Government of Newfoundland and Labrador Job Evaluation System (JES)

Framework

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Introduction

- This Job Evaluation System (JES) is:
  - Gender neutral;
  - Able to value positions based on skill, effort, responsibility and working conditions;
  - Transparent, clear and comprehensible for all stakeholders;
  - Managed and used by Classification & Compensation Division and its related clients; and
  - The foundation for a contemporary approach to classification.

- Job Evaluation is a means of determining the relative value of jobs within an organization in a systematic, consistent fashion.

- There are three underlying principles that are fundamental to the development of any job evaluation system:
  - The confirmation of job content and job design;
  - The evaluation of job content, roles and responsibilities, and not the incumbents, their performance or their seniority; and
  - The system must ensure internal equity and pay equity.

- Contemporary job evaluation typically relies upon point factor JES for the determination of relative job value.

- Point factor JES in general, rely on explicit criteria and detailed descriptors that define a comprehensive range of compensable factors:
  - A compensable factor is a job element that is valued by the organization and that applies to all jobs in that organization;
  - Each compensable factor addresses one of the four (4) standard criteria recognized in all pay equity legislation for the purposes of job evaluation, namely: Skill; Effort; Responsibility; and Working Conditions;
  - Based on an assigned weighting scheme, a point factor JES assigns a range of points to each factor and a specific number of points to each rating or degree score within each factor;
  - Each job is then assessed a total point score, which is calculated by summing the points allocated to the job for each compensable factor; and
  - The relative value of all jobs is determined by comparing the total point scores, i.e., jobs with higher total point scores are deemed to be of higher relative value to the organization.

Job Evaluation System – Compensable Factors

Government of Newfoundland and Labrador (GNL) has developed a JES (consisting of Job Factor Descriptions and Rating Scales). A number of core design considerations were taken into account to develop the JES:

- Gender-neutral, pay equity compliant, and equally applicable to all positions within GNL for the purposes of determining relative job value;
- Values positions based on skill, effort, responsibility and working conditions;
- Reflects the diversity of work, and the multiplicity of scope of responsibility and accountability mandated to jobs across the public service, healthcare, education support, and select agencies of GNL;
- Transparent, clear and comprehensible for all stakeholders, and easy to manage and maintain;
- Avoids overlap between factors (i.e. each factor should represent a unique element of job value);
- Each factor should be able to differentiate the relative worth of jobs;
- Value progressions from minimum to maximum in each factor should be clear and meaningful;
- Factors should be clearly defined thereby reducing subjectivity and uncertainty; and
- Provides a sufficient number of factors to effectively ensure that the right skills and competencies are rewarded.

In the table below, the nine (9) compensable factors are cross-referenced to the four (4) broader pay equity criteria (Skill; Effort; Responsibility; and Working Conditions):

	Factors	Category			
		Skill	Effort	Responsibility	Working Conditions
1	Knowledge	X			
2	Interpersonal Skills	X			
3	Physical Effort		X		
4	Concentration		X		
5	Complexity		X		
6	Accountability/Decision-Making			X	
7	Impact			X	
8	Development and Leadership of Others			X	
9	Environmental Working Conditions				X

Each factor has defined levels. In considering each of these factors, it is important to focus on the job and not on the individual person. The purpose of this system is to evaluate the job content, not how well the person is performing on the job.

Job Evaluation System – Factor Weightings

Each factor is assigned a "weight" based on a number of quantitative and qualitative considerations:

- Reflects the organization's culture and business values;
- Generates an acceptable hierarchy of jobs; and
- Satisfies the spirit of the pay equity legislation.

The weight of all factors equals 100%.

Factors	Weighting	Skill	Effort	Responsibility	Working Conditions
Knowledge	28.0%	28.0%			
Interpersonal Skills	10.0%	10.0%			
Physical Effort	2.5%		2.5%		
Concentration	2.5%		2.5%		
Complexity	18.0%		18.0%		
Accountability/Decision Making	13.0%			13.0%	
Impact	11.0%			11.0%	
Leadership and Development of Others	10.0%			10.0%	
Environmental Working Conditions	5.0%				5.0%
Total	**100.0%**	**38.0%**	**23.0%**	**34.0%**	**5.0%**

Job Evaluation System – Factor Overview

Skill

Knowledge

- Focuses on the knowledge requirement of the position, not what the incumbent may have.
- Considers the *minimum* requirements of a position (in order to perform the job in a competent manner).
- Contemplates educational equivalent, but does not rely on education as a proxy for knowledge.
- Measures both the breadth and depth of required knowledge, and intellectual demands associated with the position (i.e. how many different things must one know and how well must one know them/it).
- For some job classes, specific legislation and legal requirements dictate minimum educational, certification and apprenticeship requirements, and hence, knowledge standards.

Interpersonal Skills

- Measures the breadth and depth of contact with others that is required.
- Takes into account the purpose of the contact.
- Values both internal and external contacts.
- Excludes interpersonal skills related to supervisory demands (captured under Development and Leadership of Others).

