



# **Gender Neutral**

# **Joint Job Evaluation Manual**

# **(The Plan)**

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# INTRODUCTION

The purpose of job evaluation is to establish the relative ranking of jobs for pay and pay equity purposes within an organizational group by means of a systematic and detailed analysis and valuing of the job content. Job evaluation does **not** measure nor reflect the performance, gender, or qualifications of the individual in the job.

Systematic job analysis and evaluation is based on two premises:

- Certain identifiable elements or factors are present in all jobs but to a varying degree.
- These identifiable elements or factors can be measured or evaluated.

This procedure recognizes the four primary elements of job value - Skill, Effort, Responsibility and Working Conditions. For thorough and balanced analysis, this plan contains ten sub factors as follows:

## **Skill**

- Decision Making
- Education
- Experience
- Independent Judgement

## **Effort**

- Physical Demands
- Sensory Demands

## **Responsibility**

- Working Relationships
- Impact of Action
- Leadership/Supervision

## **Working Conditions**

- Environment

This manual defines each sub factor and the degrees within each sub factor. It provides guidelines and explanations. Each degree within a sub factor has a numerical point value. Points allocated vary from sub factor to sub factor. Within a sub factor, they systematically increase by degree. These differences reflect the weightings developed for each sub factor and degree as part of determining the total point value or job worth. In summary, job evaluation is one of sub factor analysis plus sub factor comparison plus point evaluation. **Half degrees may be used where specified in the notes to raters for the sub factor when interpreting job content within the guidelines and explanations of the sub factor degrees.**

**Definition:**

This sub factor deals with the decision making aspects of the job. Decisions are based on the complexity and/or circumstances inherent in the work requirements as well as the variety and relative difficulty of the material, information, upon which decisions are based. Decision making requires the use of knowledge gained through formal education/training and experience. Degree levels increase in relation to the variety of issues and activities, and to the difficulty of the problems and decisions addressed.

**Notes to Raters:**

1. Match all statements to get a full degree. Each degree needs to be viewed as a whole, as a generality.
2. Half degrees are permitted when interpreting job content within the guidelines and explanations of the degree levels. Selection of half degrees must be supported with rationale and reference to the next highest degree level.
3. Consider the range of decisions and their complexity, that are required of the job, regardless of whether they are procedural, clinical, technical, program related, organizational and/or financial in nature.
4. Consider the limits placed on the responsibility of the job for making decisions by other jobs in the organization that determine work procedures, department/program objectives, operating goals and policy.
5. Refer to the Key Work Activities and the decision-making section of the fact sheet. **DO NOT USE SUPERVISORY DUTIES IN THIS FACTOR (E.G., STAFFING IS COVERED IN LEADERSHIP AND SUPERVISION).**
6. Relate this sub factor to Independent Judgement factor – range of tolerance plus or minus 0.5 (range of tolerance may be greater in a think vs. do job).
7. Degree 2 (c) – “minor operating decisions” (dealing with the unexpected) – some situational judgement is required, example, an employee in the Finance Department who notices an error (e.g., date) in a report sent to him, he/she hasn’t got the authority to make the correction, but sends the report back to the individual to make corrections.
8. There is a relationship between “minor operating decisions” in Independent Judgement for the purpose of check and balance within the plan.
9. Degree 4 – usually either a strong technical component to the work or a strong leadership component.  
Degree 4 (b) – does the job have the ability to make decisions in unusual circumstances?  
Degree 4 (c) – short-term goal is typically three to six months. Still need to review all aspects of the job.  
Degree 4 (d) – refers to jobs containing a planning function and *must be responsible for adapting existing practices, methods and alternatives for the unit or facility* (Tribunal Award 2006).
10. Degree 5 (a) – “diversified in nature...”
  - Decisions are not governed by specific guidelines
  - Decisions impact more than a unit or facility (e.g., regional/provincial programs)
  - Position would create policies that have a broad scope and are related to the core functions and long term plans of the organization
  - There is some correlation between meeting a degree 5 in this factor and degree 4 in “Impact of Action”
 Degree 5 (b) – should not be used for a half degree by itself.

Degree	Guidelines & Explanations
1	<ul style="list-style-type: none"> <li>(a) Issues or problems encountered are routine or highly repetitive.</li> <li>(b) Solutions to problems are clear, straightforward and readily available. Little choice of action is allowed.</li> </ul>
2	<ul style="list-style-type: none"> <li>(a) Clearly prescribed practices are followed which are straightforward and readily understood.</li> <li>(b) These may be written or verbal instructions.</li> <li>(c) Minor operating decisions on sequence of activities performed and correctness of tasks completed may be made.</li> <li>(d) Issues or problems have causes that are easily identified.</li> <li>(e) Solutions to issues or problems are selected from a limited number of preexisting, set alternatives that are readily understood.</li> </ul>
3	<ul style="list-style-type: none"> <li>(a) Some choice of action within limits defined by accepted practice is expected.</li> <li>(b) Solutions to problems or issues requires interpretation of existing procedures, practices, rules and regulations and/or discretion in deciding how to best provide care to a client/patient/resident and/or provide services.</li> </ul>
4	<ul style="list-style-type: none"> <li>(a) Work is undertaken to achieve assigned objectives that may be program/project and/or service related.</li> <li>(b) May make decisions in unusual circumstances or on exceptions to accepted practices.</li> <li>(c) Work involves developing plans to achieve specific short-term goals.</li> <li>(d) Solutions to issues or problems require adaptation of existing practices, methods and alternatives.</li> </ul>
5	<ul style="list-style-type: none"> <li>(a) Work is diversified in nature and is guided by broad objectives, instructions, and policies.</li> <li>(b) Conditions dealt with, change frequently.</li> <li>(c) Solutions are developed to problems from factual background and fundamental principles - clinical, professional and/or organizational.</li> <li>(d) Conducts, analyzes and develops plans, principles and practices for services provided.</li> </ul>

