

OPSEU LOCAL 596

JOB EVALUATION PLAN

RULES OF APPLICATION

Human Resources Department
Ryerson University

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GENERAL RULES OF APPLICATION

Appropriate levels were originally based on the Joint Job Evaluation Committee's (JJEC) interpretation of the degree levels, the Rules of Application and the Committee members' knowledge of a position which were based on the Job Description, the PDQ and the Job Evaluation Team's notes and evaluation ratings. The JJEC was also mandated to achieve results which were both consistent and fair across the organization.

To determine the appropriate level in each subfactor, the JJEC considered the job duties independently under each subfactor. Each subfactor was rated and supported on its own merit.

However, some subfactors are related (e.g. Education/Experience, Independent Action/Decision Making, Mental Effort/Physical Effort, Physical Effort/Environmental and Time Demands/Mental Effort/Physical Effort) and require careful consideration to ensure consistency and avoid double counting. Therefore, related subfactors should be considered in tandem with a view to determining how each subfactor impacts on the others.

Where examples are provided in the factor definitions, they are provided for illustrative purposes only and are in no way intended to be definitive.

I. SKILL

A. EDUCATION

This subfactor measures the minimum level of formal education and specialized training/skill normally required as a basis for learning and performing the job. These requisites may be met by formal education or independent studies.

Degree Levels

Level 1	Less than secondary school graduation diploma.
Level 2	Completion of secondary school graduation diploma.
Level 3	Completion of a 1-year post-secondary program or 1 year of specialized training.
Level 4	Completion of a post-secondary certificate program or 2 years of specialized training.
Level 5	Completion of a post-secondary diploma program or 3 years of specialized training.
Level 6	Completion of a post-secondary degree program or 4 years of specialized training.
Level 7	Completion of a post-secondary degree program, plus at least 1 year of specialized training.

Rules of Application

1. This subfactor measures the level of formal education and specialized training required to perform the job duties and is not a reflection of the incumbent's qualifications.
2. A secondary school graduation diploma refers to the completion of Grade 12.
3. A post-secondary education program refers to a complete education program, not individual courses, offered by a community college, technical institute or university.
4. Although the necessary specific and general knowledge or education may be acquired by casual or informal study (such as correspondence courses, night school), the most common or logical source is through formal education or schooling (such as secondary school, business school, trade school, vocational centre, college of applied arts and technology, institute of technology, university, etc.).
5. Specialized training refers to a concentrated course of study in a specific field applicable to the work.
 - a) Use of specialized terminology is considered under this subfactor. A formal apprenticeship program (course hours plus required hours in the field) is considered under this subfactor.
 - b) Where a second language training is a requirement of the position, the Education subfactor rating shall be no less than the level at which the required expertise in the second language can normally be obtained in an Ontario curriculum

Subfactor Analysis (PDQ Questions 1, 2)

The **Education** subfactor measures the **minimum** formal education and/or skill, or alternatively, specialized training (e.g. apprenticeship) required as the basis for learning and performing the responsibilities of the position. These requirements **must** be job-specific and may be met either by formal education or by independent studies. When considering formal education and training, focus on the **minimum** requirements of the **position**, **not** on the actual qualifications of the incumbent.

Levels

- Level 1 - Less than secondary school diploma** – Basic literacy and numeracy skills are applied as necessary to perform routine and simple transactions, such as following straightforward written directions, providing straightforward information or making monetary change. A secondary school graduate diploma is not a position requirement.
- Level 2 - Completion of a secondary school graduation diploma** – Literacy and numeracy skills, sufficient for the completion of a secondary school graduation diploma (i.e. Grade 12), are applied in interpreting and conveying straightforward information and in performing specialized tasks.
- Level 3 - Completion of a one-year post-secondary program or one year of specialized training** – Individual courses at a post-secondary level or specialized training programs, which may or may not be accredited by the Ministry of Education, focus on job-specific knowledge or skills that are required to perform at the entry level of a specific function.
- Level 4 - Completion of a post-secondary certificate program or 2 years of specialized training** – These **certificate** or specialized training programs are generally recognized as providing the skills and knowledge essential to the performance of specialized technical or administrative tasks required by a position.
- Level 5 - Completion of a post-secondary diploma program or 3 years of specialized training** – These **diploma** or specialized training programs provide a more advanced and specialized level of job-specific technical and administrative knowledge and skills essential to the performance of a diverse number and type of tasks required by a position.
- Level 6 - Completion of a post-secondary degree program or 4 years of specialized training** – These **degree** or specialized training programs provide a complex and varied set of knowledge and skills (e.g. high-level analysis and problem solving skills, in-depth and specific content knowledge, advanced technical knowledge and skills, etc.) essential to the performance of tasks required by a position.
- Level 7 - Completion of a post-secondary degree program, plus at least one year of specialized training** – Examples of the specialized training required **following the completion of a degree** include courses and/or experience required to acquire the professional certification needed to perform position duties (e.g. P. Eng., C.G.A., etc.) or a Master’s degree, if it is the minimum level of education required to perform the job. Note that positions which require incumbents to obtain periodic additional job-specific training or certification in order to update or enhance existing job skills (e.g. computer software training, equipment upgrade training, etc.) do **not** fit the definition for Level 7 above.