Effort

Physical Effort

- Measures job demands that require physical effort, and considers both intensity and frequency of job tasks.
- Considers gross and fine motor skills.
- Considers extended hours of sitting and/or standing, where there is little opportunity to move.
- Considers extent of walking and movement.
- Measure to the highest level of physical effort.

Concentration

- Measures job demands that require concentration or alertness, and considers both intensity and frequency of job tasks.
- Considers visual and auditory concentration and strain, and the context of the nature of the information or data being processed.
- Considers time pressures to complete tasks and general control over the work pace.
- Considers the need for precision and the effects of interruptions.

Complexity

- Reflects the on-going nature of problems and challenges associated with the position, and whether they are routine within the context of the job.
- Considers the degree of analysis and creativity versus the degree of structure inherent in the position.
- Factors in the need for complex organizing, planning and prioritizing.

Responsibility

Accountability and Decision Making

- Focuses on the scope of decision making associated with the position.
- Considers what level of supervision is received, and reflects the degree of autonomy the incumbent has in her/his work processes.
- Considers what an incumbent can do with/without approval.
- Looks at the limits of an incumbent's decision making authority.

Impact

- Considers the scope of the impact, both inside and outside the organization.
- Factors in the various checks, program and process controls, and other balances that might prevent errors from occurring.
- Measures the nature and severity of impacts (i.e. financial, image, morale).
- Considers the ease or difficulty with which an error may be corrected.
- Does not consider the result of negligence.

Development and Leadership of Others

- Considers both the nature/scope of supervision and the number of employees being supervised.

- Assesses the nature and level of supervision the position must provide.

- Considers the number of staff supervised, both direct and indirect.

- Includes the non-supervisory Development and Leadership efforts, such as leading a project team and/or serving in a project management role.

- Considers formal and informal expectations to provide mentoring, coaching and/or guidance to co-workers, other employees and student employees.

Working Conditions

Environmental Working Conditions

- Measures the frequency and severity of exposure to undesirable characteristics in the work environment.

- Assesses whether an incumbent has a degree of privacy and quietness in which to conduct her/his duties or responsibilities.

- Addresses health and safety issues inherent in a job.

Factor 1: Knowledge

Definition

This factor measures the level of job knowledge (skills, expertise, know-how and ability) required to do the job **competently** (i.e. being able to perform the job duties independently). This knowledge is typically gained through a combination of formal education and related experience. Informal education and functional equivalencies, however, should also be considered in lieu of formal educational job requirements.

Please note that this factor <u>does not measure</u> the employee's personal educational or experiential credentials.

Some examples of knowledge, skills and abilities include:

- Specialized knowledge, such as business, medical, education, engineering, drafting, etc.;

- Knowledge of products, programs and services;

- Process and procedural knowledge;

- Technical expertise;

- Problem solving skills;

- Knowledge of administrative practices;

- Computer and keyboarding literacy;

- Equipment and/or mechanical knowledge; mathematical skills; and

- Ability to deal with a variety of stakeholder needs.

Application Guidelines

1. The **PRIMARY** consideration for determining the appropriate degree rating is the core knowledge description.

2. Education and experience references are provided as **SECONDARY** guidelines or considerations for how the knowledge is "**normally** acquired". The education and/or experience is that which is required to perform the job <u>competently</u>, not what an organization may require from a recruitment perspective.

Degree	Description
1	**Ability to understand basic instructions and follow simple and structured procedural guidelines.** Ability to use fractions, basic grammar and spelling. Basic understanding of operational mandate and knowledge of the immediate work unit or department. Skills and knowledge requirements are normally acquired by: • Having completed high school **AND** limited to no related work experience; **OR** • An equivalent level of related work experience in lieu of high school may also be considered.
2	**General knowledge of standardized work methods, processes and approaches.** Ability to apply job related techniques or procedures to the completion of tasks and/or activities. Proficiency in job-related techniques or procedures is required. Knowledge and skills are normally acquired by: • Having completed high school **AND up to** six months of related experience.
3	Specific knowledge of standardized work methods, processes and approaches, and **some knowledge and proficiency in an administrative, business or operational technical discipline**. An incumbent may need to demonstrate a general awareness of other processes that are closely linked to their own scope of responsibility and begin to consider impacts of their work on the work of others. Knowledge and skills are normally acquired by: • Having completed up to 1 year of a related post-secondary program **AND up to** one year of related experience; **OR** • An equivalent level of related work experience in lieu of post-secondary education. Courses may be in formats such as seminars, workshops, evening classes or correspondence; **OR** • Having achieved a journeyperson designation or equivalent based on a two year program.
4	Specific knowledge in a **technical discipline and specialized knowledge of standardized work methods processes and approaches.** An ability to apply technical concepts and applications to tasks or activities where known or theoretical precedents exist. The ability to adapt work processes and/or industry knowledge. Knowledge and skills are normally acquired by: • Having completed a two year specialized post-secondary diploma and having **up to one** year of related experience; **OR** • Certificate program in a related discipline **AND** having **up to** two years of related experience; **OR** • Having an equivalent level of related work experience in lieu of post-secondary education; **OR** • Having achieved a journeyperson designation or equivalent based on a three year program.

