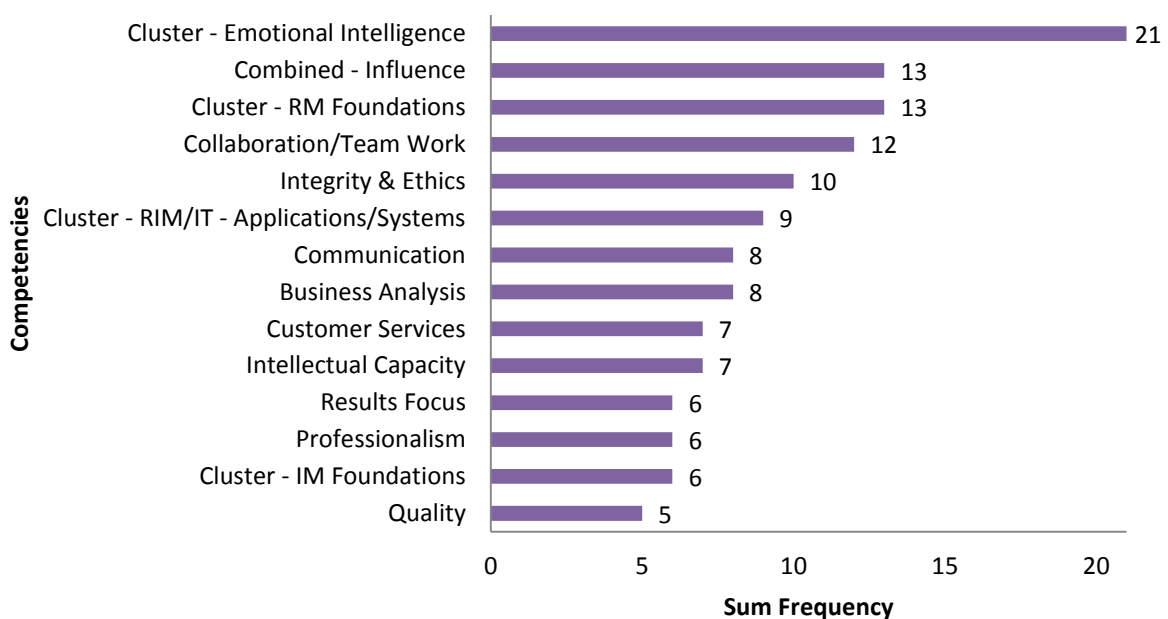


Figure 12: Fourteen Highest Most Highly Valued Competencies

Figure 13 shows the 16 competencies below the mean value. Little value was placed on professional development, RIM qualifications and experience, risk management, and management competencies.

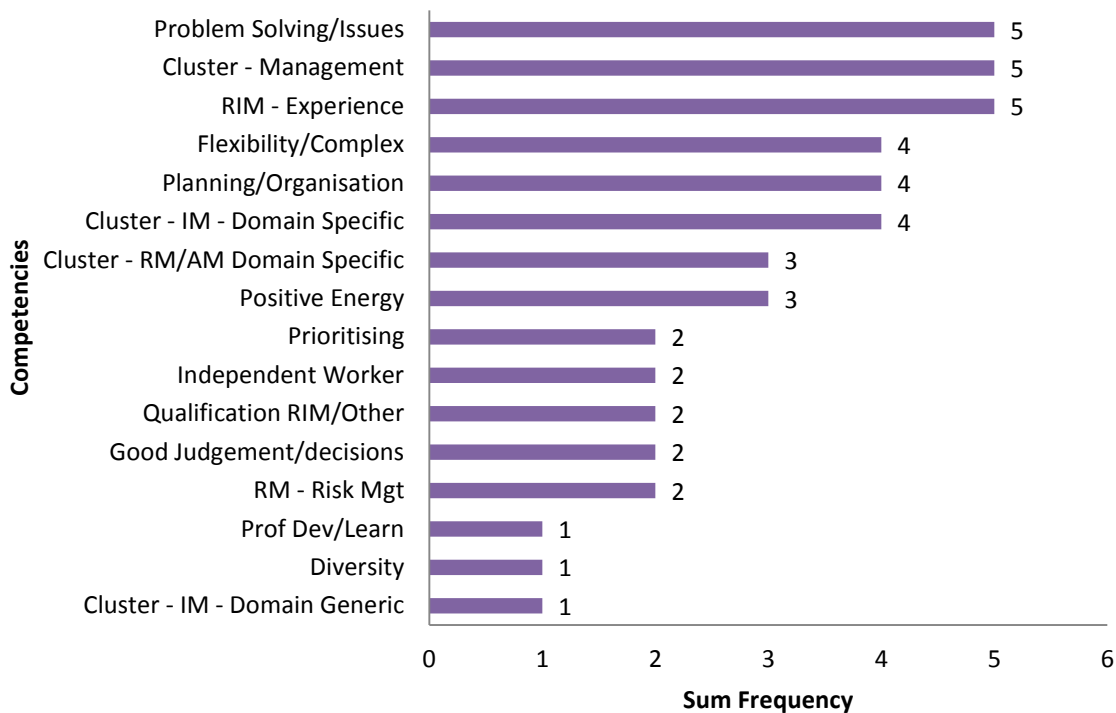


Figure 13: Lowest Most Highly Valued Competencies

10.3 Why Competencies Were Valued

Seventy-four percent of survey participants explained why they valued the competencies they did. (*Participant quotes are suffixed with unique numbers.*) Their comments were analysed in conjunction with their related job descriptions and a number of themes emerged:

The competencies would support candidates performing effectively either individually or through their ability to influence others, e.g.

- “...will enable the incumbent to be successful in performing the role.” (#9)
- “Required skills for the role to get things done.” (#12).
- “Able to see the info management touch points and think o [sic] ways to wheedle in good practice.” (#12)

Some, but fewer, linked value to the achievement of organisational objectives and strategic thinking:

- “...the broader competencies that are in line with the Organisation's priorities” (#15)

- “...fundamental elements being able to do the job in a large complex organisation.” (#31)
- “This mix emphasises buy-in and usability essential to foster desired information culture in the long term, while recognising this role leads a programme of work that needs to be delivered.” (#28)

Others commented specifically on the value placed on personal attributes; the business competencies of collaboration and communicating; and emotional intelligence:

- “In many instance[s] we need to tap into other team’s resources or time to get the job done and maintain[ing] good relationships goes a long way.” (#27)
- “The strong focus on people-related skills is intentional and we would compromise on functional/technical skills and knowledge...[for]...(excellent communication, approachable, solutions focused)” (#5)
- “In my experience some records professionals take too much of a records-centric view - and then wonder why they struggle to influence within their business... it’s deeper [than rebranding as information specialists] in terms of their understanding, approach, and flexibility.” (#17).
- “We felt that relationship management and good communication were the key skills needed in our organisation where there are a lot of independent thinkers.” (#21)

Some employers valued the personal resilience aspects of emotional intelligence and integrity due to challenging records content or environments, e.g.

- “distressing records with professional discretion and personal resilience” (#7),
- while others placed higher value on understanding the needs of others.

Recordkeeping expertise was valued – sometimes less, sometimes more than personal attributes:

- “...while knowledge and experience was very important for us, because the person in the role needed to be competent and respected, we felt that this was, to an extent, secondary to excellent people skills.” (#21)
- “Having fabulous people in these roles is one thing, but the supporting processes and structures are also necessary in order to really get things done.” (#12)

In summary, competencies were valued because they enabled individuals to effectively perform roles and meet organisational objectives.

10.4 Personal Attributes

As seen previously, personal attributes were the most valued competencies. Employers described collaboration in terms of teamwork and working together to create outcomes. I interpreted *emotional intelligence* as - "...the capacity to be aware of, manage... one's emotions, and to handle a variety of interpersonal situations in an intelligent, judicious, and empathetic manner" (Oxford English Dictionary, 2003) - including relationship management, and resilience.

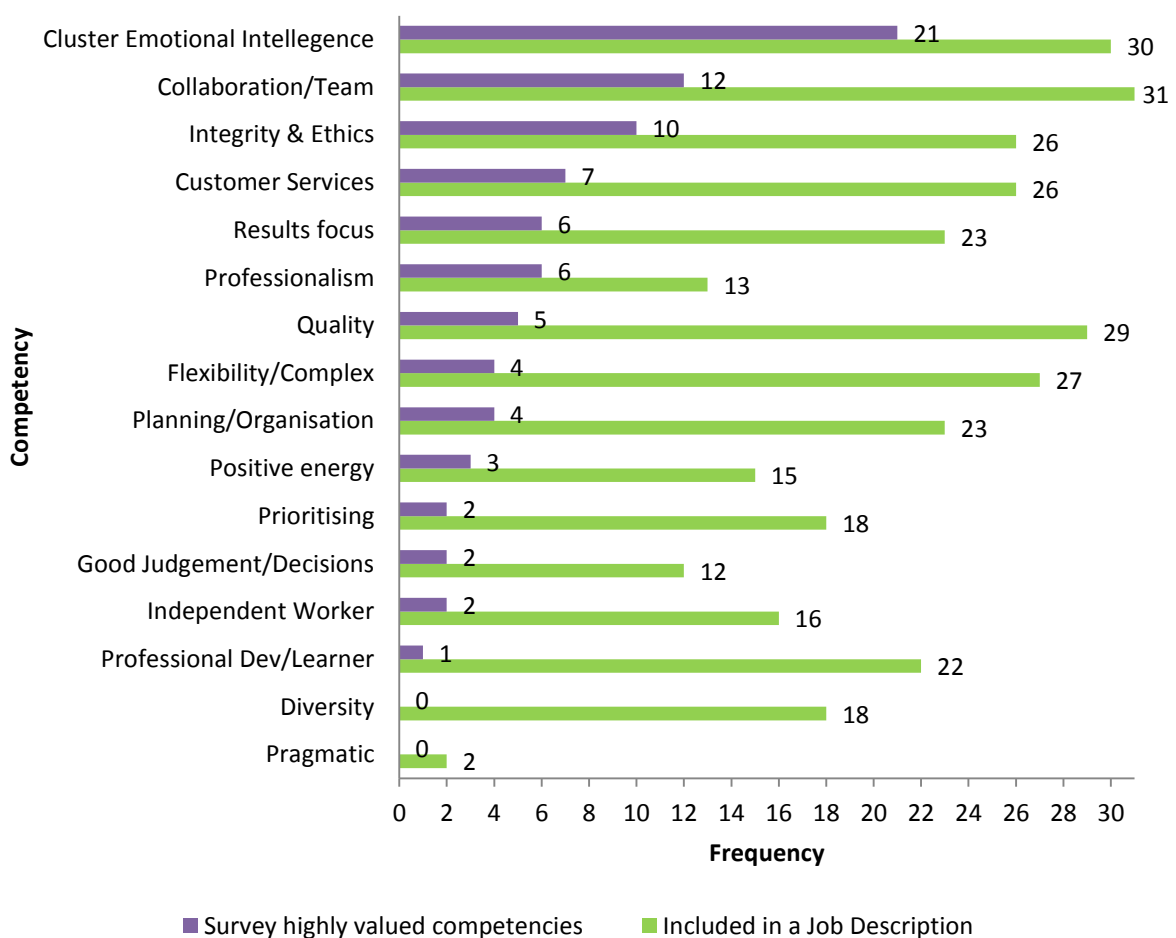


Figure 14: Comparison of Highly Valued Survey and Job Description Personal Attributes

Sixteen personal attributes are shown in Figure 14. The three most highly valued competencies were:

- emotional Intelligence (survey sum frequency 21, job inclusion 98%),
- collaboration (12, 100%),

- integrity and Ethics (10, 84%),

These comprised almost half (48%) of all the most ‘highly valued’ competencies.

As shown in Table 5 - the figures were rejigged and ranked by inclusion in job descriptions, so the related data could be investigated to compare different types of value. For instance, the top two were unchanged from Figure 14, but others changed ranking, e.g. quality, and integrity and ethics; or had lower sum frequency, e.g. flexibility.