B. EXPERIENCE

This subfactor measures the amount of practical experience required to perform the job duties after having considered the appropriate formal education and specialized training. This includes:

- a) experience in any related work or work in a lesser position which is necessary for performance of the job, **and***
- b) the period of training and adjustment on the job itself.*

Degree Levels

- Level 1** Less than 6 months.
- Level 2** A **minimum** of 6 months, but less than 1 year.
- Level 3** A **minimum** of 1 year, but less than 2 years.
- Level 4** A **minimum** of 2 years, but less than 3 years.
- Level 5** A **minimum** of 3 years, but less than 4 years.
- Level 6** A **minimum** of 4 years, but less than 5 years.
- Level 7** A **minimum** of 5 years, but less than 6 years.
- Level 8** Over 6 years.

Rules of Application

1. This subfactor deals with practical training and job knowledge. It should not be dealt with until an appropriate degree of education has been established.
2. This subfactor 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, routine, etc.
3. Under this subfactor, no consideration is given to the maturing of the individual.
4. This subfactor measures the experience required to perform the job and is not a reflection of the incumbent's experience.
5. When considering the period of training and adjustment, do not take into account the cyclical natures of the job (e.g. the academic year).

Definitions

Prior experience:

The amount of time normally required, during or after formal education, to develop practical skills and knowledge necessary to perform the job, not the amount of time required to get promoted to it. For example, becoming an athletic coach requires time to learn how to apply conditioning methods, motivate team members, assess the abilities of potential players etc. These tasks require the application of basic knowledge and interpersonal and analytical skills learned from previous practical experience in a similar position.

On-the-job training and orientation:

The amount of time required, once in the position, to become fully competent in all aspects of the job.

Subfactor Analysis (PDQ Questions 3, 4, 5, 6)

The **Experience** subfactor measure the normal amount of practical work experience and job knowledge in a related field required to perform job duties obtained after acquiring the necessary formal education and specialized training. Experience may be acquired through paid or voluntary work either externally in another organization and/or internally through:

- (i) prior related work experience or experience essential for developing job skills acquired in a more junior position (or in progressive positions); and
- (ii) on-the-job training and orientation.

This subfactor does not measure the qualification of the incumbent, but rather the minimum level of practical experience required to perform the job duties.

The appropriate rating for the Experience subfactor can only be determined after an appropriate **minimum** level of Education has been established (i.e. the Experience subfactor must be balanced with the Education subfactor).

This subfactor measures the normal length of 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, routine, etc.

When determining the on-the-job training and orientation period, any cyclical component of the job (e.g. academic year, budget year) should not be considered; that is, it is not the length of time required to complete an entire cycle of work, but rather the normal amount of time required to learn what is necessary to perform the job if the learning and/or training took place over one block of time with cycles removed.

The purpose of this subfactor is to determine the normal amount of experience that is necessary for an incumbent to assume the position and perform the job duties. It is not the intent to measure a flexible range of time periods. As a result, the level cannot be determined without first defining the actual number of years or months.

C. COMMUNICATION

This subfactor measures the level of oral and written language skills required in the job. Both comprehension and expression skills are included.

Degree Levels

- Level 1** Communication involves the **straightforward exchange** of information.
- Level 2** Communication involves the **straightforward explanation** of information.
- Level 3** Communication involves the **elaboration** of information and/or the **composition** and **presentation** of **basic** information.
- Level 4** Communication involves the **elaboration** of information and/or the **composition** and **presentation** of **complex** information
- Level 5** Communication involves the **composition** and **formal presentation** of **complex** information.