Degree	Description
5	Specialized knowledge in a **technical or professional discipline and an ability to apply technical/professional concepts and applications to tasks or activities where known or theoretical precedents exist**. Based on broad job content, work process and/or industry knowledge, the ability to co-ordinate related work or project specific activities is required. This knowledge and expertise is normally acquired by: • Having completed a three year specialized post-secondary diploma **AND** having **up to** two years of related experience; **OR** • Having achieved a journey person designation based on a four year program; **OR** • Having a four year undergraduate degree; **OR** • Having an equivalent level of related work experience in lieu of post-secondary education.
6	Knowledge of, and ability to, **interpret and adapt documented textbook concepts and principles to practical situations that involve problem definition and solution development**. Practical knowledge of a technical or administrative field, which involves the use of **specialized, complex techniques or methodologies**. There is a problem solving orientation with a focus on developing expertise to deal with problems anticipated or encountered. The position demands that the incumbent understand the relationships between and across a number of processes and activities and business units and effectively manages those inter-relationships. This knowledge is normally acquired by: • Having completed an undergraduate university degree in a recognized and related discipline, **AND up to** two years of related experience; **OR** • Having an equivalent level of related work experience in lieu of post-secondary education.
7	Due to the complex nature (breadth and/or depth) of the job requirements, significant knowledge of a specialized functional area as well as comprehensive knowledge of the discipline is required. **Ability to translate this knowledge into the development of new methods, approaches or procedures, as well as the ability to apply logical, evaluative and scientific thinking** to define problems, collect information, establish facts and determine optimal courses of action to pursue is required. Ability to provide technically-authoritative, leading-edge advice and direction to a variety of process participants. This knowledge is normally acquired by: • Having completed an undergraduate university degree in a recognized and related field, **AND up to** four years of progressive and relevant experience; **OR** • A graduate university degree (i.e. Occupational Therapy, Physiotherapy and Speech Pathology); **OR** • Professional designation; **OR** • Having an equivalent level of related work experience in lieu of post-secondary education**.**
8	The job requires the demonstrated achievement of **widely recognized competence and mastery in the applicable discipline** (i.e. breadth and depth), and possibly extensive study in the area. In addition to extensive discipline, functional and industry expertise, demonstrated knowledge of program and process quality assurance, strategic and tactical problem solving approaches, and ability to convert strategic objectives into tangible action plans and results is required. The position requires fundamental knowledge of the organization and its interrelated components. This knowledge is normally acquired by: • Having completed a graduate university degree **AND/OR** recognized professional designation in a specialized field, **AND up to** six years of progressive and related experience; **OR** • Having completed a PhD **AND up to** two years of experience; **OR** • Having an equivalent level of related work experience in-lieu of post-secondary education.
9	The position requires the ability to perform in a strategic environment. The job requires the demonstrated achievement of **widely recognized competence and mastery in the applicable discipline** (i.e. breadth and depth), and possibly extensive study in the area. In addition to extensive discipline, functional and industry expertise, demonstrated knowledge of strategic and tactical problem solving approaches, and ability to convert or translate strategic objectives into tangible action plans and results is required. Demonstrated knowledge of process quality and effective project management is needed. The position requires that the degree of organization knowledge is both broad and deep as the incumbent makes decisions that impact elsewhere in the organization, often in an indirect manner. This knowledge is normally acquired by: • Having completed a graduate university degree **AND/OR** recognized professional designation in a specialized field, **AND up to** eight years of progressive and related experience; **OR** • Having completed a PhD and **up to** four years of experience; **OR** • Having an equivalent level of related work experience in lieu of post-secondary education.

Factor 2: Interpersonal Skills

Definition

This factor measures the job requirements for using interpersonal communication skills. It considers the complexity of different communication behaviours, the purpose of the interaction, and the situations in which interaction occurs. This factor covers a broad spectrum of interpersonal skills ranging from exchanging information to listening, explaining, disclosing, persuading, motivating and negotiating. Although certainly not exhaustive, other interpersonal skills include helping, advising, facilitating, counselling, nurturing, mentoring and presenting. Given the breadth of situations in which interpersonal skills can be applied, particular attention should be paid to the purpose and context of interaction.

All forms of interaction should be considered, both within and across the organization, as well as outside or external to the organization. For example, interaction may occur with colleagues/team members, other employees, suppliers, volunteers, the general public, patients and/or clients, to name a few.

Application guidelines

NOTE: This factor does not measure the interpersonal skills required to guide and/or supervise others.

1. The **Primary** consideration when rating this factor is to consider the type, nature, intensity and difficulty of the interaction.