**Definition:**

This sub factor refers to the **minimum** training and/or formalized knowledge (versus practical experience) necessary to prepare an individual to satisfactorily fill a job **based on today's** educational levels and standards. Such knowledge is most commonly acquired as the result of time spent in schools, trades, colleges, universities or other formal instruction programs or equivalent.

**Notes to Raters:**

1. Half degrees are permitted when interpreting job content within the guidelines and explanations of the degree levels.
2. If the minimum requirements of the job specify the need for provincial or national certification beyond technical/college/university graduation or completion of specific courses set out by regulatory bodies and such certification is obtained through **formal examination**, add one half sub factor degree beyond the minimum prerequisite sub factor degree level determined, for each certification required to perform the job.
3. Application of this sub factor should not be confused with the actual education of a particular incumbent.
4. Reflect the minimum educational level or entrance requirements as per the educational institution. What is the typical route in acquiring the education? Use Saskatchewan Polytechnic as Provincial standard vs. private college.
  - A Saskatchewan educational institution will be used when one is available (e.g., Saskatchewan Polytechnic) and is deemed by the project to meet minimum requirements.
  - For the purposes of rating jobs at the time of review, where a Saskatchewan educational program is not available, the Job Evaluation Project shall identify the most common Canadian educational program that was used to train current employees.
5. Practicum time is included in the hours of the course. Apprenticeship time is included in the experience factor.
6. Entrance education level (as prescribed) plus the required classroom time is measured in this sub factor. Paid time spent learning on the job, leading to certification, is measured under the experience sub factor.
7. For estimating education program periods use, as a general guide, 950 classroom hours as being equivalent to one year full-time. Correspondence time was researched/calculated based on information from the educational institution and rated as in-class time.
8. This sub factor is closely associated with the "Experience" sub factor.
9. *Continuous learning and knowledge upgrading is not measured by the Job Evaluation Plan (Tribunal Award 2006). This is not a ratable factor.*

# SKILL FACTOR

# EDUCATION

Degree	Guidelines & Explanations
1	Grade 10/11 plus 0 – 300 course hours
1.5	Grade 10/11 plus 301 – 600 course hours
2	Grade 10/11 plus 601 – 950 course hours <b><u>OR</u></b> Grade 12 plus 0 – 300 course hours
2.5	Grade 10/11 plus 951 – 1550 course hours <b><u>OR</u></b> Grade 12 plus 301 – 600 course hours
3	Grade 10/11 plus 1551 – 1900 course hours <b><u>OR</u></b> Grade 12 plus 601 – 950 course hours
3.5	Grade 10/11 plus 1901 – 2500 course hours <b><u>OR</u></b> Grade 12 plus 951 – 1550 course hours
4	Grade 10/11 plus 2501 – 2850 course hours <b><u>OR</u></b> Grade 12 plus 1551 – 1900 course hours
4.5	Grade 10/11 plus 2851 – 3450 course hours <b><u>OR</u></b> Grade 12 plus 1901 – 2500 course hours
5	Grade 10/11 plus 3451 – 3800 course hours <b><u>OR</u></b> Grade 12 plus 2501 - 2850 course hours <b><u>OR</u></b> University Graduation – 3 year bachelor degree equivalency
5.5	Grade 10/11 plus 3801 – 4400 course hours <b><u>OR</u></b> Grade 12 plus 2851 – 3450 course hours
6	Grade 12 plus 3451 – 3800 course hours <b><u>OR</u></b> University Graduation - 4 year bachelor degree Equivalency
6.5	Grade 12 plus 3801 – 4400 course hours
7	Grade 12 plus 4401 – 4750 course hours <b><u>OR</u></b> University Graduation – Masters degree equivalency
7.5	Grade 12 plus 4751 – 5350 course hours
8	Grade 12 plus 5351 – 5700 course hours <b><u>OR</u></b> Post Graduate – Doctorate/Ph.D. equivalency

**Definition:**

This sub factor measures the work experience and the length of time (in months or years) required to perform the essential techniques and skills called for by the job. The amount of work experience represents the typical or usual period of training and adjustment to acquire the skills needed on the job itself, as well as the build up of practical know how gained on prior jobs where the same or more elementary principles and techniques are used. Also considered are related life experiences where one can build up a body of knowledge essential to the proper performance of the job.