Rules of Application

1. Oral and written communication is included in all degree levels.

Definitions

- Exchange:** To receive and relay. The **exchange** of information involves the request and/or response to requests for routine, usually fact-oriented, information (orally and/or in writing).
- Explanation:** To make something understood. The **explanation** of information involves the clarification of straightforward material using standard and readily available sources in order to promote understanding (orally and/or in writing).
- Elaboration:** To make something understood by providing more detail or examples. The **elaboration** of information involves the interpretation of materials and/or the provision of more detail or examples, frequently using multiple sources and/or background knowledge, in order to promote understanding (orally and/or in writing).
- Composition:** To formulate by putting together in written form. **Composition** involves the formulation and documentation of “original thought” by gathering and synthesizing ideas, along with quantitative and qualitative information. The information may be basic or complex. At the basic level, composition includes the drafting of memos and straightforward correspondence. At the complex level, it includes the drafting of speeches and/or presentations, as well as written reports. As well, the subject matter tends to be complicated, multi-dimensional and conceptual and be intended to persuade or to promote understanding of highly detailed and/or technical subject matter.
- Presentation:** To set forth for consideration by others. **Presentation** involves the delivery of information in either written or oral format, either formally or informally, to either an internal or external audience. Neither the size of the audience, nor who wrote the text or outline, determines whether or not a presentation is “formal”. Formal presentations are a legitimate requirement of the position and are given on behalf of a department or the University.

Basic Information:

The communication of **basic** information involves the conveying of fact-oriented and straightforward information to internal and/or external contacts using plain language, including providing oral or written (text or graphic) responses to routine questions or issues.

Complex Information:

The communication of **complex** information involves the conveying of complicated and multi-dimensional subject matter to internal and/or external contacts. Complex communications tend to be conceptual, technical and detailed, with multiple components which are difficult to separate, analyze or solve, rather than simply fact-oriented, and often employ a precise specialized terminology. Complex information may require substantial synthesis or translation into non-technical language prior to its communication to others.

Subfactor Analysis (PDQ Question 7)

The **Communication** subfactor measures the type and level of oral and written language skills required in the job in terms of the complexity of the material communicated, the need for creative and original composition, the need for explanation or elaboration of material and the formality of the communication method.

Note that both oral and written communications are included at all levels and that levels are cumulative. As well, communication skills must be consistent with the responsibilities of the position.

Frequency is not measured in the Communication subfactor. As long as the task or responsibility associated with the Communication subfactor is a legitimate requirement of the position, then it should be evaluated at the appropriate level, even if it occurs infrequently.

Levels

- Level 1 -** The exchange of information may involve communication with internal and/or external contacts. It is limited to the provision of basic information, such as the whereabouts of individuals, the location of alternative sources of information or the description of orders, etc. Incumbents react passively to information in the performance of job duties. Examples include:
- Answering telephones, redirecting callers and taking and relaying/forwarding messages
 - Providing standard responses to routine questions
 - Preparing form letters
 - Setting up meetings
 - Taking food orders
 - Writing memos to confirm meeting dates/times
 - Copy typing standard letters from written drafts.
- Level 2 -** The explanation of information may involve communication with internal and/or external sources. Incumbents assume a more active role in the exchange of information. Typically, the communication involves straightforward information not requiring substantive explanatory text or verbal explanations. Examples include:
- Explaining procedures, such as how to complete forms
 - Preparing or completing standard or form letters
- Level 3 -** Communication typically requires incumbents to take the initiative to ensure that information is disseminated effectively. This initiative involves actively eliciting and/or imparting verbal and/or written information. Elaboration is usually required to communicate accurate and concise responses to verbal requests for basic information, such as explaining routine discrepancies in department budget accounts or explaining detailed procedures or information derived from multiple sources. Written responses may involve the original composition of basic information in a variety of formats, such as memos, letters, marketing memos, flyers for products or events, simple reports, articles or summaries involving some qualitative explanations. Examples include:
- Composing letters/memos/flyers
 - Preparing simple reports/articles
 - Explaining in detail procedures or information which may involve multiple sources.

Note that reports consisting of spreadsheet manipulation only, without accompanying verbal or textual elaboration are not considered reports under this level. Their creation is considered to be the straightforward exchange of information and belong more appropriately in Level 2.

- Level 4 -** Communication involves the explanation and elaboration and/or the composition and presentation of complex or specialized information, which is typically more difficult to convey to the intended audience. The communication typically requires substantial qualitative and/or quantitative explanations and/or involves information from multiple sources. Presentations tend to be limited to internal audiences. Examples include:
- Preparing reports/articles
 - Preparing user guides or manuals
 - Explaining in detail complex procedures or information involving multiple sources.
- Level 5 -** Communication involves the composition and/or formal presentation of complex information, in either written or verbal form, which officially represents Ryerson to a variety of internal and external audiences. Communication of this nature requires a high level of skill and knowledge, must be consistent with the functions of the job and be formally documented in the position description. Examples include:
- Drafting and preparing and/or presenting speeches, training, lectures or workshops
 - Preparing brochures
 - Preparing complex user guides or manuals
 - Preparing and/or presenting in-house courses/lectures
 - Preparing complex reports/articles

D. INTERPERSONAL/HUMAN RELATIONS

This subfactor measures the level of person-to-person skills necessary for the performance of the job, through contact with other employees of Ryerson, members of the general public or other organizations.