Degree	Description
1	Communications with others are **generally of a routine nature**. **The need for interpersonal skills is very limited**. Interactions generally involve **brief, simple exchanges of information** including the provision of service. The job requires **very basic communication skills and common courtesy**. Interaction is typically with **co-workers or peers within the immediate work area.**
2	Communications with others are generally of a routine nature. The need for interpersonal skills is very limited. Interactions generally involve brief, simple exchanges of information including the provision of service. The job requires very basic communication skills and common courtesy. Interaction is typically with **co-workers or peers and with others beyond the immediate work area but within the organization.**
3	Communications are **generally of limited difficulty**. Interactions generally involve **short, straightforward exchanges of information or provision of service**. Interaction is typically with a **variety of people**, including co-workers, clients, **the public or others outside the organization**.
4	There is **generally a requirement to work cooperatively with others in order to achieve results**, and **typically requires explanation or elaboration**. Interaction is typically with a variety of people including co-workers, clients, the public or others outside the organization.
5	While, interactions could **sometimes include heated and/or contentious discussions** or **situations where conflicting interests are apparent**, **prescribed protocols typically dictate how such situations are to be handled**. Communications include a **moderate degree of difficulty**, **requiring explanation or elaboration** in order to ensure mutual understanding, participation and/or collaboration of others. Interaction is typically with a **variety of people, both internal and/or external to the organization.**

6	Interactions are **generally contentious and involve confidential discussions** or situations where conflicting interests are apparent.
	The job requires a **variety of communication and interpersonal skills**, and the **ability to select the method/approach most appropriate to the audience and/or situation in order to ensure mutual understanding and persuade others to participate and/or collaborate.** Interaction is typically with a variety of people, both internal and/or external to the organization.
7	Interactions generally involve a **high degree of difficulty** (contentious, confidential, sensitive, or political).
	The job requires a **high degree and variety of communication and interpersonal techniques and skills**, and the ability to select the method/approach most appropriate to the audience and/or situation.
	Communications **sometimes include a requirement to explain/elaborate technical and/or conceptual information** to create mutual understanding and persuade others regarding a **particular course of action** in order to obtain agreement. Interaction is typically with a variety of people both internal and/or external to the organization.
8	Interactions typically involve a high degree of difficulty (contentious, confidential, sensitive, or political).
	The job requires a **very high degree** and variety of communication and interpersonal techniques and skills, and the ability to select the method/approach most appropriate to the audience and/or situation.
	Communications **generally require achieving consensus or agreement, and explaining/elaborating technical and/or conceptual information** to create mutual understanding and persuade others regarding a particular course of action. Interaction is typically with a variety of people both internal and/or external to the organization.
9	Typically involves a **very high degree of difficulty** (contentious, confidential, sensitive, or political).
	The job requires **mastery of a broad range of communication and interpersonal techniques and skills**, and the ability to select the method/approach most appropriate to the audience and/or situation.
	Communication of specialized information for the **purpose of attaining agreement amongst stakeholders and convincing others to change course of action**. Interaction is typically with a **wide variety of people** inside and/or outside the organization

Factor 3: Physical Effort

Definition

This factor measures job demands requiring physical effort and considers both the intensity (level of difficulty or strain) and frequency (percentage of time) of job tasks.

Characteristics to be considered include:
- Physical exertion and handling (lifting, carrying, pushing, pulling or wearing cumbersome or restrictive clothing or equipment);

- Body postures and movements (walking, standing, sitting, climbing, bending);

- Manual dexterity (both gross and fine motor skills); and

- Body control and reflex requirements using mechanical and other aids to meet the physical demands of the work.

Application Guidelines

1. The vertical dimension is an intensity scale that measures the degree of physical demands required to complete job tasks. The force exerted, physical strain, and body postures required in the work are measured from **LOW** to **VERY HIGH**.

2. The horizontal dimension measures the frequency these physical demands are performed to complete job tasks. The rater is advised to first determine the job requirements for physical effort on the vertical dimension and then determine from the questionnaire the frequency of the tasks requiring physical effort.

	Intensity Scale	Frequency Scale Percentage of time the incumbent is required to spend doing physically demanding job duties		
		Occasionally < 33%	Regularly 33 - 66%	Constantly > 66%
Low	**Work requires light or a low amount of physical effort**. (Forces exerted are equivalent to lifting less than 10 lbs or 4.5 kgs.) The job requirements for manual dexterity or physical manipulation are **limited**. The degree of physical strain produced on the job is somewhat taxing, but does not usually produce fatigue or require periods of rest. Freedom of movement exists, and the job does not confine the team member to a prescribed body posture. Body movement usually involves sitting and intermittent walking.	1	1	1
Moderate	**Work requires moderate physical effort**. Forces exerted are equivalent to lifting between 10 (4.5 kg) and 25 lbs (11.4 kg). Job requirements for manual dexterity or physical manipulation are also **moderate**. The degree of physical strain produced on the job is moderately taxing and fatiguing. Work involves walking, standing, confining or tiring work positions, or extended periods of sitting in one position where there is limited freedom to walk/move about.	2	3	4
High	**Work requires heavy physical effort**. Forces exerted are equivalent to lifting between 25 (11.4 kg) and 50 lbs (22.7 kg). The degree of physical strain produced on the job is **high**, resulting in fatigue and requiring periods of rest. Job requirements for manual dexterity and physical manipulation are high. There may be a requirement for extended periods of standing or sitting. Work could involve the coordination of body movements involving various body postures.	3	4	5
Very High	**Work requires very heavy physical effort**. Forces exerted are equivalent to lifting more than 50 lbs (22.7 kg). The degree of physical strain produced on the job is **very high** resulting in considerable fatigue and requiring periods of rest. Work could require very fine dexterity and extreme muscular control, involving various body postures that could include standing, sitting or working in a confined space.	4	5	6