**Notes to Raters:**

1. Half degree levels are **not** permitted with this sub factor.
2. See Appendix 'B' for the Trades and Supervisor/Coordinator Experience Model.
3. Experience equals the **sum** of the previous related job experience (where applicable) and the on the job experience/adjustment time **based on full time hours**.
4. Experience covers the time required to learn the practical application of theoretical knowledge to work problems and to learn the necessary techniques, methods, practices, procedures, use of forms and work routines.
5. **"On-the-job training"** includes the time needed to learn special skills required for the job but not normally taught during formal education.
6. Paid time spent learning on the job (versus classroom time), leading to certification, is measured under this sub factor.
7. Consider two types of experiential time as follows:
  - a) Previous:
    - training/work term/apprenticeship time
    - post-ticket, post graduation or post diploma time
    - consolidation time to develop skill and knowledge
  - b) On-the-job:
    - orientation, adjustment to learn the scope of duties
    - consolidation time to develop skill and knowledge
8. When applying this sub factor first consider the minimum education level specified in the Education sub factor.
9. Experience does not reflect individual maturity or typical ages of people on a certain job.
10. Life experiences may include categories such as homemaking, child rearing, participation in sports, clubs and volunteer work.
11. Probationary and trial periods are not to be considered.
12. *Continuous learning and knowledge upgrading is not measured by the Job Evaluation Plan (Tribunal Award 2006).*



**SKILL FACTOR****EXPERIENCE**

<b>Degree</b>	<b>Guidelines &amp; Explanations</b>
1	Up to and including three months
2	Over three months, up to and including six months
3	Over six months, up to and including nine months
4	Over nine months, up to and including one year
5	Over one year, up to and including two years
6	Over two years, up to and including three years
7	Over three years, up to and including four years
8	Over four years, up to and including five years
9	Over five years

**Definition:**

This sub factor refers to the degree of freedom available to exercise individual action in undertaking tasks and achieving required outputs through the application of methods, procedures and/or policies. It also considers ingenuity and/or creative thought, which may be needed on the job. It is limited by the amount of direction and job control received from either personal supervision/leadership and/or standard practices and precedents.

**Notes to Raters:**

1. Match all points for a full degree.
2. Half degrees are permitted when interpreting job content within the guidelines and explanations of the degree levels. Selection of half degrees must be supported with rationale and reference to the next highest degree level.
3. Jobs differ with respect to the level of independent judgement required.
4. Independent judgement is often related to whether or not there have been any precedent situations to guide the response.
5. Independent judgement is separate and distinct from the performance and capability shown by an individual on the job.
6. Relate this sub factor to Decision Making factor – range of tolerance plus or minus 0.5 (range of tolerance may be greater in a think vs. do job).
7. Degree 1 – basically no choice (e.g., production line).
8. Degree 2 – established methods are the way things are done – may not be a written procedure, tasks well defined, little latitude. Work may have a check list; can prioritize but not determine tasks.
9. Degree 3 (a) – jobs that follow step by step instructions; can't go outside the box.  
Degree 3 (b) – “minor operating problems”; consider “does the job have the latitude to address the problem or does the individual have to pass it on?” Systematic, legal, surgical, technical procedures; can't go outside the box.
10. Degree 4 (a) – jobs that work within defined procedures but have latitude in choosing the most appropriate methods. Must remain within policy.  
Degree 4 (b) – more in depth trouble shooting and analysis than 3 (b).
11. Degree 5
  - Jobs in degree 5 have ability to create/change policy.
  - *Refers to wide planning with the ability to interpret regulations and standards. This wide planning function applies to all points of degree 5 (Tribunal Award 2006).*Degree 5 (b) – can think outside the box.  
Degree 5 (c) – has some impact on the solutions that will have a lasting effect on the organization/ program/ service.

# SKILL FACTOR

# INDEPENDENT JUDGEMENT

Degree	Guidelines & Explanations
1	<ul style="list-style-type: none"><li>(a) Given completely detailed instructions.</li><li>(b) Little latitude exists for exercising judgement.</li><li>(c) Most difficulties are referred to supervisor/leader.</li></ul>
2	<ul style="list-style-type: none"><li>(a) Requires the use of established methods that are well defined or detailed.</li><li>(b) There is some choice of action exercised in determining order or sequence of tasks performed.</li></ul>
3	<ul style="list-style-type: none"><li>(a) Performs virtually all work defined by standard practice or established procedure (written, official or legal protocol).</li><li>(b) Minor operating problems are resolved with limited analysis.</li><li>(c) Direction is sought when apparent solutions to problems are not within the parameter of established practices; independently seeks direction.</li></ul>
4	<ul style="list-style-type: none"><li>(a) Carries out the majority of the work requirements within generally accepted practices and/or project/program plans.</li><li>(b) Work involves a choice of methods or procedures, analysis and troubleshooting to determine the cause of the problem and choosing the action necessary to achieve the desired outcome.</li><li>(c) The exercise of judgement is a normal requirement, but is restrained by program/work/project objectives.</li></ul>
5	<ul style="list-style-type: none"><li>(a) Plans work requirements and provides broad oversight to a department(s)/region to attain definite objectives.</li><li>(b) Work involves taking action in the application of standards widely accepted within the occupation or profession.</li><li>(c) Judgement is exercised in the analysis and/or troubleshooting of unusual problems and recommending (developing) new operational methods or procedures.</li></ul>

**Definition:**

This sub factor measures the necessary working relationships of the job holder with other people. The contacts can be internal or external to the organization. Contacts include, talking face-to-face, talking on the telephone, making presentations, written communication, instructing, guiding, or counselling. In evaluating this sub factor, the majority of the guidelines and explanations need to apply for a full degree level rating.