Rank	Competency	Sum Highly Valued	Job Description Inclusion	Job Inclusion Rank	Job inclusion %	Job Description Sum Frequency	Job Description Frequency Rank
1	Collaboration	12	31	1	100	326	2
2	Emotional Intelligence	21	30	2	98	568	1
3	Quality	5	29	3	94	216	3
4	Flexibility	4	27	4	87	85	7
5	Integrity & Ethics	10	26	5	84	176	5
6	Customer Services	7	26	5	84	180	4
7	Planning/ Organisation	4	23	6	74	71	10
8	Results Focused	6	23	6	74	78	8
9	Professional Development	1	22	7	71	73	9
10	Prioritising	2	18	8	58	53	11
11	Diversity	0	18	8	58	128	6
12	Independent Worker	2	16	9	51	35	13
13	Positive Energy	3	15	10	48	30	14
14	Professionalism	6	13	11	42	21	15
15	Good Judgement	2	12	12	39	37	12

Table 5: Personal Attributes Ranked by Inclusion in Job Descriptions

When the same data was broken down by position levels different patterns emerged (see Appendix 5 data tables):

- At operational level – prioritising ranked highly, but customer service was the only attribute that was included in the top six (see Table 5). Six attributes were at or above the proportion of jobs at this level, and nine below. Few attributes were ranked ‘highly valued’ except customer services, and integrity and ethnics.
- At the advisory level only one attribute – organising/planning ranked higher than the proportion for that level (the other 14 were all lower) - but the table ranking looked more similar to table 5 than the other position levels. Collaboration, quality,

emotional intelligence, and professionalism were all proportionally reasonably ‘highly valued’ at the advisor level.

- At the senior level:
 - 11x personal attributes ranked proportionally higher than the number of positions at this level.
 - Results focused and positive energy ranked the highest, with results focus being the most ‘highly valued’.
 - Lesser value was placed on integrity and ethics, and collaboration.
 - Emotional intelligence matched the proportion for jobs at this level.

Personal attributes rated higher at senior levels and lower at operational levels; each level placed different value on the different attributes.

10.5 Transferable Competencies

Transferable competencies were valued less than personal attributes, but more than RIM expertise. They were clustered by management, business and influence as seen in Figure 15.

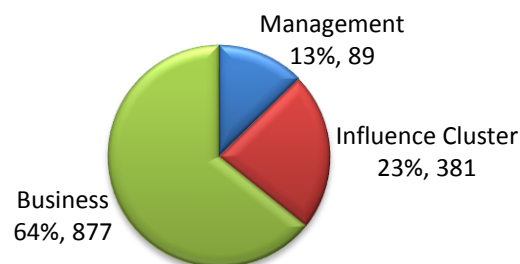


Figure 15: Transferable Competency Clusters by Sum Frequencies in Job Descriptions

10.5.1 Competency Descriptions

Employers described *business analysis* as workflow; supporting the activities or objectives and goals of groups/organisations; identifying needs; efficiency; and effectiveness.

I interpreted *intellectual capacity* as knowledge; expertise; critical thinking; a deep understanding of issues and solutions; intelligence - echoing participant comments:

- [people] “smart and flexible in their thinking” (#20)
- “we need clever, cluey solutions to be cost effective, and these may be out of the box.” (#11)

leading to the capability for strategic thinking and innovation in complex recordkeeping informatics environments.

10.5.2 Management

Of the 89 management job sum frequencies, 86 were in senior roles. As shown in Figure 16 while a few management competencies were ‘highly valued’ the count was minimal. The highest job description sum frequencies were for managing staff, while planning and budgeting/resourcing seemed very low in proportion to the number of senior positions. Seven out of the nine senior positions jobs included responsibilities for programmes of work/strategy. There was no strong trend between the distance from the CEO, position level, and degree of structural level of influence. Management competencies were weakly valued by employers.

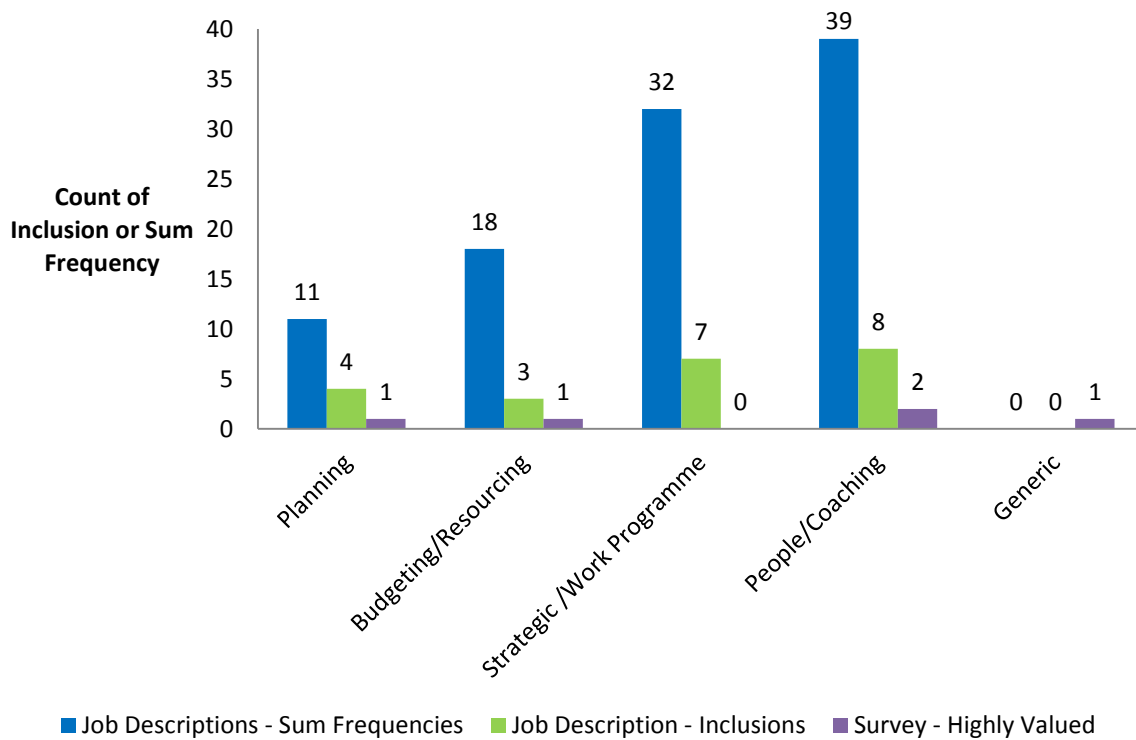


Figure 16: Management Competencies – Comparisons between the Data sets

10.5.3 Business

The business cluster of competencies had a job description sum frequency of 877; business competences were included in all job descriptions. Business analysis had fairly high ‘highly valued’ rates and a sum frequency of 25 out of a total of 177. As seen in Figure 17 there was an even spread amongst the competencies - except communications with a high of 30%, and business intelligence with a low of 2%.

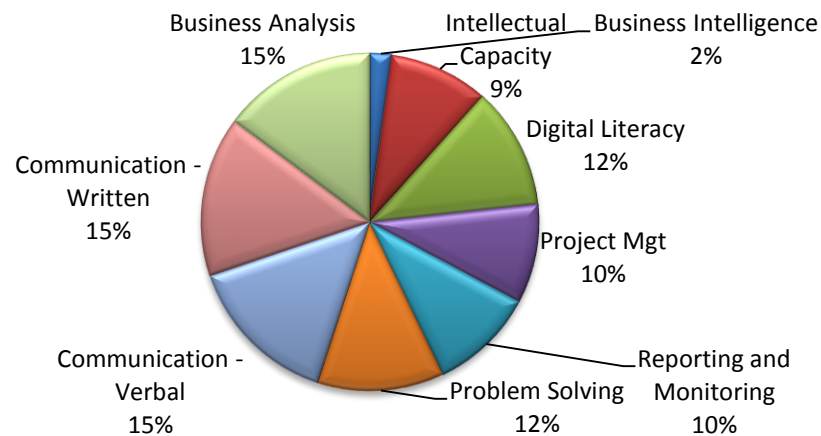


Figure 17: Job Description Inclusions for Business Competencies by Percentage Proportion

As Figure 18 shows, business analysis had a respectable ‘highly valued’ sum frequency, the highest job sum frequency (the fourth highest of all competences); and was included in 90% of all job descriptions. The majority of competencies were at advisory level (113x) with a proportionally higher count (112x) at the senior level (which had five fewer positions than the advisory level). Analysis of the source data indicated employers were describing analysis in terms of supporting current business activities not recordkeeping factors.

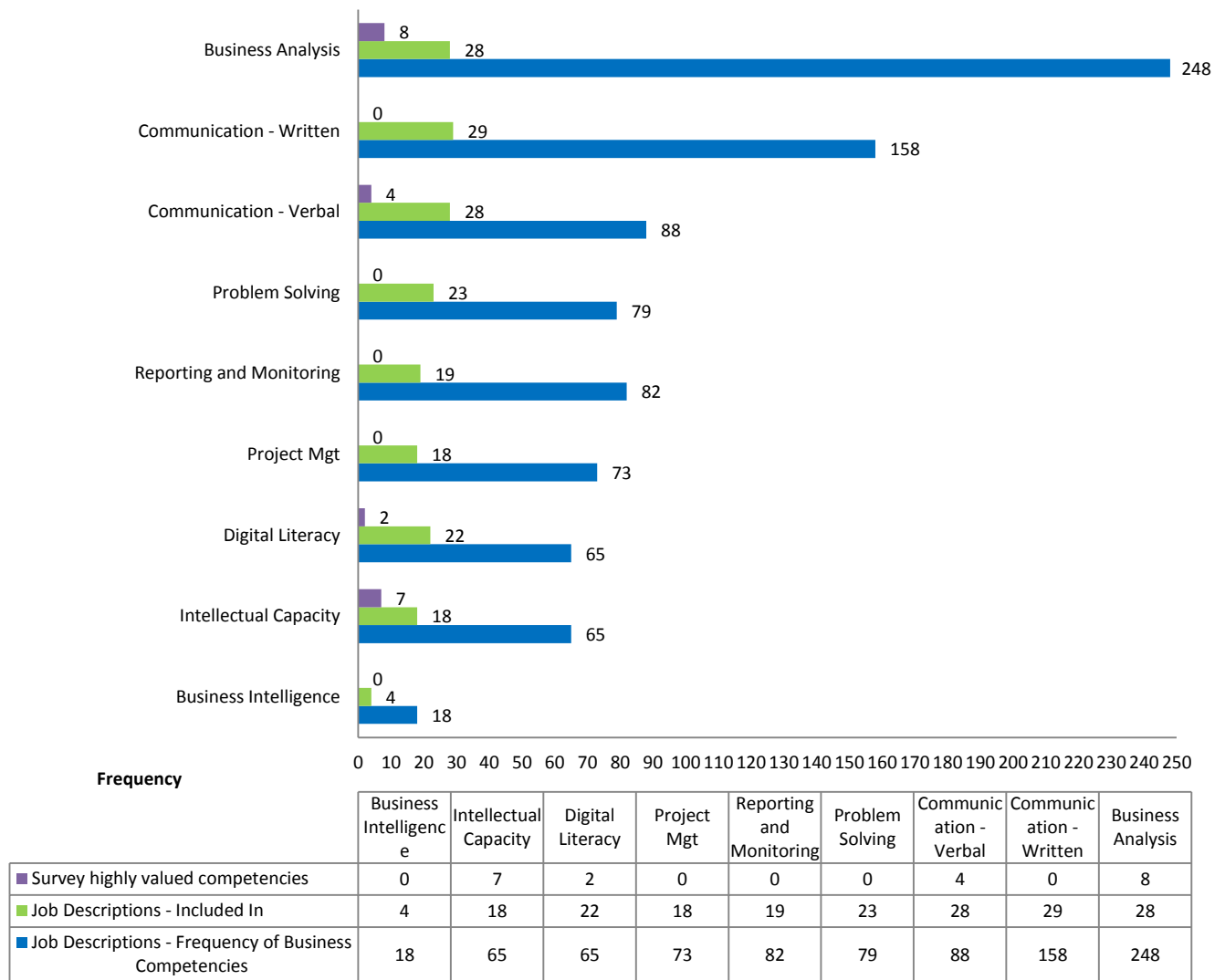


Figure 18: Transferable Business Competencies in Job Descriptions and Survey Data

Both verbal and written communication competencies were included in most job descriptions (90%-94%) and were highly valued by employers. If the communication competencies were combined, they would be almost first equal with business analysis.

Reporting and monitoring was included in 61% of job descriptions. Proportionately 16% were for operational positions, 37% advisory, and 47% senior. With the exception of senior positions - value seem on the low side - particularly as no participants rated it as ‘highly valued’.

10.5.4 The Information Technology Cluster

The IT application cluster included RIM applications, it was included in 77% of job descriptions, and was 'highly valued' five times.

IT systems and tools were included in 32% of jobs. When combined together with digital literacy (primarily office applications - in 71% of job descriptions) - 97% of all positions required technology based competencies.

Employers valued competency with technology but low value was placed on technical ICT competencies.

10.5.5 Influence

The influence cluster had a sum frequency of 381.