Factor 4: Concentration

Definition

This factor measures job demands requiring concentration or alertness. It considers the intensity (level of difficulty or strain) and frequency (percentage of time spent) of job tasks. Characteristics to be considered include:

- Visual concentration and eyestrain;

- Hearing concentration and strain;

- Other sensory concentration (touch, smell);

- Repetitiveness of tasks requiring alertness;

- The need for exact results or precision;

- The effect of interruptions;

- Time pressures to complete tasks;

- Control over work pace;

- Vigilance and unusual attentiveness;

- Alertness to ensure the health and safety of others (i.e. performance of firefighting operations); and

- Eye/hand coordination.

Application guidelines

1. In jobs with multiple tasks involving concentration, each task will be evaluated, and the highest appropriate degree rating selected. The frequency of the highest appropriate degree rating is then applied. For example, some tasks may require extremely significant sensory demands or some tasks may be subject to very tight time pressures although the majority of the tasks required by the position may require less sensory demands and are not subject to tight time pressures.

2. The vertical dimension is an intensity scale to measure the degree of alertness and concentration required to complete job tasks. Sensory demands, the control over work pace, effect of interruptions, time pressures and need for detailed or precision work is measured from **LOW** to **VERY HIGH**.

3. The horizontal dimension measures the frequency of concentration to complete the job tasks. The rater is advised to first determine the job requirements for concentration on the vertical dimension and then determine from the questionnaire the frequency of the tasks requiring concentration.

Intensity Scale		Frequency Scale Percentage of time the incumbent is required to spend on job tasks requiring concentration		
		Occasionally < 33%	Regularly 33 - 66%	Constantly > 66%
Low	Work involves **some alertness and concentration** to complete job tasks. There are **no unusual sensory demands** or job requirements for vigilance. Team members control their own work pace, and usually there are no significant time pressures to finish specific job tasks. The effect of interruptions on job results is minor. The need for detailed or precision work is low.	1	1	1
Moderate	Work involves **a moderate degree of alertness and concentration** to complete job tasks. There are **some sensory demands** or job requirements for unusual vigilance or attentiveness. Incumbents usually control their own work pace; however, there are some time pressures to finish specific job tasks. The effect of interruptions on job results is moderate. The need for detailed or precision work is moderate.	2	3	4
High	Work involves **a high degree of alertness** and concentration to complete job tasks. There are **significant sensory demands** or job requirements for vigilance and attentiveness. Incumbents may not always control their own work pace, and there are tight time pressures to finish specific job tasks. The effect of interruptions on job results is significant. The need for detailed or precision work is high.	4	5	6
Very High	Work involves a **high degree of alertness** and concentration to complete job tasks. There are **extremely significant sensory demands** or job requirements for vigilance and attentiveness. Incumbents do not always control their own work pace, and there are very tight time pressures to finish specific job tasks. The effect of on-going interruptions on job results is very critical. The need for detailed or precision work is very high.	6	7	8

Factor 5: Complexity

Definition

Measures the amount and difficulty of **analysis**, **problem solving** and **reasoning** required to perform job related duties. This factor measures the conceptual demands of the job as characterized by:

- Analysis and interpretation required for problem and solution definition;
- Creativity;
- Breadth and/or depth of job scope;
- Mental challenge;
- Degree of job structure and planning requirements; and
- Related and/or unrelated activities.

Application guidelines

1. The rater should consider the extent to which policy and process/procedures exist and to what extent they affect and/or reduce job class complexity.

2. In degree 5, "a moderate degree of analysis" is interpreted to mean that there are fewer variables to consider in the analysis.

3. In degree 7, "a high degree of analysis" is interpreted to mean that there are many variables to consider in the analysis; furthermore, situations are "diverse", meaning that they involve many fields or issues (breadth of scope).

4. "Breadth" refers to the number or variety of methods, procedures, techniques and disciplines that the job requires. "Depth" refers to how much the employee must know of a particular method, procedure, technique and/or discipline.

5. In Degree 8 and 9, "strategic" refers to strategic thinking in relation to corporate/departmental goals/objectives/direction.