**Notes to Raters:**

1. Half degrees are permitted when interpreting job content within the guidelines and explanations of the degree levels. Selection of half degrees must be supported with rationale and reference to the next highest degree level.
2. Contacts of a normal supervisory nature are not considered under this sub factor. **Do not consider staff supervised.** The requirements to provide specialist, technical or functional leadership is measured in Leadership/Supervision.
3. **Counsel:** professionally trained (e.g. Social Services Worker, Community Outreach & Education Worker) in **human relations skills** which include such skills as empathy, sensitivity, understanding of human and organizational behaviour, motivational techniques and counseling skills.
4. It is important to analyze the purpose of the contact in conjunction with the nature of the contact. The level of the person contacted is relevant to the extent that it serves as a check on the nature and purpose of the contact (e.g., a filing job might very well provide information to a clinician but it is unlikely that this filing job would be required to explain or follow-up on matters calling for persuasive skills).
5. Degree 1 – refers to one-way communications.
6. Degree 2 – refers to two-way communication (back and forth discussion).
  - Contacts may be with a) clients/patients/residents, families requiring the application of comforting skills and/or b) with anyone external to the department/facility (e.g., government departments, business reps, community agencies) requiring tact and discretion.
7. Degree 3 (a) – discussing problems, two-way discussion, hearing each other's arguments, settling requests, submitting written documentation, finalizing the issue.
8. Degree 4 (a) – **technical explanation and/or instruction** may be provided by a person who has expertise in a particular field or discipline. The expert may provide explanation and/or instruction to others for whom they have no formal responsibility.  
Degree 4 (c) – contacts of a **difficult or specialized nature** are those dealing with extreme/special needs clients/patients/residents as found in 10 (d) of the Job Fact Sheet. Key Work Activities must support a direct level of interaction while achieving a desired outcome.  
Rater needs to consider that degree 4 (c) is an OR statement and emotionally charged situations need to be taken into account and supported by the Key Work Activities.
9. Degree 4 and 5 – two of the three sentences must apply to get a full degree.
10. Degree 5 (b) – **human relations' skills** include such skills as empathy, sensitivity, understanding of human and organizational behaviour, motivational techniques and counseling skills (typically requires formal training).

# RESPONSIBILITY FACTOR      WORKING RELATIONSHIPS

11. Look for the “best fit” – look for the purpose and level (may/regular) of contact.

Degree	Guidelines & Explanations
1	(a) Requires <b>common courtesy</b> to avoid friction in relationships incidental to working with others.
2	(a) Requires <b>courtesy and tact</b> to secure, present or discuss ideas or data pertinent to assignment. (b) Contacts may be with clients/patients/residents, families requiring the application of comforting skills and/or with the public/general business community or other employees requiring courtesy and cheerfulness.
3	(a) Requires <b>appropriate tact</b> to discuss problems, submit reports, settle requests and make recommendations. (b) Regular contact with clients/patients/residents, families requiring the application of comforting and nurturing skills and/or with the public/general business community or other employees requiring tact and discretion.
4	(a) Requires <b>tact and discretion</b> to provide technical explanation and/or instruction to other employees and/or clients/patients/residents. (b) Secures cooperation of others through persuasion and/or motivation. (c) Contacts may involve difficult, specialized or emotionally charged situations.
5	(a) Requires <b>diplomacy and tact</b> in order to obtain cooperation and approval of action. (b) Contacts requiring human relations skills to deal with difficult or emotionally charged situations on a frequent basis. (c) Contacts are of considerable importance in establishing and carrying out service.

**Definition:**

This sub factor measures the likelihood and the probable impact of action by the job. Consider the job’s responsibility for actions, resources and services, and the extent of losses to the agency, facility or service which may result from insufficiently considered decisions or misjudgments. Impact of action is determined on the basis of **likely or usual impact not rare or extreme** possibilities. Impact of action is diminished by those systems/controls designed and put in place to limit impact.

**Notes to Raters:**

1. Half degrees are permitted when interpreting job content within the guidelines and explanations of the degree levels. Selection of half degrees must be supported with rationale and reference to the next highest degree level.
  - Full degree – opening statement and two bullets
  - Half degree – partially fit opening statement and one bullet
2. The bullets below opening statement are intended to clarify the opening statement and help determine if the job meets the opening statement.
3. The guidelines and explanations selected should clearly support typical or usual affect. (e.g., if the wet floor is posted, the person then enters at their own risk). The job did what it is supposed to do. Lock-out procedure is a provincial regulation (if the job did not lock out, this would be negligence).
4. Consider Impact of Action in terms of:
 