The highest competencies were training and support (included in 71%-77 % of all jobs or if combined 94%). They accounted for nearly half the competencies in this cluster.

- Advisor positions accounted for 50% of training requirements and 42% of the Support services.
- Several lower level advisory positions had requirements to develop or implement training, with some operational staff required to deliver training.
- Senior Advisor / Managerial positions had proportionally slightly higher training and support responsibilities including developing, implementing and managing teams delivering services.
- Only one position referred to training capability, e.g. learning theory, and this seemed exceptionally low indicating employers may not be aware of training capability requirements.

When the training and support data was removed, only 10 employers valued influence competencies – a higher proportion (41%) valued it at senior levels. Promoting, motivating and providing recordkeeping advice to staff were included in more than half of all job descriptions. Little value was placed on change, advice, leadership, and advocacy (included in only 19% of job descriptions).

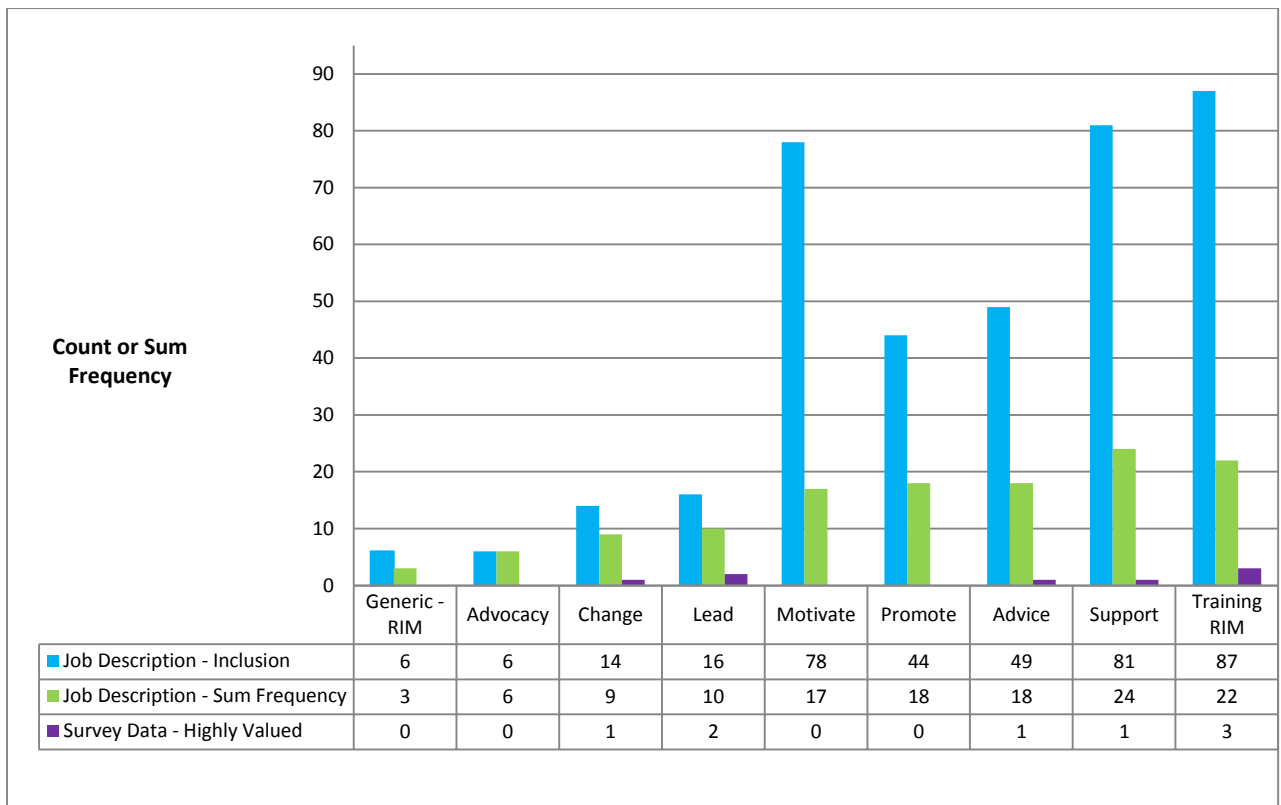


Figure 19: Influence Competencies for all Positions

10.6 Sources used in Creating Job Descriptions

The sources used to write jobs were investigated to determine what, if any, influence they had in influencing job content. Twenty-six respondents provided responses to the sources used; 20 listed two or more sources and these are seen in Figure 20.

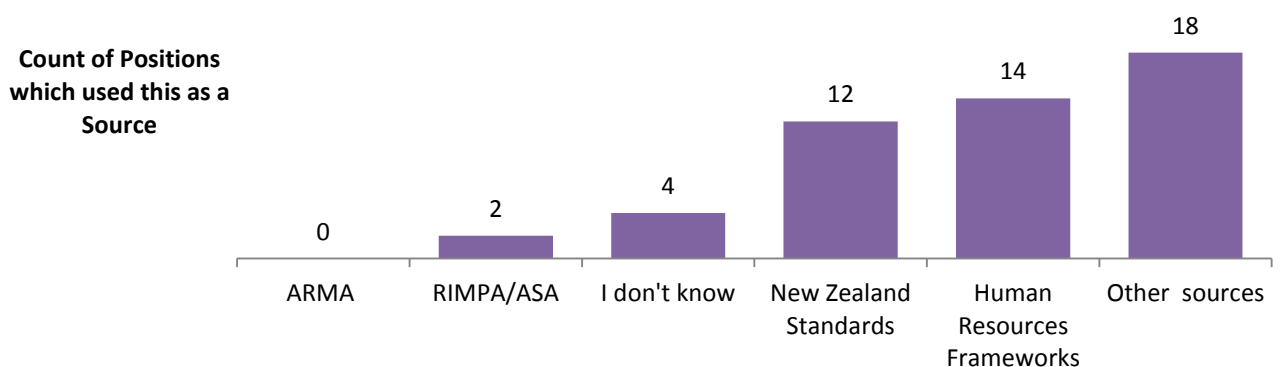


Figure 20: Sources used when Creating Job Description Content

Forty-six percent of respondents used Archives NZ Standards (including 7% who used the ASA/RIMPA frameworks). Fifty-four percent of respondents (14x) did not use an external

recordkeeping framework. Of the 18x who included ‘other sources’ - 39% had also included formal recordkeeping frameworks and 61% did not. The ‘other sources’ included

- existing internal or externally sourced job description (31% of all job descriptions),
- professional knowledge and experience (27%),
- internal documentation, e.g. organisational objectives/strategy, internal policies and procedures (12%).

10.6.1 Use of Frameworks

Of the 317x RIM domain competencies - most reflected descriptors in the 2014 records standard (Archives New Zealand, 2014a). To examine if there were differences between those who used or didn’t use the recordkeeping frameworks, the data was separated and examined.

Those that used formal recordkeeping frameworks as sources listed RIM, AM, and RIM related competencies as ‘highly valued’ more frequently. This included six RIM domain specific or generic; 11 RIM foundational; and six integrity and ethics competencies. They accounted for 74% of all ‘highly valued’ competencies. These trends were also seen in job descriptions for both RM and AM competencies, e.g. appraisal (67%, 2 out of 3); disposal – development (67%, 2 out of 3); written policy/procedures; risk; create/capture; and maintenance/storage.

Fifty-four percent of job content (14x) were created with no reference to recordkeeping frameworks. They did not ‘highly value’ any RIM domain specific or generic competencies - but did ‘highly value’ RM Foundational competencies (3x) and integrity and ethnics (3x).

Approximately half of the job descriptions were coherent, concise, and displayed RM expert knowledge – I could find no trend between those who did or didn’t use formal recordkeeping frameworks.

Using recordkeeping frameworks as sources influenced what RIM competencies were included in job descriptions, and ‘highly valued’. But those who did not use the frameworks still placed some value on recordkeeping expertise.

10.7 Recordkeeping Domain 'Expert' Competencies

This section includes RIM foundational, and records and archival management expert competencies.

10.7.1 Foundational Knowledge

I used the ASA/RIMPA interpretation of *foundational knowledge* - incorporating a professional practice that valued integrity and ethics because "...we handle or are entrusted [with] sensitive information of our organisation; therefore professional integrity is critical" (#27).

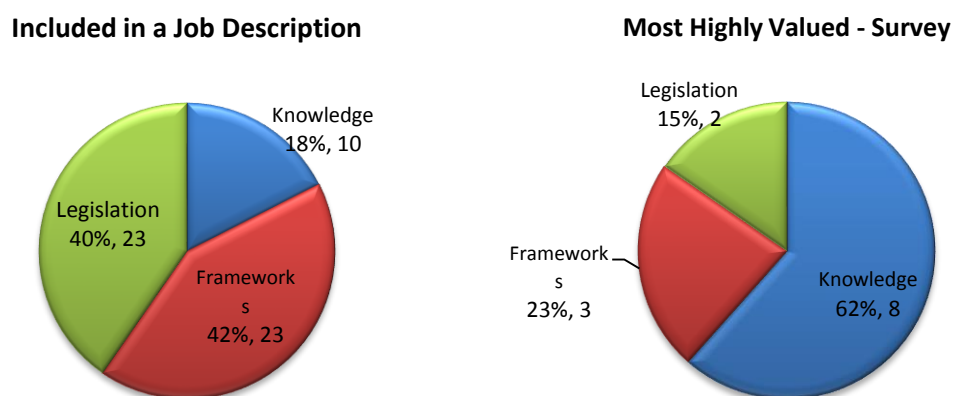


Figure 21: Comparison of core RM Foundational Value between Job Descriptions and Survey Most Highly Valued

As can be seen in Figure 21 - on the left-hand-side frameworks and legislation were valued more highly than knowledge in job descriptions; on the right-hand-side showing survey data - knowledge was the most 'highly valued', with frameworks and legislation less so.

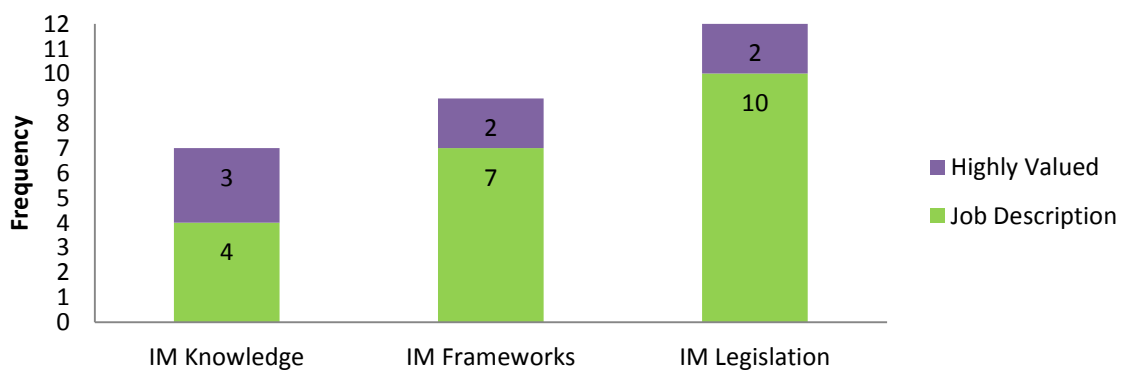


Figure 22: Comparisons between Job inclusion and Highly Valued IM Foundation Competencies

These trends were repeated in the IM data in Figure 22. The combined proportions of the competencies ‘highly valued’ by employers are seen in Figure 23 – with integrity and ethics, and RM knowledge being valued proportionately higher.