Degree	Description
1	Work requires understanding the nature of the problem and following **repetitive**, **well defined** and clear-cut **specific** instructions, procedures, processes or pre-determined routines to address it.
2	Work requires understanding the nature of the problem and following **clear** instructions, procedures, processes or pre-determined routines to address it. The work may involve **different but related processes and methods**.
3	Work requires understanding the nature of the problem and **some interpretation** to **select from a number of possible and prescribed solutions** the most appropriate course of action to suit the circumstances of the problem. The work may involve **different but related processes and methods**.
4	Work requires understanding the nature of the problem and **some interpretation** to **select from a number of possible and prescribed solutions** the most appropriate course of action to suit the circumstances of the problem. The work involves a variety of different but related processes and methods, and **some unrelated existing processes and methods**. While, work related problems have known solutions, they may require some contextual cause and effect analysis, and can be **resolved by using established methods and procedures**.
5	Work requires a **moderate degree of analysis** to adapt to a variety of duties that involve **unrelated processes and methods**. Situations **may** be broad in scope with **limited opportunity for standardized solutions** and may require the recognition and consideration of variables, and selecting or developing solutions to address the situation.
6	Work often requires **analysis and assessment** of problems that **are broad in nature**. Analyzing the causes of the problem and the interrelationships of its components, and **adapting existing practices or precedents** to develop solutions or series of possible solutions.
7	Work involves a **high degree of analysis** and the use of **logical, evaluative, scientific or professional thinking** to develop approaches in order to **solve problems where only a few precedents exist**. Work requires considering a wide range of unrelated factors/issues and their interdependencies.
8	Work requires a **high degree of complex analysis and reasoning** to **develop new approaches** in order to solve a **wide range of problems**. **Situations may be unique** and sometimes require a high degree of mental challenge to deal with job demands of a **strategic, or technical/scientific nature**, where precedents and/or prescribed solutions do not exist.
9	Work requires a **very high degree of complex analysis** and reasoning to develop new approaches in order to solve a wide range of problems. **Situations are often unique** and typically require a high degree of mental challenge to deal with job demands of a **highly strategic, innovative or technical/scientific nature**.

Factor 6: Accountability/Decision-Making

Definition

Measures the level of accountability and decision-making associated with the position. Characteristics to be considered include:

- Level of work review or supervision received;

- The nature of delegated authorities and prescribed decisions, and processes

- The extent to which discretion and independence of action are required; and

- Overall accountability given the nature of the work.

This factor also considers the extent to which the job class provides information, and/or advice, and/or makes recommendations and/or approves or makes decisions. Raters should also consider the extent to which procedures, protocols and "common body of knowledge" precedents guide and/or direct decision making and related accountabilities.

Application guidelines

1. Degrees 1 – 3 typically describe positions where detailed processes and procedures exist and/or work is subject to a greater degree of control or review.

2. Degree 5: "general" direction means that the direction received includes guidelines on how to carry out a task. This describes "finished" work.

3. Degree 6: Provides significant input into policy/program recommendations but is generally not responsible for developing and bringing recommendations to management.

4. Degree 7: "nominal" direction means that direction is provided without specific guidelines. Authority to take a goal and develop a policy/process (decision-making).

5. While the degree of decision-making which falls to the position is the primary information to be considered, the amount of supervision received and the level of work review generally experienced are also two features to be considered closely.

Degree	Description
1	Work is **directly controlled** through the **highly structured nature of the work itself** or immediate supervision by others. All deviations from assigned work must be authorized by a supervisor.
2	Rating is higher than a 1, but lower than a 3.
3	Work is **controlled** through the **occasional checking** for accuracy, quality, and adherence to detailed instructions or through the **structured nature of the work itself**. **Some discretion may be exercised** within pre-determined limits and procedures.
4	Rating is higher than a 3, but lower than a 5.
5	Finished **work results are evaluated** for compliance with technical standards, appropriateness, and conformity to policy/procedure. Receiving **general direction** regarding work responsibilities, **discretion and judgment must be exercised in interpreting and applying/following** rules, guidelines and/or protocols.
6	Rating is higher than a 5, but lower than a 7. In addition to degree 5, **some responsibility** for program refinement and/or development.
7	Work is evaluated relative to overall functional or program policy in terms of feasibility, compatibility and effectiveness. Receiving **nominal direction regarding work responsibilities**, **discretion and judgment must be exercised in translating organizational goals** into the development/refinement of program(s) strategy and related objectives and activities.
8	Rating is higher than 7, but lower than a 9.
9	Work results are considered technically authoritative and are evaluated relative to general organizational policy in terms of feasibility, compatibility and effectiveness. Essentially **receiving no supervision**, positions use their **own judgment** and ingenuity to **develop and interpret program, functional and/or organizational goals and guidelines**.

Factor 7: Impact

Definition

Measures the potential problems the position can create or resolve for a department or the entire organization **as a result of decision-making responsibility or the provision of advice to a client or colleague**. Characteristics to consider include:

- Span of effect ("ripple effect");
- Organizational scope of impact: immediate work unit, program or service, functional area, cross-functional and/or organization-wide;
- Employee morale;
- Assessment should also consider the context of defined process controls, delegated authorities, technical standards and protocols, etc.;
- Scope of external impact: immediate client/customer/patient through to public image;
- Financial effects; and
- Impact on safety.

Assessment of the impact of errors should be based on **average** occurrences and **not** on extreme scenarios.

Application guidelines

1. Not only are average occurrences the only situations to be taken into account as to their impact, the rater also considers what "checks and balances" are in place that ordinarily prevent the error from occurring or that detect it before the impact becomes severe. If safeguards or subsequent checks prevent or mitigate the error, then the position should not be rated on it, because the impact will not likely be felt.