<ul style="list-style-type: none"> <li>• the use of resources</li> <li>• effect on service standards</li> <li>• safety of others</li> <li>• client/patient/resident discomfort</li> <li>• emotional well-being of others</li> <li>• embarrassment in client/patient/resident relations</li> <li>• embarrassment in relations with family of client/patient/resident</li> <li>• embarrassment to the organization or department</li> </ul>	<ul style="list-style-type: none"> <li>• disruption or delay of service</li> <li>• safeguarding of restricted information</li> <li>• inaccuracy of reports or records</li> <li>• loss of time in detecting and correcting an error</li> <li>• damage or loss involving equipment/instruments, supplies or property</li> <li>• financial losses</li> <li>• incurring financial obligations</li> </ul>
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NOTE: does not include willful misconduct, willful neglect or performance issues

5. “Resources” include responsibility for information, material, policies and procedures, instrumentation, equipment, physical plant, tools, technology and finances.
6. Look at the results of independent action taken by the jobholder. Do not look at “unusual” incidents.
7. Generally the bigger the box, the larger the impact and consider at what stage errors are detected and corrected.
8. Degree 2 (e) – must know the maintenance history of the equipment & the effect on service.
9. Degree 3 – serious impacts which are short term with a narrow focus (e.g., within department).
10. Degree 4 – serious impacts which may be long term affecting a variety of departments or services.

# RESPONSIBILITY FACTOR

# IMPACT OF ACTION

Degree	Guidelines & Explanations
1	<p>Impacts are usually contained and have a minor effect.</p> <ul style="list-style-type: none"><li>(a) May require work of others to trace and make necessary corrections or;</li><li>(b) May cause minor delays in the processing or handling of information or;</li><li>(c) May result in small monetary loss.</li></ul>
2	<p>Impacts affect the work of others to a limited degree and are not usually damaging. (Can recover from)</p> <ul style="list-style-type: none"><li>(a) May cause embarrassment in public, client/patient/resident, families, business, or employee relations or;</li><li>(b) May delay succeeding and related services or;</li><li>(c) May result in minor injury/discomfort to others or;</li><li>(d) May cause inaccuracies in reports and records, which affect activities based upon them. Usually discovered before results become serious or;</li><li>(e) May cause damage to expensive equipment and apparatus.</li></ul>
3	<p>Impacts result in identifiable losses.</p> <ul style="list-style-type: none"><li>(a) May cause identifiable deterioration in public, client/patient/resident, families, business, or employee relations or;</li><li>(b) May result in serious injury/discomfort (short term) to others (e.g., employees, clients/patients/residents, public,) or;</li><li>(c) May cause substantial delays in a phase of work of others or;</li><li>(d) May cause serious results through late delivery, and/or breakdown in equipment or services, or inadequate planning for key assignments.</li></ul>
4	<p>Impacts cause significant losses to the agency, facility or service</p> <ul style="list-style-type: none"><li>(a) May result in serious injuries to others, which have long term health consequences (e.g., employees, clients/patients/residents, public,) or;</li><li>(b) May cause serious delays with uncoordinated effort or;</li><li>(c) May cause significant loss of business, public, client/patient/resident, families or employee support or;</li><li>(d) May cause withdrawal of commitment or withholding of funds based on faulty development, or inadequate analysis prior to major decision or;</li><li>(e) May result in legal action being taken against the organization.</li><li>(f) May cause significant damage to or loss of information or material resources.</li></ul>

# RESPONSIBILITY FACTOR      LEADERSHIP/SUPERVISION

## Definition:

This sub factor considers the degree, kind (type) and intricacies of operating supervision **or** the nature of functional advice/specialty leadership provided in staff and/or community relationships.

- **Operating supervision** refers to situations where there is a direct, clearly understood reporting relationship between the supervisor and staff.
- **Functional guidance or advice/specialty leadership** may be provided by a person who is primarily responsible for the function and provides advice to others in how to carry out related work tasks. This is typically based on knowledge gained through formal education or experience.

## Notes to Raters:

1. For a full degree must meet opening statement and one statement that fits.
2. Half degree levels are permitted with this sub factor provided that the functional/specialty statement in the next higher level applies. The opening statement in the next higher level need not apply for consideration of a half degree when giving a 0.5 for functional advice.
3. The requirement to provide specialist, technical or functional leadership is measured in Leadership/Supervision.
4. Organizing tasks is not supervision in the plan.
5. **Technical explanation and/or instruction** are measured in Working Relationships.
6. The supervisor and/or leader may be responsible for assigning the work, reviewing progress and checking the results.
7. The supervisor and/or leader may also be responsible for performance reviews, functional or specialized direction (e.g., volunteers), coaching, recommending promotion or demotion.
8. In applying this sub factor, the selections shown may apply to the job individually or in combination with others within the sub factor degree level.
9. Degree 1 – may show others how to perform tasks or duties by familiarizing new employees with the work area and processes.
10. Degree 2 – provides occasional guidance to the primary function of others, including training and/or providing functional guidance to students including written practicum evaluation.
11. Degree 2.5 – incidental lead hand using 3 (d).
12. Degree 3 (d) – for rating purposes physicians would be considered operational leaders.
13. A lead hand (e.g., Project Lead, Head Cook) with assigned personnel would typically rate a 3; a front-line supervisor or clinical instructor would typically rate a 4; and if you supervise through other supervisors/leaders, you would typically rate a 5.