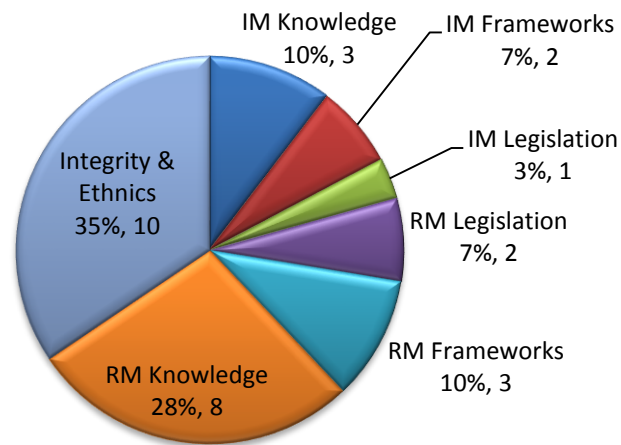


Figure 23: Most Highly Valued Competencies RIM Combined Cluster

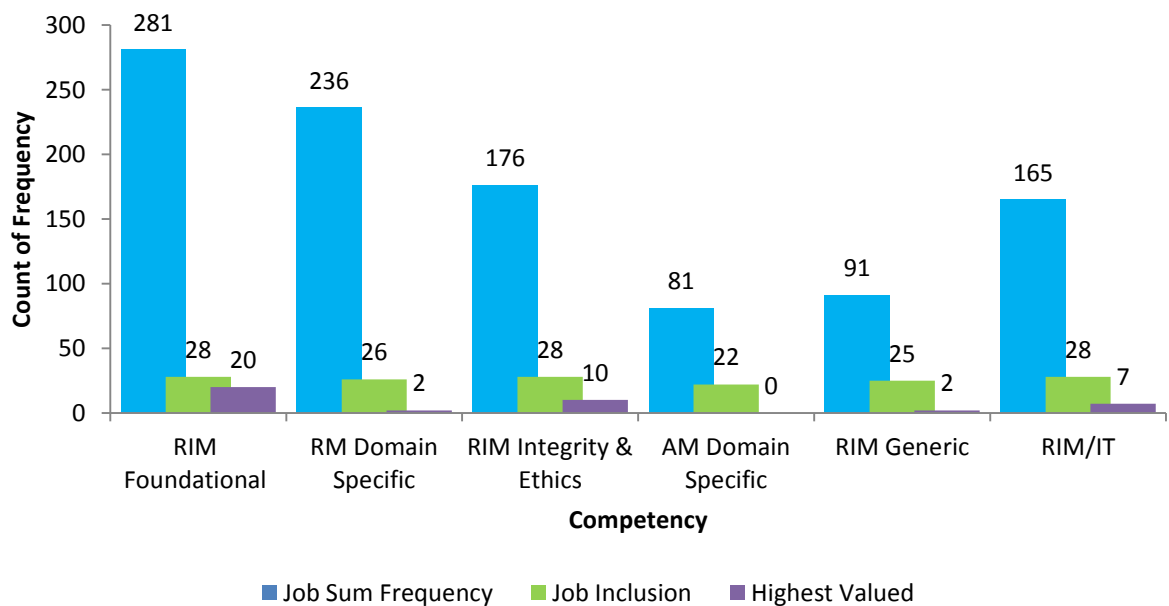


Figure 24: Domain Clusters

The proportions for expert competencies are seen in Figure 24, and the detailed figures can be seen in Appendix 6. If the RIM expert cluster was combined it would have a similar value to the emotional intelligence competency:

- If integrity and ethics were removed from the cluster, RIM foundations would be ranked sixth highest by unique ‘highest valued’ counts.

- RIM expert competencies were included in 84% of job descriptions. When the sum frequency for all RIM expertise, including foundational competencies was combined it averaged about eight in each job description.
- RIM expert capability was valued moderately highly by employers.

10.7.2 Records Management

The records management competencies were ranked by inclusion in job descriptions – see Table 6. The top six strongly reflect six of the seven principles in the 2014 standard.

Rank	Competency	Inclusion in Job Descriptions	% of Job Descriptions	Sum Frequency	Valued in Survey
1	Access & Security	17	55	59	0
2	Classification	17	55	49	0
3	Maintenance & Storage	13	42	24	0
4	Metadata	11	36	30	0
5	Creation & Capture	10	33	19	0
6	Integrity	8	26	16	0
7	Risk	6	19	8	2
8	RM/IM – Writing/drafting Policy & Procedures	5	16	24	0
9	Transfer/Migration	3	10	3	0
10	Templates	1	3	2	0
11	Disaster Recovery	1	3	1	0
12	Context	1	3	1	0
	SubTotal	22		236	2
	Archival Management	22	71	81	
	Total	27		317	

Table 6: Recordkeeping Domain Expert Competencies Ranked by Inclusion in Job Descriptions

When R/IM and AM competencies were combined the proportion of inclusion in jobs increased to:

- access and security 68%,
- metadata 39%,
- integrity 32%,
- risk 23% and
- retention and disposal 48%.

Risk was the only competency ‘highly valued’ in the records management cluster and ranked very low. Risk related competencies (including generic not shown above) could be combined as RIM integrity, risk, disaster recovery, and metadata (i.e. integrity) to add up to 33% in all job descriptions - which seems very low.

10.7.3 Archival Management

‘Traditional archival’ activities were included in 71% of job descriptions, but none were ‘highly valued’. Most activities related to the 2014 standard principle five – appraisal and disposal but generally the descriptors were generic and vague, and at exceptionally low frequencies (3-19%) (Archives New Zealand, 2014a). Clustered similar archival activities (Figure 25) are non-specific, development, and implementation work program activities. Developing programmes was the most popular activity (55%), while implementing disposal was mentioned more frequency - with a reasonably even spread in the job descriptions they were included in.

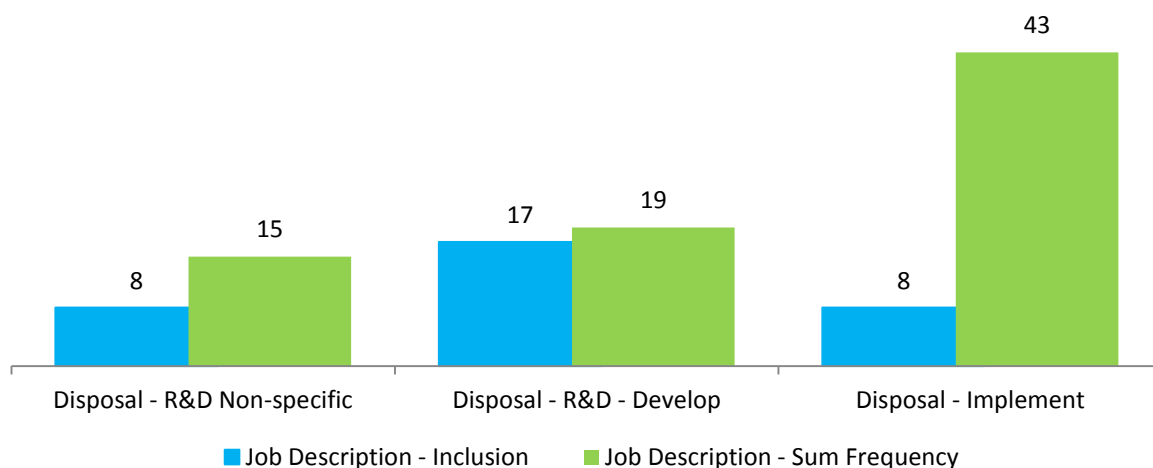


Figure 25: Job Descriptions - Clustered Disposal Activities

When the data is shown progressively (see Figure 26) then proportionally non-specific disposal was fairly high, and transfer low. Two organisations included the requirement to consult with creators; one included consulting all stakeholders during appraisal; little value was placed on destruction, scheduling, and legacy records - and these all seem exceptionally low. Fifty-four percent of survey participants had not used recordkeeping frameworks as job description sources and this may have influenced how familiar employers were with the traditionally ‘archival’ competencies of appraisal and disposal.

The value employers placed on recordkeeping expertise – R/IM, AM, and foundational expertise seemed low for a specialist role, and archival capability seem exceptionally low.

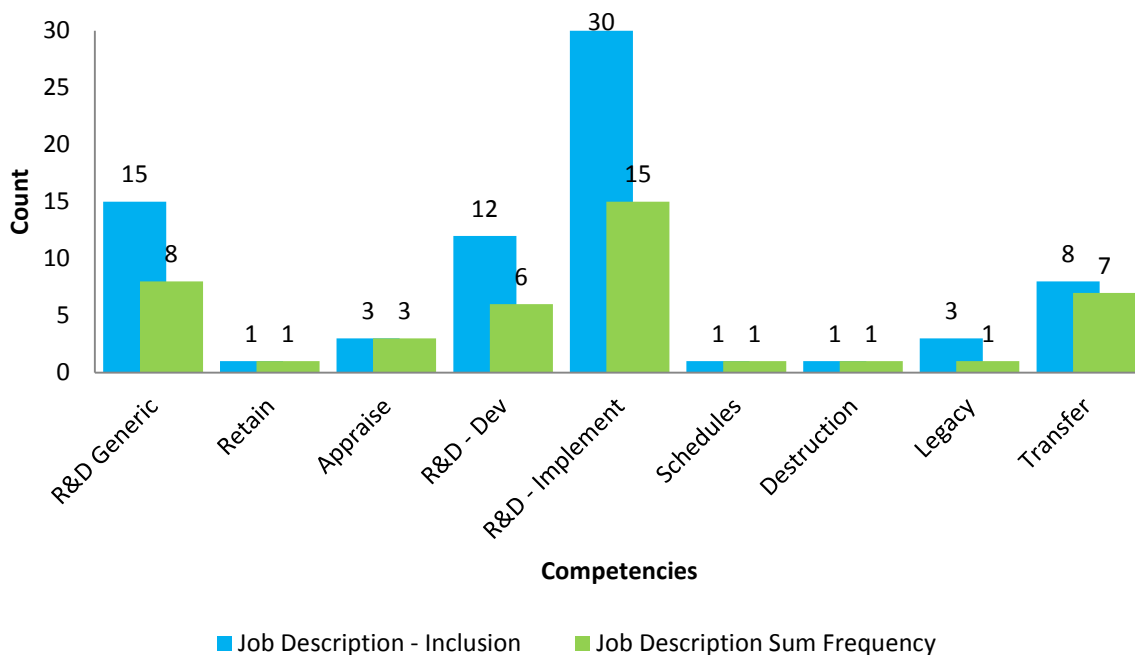


Figure 26: Job Description Data - Disposal Competencies Grouped by Progression

10.8 Qualifications

This section examines the value employers placed on qualifications from the perspective of core recordkeeping expertise and intellectual capability. ‘Qualification or experience’ was coded as experience - on the assumption that employers regarded a qualification as not required.

As seen in Figure 27 – over a quarter of employers regarded experience as being comparable to tertiary qualifications, and 19% did not require any qualification.

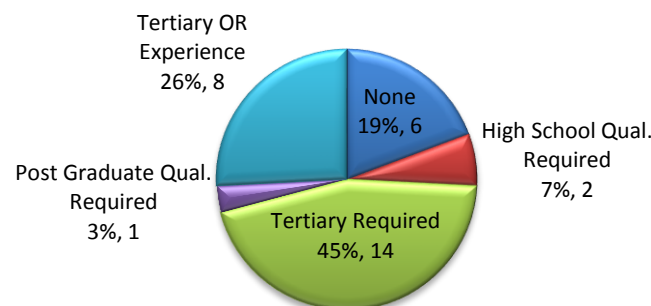


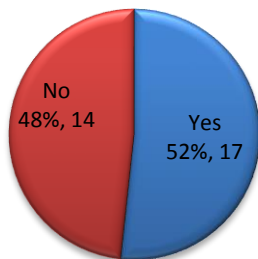
Figure 27: Educational Requirements by Type, as a Percentage from Job Descriptions

Most positions were full-time permanent. Contract positions would be unlikely to provide professional development support if candidates lacked RIM expertise. Two small agencies offering short-term contacts required no qualifications for advisor level positions, but did require RIM experience.

10.8.1 Qualifications Required

In the job description data, 52% of employers required tertiary qualifications, however 21% more survey participants answered that a formal qualification was required (survey response rate 29). If a qualification was not a requirement in a job description, it could adversely influence salary ranges. Salaries ranged between \$40K-\$110K (see Table 3) and I could detect no trends between qualifications and salary.

Job Description Content



Survey Data

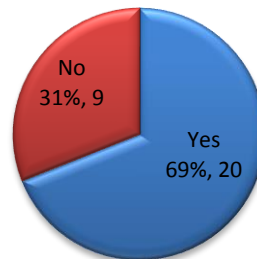


Figure 28: Were Formal Qualifications Required? Comparisons between the Job Content and Survey Responses

Of the employers that required tertiary qualifications, 13 were large agencies (72% of all large agencies) and four medium sized agencies (66% of all medium agencies); none of the five small agencies required qualifications.