2. The use of the words "and/or" between parts of the various descriptions is important to note, since they signify that not all parts of the description need be present for credit to be given, as long as one or more can be impacted as a result of decision-making in the position.

3. Clients include both internal and external contacts.

4. While Degree 4 is the first level to recognize impact outside the organization, classes whose degree of control, work structure and level of supervision are more accurately reflected in Degrees 1, 2 or 3 (i.e. mitigating degree of impact) a rating of less than 4 should be considered.

5. "Work Section" refers to a distinct part or sub-division of the organization.

6. "Normally" refers to the core essence of the position and the "majority of the time".

7. "Negligence" is the failure to act with the prudence that a reasonable person would exercise under the same circumstances.

8. Error is an act, assertion, or belief that unintentionally deviates from what is correct, right, or true.

9. Health and Safety both refer to the impact on physical, mental and emotional well-being of self and others.

Degree	Description
1	Work results have **impact only on the immediate work section**. Work is **closely controlled** through the structured nature of the work itself, routine cross-checks, or close supervision of others. Errors might normally result in (a) the loss of one's own time to correct the error, **and/or** (b) minor damage, waste or financial loss.
2	Work results have **limited impact beyond the immediate work section** but within the program or functional unit. Work is **closely controlled** through the structured nature of the work itself, routine cross-checks, or close supervision of others. Errors might normally result in (a) the loss of one's own time or a colleague to correct the error, **and/or** (b) minor damage, waste or financial loss.
3	Work results have **impact beyond the immediate work section and program/functional area but within the organization**. **Work and methods are controlled by monitoring** accuracy, adequacy or adherence to instructions. Consequences and/or errors **can be** identified, resolved quickly and have short term implications. Errors might normally result in (a) the loss of one's own and other's time to correct the error, (b) limited health impacts, safety impacts, damage, waste or financial loss, **and/or** (c) effect on the morale of other employees.
4	Work results have **impact inside and to a limited extent, outside the organization**. Work and methods are controlled by monitoring accuracy, adequacy or adherence to instructions. Consequences and/or errors **are** identified, resolved quickly and have short term implications. Errors might normally result in (a) the loss of one's own and other's time to correct the error, (b) some health impacts, safety impacts, damage, waste or financial loss, (c) an effect on the morale of other employees, (d) some impact on internal and external customers, clients, and/or patients **and/or** (e) limited impact on public image.
5	Work has **direct impact on the final service or product produced and impact on other program/service/business units**. **Work is evaluated for compliance with technical standards, appropriateness, and conformity to policy. Consequences and/or errors are not immediately identifiable and require effort to resolve, and have a moderate impact over the short-term to mid-term**. Errors might normally result in: (a) the significant loss of time, (b) moderate health impacts, safety impacts, damage, waste or financial loss, (c) have an effect on the morale of other employees, (d) moderate impact on internal and external customers, clients, and/or patients **and/or** (e) moderate impact on public image.
6	Activities and recommendations may have a **wide-ranging impact throughout the organization**. **Activities and recommendations have a significant impact on operations, financial management, health, safety, public image, employee morale, and/or clients/customers/patients**. Consequences and/or errors are **difficult to identify and resolve** and **may have an impact beyond the short-term.**
7	Activities, decisions and possibly approvals have wide-ranging impact throughout the organization. **Decisions** have a **significant impact** on operations, financial management, health, safety, public image, employee morale, and/or clients/customers/patients. Consequences and/or errors are difficult to identify and resolve and **normally have an impact over the short- to mid-term**.
8	Activities, decisions and possibly approvals have **wide-ranging impact internally and externally to the organization**. **Decisions and actions** have an **extreme impact** on operations, financial management, health, safety, public image, employee morale, and/or clients/customers/patients, etc.. Such positions are capable of errors in judgment that could **extremely handicap the operations and/or future/long-term goals, performance and/or sustainability of the organization as a whole**.

Factor 8: Development and Leadership of Others

Definition

This factor measures the responsibility for human resource effectiveness. It also assesses the complexity and job demands associated with mentoring, coaching, guiding and/or supervising the work of others.

Characteristics to be considered include responsibility for:

- Contributing to recruiting and hiring;

- Providing orientation to new employees;

- Providing training;

- Providing on-the-job guidance, direction and assistance;

- Ensuring the effective application of human rights/employment equity policies and practices;

- Checking or reviewing work, and providing feedback;

- Scheduling, organizing, and coordinating work;

- Participating in discipline problems;

- Longer-term employee development;

- Building morale and employee relations;

- Counselling employees on work-related or personal matters; and

- Acting as a role model or mentor.

This factor includes the direct and regular supervision of full- and part-time employees, contract employees, students (paid or unpaid), volunteers and apprentices. In addition, consideration should be given to situations where there is a responsibility for some aspect of a "team" (i.e. facilitating, coordinating or managing the work of a functional or project-specific team). This factor also includes the responsibility to provide on-going guidance, coaching and mentoring to individuals or self-directed work teams.