# RESPONSIBILITY FACTOR LEADERSHIP/SUPERVISION

Degree	Guidelines & Explanations
1	Maintains normal working relationships with others, providing information or assistance as required. No responsibility. May show others how to perform tasks or duties by familiarizing new employees with the work area and processes.
2	<p>Provides occasional guidance to the primary function of others.</p> <ul style="list-style-type: none"> <li>(a) Directs an assistant(s) doing detailed work related to the job, or;</li> <li>(b) Serves as channel through which work is directed or checked, or;</li> <li>(c) Provides functional guidance to internal operating personnel.</li> </ul>
3	<p>Provides limited direction to others.</p> <ul style="list-style-type: none"> <li>(a) Assigns checks and maintains flow of work where procedures are standardized, or;</li> <li>(b) Performs more involved phases of same work done by other workers, with added responsibility for assigning, checking and maintaining flow of work, or;</li> <li>(c) Leads other employees but with some limits on authority, contributes to the performance review rather than having prime responsibility, or;</li> <li>(d) Provides functional guidance and/or specialty advice on the interpretations of policies and practices to operational leaders (or outside contractors/agencies).</li> </ul>
4	<p>Provides regular direction to others.</p> <ul style="list-style-type: none"> <li>(a) Directs the work of a unit/program of the agency, facility or service with responsibility for assigning work, checking results, controlling costs and handling staff or making recommendations thereon, or;</li> <li>(b) Primary responsibility for designated elements within unit/program with responsibility for assigning work, checking results and organizing work of staff, or;</li> <li>(c) Provides functional and/or specialty standard practice instructions and follows up to determine compliance; or coordinates the functional activities of several units of the agency, facility or service (or outside contractors/agencies).</li> </ul>
5	<p>Provides general direction to others.</p> <ul style="list-style-type: none"> <li>(a) Directs the work of a unit/program of the agency, facility or service with responsibility for assigning work, checking results, controlling costs and handling staff or making recommendations thereon, or;</li> <li>(b) Full responsibility for quality and quantity of work, costs, methods, input into discipline, transfers and/or promotions, or;</li> <li>(c) Provides advanced functional and/or specialty leadership throughout the agency, facility or service.</li> </ul>

**Definition:**

This sub factor considers the **degree and severity of exertion** associated with the job. Consider the intensity and severity of the physical effort rather than the strength or energy needed to perform the task as required by the job as well as the **continuity and frequency** of that effort. Consider also the choice of action available to seek relief or perform less demanding tasks. This sub factor also considers the dexterity required by the job. The levels of manual dexterity are determined by considering the frequency of and duration in the use and/or coordination of fine or coarse movements (e.g., hand/eye, hand/foot coordination).

**Notes to Raters:**

1. Half degrees are permitted when interpreting job content within the guidelines and explanations of the degree levels.
2. Consider restriction of movement.
3. Duration – consideration is given to the length of time the effort is present and the frequency of the task occurring during the normal workday or shift.
4. Frequency –
  - **Occasional** Activity occurs once in a while (e.g., once in a while on a daily basis or several times daily, but not every day) less than 50% of the time.
  - **Regular** Activity occurs often (e.g., several times daily almost every day or between 50% – 75% of the time).
  - **Frequent** Activity occurs frequently (e.g., on a daily basis over 75% of the time).
5. Repetitive body movement is a physical demand.
6. An acute aspect of the job can move a rating by 0.5, such as regular effort performing “X” with frequent lifting or performing frequent “Y” using accurate hand-eye coordination. Selection of half degrees must be supported with rationale and reference to the next highest degree level.
7. Degree 3 – *are jobs by nature that are predominantly physical, with little or no requirement or opportunity to perform non-physical activities* (Tribunal Award 2006).

Degree	Guidelines & Explanations
1	<p>Occasional effort, less than 50% of the time.</p> <ul style="list-style-type: none"> <li>(a) Activities such as keyboarding, standing, walking, driving, lifting, pushing, pulling objects and/or assisting clients/patients/residents.</li> <li>(b) May involve awkward positions causing strain or fatigue.</li> <li>(c) Tasks performed require occasional accurate co-ordination of fine or coarse movements.</li> </ul>
2	<p>Regular effort, between 50-75% of the time.</p> <ul style="list-style-type: none"> <li>(a) Activities such as standing, walking, keyboarding, driving, lifting, pushing, pulling, awkward objects and/or assisting clients/patients/residents.</li> <li>(b) Working in confined spaces (where movement is restricted) 50% of the time.</li> <li>(c) Tasks performed require regular accurate co-ordination of fine or coarse movements.</li> </ul>
3	<p>Frequent effort, over 75% of the time.</p> <ul style="list-style-type: none"> <li>(a) Activities such as standing, walking, keyboarding, stooping, crouching, kneeling, lifting, pushing, pulling, awkward objects and/or assisting clients/patients/residents.</li> <li>(b) Requires the frequent expenditure of effort causing fatigue.</li> <li>(c) Tasks performed require frequent accurate co-ordination of fine or coarse movements.</li> </ul>

**Definition:**

This sub factor considers the **degree and severity of exertion** associated with the job. Consider the intensity and severity of the sensory attention required by the job as well as the **continuity and frequency** of that effort. Consider also the choice of action available to seek relief or perform less demanding tasks. This sub factor measures the period of time where mental, visual and/or listening concentration is required on the job.