Degree Levels

- Level 1** Person-to-person contact requires **ordinary courtesy**.
- Level 2** Person-to-person contact requires **tact and diplomacy**.
- Level 3** Person-to-person contact involves **influencing** other people.
- Level 4** Person-to-person contact is critical to the nature of the work and involves **negotiating, motivating, or counselling** other people.

Rules of Application

1. Levels 1 to 4 are cumulative.
2. Tact and diplomacy are used to avoid friction and maintain positive relationships and may involve dealing with demanding public, students, staff and faculty.

Definitions

- Courtesy:** The demonstration of standard politeness and appropriate conduct in work situations.
- Tact:** The skill of dealing with persons or difficult situations without giving offence and with a sense of what is fitting, even in the face of rude or abusive behaviour.
- Diplomacy:** Implies the demonstration of cool, smooth and/or strategic responses in interactions with irate, frustrated or upset clients, students, faculty, staff, etc.
- Influencing:** To persuade or recommend to follow a course of action. **Influencing** involves persuading others or recommending a course of action where the recipient of the influence has more than one option.
- Counselling:** The act or process of giving competent advice. **Counselling** involves recommending options to other, either personal or academic, based on the incumbent's professional knowledge, expertise and reputation.
- Negotiating:** To confer or bargain, one with another, in order to reach agreement. **Negotiating** involves a number of components:
- a) It must be a legitimate responsibility of the position;
 - b) It must be performed on behalf of the University, not on behalf of the incumbent;
 - c) It is accompanied by the authority to commit and the obligation to comply with the agreement reached between parties and to incur liability for any non-compliance;
 - d) It is critical to the nature of the work; i.e. it is considered to be a primary focus of the job.
- Motivating:** To stimulate and provide incentive. **Motivating** involves stimulating or providing an incentive to others to excel in their work.

Subfactor Analysis (PDQ Question 8)

The **Interpersonal/Human Relations** subfactor measure the person-to-person skills necessary to perform the job through contact with other individuals, especially clients. Clients may include students, faculty, other employees or external contacts.

Note that the four levels are cumulative. The appropriate level is determined on the basis of the highest relevant level which is consistent with the functions of the position and is formally documented in the job description.

This subfactor must be rated and supported on its own merit. There is no direct relationship between it and the **Guidance Given** subfactor. A person with lead-hand responsibilities, for example, would not necessarily receive credit for influencing, negotiating or motivating under this subfactor if it occurs only in the context of motivating or influencing staff supervised. To avoid double counting, these elements are rated under the **Guidance Given** subfactor.

Levels

Level 1 - Interactions with others require ordinary courtesy at the intake or front-end level to obtain or provide routine information. Contact with clients and/or the general public is relatively limited.

Level 2 - Interactions with other require tact and diplomacy at the intake or front-end level to provide more detailed information or explanations and/or avoid friction.

Level 3 - Interactions with other involve influencing or persuading other people on a course of action by providing advice or recommendations based on the positions' specialized knowledge of a given area.

Interactions requiring influence may involve issues whose options or outcomes are narrow in scope and limited by the nature of the job.

Interactions influencing the decision making of others may also involve issues which are complex in nature and which have the potential to seriously impact individuals, the University and/or the general public.

Level 4 - Interactions with others are critical to the nature of the work and involve negotiating with, motivating or counselling other people as a legitimate part of the job.

The counselling/advice given to the individual seeking it may affect that person's life, career, personal well-being or academic direction. The individual, however, has the option of following or disregarding any or all of the counsel, advice or recommendations received. Generally, academic counselling (excluding curriculum counselling) is not performed by non-academic staff, although exceptions may exist in specific, unique situations.

E. ANALYTICAL REASONING

This subfactor measures the level of analysis, interpretation, and reasoning skills required by the job.

Degree Levels

Level 1 Work requires **minimal** analysis, interpretation or reasoning skills.

Level 2 Work requires **simple** analysis, interpretation and reasoning skills.

Level 3 Work requires a **moderate degree** of analysis, interpretation and reasoning skills.

Level 4 Work requires a **high degree** of analysis, interpretation and reasoning skills.

Rules of Application

1. Work situations include issues, requirements and problems encountered in the job.

Definitions

Analysis: The examination of an issue, requirement or problem, its parts and their relationship.

Interpretation: The explanation of the purpose or meaning of something.

Reasoning: The process of drawing conclusions on facts.

Factors: Basic data and information which must be used in order to reach a solution.

Subfactor Analysis (PDQ Questions 9, 10, 11)

The **Analytical Reasoning** subfactor measure the level of analytical thought, interpretation and reasoning skills required to solve problems, makes decisions, exercise judgment, etc., when carrying out the duties of the job.