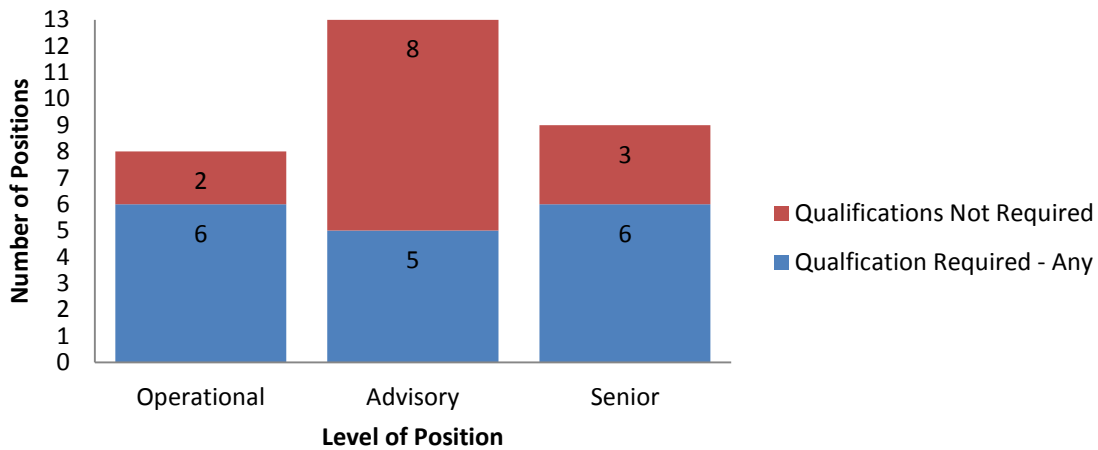


Figure 29: Job Description Data - Comparing Tertiary Qualification Requirements by Position Level⁷

As seen in Figure 29, there was a preference for qualifications at the operational (75%) and senior levels (67%), with less value placed on qualifications at the advisory level (38%). Approximately half the positions - from operational to senior advisory level - required or desired R/IM qualifications with the remainder valuing IM/ICT/Library/any qualifications (see Figure 30).

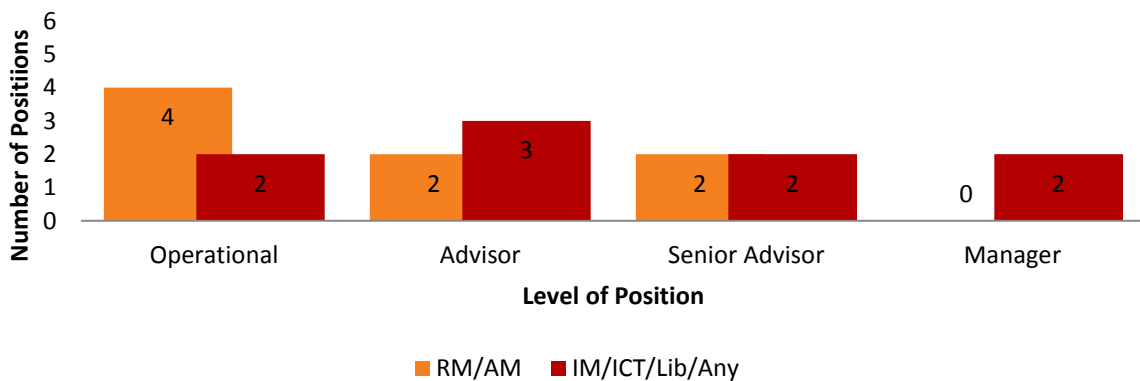


Figure 30: Tertiary Qualifications Required - Types by Level of Position

10.8.2 Experience

When qualifications were required (see Figure 31):

- Operational staff were expected to have experience in:
 - personal attributes competencies, e.g. customer service, quality, and collaboration,
 - RM foundational and domain expertise, and
 - IM/ICT.

⁷ These figure exclude the support role, which had no qualification requirement

- Advisors were not expected to have:
 - RIM/AM foundational or,
 - domain expertise.
- Senior staff were expected to have:
 - experience in RM foundations,
 - a little less RM/AM domain experience than operational level staff.

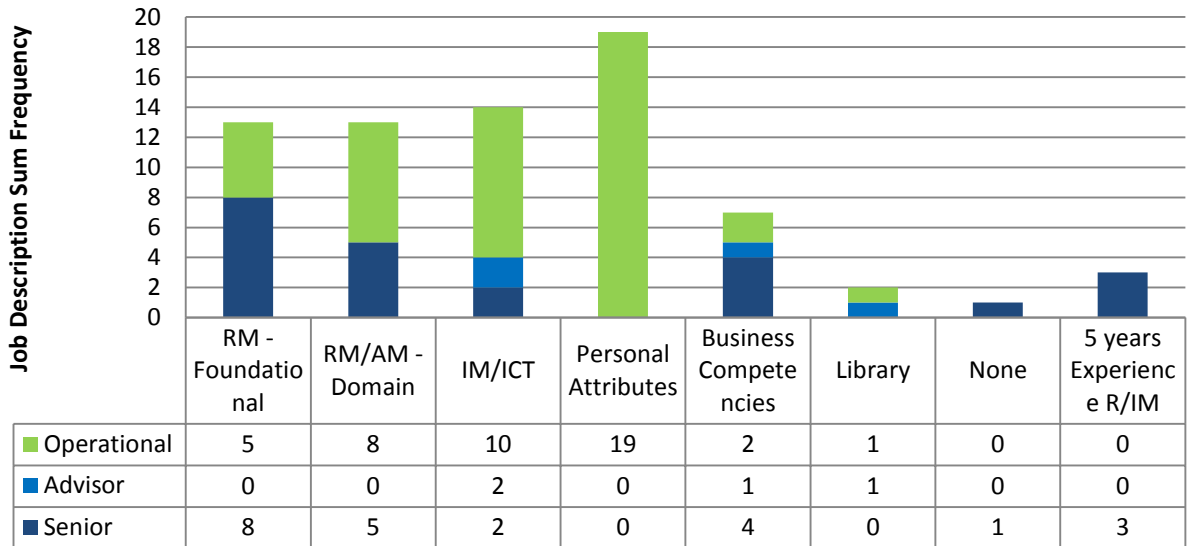


Figure 31: Preferred or Required Experience when a Qualification is Required

Curiously, more value was placed on qualifications at operational level, than senior, and the lowest value was placed on advisors having qualifications. This differed with McQuellin’s (2008) findings of higher value being placed at mid-range (advisory) levels. If survey data is used - overall - qualifications seemed to be valued higher than McQuellin found.

Of the employers who did not require qualifications half were large agencies (35% of all large agencies); and two of the six medium agencies (33%). Five out of five small agencies didn’t require qualified candidates. Most employment contracts were for permanent positions (12x), two were fixed-term contracts at small agencies. Slightly more positions preferred RM/AM qualifications (see Figure 32) than those where a qualification was required. Four advisory and senior level positions had no preferences for qualifications. The findings seem to indicate that employers regard qualifications as less important at advisory and senior levels, and smaller agencies may be exposed to higher risk of inadequate recordkeeping expertise.

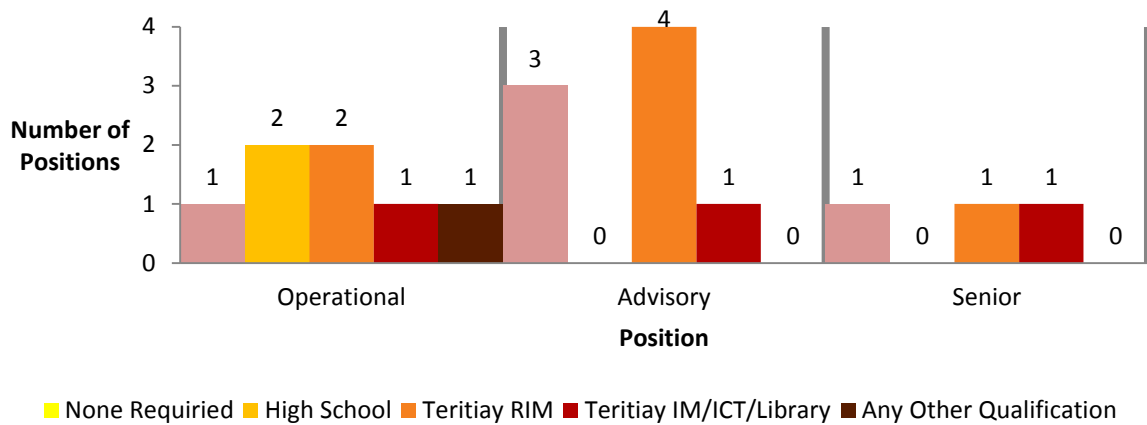


Figure 32: When a Qualification is Not Required - The Preferred Type of Qualification

When positions had no requirements for qualifications (see Figure 33) - the expectations for experience were very different to Figure 31. There was a preference for advisor positions to have RIM foundation and domain experience, as well as personal attributes and a slightly higher proportion of business competencies; a few required three years R/IM experience. Few operational level positions were expected to have experience and one senior position required no qualifications or experience. Employers valued RIM experience in advisors that had no RIM qualifications. At the advisor level, some employers may regard qualifications and experience as being similar.

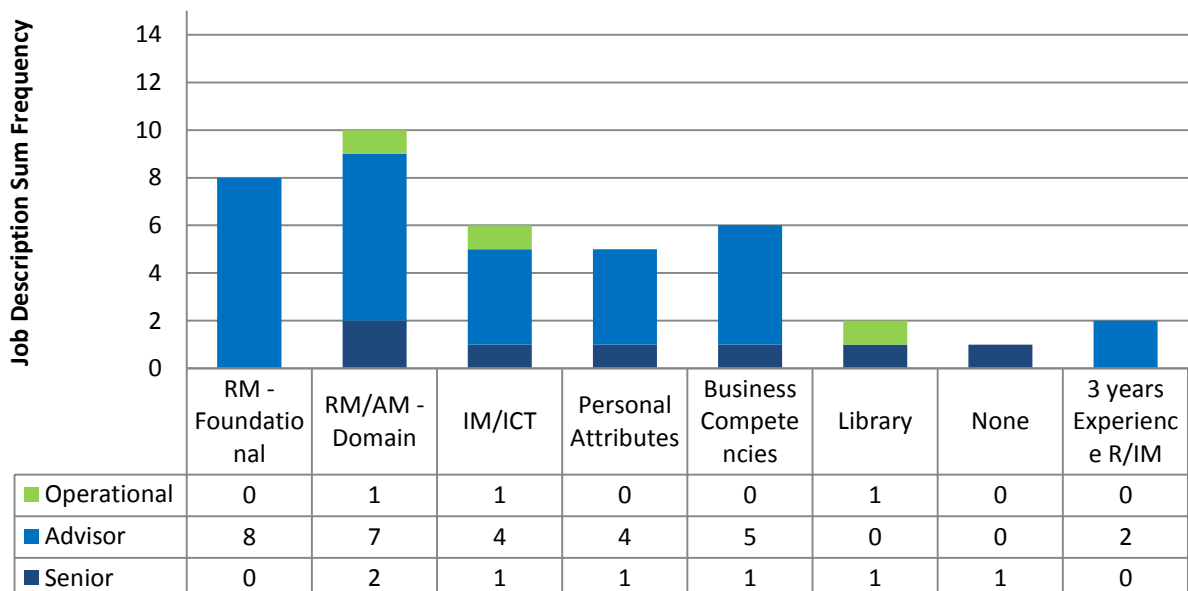


Figure 33: No Qualification Required - Job Sum Frequency Experience

10.8.3 Qualification Importance

The survey data on why qualifications were important is shown in Figure 34.



Figure 34: Participant Reasons Why Qualifications were Valued

Proportionately only 14% of survey participants thought qualifications were good sources for RM /AM competencies; when IM is added the total rises to 28%. On examining the counts - as a proportion of job descriptions (i.e. out of 31), the ‘higher’ percentages (45%-55%) reflected the importance placed on personal attributes, RM/AM/IM domain competencies, and thinking skills. Two of the ‘other’ reasons were training capability i.e. adult learning. Moderate value was placed on personal attributes, and ‘any qualification’. The lowest importance was placed on management and business competencies, and information technology.

Participant comments shed light on the relative importance employers placed on RIM expert capability, e.g. “Technical skills can be learnt and experience can be built as long as the person has the right level of motivation/energy and intellect/potential.” (#18). “...while knowledge and experience was very important for us...this was, to an extent, secondary to excellent people skills” (#21). This implied some employers believed RIM capability could

be developed ‘on the job’ and that qualifications were not necessary. Professional development was included in 71% of job descriptions. Recent research indicated up to 75% of employers covered some or all study/training costs (RIM Professionals Australasia, 2015). However on closely examining the data for positions with no qualifications or RIM experience requirements, I found a high proportion probably had limited or no access to internal or external RIM expertise. This included smaller and medium agencies, and agencies outside of Wellington. This would be a useful area to explore in future research.