**Notes to Raters:**

1. Selection of half degrees must be supported with rationale and reference to the next highest degree level. An acute aspect of the job can move a rating by 0.5, such as when one aspect of the job (e.g., visual/listening attention with little choice of action) is performed at the % range of the next higher degree.
2. Half degrees are permitted when interpreting job content within the guidelines and explanations of the degree levels.
3. Attentiveness is required for all jobs, rate tasks requiring more intense levels of concentration.
4. Concentration includes activities such as listening, interpreting, reading, watching, driving, inputting data or when in combination with the five senses, (sight, taste, smell, touch and hearing) are required in the course of doing the job that result in mental/sensory fatigue.
5. Duration – consideration is given to the length of time and effort is required and frequency of the task occurring during the normal workday or shift.
6. Frequency –
  - **Occasional** Activity occurs once in a while, (e.g., once in a while on a daily basis or several times daily, but not every day) less than 50% of the time.
  - **Regular** Activity occurs often (e.g., several times daily almost every day or between 50% – 75% of the time).
  - **Frequent** Activity occurs frequently (e.g., on a daily basis over 75% of the time).

<b>Degree</b>	<b>Guidelines &amp; Explanations</b>
1	Occasional effort, less than 50% of the time. (a) Concentration is necessary in the preparation of written materials, generating materials with use of personal computer, use of computer software, short periods of driving, visual and/or listening attention with choice of action.
2	Regular effort, between 50% - 75% of the time. (a) Concentration on precision work, report writing, multiple sensory demands, long periods of driving, limited counselling, training, instruction, visual and/or listening attention with little choice of action.
3	Frequent effort, over 75% of the time. (a) Concentration is necessary to provide recurring counselling, preparation of complicated reports requiring intensive demand (research, analysis and interpretation), competing multiple sensory demands.

**Definition:**

This sub factor measures the frequency of exposure that the job has to undesirable or disagreeable environmental conditions, or hazards under which the work is performed. Consider only those conditions or hazards which are inherent in the nature of the work. Do not consider extreme situations, that is, where the risk of a specific situation or accident occurring is unlikely. Consider the frequency of exposure to undesirable working conditions or hazards.

**Notes to Raters:**

1. Half degree levels are **not** permitted with this sub factor.
2. Consider the many and varied conditions that prevail in the work place.

	<b>Conditions</b>	<b>Hazards</b>
<b>Minor</b>	Minor conditions such as dust, dirt, chemicals, fumes, sterile sharps, heat or cold, noise, vibration, inclement weather, poor lighting, interruptions. Limited travelling. Irregular work hours, shift work. Exposure to rudeness and profanity.	Minor health and accident hazards including the possibility of lost-time accidents (for example, mild sprains, abrasions). Exposure to mild infectious diseases. Minor cuts, burns, bruises. Injury causes slight discomfort for a short period of time, little inconvenience to work.
<b>Major</b>	Extreme conditions such as dust, dirt, fumes, toxic chemicals, radioisotopes, used sharps, heat or cold, obnoxious odours, noise, vibration, inclement weather and bodily fluids. Confined or isolated working conditions. Travelling close to 50% of the time. Exposure to verbal and/or physical abuse.	Health and accident hazards of a serious nature involving lost time. Exposure to serious infectious disease. Severe cuts, burns, bruises, other serious injury. Injury extends beyond the day of occurrence, requires change in work pattern, requires medical attention and involves lost time. Work with aggressive clients/patients/residents, dangerous equipment or procedures or with hazardous materials.

3. Frequency –

- **Occasional** Condition/hazard occurs once in a while (e.g., once in a while on a daily basis or several times daily, but not every day).
- **Regular** Condition/hazard occurs often (e.g., several times daily, not constantly exposed).
- **Frequent** Condition/hazard occurs almost every day (consistently exposed) almost all of the time.

4. Repetitive body movements measured in Physical Demand.

5. Must consider the whole job when determining exposure to rudeness and profanity versus verbal abuse.

6. Reference Tribunal Award 2006 – Job #030 Biomedical Engineering Technologist for examples of ratings referencing degrees 3, 4 and 5 and Sonography family referencing degrees 4 and 5.

# WORKING CONDITIONS FACTOR

# ENVIRONMENT

Degree	Guidelines & Explanations
1	The work is performed in an environment with almost little or no exposure to disagreeable conditions or hazards.
2	The work is performed in an environment with occasional exposure to minor <b>or</b> little exposure to major disagreeable conditions or hazards.
3	The work is performed in an environment with regular exposure to minor <b>or</b> occasional exposure to major disagreeable conditions or hazards.
4	The work is performed in an environment with frequent exposure to minor <b>or</b> regular exposure to major disagreeable conditions or hazards.
5	The work is performed in an environment with frequent exposure to major disagreeable conditions or hazards.