In reviewing examples of work situations, problems or issues provided, consideration should be given to the nature of the problems, the type and number of choices and alternatives available to resolve them and the availability of information and/or detailed instructions/standard procedures required to resolve them.

In order to ensure internal consistency, this subfactor requires the use of benchmarks in determining the appropriate level.

Levels

- Level 1 -** Typically, all information is provided or readily obtainable. Work situation/job problems are easily identified and are solved by following standard or established procedures.
- Level 2 -** Typically, most information is provided and additional information can be found through known sources before application of procedures. Work situation/job problem identification and/or solution may involve the consideration of few factors.
- Level 3 -** Typically, some information is provided and additional information must be found through further investigation. Work situation/job problem identification and/or solutions may involve consideration of many factors.
- Level 4 -** Typically little information is provided or readily obtainable. Work situation/job problem identification and/or solutions may involve consideration of many complex factors.

II. RESPONSIBILITY

A. ACCOUNTABILITY

This sub-factor measures the responsibility for actions, as they pertain to people, resources and the University, in terms of impact on time, materials or finances, image and then safety and well-being of others.

Degree Levels

	I. Financial/Material Loss	II. Image	III. Safety & Well-Being of Others
Level 1	Consequence of actions can cause a minimal monetary or material loss.	Consequence of actions can cause an adverse effect on the image of the immediate work group .	Minimal care is required to prevent injury or harm to others.
Level 2	Consequences of actions can cause a moderate monetary or material loss.	Consequence of action can cause an adverse effect on the image of other work groups and/or the University's public image .	Moderate degree of care is required to prevent injury or harm to others.
Level 3	Consequences of actions can cause a significant monetary or material loss.	Consequence of actions can cause a significant adverse effect on the image of other work groups and/or the University's public image .	Significant degree of care is required to prevent injury or harm to others.
Level 4	Consequences of actions can cause a substantial monetary or material loss.	Consequence of actions can cause a substantial adverse effect on the University's public image .	Significant degree of care is required to prevent injury or harm to totally dependent individuals .

Rules of Application

1. The components of this subfactor are rated independently.
2. When determining the consequence of actions, consider the degree to which there is disruption in service or work flow.
3. **Monetary/Material Loss** must occur as a **direct** result of the actions. As well, the dollar value of loss to be used in rating this subfactor must be the result of any one given instance of loss, not the accumulation of several incidences. Direct financial loss does not include budget overruns. Responsibility for making recommendations should be considered where applicable.
4. Students are considered as public.

Definitions

Monetary/Material Loss:

Minimal Monetary/Material Loss: up to \$500
Moderate Monetary/Material Loss: up to \$2500
Significant Monetary/Material Loss: up to \$5000
Substantial Monetary/Material Loss: over \$5000

Impact: Minimal: having little impact
Moderate: having an average amount of impact
Significant: having a fairly great impact
Substantial: having significantly large, long-term effects

Subfactor Analysis (PDQ Questions 12, 13, 14)

The **Accountability** subfactor measures the level of the position's responsibility for people and resources in terms of consequences of actions and their impact on time, materials or finances, image and the safety and well-being of others.

Each of the components of this subfactor must be supported on its own merit and be rated separately.

I. Financial/Material Loss

This subfactor measures the level of material/financial loss to the University. It does not measure financial or material loss to an individual.

Any loss measured must occur as a **direct** result of an action taken by the incumbent while performing required job duties (e.g. a single order of textbooks). Note that direct financial loss does not include budget overruns, which are indirect consequences.

Responsibility for making recommendations is considered under this subfactor only when it is a requirement of the job.

A base level of financial/material accountability is assumed to be a requirement for all bargaining unit positions. This base level assumes that each employee is accountable for the security and maintenance of his or her own work area/office and work tools/equipment. The Financial/Material Loss subfactor measure the degree to which the position is accountable for losses **over** this base level.

Any existing legitimate checks and balances in the university which serve to reduce the chance of financial or material loss should be considered when rating this subfactor. For example, if someone else has the responsibility of verifying or checking aspects of the incumbent's work, this may limit the extent of the position's financial responsibility.

The responsibility and implications associated with a position's signing authority should be considered on a case-by-case basis. Signing authority does not necessarily mean that financial loss may result from actions taken by the incumbent. As above, consideration must also be given to existing checks and balances on the position.

II. Image

This subfactor measure the degree to which actions required to carry out legitimate position responsibilities may affect the reputation or image of the position incumbent's immediate work group, other work groups and/or the University.