Application Guidelines

1. In applying Degree 1, the reference to student employees includes summer students (not those as described in Application Guideline #2)

2. In applying Degree 2, the reference to student employees includes students where work plans and evaluations are formally required by their education/training program such as apprentices, internships, co-op work terms, etc.

3. In applying Degree 3, "Project and team leads" is defined to be a project-specific role over a finite time-span where the incumbent is responsible for co-ordinating the operational activities (i.e. workload allocations, project updates, issues management, scheduling, etc.) of the project or a significant project stream. Please note that a project and team leader would typically not have formal human resources or staff supervisory responsibilities.

4. In applying Degrees 4, 5 and 6, "direction" is defined to be an operational role but with lead responsibilities for supervising the work activities of others, monitoring and reporting on quality, and providing ongoing advice and guidance.

   The number of employees in each of the size descriptions are:

Descriptor	
Large	• Greater than 10 employees
Medium	• 5-10 employees
Small	• Less than 5 employees

5. Formal supervisory responsibility on an ongoing basis for [temporary or term] student employees hired for specific program or operational requirements is included in Degrees 4, 5 and 6.

6. If a position has full-time responsibilities for the direct supervision and management of staff, allocate a Degree 7 rating.

7. Where a collective agreement provides a premium for in-charge pay, those activities will not be considered for job evaluation purposes under this factor.

Degree	Scale	Description
1	Common guidance and advice	There is an expectation to provide occasional advice and/or guidance to new employees, student employees, temporary employees, etc.
2	On-the-Job Training and/or Support	There is a requirement to provide on-the-job training, guidance, formal mentoring, coaching and/or advice to others, including new and existing employees, student employees, contract workers, temporary employees, volunteers, etc.
3	Coordination	There is a requirement to provide direction on a day-to-day basis with regards to scheduling, assigning and coordinating work and may be expected to provide feedback to employees and/or management. Project and team leads will be covered under this degree.
4	Direction – Small Group Responsibility	Responsible for ongoing bargaining unit supervisory activities including training, assigning, monitoring and assessing work, participating in hiring and providing performance feedback to management. Operational requirement for ongoing formal supervision of students, volunteers, etc. would also fit under this degree.
5	Direction – Medium Group Responsibility	Responsible for ongoing bargaining unit supervisory activities including training, assigning, monitoring and assessing work, participating in hiring and providing performance feedback to management. Operational requirement for ongoing formal supervision of students, volunteers, etc. would also fit under this degree.
6	Direction – Large Group Responsibility	Responsible for ongoing bargaining unit supervisory activities including training, assigning, monitoring and assessing work, participating in hiring and providing performance feedback to management. Operational requirement for ongoing formal supervision of students, volunteers, etc. would also fit under this degree.
7	Formal Human Resources Management Responsibility	**Direct and ongoing responsibility for a homogenous work group** of employees. Duties include full range of supervisory activities such as training, assigning, monitoring and assessing work, participating in hiring, staff development and constructive discipline. Work involves ensuring that human resources related decisions are compatible with the organization's policies and practices (i.e. hours of work, vacation, level of staffing, compensation, etc.).

Factor 9: Environmental Working Conditions

Definition

This factor measures the likelihood, frequency and severity of exposure to undesirable conditions in the work environment. These environmental aspects are unavoidable given the nature and requirements of the job.

Characteristics to be considered include:

- unfavourable off-site circumstances (i.e. associated with off-site visits);
- work surroundings - exposure to:

  - hazardous chemicals;
  - noise of all types (i.e. mechanical, environmental, human);
  - dirt, dust and filth;
  - glare;
  - fumes;
  - limited ventilation;
  - vibration;

  - bodily fluids and waste
  - odour;
  - lack of privacy;
  - isolation;
  - awkward or confining work spaces;
  - temperature extremes; and
  - other undesirable workplace conditions.

- exposure to adverse environmental and weather conditions;
- physical hazards and personal health and safety risks; and
- frequent travel.

Intensity Scale		Frequency Scale		
		Occasionally < 33%	Regularly 33 - 66%	Constantly > 66%
Does not apply (or is very incidental)	**Typically no adverse environmental conditions**.	1	1	1
Limited adverse conditions	Exposure to **some undesirable or unpleasant environmental characteristics**. Physical environment is typically safe and there is minimal health risk. **No safety equipment or unusual precautions are required**.	2	3	4
Moderately adverse conditions	Exposure to **moderately adverse and undesirable** environmental conditions. **Some** health and safety risks. **May require** safety equipment and/or precautions.	3	4	5
Highly adverse conditions	**Exposure** to physical hazards, health and safety risks, adverse or otherwise undesirable characteristics in the environment. Personal risks **require** safety equipment or precautions to be followed closely.	4	5	6
Extremely adverse or severe conditions	**Exposure to major** physical hazards, **severe** health and safety risks, or **extremely** adverse characteristics in the work environment. Despite the fact that safety equipment and precautions are strictly adhered to, **distinct possibilities** for injury or occupational disease exist.	5	6	7