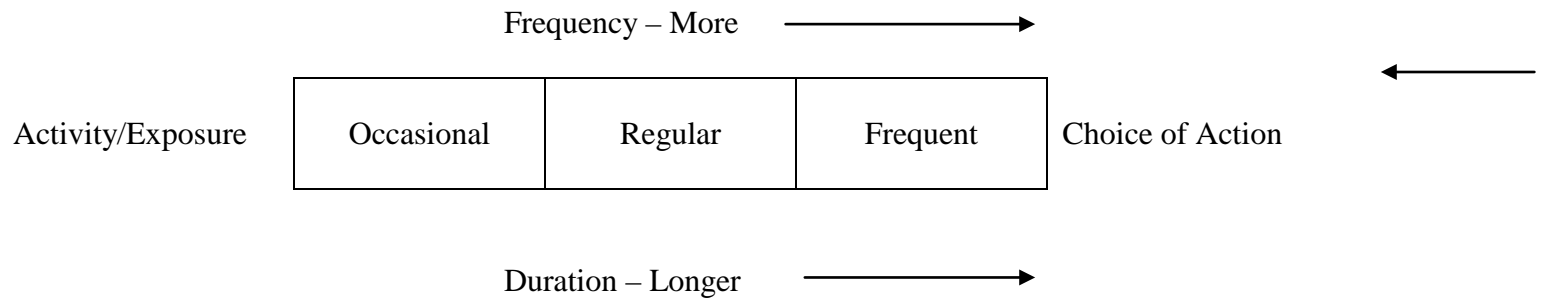
### Notes to raters: Sub Factor Chart

Condition/Hazard	Frequency		
	Occasional	Regular	Frequent
Minor	2	3	4
Major	3	4	5
	Degree		

# APPENDIX "A"

# PHYSICAL & SENSORY DEMANDS

		DURATION		
Rating	Frequency	75% 6+ hours	50 – 75% 4 – 6 hours	< 50% 4 hours
3	Frequent	X		
2.5	Regular to Frequent			
2	Regular		X	
1.5	Occasional to Regular			
1	Occasional			X





**Supervisory Model**

	<b>Previous</b>	<b>On the Job</b>
Lead Hand	0 – 24	6 – 12
(1, 2 & 3) Coordinator/Head/Senior	0 – 24	6 – 12
(4) Specialty (Tech II)	24 – 36	12 – 18
(5) Educator/Instructor/Coordinator	24 – 36	12 – 18
(6) Clinical Instructor	36 – 48	12 – 24
Working Supervisor	12 – 36	9 – 18
(7) Supervisor	24 – 48	12 – 24

- (1) Traditional support services supervisor (e.g., Environmental Services, Laundry, Food Services, Maintenance, Hostel Coordinator) will be evaluated in the following ranges:
  - a. Supervisor: previous 24 – 36 months on the job 0 – 12 months
  - b. Working supervisor: previous 12 – 24 months on the job 9 – 12 months
  - c. Coordinator/Head/Senior: previous 0 – 24 months on the job 6 – 12 months
- (2) Clerical/administrative jobs (e.g., Office Coordinator) will be given on the job and previous experience at the higher end of support to recognize the complexity, skills and legal/technical requirements of the job.
- (3) The scope of Coordinator/Head/Senior role varies from job family to job family, thus the wide range for previous experience. Although the title may be the same, the jobs can be quite different from department to department.
- (4) Specialty (Tech II) Clinical-Technical jobs require additional previous and on-the-job experience to recognize the constant change and evolution of diagnostic/analytical skills, technology and procedures.
- (5) This category includes Educators/Coordinators (e.g., Job #330 – Information Technology Educator, Job #322 – Educator and Job #063 – Education Coordinator (that deliver/coordinate/provide a wide variety of continuing education programs (e.g., TLR, CPR, PART and Software training).
- (6) Clinical Instructors are responsible for the preparation and development of training programs (Didactic and Practicum) including the development and scoring of examinations leading to a diploma from a recognized education institution and certification from a recognized association.
- (7) Supervisors may require more previous experience to gain and demonstrate the skills necessary to become a supervisor or more on-the-job experience to develop the skills necessary to perform the higher level of administrative work.  
 Also included are Clinical/Technical educators/instructors who coordinate *students/staff* during in-house programs and practicums (e.g., Nuclear medicine, Radiology/Obstetrical/Gynecology resident physicians, nursing students, JURSI). These educators/instructors deliver the training (e.g., Job #158 – Diagnostic Medical Sonographer Coordinator/Instructor).

**Trades Model**

For the purposes of rating the post-ticket experience in the Experience sub factor, this model was used for the trades positions. The model has rules for both “post ticket” which is measured in previous experience and “on-the-job” experience that was applied when evaluating trades positions. With trade positions, apprenticeship time is included in previous experience. The rules of the model are as follows:

Number of Years of Apprenticeship	2 years	3 years	4 years	5 years
Post-Ticket Experience	6 months	6 months	9 months	12 months
On-the-Job Experience	6 months	6 months	9 months	12 months

Apprenticeship experience hours formula: Total number of apprenticeship hours/total number of months = hours per month on average. Average equals 150 hours. This is based on hours from Journeyperson trade jobs already in the plan e.g. Plumber, Plasterer, Electrician, Program Machinist – October 17, 2012.