A base level of ordinary business courtesy is to be assumed for all positions. The subfactor levels indicate the degree to which the position incumbent's actions, over and above the base level, could impact the University's image. **The University's public image could be affected in at least four areas: as an internal provision of service to other units; as an educational institution; as an employer; and , as a part of the community.**

Levels

- Level 1 -** Position responsibilities support and have a service orientation towards the immediate work group (e.g. the department, project, etc.). Interaction with the public is incidental and not the focus of position responsibilities. There is no direct link between the audience and the position's incumbent.
- Level 2 -** Position responsibilities focus on the University's **internal** reputation among other departments and work groups and support the immediate department or project, but may also have a limited service orientation towards the public (e.g. students, suppliers, etc.). There is a direct link between the audience and the position incumbent.
- Level 3 -** Position responsibilities and orientation focus on a relatively **limited audience** and on the active/proactive promotion of the University and its **external** reputation. The potential impact on the University's image is relatively narrow in scope. There is a direct link between the audience and the position's incumbent.
- Level 4 -** Position responsibilities and orientation focus on a **wide audience** and on the active/proactive promotion of the University and its **external** reputation. The potential impact on the University's image is broad in scope. The position incumbent may, at times, be the University's sole representative while performing job duties. A very direct link exists between the audience and the position's incumbent.

III. Safety and Well Being of Others

This subfactor considers both the direct care (e.g. watching swimmers in a pool) and indirect care (e.g. developing safety procedures) of others.

When assessing the impact of actions on others, the degree of their dependency on the position's incumbent should be considered. Degree of dependency is based on the others' level of knowledge, experience, maturity and common sense. For example, the degree of dependency of children in a day care differs from that of students in a classroom,

The nature and seriousness of potential hazards/dangers and the probability of their occurrence should also be considered.

Levels

Level 1 - Position responsibilities require **minimal direct contact, care or action**. Potential hazards/dangers are not serious and/or are unlikely to occur. There are no “dependent” others. Incumbents work in a general office setting.

Level 2 - Position responsibilities require **direct care or action** while performing such activities as:

- demonstrating safety procedures
- installing, repairing and maintaining equipment
- operating **non-motorized** carts on campus
- setting up materials/displays.

Level 3 - Position responsibilities require **direct care or action** while performing such activities as:

- safely storing food to avoid spoilage
- installing, repairing and maintaining hazardous equipment
- demonstrating dangerous procedures or the usage of dangerous materials.

Position responsibilities may also require **indirect care or action** while performing such activities as:

- complying with required safety codes/regulations (e.g., technicians, technologists)
- supervising children exercising in day camp...

Level 4 - Position responsibilities require **direct care or action** on behalf of **totally dependent** individuals. Typically, only direct care or action applies at this level. Examples include:

- labelling and/or storing of toxic chemicals
- caring for an infant or toddler
- disposing of hazardous waste
- supervising children swimming.

B. INDEPENDENT ACTION/DECISION MAKING

This subfactor measures the increasing levels of independence in carrying out job duties and the scope of decision making required.

Degree Levels

I. Independent Action

- Level 1** Work assigned is accomplished by **specific and detailed instructions** or has **set procedures**.
- Level 2** Work assigned is covered by **instructions or established procedures**.
- Level 3** Work assigned is covered by **general instruction or accepted practices**.
- Level 4** Work is assigned with **little instruction**. In some assignments, the employee may also determine the approach to be taken and the methodology to be used.

II. Decision Making

- Level 1** The employee makes **few** work-related decisions. Matters not covered by detailed instructions are referred to the supervisor.
- Level 2** The employee makes **some** work-related decisions. Deviations from general instructions, established procedures or well-defined practices are referred to the supervisor.
- Level 3** The employee makes **many** work-related decisions. Deviation from standard practices and methods or well-defined policies are referred to the supervisor.
- Level 4** The employee makes **most** work-related decisions. Deviations from general policies and practices or broad guidelines are referred to the supervisor.

Rules of Application

1. Independent action and decision making are rated independently.
2. This subfactor does **not** measure the type or level of problem solving skills required. (Problem solving is addressed in the Analytical Reasoning subfactor).

Definitions

- Procedure:** A series of established steps to be followed in a regular definite order.
- Practices:** The customary action taken in meeting the demands of the situation; the usual way of doing something.
- Policy:** An approved course or method of action to guide and determine present and future decisions.

Subfactor Analysis (PDQ Questions 15, 16, 17)**I. Independent Action**

The **Independent Action** subfactor measures the position's freedom of action, independence or autonomy to carry out job duties.

Consideration should be given to any factors which may limit the scope of the position's freedom to act, including established instructions, procedures and practices **and** the nature of the supervision which is provided. An employee who is not closely supervised, for example, may nevertheless be limited in his or her freedom to act independently by established policies and procedures.

Consideration is also given to the number of options from which the incumbent may choose in carrying out the duties of the position.