Many employers valued intellectual capability (job inclusion 58%). One of the ‘other’ reasons for valuing qualifications was so that candidates could demonstrate they had the required professional expertise and capability to be innovative, effective recordkeepers:

“an indicator of a commitment to recordkeeping as a profession, confirms intellectual capability as well as exposure to formal evaluation and exposure to an understanding of emerging technologies and competing philosophical approaches to records management which will shape the future of records management.” (#10)

The qualification data was compared with the ‘highly valued’ data for intellectual capability (which had a ‘highly valued’ count of seven - six of which were at senior level positions). On examining the job descriptions which required qualifications - proportionality only 37% included intellectual capability. So while some employers seemed to link intellectual capabilities, qualifications and innovation - others did not. It would be useful to explore this in future research.

11 Discussion of Findings and Comparison with Recordkeeping Frameworks

This section examines the recordkeeping frameworks, what was valued by employers, and notes any gaps between the two.

11.1 Personal Attributes

The recordkeeping frameworks are largely silent on personal attributes. The 2014 standard indicated the need to work collaboratively (Archives New Zealand, 2014a, p. 5). The ASA/RIMPA framework includes interpersonal competency and stated that practitioners should develop capability over time (ASA and RIM Professionals Australasia Joint Education Steering Committee, 2012, p. 5).

Most employers regarded interpersonal capability very highly (especially emotional intelligence and collaboration) and higher than transferable competencies and recordkeeping domain expert competencies.

Recordkeeping framework competencies valued by employers:

- internal collaboration.

Significant gaps between the frameworks and what employers valued:

- external collaboration.

11.2 Transferable Competencies

The recordkeeping frameworks have more to say on transferable capability and competencies.

Managing records systematically - principle seven of the 2014 standard - incorporated leadership, objective setting, and review (for improving organisational performance) (Archives New Zealand, 2014a, pp. 23-25). Compliance requirements included:

- adequate resourcing (p. 25),
- documentation of records management activities i.e. writing (pp. 9, 11, 13, 18, 23-25),
- regular review and monitoring (pp. 23, 24),
- training staff in basic recordkeeping practices (p. 23), and

- promotion of the use of records (p. 15).

The following applies to both transferable and recordkeeping expert competencies:

- Risks must be identified and mitigated, and records kept accessible, secure, and managed and protected (pp. 16, 20-22).
- The 2014 standard recommended:
 - providing advice and setting records management objectives,
 - “empowering staff with records management responsibility to make any needed improvements” (p. 23), i.e. to frameworks/systems including RM/ICT (pp. 15, 16).
 - Business analysis requirements including:
 - internal and external requirements and obligations,
 - recommendations to consider operational and legislative requirements,
 - stakeholders’ expectations (pp. 7, 9), and
 - risk.
 - Technology capability was pervasively implicit, as were ICT competencies, e.g. digital continuity requirements and guidance.
- The ASA/RIMPA framework includes:
 - business analysis and audit,
 - communication,
 - financial, budgetary, human resource management, project management, leadership, and mentoring,
 - risk assessment,
 - training and development,
 - digital literacy and use of technologies, governance, information architecture, business intelligence, and a clear sense of embedding digital recordkeeping into systems (2012, pp. 5-6).
- The ARMA framework (2008) (from which the ASA/RIMPA framework was built) requires training capability, i.e. learning theory, in recordkeeping staff responsible for developing training programmes.

Competencies valued by employers:

- Written and verbal communication
- Management - managing staff, coaching

- Staff training
- Digital literacy and using technology
- Promoting records
- Business analysis - supporting current business objectives, activities, and requirements

Potential gaps - between the frameworks and what employers valued:

- Leadership
- Monitoring, reviewing and audit
- Reporting
- Providing advice
- Project management

Significant gaps - between the frameworks and what employers valued:

- Recordkeeping business requirements analysis incorporating
 - external and internal requirements,
 - value (Archives New Zealand, 2014a, p. 17),
 - risk.
- Management - structural frameworks and access to resourcing networks:
 - Budgeting/resourcing
 - Planning
 - Strategic/work programmes
- Advocacy
- Business intelligence
- Training development capability
- Technology capability, e.g. ICT embedding recordkeeping functionality into digital frameworks

Future research would be useful for exploring organisational recordkeeping maturity in:

- management capability expectations and access to organisational structural frameworks for strategic planning and resourcing,
- advocacy, leadership, and influencing change when employers place low value on records and management capabilities (Oliver & Foscarini, 2014),
- training capability, and evaluation of the effectiveness of training programmes.

11.3 Foundational Knowledge

The 2014 standard required trained staff to be assigned records management functions and activities without defining a type or level of training (Archives New Zealand, 2014b, p. 23). The ASA/RIMPA framework expects practitioners to have a professional set of knowledge, and the capability for ongoing development (ASA and RIM Professionals Australasia Joint Education Steering Committee, 2012, p. 2). The international standard describes a 'Professions set of understanding records management' (Findlay, 2016, May 10), as well as competency, training, and professional development being required for recordkeeping staff in core recordkeeping competencies (International Organization for Standardization, 2016, p. 10).

Potential gaps - between the frameworks and what employers valued:

- deep engagement with R/IM theories, models, and frameworks,
- the value of qualifications for developing core RIM expertise and business management capability.

Significant gaps - between the frameworks and what employer valued:

- the value small and medium sized agencies placed on qualifications.

Areas for future research:

- If employers are not requiring candidates to demonstrate R/IM expertise through qualifications - how they are determining candidates have or can acquire the required level of core RM capability?
- How exposed are agencies, particularly small agencies, to recordkeeping business requirements risks?
- Why is less value placed on qualifications and experience for advisor positions?
- Why is training capability not valued?

11.4 Domain Expertise

Recordkeeping knowledge domain expertise is described in the 2014 standard as:

- creating and maintaining,
- classifying and organising,
- metadata,
- access,
- appraisal and disposal, and
- maintaining the integrity of records (Archives New Zealand, 2014b, p. 3).

Additionally the value of records must be appraised (p. 17), and retention defined, with systematic regular disposal – i.e. destruction, legacy records, and transfer (pp. 18, 19).

The 2016 draft standard requires organisations to have access to skilled RIM staff/services and suggested RM capability be “reflected in relevant role descriptions” (Archives New Zealand, 2016, p. 7).

The ASA/RIMPA framework incorporates appraisal and consultation interwoven throughout reflecting requirements for practitioners to have good foundational knowledge including understanding of relevant theories and models, and professional ethics. This perspective incorporates advocacy and awareness of cross cultural perspectives and sensitivities, and wider community expectations (ASA and RIM Professionals Australasia Joint Education Steering Committee, 2012, pp. 5, 8).

In the international standard appraisal capabilities are summarised as:

- 1) understanding business context - resulting in an adequate understanding of requirements,
 - 2) balancing risk with appropriate resourcing - to support or mitigate risk, and
 - 3) regular review (International Organization for Standardization, 2016, pp. 10-12),
- with controls and management of disposal activities (pp. 15-16, 18-19) embedded within recordkeeping systems.

Competencies - valued by employers:

- Integrity and ethics
- Disposal programmes
- Classification
- Metadata
- Access

Significant gaps - between the frameworks and what employers valued:

- practitioners deeply engaged with recordkeeping theories, models and frameworks,
- appraisal and disposal competencies and capability,
- advocacy,
- risk and digital continuity including 'long-term access' data and integrity,
- recordkeeping business requirements analysis, incorporating
 - external and internal requirements,
 - value (Archives New Zealand, 2014a, p. 17), including all stakeholders,
 - risk,
- stakeholder advocacy and consultation.

12 Conclusions

The report concludes by answering the two research questions that formed the basis of this research.

What capabilities and qualifications are valued by employers, and why?

Employers valued capabilities that enabled individuals to effectively perform roles, meet organisational and business objectives, and complete work programmes. They highly valued personal attribute capability - particularly emotional intelligence and collaborative competencies. Some employers thought emotional intelligence was important for resilience with challenging record content and environments. Others thought understanding the needs of others - to support their work activities and objectives was more important. Transferable competencies - particularly business analysis and communication, were highly valued by employers. They saw these as important in understanding, communicating and promoting recordkeeping activities and supporting organisational business needs. Employers valued

developing and implementing disposal programme capability, but not in hiring staff with the appraisal and disposal competencies as described in the recordkeeping frameworks.

Some employers valued recordkeeping expert capabilities and RIM qualifications. Others considered personal attributes took precedence over recordkeeping expert capabilities and RIM qualifications because “we can train/upskill” (#5) after hiring. Employers valued integrity and ethics moderately highly compared with the professional frameworks due to the type of work and records that recordkeeping staff were involved with.

Qualifications were valued more by larger agencies, and less by smaller agencies. RIM qualifications were preferred slightly higher than other types of qualifications. Employers placed lesser value on advisors having qualifications, RIM qualifications, or experience. For some employers, the value placed on RIM experience appeared to be a substitute for core RIM expertise gained from qualifications. Proportionally 22% of the reasons qualifications were considered important were for demonstrating intellectual capability, i.e. thinking skills, and information and records management expertise. Importance was placed on personal attributes and business competencies including analysis, thinking, solutions, and planning competencies. This implied qualifications may have been valued for reasons similar to why other capabilities were valued, i.e. personal effectiveness, supporting business objectives, but this needs to be confirmed with future research.

How do capabilities valued by employers compare with related Australasian research and Australasian competency frameworks?

Employers ‘highly valued’ personal attribute capability – but the frameworks did not.

There were gaps between the value employers placed on business related transferable competencies and the frameworks.

- The most significance difference of interpretation was business analysis. Employers valued supporting business objectives, needs and activities – (with some employers objecting to recordkeepers taking “too much of a records-centric view” (#17).). The recordkeeping frameworks interpretation was of business analysis inclusive of business and recordkeeping requirements.

- There were gaps between the value employers placed on management and leadership capability and the higher value the recordkeeping frameworks placed on them.
- Employers placed moderate value on monitoring, evaluating, and reporting activities whereas the frameworks placed high value on monitoring capability.

Employers placed lower value on recordkeeping expertise capabilities than the frameworks did.

- Employers placed moderate value while recordkeeping frameworks placed higher value on creating and maintaining; classifying and organising; metadata; and staff training (but not training capability).
- Employers placed little value on digital capability - including risk, integrity, and continuity embedded within systems and architecture - compared with the recordkeeping frameworks.
- Employers placed little value on appraisal and disposal capability compared to the high value the recordkeeping frameworks placed on them.

Employers valued qualifications slightly more than in previous research, but curiously not at mid-level, advisory levels.

The trend of decreasing numbers of operational level positions seen in previous research is continuing.

13 Summary

Employers were clear - they valued competencies essential for recordkeeping practitioners to be effective in the workplace and personal attributes competencies were the most important. Gaps emerged when comparing the competencies employers valued and those the recordkeeping frameworks valued. Employers focused on supporting immediate business needs and activities while the frameworks focused on analysing organisational recordkeeping requirements. Employers placed moderate but lower value on recordkeeping expertise, knowledge and professional perspectives, and qualifications - than the recordkeeping frameworks did. This potentially lowers organisational recordkeeping expertise in developing innovative practice and working collaboratively in shared ICT workspaces on behalf of all stakeholders. While employers valued disposal programmes, they did not ask for archival and disposal competencies. In today's recordkeeping informatics environment the recordkeeping continuum theories of 'archival' (appraisal and disposal) functionality need to be deeply embedded within ICT systems and processes - or significant gaps in practice may occur. There were other gaps between employers valuing competencies lower than the frameworks did in management, leadership, training capability, ICT, and monitoring. These could impact the effectiveness of recordkeeping programmes and activities.

If employers are unfamiliar with the professional competencies and capabilities required in recordkeeping staff, then they are more dependent on the professional expertise, knowledge, and commitment of recordkeeping professionals for achieving organisational recordkeeping maturity. Highlighting the gaps between what employers asked for during recruitment and what the recordkeeping frameworks recommended may assist employers, practitioners, standard setters, and educators in improving the effectiveness of recordkeeping practice.

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APPENDIX 1: Participant Information Sheet

A Comparative study between what is valued when recruiting New Zealand Recordkeepers and recordkeeping competency frameworks by Katherine Clarke

To the Records Manager

Dear Sir/Madam

I am writing to ask your assistance with a research project that I am conducting in partial fulfilment of the Master of Information Studies programme run by Victoria University of Wellington.

The research will examine what employers are looking for when recruiting for recordkeeping positions. Recordkeeping is a comprehensive term encompassing records managers, archivists and support assistants. The research will use existing competency frameworks as an objective, analytical method of highlighting gaps between what is asked for, and the capabilities required for effective organisational recordkeeping outcomes.

The research findings may shed light on reasons for ineffective organisational recordkeeping practice, and will support and inform the practice of recruiters, government agencies, practitioners, professional associations, educators, and standard setters in making more informed decisions.