Levels

- Level 1 -** Position responsibilities are carried out in a prescribed manner. Set procedures and/or detailed instructions leave the incumbent little latitude to make choices in the timing or sequencing of, approach to or method of performing job duties. Any problems or issues that may arise are referred to the supervisor for resolution. Positions at this level tend to be task-oriented with the "what" and "how" of the job conveyed to the incumbent by the supervisor and/or written procedures.
- Level 2 -** Position responsibilities are largely governed by established procedures and/or instructions. Tasks are clearly defined, but the incumbent has some freedom of choice in selecting the timing and sequencing of and, sometimes, the approach to how they will be carried out, under the direction of the supervisor, who provide general direction on work and problem solving methodologies.
- Level 3 -** Position responsibilities are carried out under general instructions and/or accepted practices. The position's incumbent may exercise considerable latitude in selecting the timing and sequencing of the performance of job duties. The supervisor provides advice and assistance when the incumbent's usual problem solving methodologies have not been successful.
- Level 4 -** Position responsibilities are carried out independently following broad university and/or professional policies, guidelines and objectives, with few or no specific instructions or established procedures and practices provided. Few constraints are imposed on the incumbent's freedom to act. Considerable latitude is permitted in determining what tasks are required and in selecting the timing and sequencing of, approach to and method of performing them. Other individuals including, but not limited to, the supervisor and other technical experts, may be called on for advice on deviations from general policies, guidelines, etc. The supervisor would generally only provide direction on exceptional or difficult issues or problems when all other alternatives available to the incumbent have been exhausted.

II. Decision Making

The **Decision Making** subfactor measures the actual scope of decision making involved in the job.

Considerations should be given to the amount of discretion, if any, that the incumbent may have to make decisions within the context of performing job duties. This subfactor does **not** measure the frequency or the number of decisions that are made.

Levels

- Level 1 -** The type and scope of decisions made by the incumbent are very limited. The existence of detailed instructions and set procedures to be followed in carrying out job duties limit decision choices. Decisions tend to be limited to the manner and speed of performing some elements of the job within a defined and specified routine. Matters not covered by detailed instructions are referred to the supervisor for resolution.
- Level 2 -** The type and scope of decisions made are relatively straightforward and limited in terms of the number of options available for consideration. Decisions at this level tend to be made in the course of carrying out job duties according to established procedure and instructions. Decisions requiring deviation from these procedures and instructions are referred to the supervisor for resolution.
- Level 3 -** The type and scope of decisions made are broader and more complex than in Level 2 and require consideration of multiple options. The incumbent may exercise considerable discretion in this level. Decisions tend to be made in support of a function/role (e.g., Department) that is larger than the performance of job duties alone. Decisions requiring deviation from accepted practices and methods are referred to the supervisor who provides advice and assistance in their resolution.
- Level 4 -** The type and scope of decisions made at this level are very broad in scope and require consideration of multiple options. The incumbent's decisions are subject to a few day-to-day restrictions. Decisions tend to be substantive and have University-wide implications.

C. GUIDANCE GIVEN

This subfactor measures the level of responsibility for the direction and guidance of the work of other employees.

Degree Levels

- Level 1** May show other employees how to perform tasks.
- Level 2** Assigns work to other employees.
- Level 3** Assigns and co-ordinates the work of other employees from time to time and/or may assume the majority of the immediate supervisor's responsibilities in that person's absence.
- Level 4** Assigns and co-ordinates the work of other employees on a regular basis.

Rules of Application

1. Scheduling in and by itself is not to be considered, unless it is a method by which work is assigned and/or co-ordinated.

Definitions

- Assign:** To designate the performance of a task or tasks to others.
- Co-ordinate:** To bring parts of work together into a proper relationship in time, sequence or position.
(Note: Activities may include functional supervision).

Other Employees:

May include volunteers, outside consultants, students, etc., performing University business over a period of time and whose work is in some way the responsibility of the incumbent. With contract staff or students, there must be a legitimate employment contract.

Subfactor Analysis (PDQ Questions 18,19)

The **Guidance Given** subfactor measures the level of responsibility for the direction, guidance and co-ordination of the work of other employees. It applies only to positions with **formally assigned duties** related to the work of others as outlined in the position description (i.e., as a legitimate responsibility of the position).

The frequency and/or duration of time spent providing direction and guidance to others is considered under Levels 3 and 4 only.