If your organisation has advertised recordkeeping positions during 2014 and 2015, I would be grateful for your assistance with this research.

I am planning to collect and analyse job description documents, in combination with a short on-line survey related to the job description. If you agree to participate you can request to receive a summary of the research findings, which will be sent after the research is submitted to the Victoria Research Archive in 2016.

This project has been granted ethics approval from the Information Management Ethics Committee, Victoria University of Wellington, New Zealand.

The research data will be confidential. Access to the data collected during the study will be restricted to my supervisor and myself. The data will be securely stored and destroyed two years after the final report is submitted in June 2016.

Neither your name nor the name of your organisation will be used or identifiable in the final research report. The research report will be stored in the university's research repository. I am likely to use the research findings in one or more publications, conferences, presentations, my personal recordkeeping blog and other social media for instance a LinkedIn article. As with the research report, your name and the name of your organisation will remain anonymous.

If you are willing, and able to assist in participation in this research – please use this link XX to access the short on-line survey and upload the related job description.

The job description(s) can be for any type of recordkeeping responsibility - at any level of the organisation, including part-time/full time staff, consultants, contractors, managers, and roles combining other responsibilities – advertised during 2014 and 2015.

The on-line survey can be completed either by the person who wrote the job description(s), or anyone who has read the job description(s) and knows what the organisation regards as important for this position, and why.

- Complete one survey for each unique job description.
- If **different** positions have been advertised using the same job description - i.e. a generic job description has been used – attach the generic job description and complete one survey for each unique position.

In order to meet the timeframes for this research - please complete the survey(s) by Wednesday 20th April 2016.


If you decide to participate, then change your mind for any reason, please contact me before the 20th of April and I will remove your document(s) and data from the research.



If you require any further information about the project, or would like to speak with me before completing the short on-line survey, please contact me via email at XX or by mobile phone XX You can also obtain information about the project from my supervisor, Dr Gillian Oliver at XX, or phone XX.

Yours Sincerely
Katherine Clarke
MIS student

Victoria University of Wellington

APPENDIX 2: Online Survey Questions Screen Shot



This survey can be completed by anyone familiar with the attached job description who understands what competencies are important for this position.

Participant Consent

A Comparative study between what is valued when recruiting New Zealand Recordkeepers and recordkeeping competency frameworks



Researcher: Katherine Clarke, School of Information Management, Victoria University of Wellington.

If you have not already read it, please download and read the [Participant information form](#).

- I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself (or any information I have provided) from this project, without having to give reasons, by e-mailing [redacted]@myvuw.ac.nz by Wednesday the 20th of April 2016.
- I understand that any information I provide will be kept confidential to the researcher and their supervisor, the published results will not use my name or that of my organisation, and that no opinions will be attributed to me or my organisation in any way that will identify me or my organisation.
- I understand that the data I provide will not be used for any other purpose or released to others.
- I understand that the documents provided and survey data will be held securely and destroyed 2 years after the conclusion of the project.

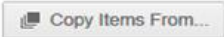
Please indicate you agree to participate by clicking Yes, below.



Yes

Q1

Please attach the job description related to this survey
Scroll down, and select the blue arrow right to go on to the next set of questions





Q2

Which sources were used when creating the job description?
Click on all that apply.

- Statement of Knowledge, RIMpa/ASA 2008 or 2012 framework
- ARMA competencies framework
- Digital Information & Records Management Capability Matrix (National Archives of Australia)
- Archives New Zealand Standards
- Human Resources Framework, e.g. Hays, Lominger, etc
- I don't know
- Other, please list below

Q3

Was a formal education qualification required? e.g. Diploma, Bachelors degree, Masters degree, etc.

- Yes
- No
- I don't know

Q4




Display This Question: ✕

If Was a formal education qualification required? e.g. Diploma, Bachelors degree, Masters degree, etc. **Yes**

Is **Selected** [Edit](#)

Why was this qualification(s) important?
Click on all that apply.

- Domain specific competencies
- Records and/or Archives management, e.g. knowledge, theory, standards, skills
 - Information management, e.g. usability, strategic information / knowledge management, information culture
 - Information technology, e.g. data architecture, coding, scripts
- Transferable competencies
- Business/Management
 - Big picture understanding, e.g. strategic and business planning
 - Thinking Skills, e.g. analysis, problem solving, monitoring, reporting
 - Interpersonal skills, e.g. communication, influencing, collaboration
 - Attitude, e.g. enthusiasm, integrity, professionalism
 - Any Diploma, Degree, or Masters Degree
 - Other, please list below

 Copy Items From...

▼ The most important Competencies



- Competencies can be:**
- Theory, knowledge, skills
 - Generic 'transferable' competencies - like analytical and problem solving skills
 - Domain specific competencies - like classification or records management
 - Interpersonal skills - like communication, collaboration
 - Personal attributes - like integrity, professionalism

Q5



From the job description, list the five most important competencies, then select any number between 1 and 5 to indicate how important each competency is.
Where 1 is 'Important' and 5 is 'Very Important'.

	1	2	3	4	5
List a competency <input style="width: 90%; border: none;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
List a competency <input style="width: 90%; border: none;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
List a competency <input style="width: 90%; border: none;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
List a competency <input style="width: 90%; border: none;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
List a competency <input style="width: 90%; border: none;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6



Describe why you consider these to be the most important competencies?

Level of Competency

Q7

How many reporting levels is the attached job description from the CEO?

Where '1' reports directly to the CEO

Q8

What is the job title of the reporting manager or supervisor, for the attached job description?

Q9

What is the Salary range for the attached job description?
Click on those that best match the salary range.

- >\$49,999
- \$40,000-\$49,999
- \$50,000-\$59,999
- \$60,000-\$69,999
- \$70,000-\$79,999
- \$80,000-\$89,999
- \$90,000-\$99,999
- \$100,000-\$109,999
- \$110,000-\$119,999
- \$120,000-\$129,999
- \$130,000-\$139,999
- <\$140,000
- I don't know
- I don't wish to answer

Wrap up

Q10

Are there any additional comments you wish to make?

Optional - Do you agree to be contacted to clarify job description content?

× If Yes, please add your name and email below.

× No

Would you like to receive a summary of the results of this survey?

× If Yes, please add your name and email below.

× No

APPENDIX 3: Most Highly Valued Data

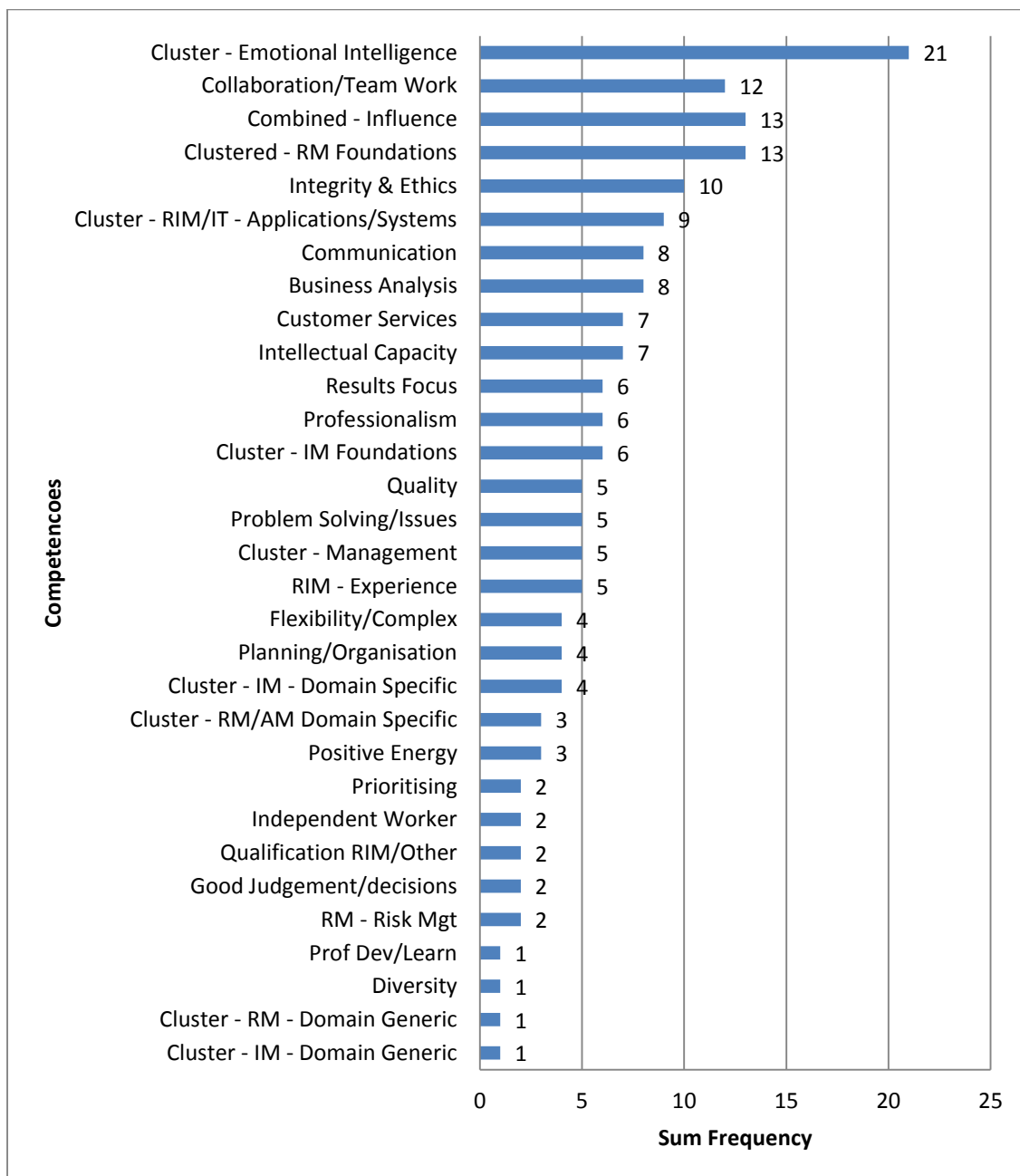


Figure 35: Most Highly Valued Attributes – Individual and Clustered Sum Frequency

APPENDIX 4: Above the Mean - Highest Most Valued Competencies

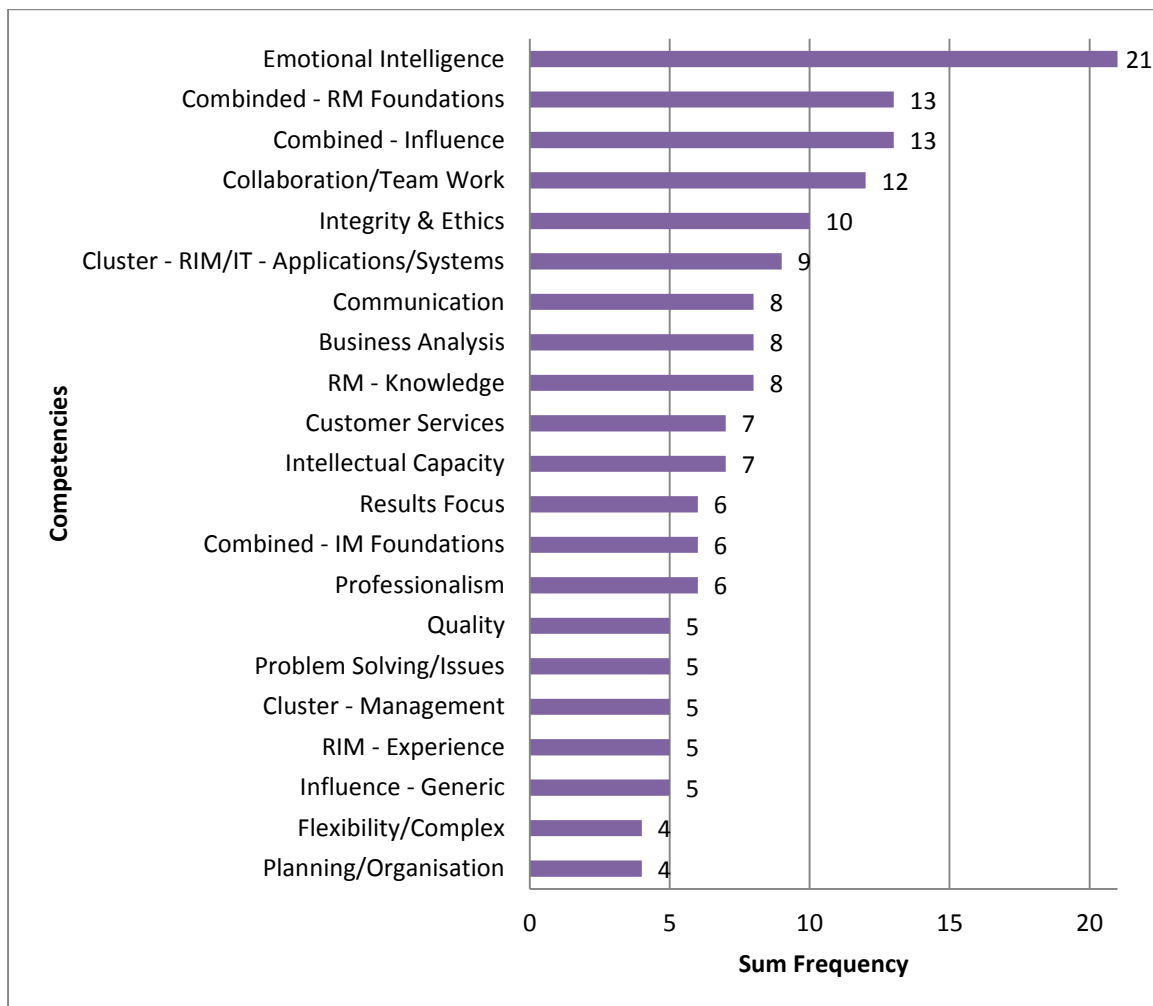


Figure 36: Highest Most Highly Valued Competencies – above the mean

APPENDIX 5: Personal Attributes – Position Level Tables

Survey Response rate 11, did not respond 3					
Operational - Number of Positions 8 = 27% of the total sample (out of 30)					
Rank	Competency	Sum Frequency as a % in Job Descriptions	As a % of all Job Descriptions	Survey Highly Valued	Survey %
1	Prioritising	30	50	1 out of 2	50
2	Professionalism	43	36	2/6	33
3	Respect for Diversity	22	32	1/1	100
4	Good Judgement	22	29	0/0	0
5	Professional Development	29	29	0/0	0
6	Customer Service	46	28	4/7	57
		Below the line of 27%			
7	Positive Energy	37	25	1/3	33
8	Integrity & Ethics	19	25	4/10	40
9	Flexibility	34	24	1/4	25
10	Collaboration	26	24	3/12	25
11	Emotional Intelligence	22	24	3/31	10
12	Results Focus	28	23	2/6	33
13	Planning/Organisation	27	23	0/4	0
14	Quality	30	22	1/5	20
15	Independent Worker	12	18	0/0	0
	Totals				

Table 7: Frequency of inclusion, as a percentage, in Operational Level Job Descriptions*

Survey Response rate 11, did not respond 3					
Advisory Number of Positions = 11, 46% of the total sample (out of 30)					
Rank	Competency	Sum Frequency as a % in Job Descriptions	As a % of all Job Descriptions	Survey Highly Valued Sum	Survey %
1	Organising/Planning	37	50	3/4	75
	Below the line of 46%				
2	Collaboration	33	45	7/12	58
3	Quality	30	44	3/5	60
4	Integrity & Ethics	24	42	1/6	17
5	Independent Worker	43	41	2/2	100
6	Emotional Intelligence	26	41	8/31	26
7	Results Focused	26	41	1/6	17
8	Flexibility	32	40	2/4	50
9	Customer Services	27	40	3/7	43
10	Professional Development	38	38	1/3	33
11	Prioritising	34	37	1/2	50
12	Respect for Diversity	37	32	0/1	0
13	Positive Energy	23	31	1/3	33
14	Good Judgement	43	29	1/2	50
15	Professionalism	19	29	3/6	50
	Totals				

Table 8: Frequency of Job Inclusion, as a percentage, in Advisor Level Job Descriptions*

Survey Response rate 7, did not respond 2					
Senior Number of Positions = 9, 29% of all Positions					
Rank	Competency	Frequency as a % in Job Descriptions	As a % of all Job Descriptions	Survey Highly Valued	Survey %
1	Results Focus	47	39	3/6	50
2	Positive Energy	47	47	1/3	33
3	Professional Development	32	37	0/3	0
4	Integrity & Ethics	50	35	2/10	20
5	Professionalism	48	35	1/6	17
6	Flexibility	38	33	1/4	25
7	Quality	22	31	0/5	0
8	Emotional Intelligence	50	29	9/31	29
9	Collaboration	35	29	2/12	17
10	Respect for Diversity	38	28	0/1	0
11	Prioritising	23	28	0/2	0
	Below the line of 29%				
12	Customers Services	23	27	2/7	29
13	Good Judgement	32	25	1/2	50
14	Planning/Organisation	28	22	0/4	0
15	Independent Worker	20	19	0/2	0
	Totals				

Table 9: Frequency of Job Inclusion, as a percentage, in Senior Level Job Descriptions*

*Pragmatic has been removed because it was rated exceptionally low

APPENDIX 6: RIM Foundational and RM / AM Competency

Figures

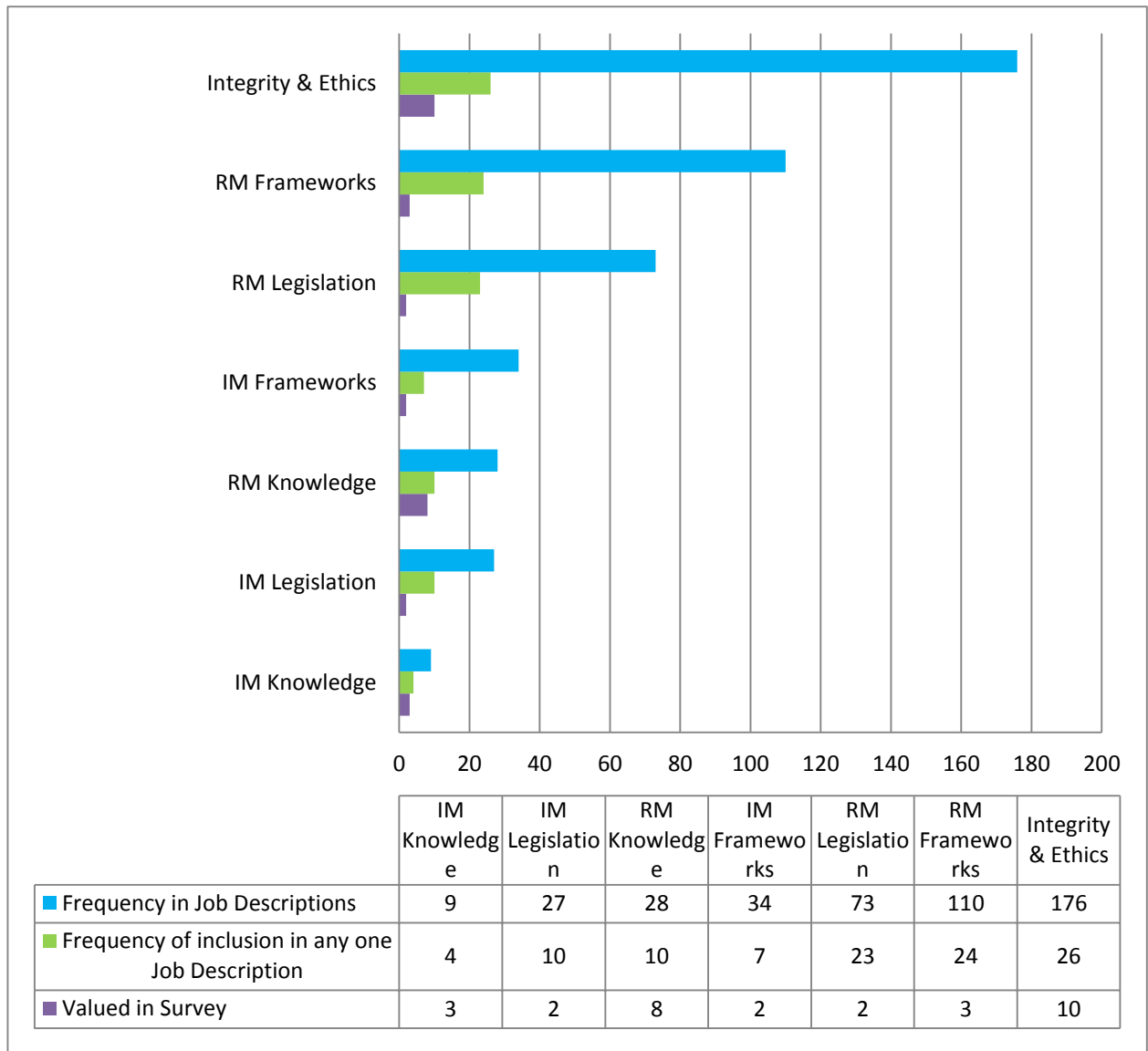


Figure 37: Combined RIM Foundational Competencies

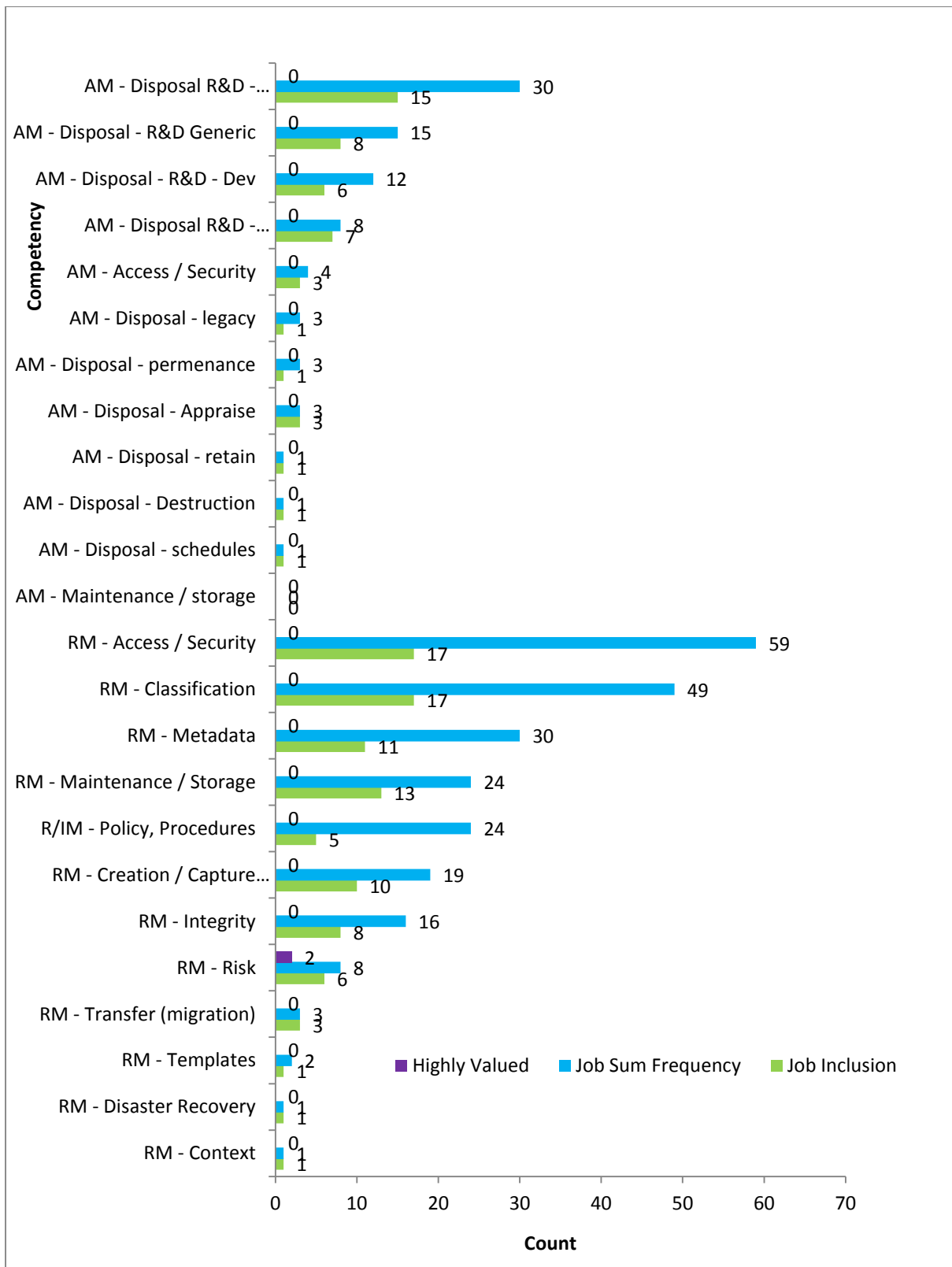


Figure 38: Combined RM and AM Competency Data