Levels

- Level 1 -** The incumbent provides straightforward instructions to others on **how** to carry out specific tasks.
- Level 2 -** The incumbent assigns or designates a specific task to another employee. Typically, the task is uni-dimensional and may involve ensuring that the work is done correctly, but does not involve co-ordinating activities.
- Level 3 -** The incumbent acts as a lead hand/functional supervisor **on an occasional basis or in the absence of leadhand/supervisory staff** to co-ordinate assignments and/or pieces of work and ensure the accuracy of the work. This responsibility is an inherent part of the position, not simply a temporary assignment where the incumbent is compensated separately for the additional component.
- Level 4 -** The incumbent acts as a lead hand/functional supervisor **on a regular daily basis** to co-ordinate assignments and/or pieces of work and ensure the accuracy of the work. Responsibilities may include the assessment of employee training needs, as well as day-to-day performance standards.

III. EFFORT

A. MENTAL EFFORT

This subfactor measures the extent to which the job requirements contribute to mental fatigue in terms of the length of mental, auditory or visual attention to detail requiring fixed or focused attention.

Degree Levels

- Level 1** The job duties require a fixed or focused attention for **short** periods of time.
- Level 2** The job duties require a fixed or focused attention for **moderate** periods of time.
- Level 3** The job duties require a fixed or focused attention for **sustained** periods of time.
- Level 4** The job duties require a fixed or focused attention for **continuous** periods of time.

Rules of Application

1. To determine the level for this factor, analyze the job duties to determine the tasks or phases of work which contribute to mental fatigue. Select a job task performed most days to determine the level. A job task may be a single task or a sequence of related tasks.
2. **Fixed or focused** attention is measured in terms of the length of mental, auditory or visual attention to detail to perform such duties as word processing, data or spreadsheet manipulation, editing, budget preparation or reconciling accounts.
3. When determining the period of time, do not include the scheduled breaks, as outlined in the collective agreement.

Definitions

- Short:** Up to 1 hour at a time, most days
- Moderate:** 1 to 2 hours at a time, most days
- Sustained:** 2 to 3 hours at a time, most days
- Continuous:** More than 3 hours at a time, most days
- Most days** means, on average, more than two and one half days per week.

Subfactor Analysis (PDQ Question 20)

The **Mental Effort** subfactor measures the extent to which each of the position's duties and responsibilities require concentrated mental, visual and/or auditory effort which may contribute to mental fatigue.

To determine the level for this subfactor, consider position responsibilities which contribute to mental fatigue, which are consistent with the central functions of the position and which are performed most days (on average, more than two and a half days per week); then assess the usual uninterrupted duration of these activities. **Fixed or focused** attention is measured in terms of the length of time mental, auditory or visual attention to detail is required to perform these duties.

Mental fatigue can be attributed either to a single task or a related sequence of tasks performed over a period of time.

Note re visual attention: The need to use a computer monitor for performing job tasks does not in itself contribute to mental fatigue. The "fixed and focused" attention aspect of this subfactor requires a demand for number-by-number or word-by-word accuracy which would not be caught in a spellcheck or other machine function.

B. PHYSICAL EFFORT

This subfactor measures the level and duration of physical exertion, including fine motor skills, required by the job.

Degree Levels

- Level 1**
- a) Job requires **light** physical exertion for **short** periods of time.
 - or**
 - b) Job requires use of **fine motor skills** for **short** periods of time.
- Level 2**
- a) Job requires **light** physical exertion for **moderate** periods of time.
 - or**
 - Job requires moderate physical exertion for **short** periods of time.
 - or**
 - b) Job requires use of **fine motor skills** for **moderate** periods of time.
- Level 3**
- a) Job requires **light** physical exertion for **sustained** periods of time.
 - or**
 - Job requires **moderate** physical exertion for **moderate** periods of time.
 - or**
 - Job requires **heavy** physical exertion for **short** periods of time.
 - or**
 - b) Job requires use of **fine motor skills** for **sustained** periods of time.
- Level 4**
- a) Job requires **light** physical exertion for **continuous** periods of time.
 - or**
 - Job requires **moderate** physical exertion for **moderate or sustained** periods of time.
 - or**
 - Job requires **heavy** physical exertion for **moderate or sustained** periods of time.
 - or**
 - b) Job requires use of **fine motor skills** for **continuous** periods of time.

Rules of Application

1. When determining the period of time, do not include scheduled breaks, as outlined in the collective agreement.

Definitions

Physical Exertion: **Light physical exertion** includes standing, walking, carrying or moving lightweight objects (up to 15lbs) or working in positions which may cause some physical strain.

Moderate physical exertion includes working in awkward positions (e.g., bending, kneeling, reaching, squatting, twisting) or carrying or moving moderate weight objects (15 to 35 lbs).

Heavy physical exertion includes use of heavy hand tools and/or equipment or carrying or moving heavy objects (over 35 lbs).

Duration of Physical Exertion:

Short: Up to 1 hour at a time, most days **Sustained:** 2 to 3 hours at a time, most days

Moderate: 1 to 2 hours at a time, most days

Continuous: More than 3 hours at a time, most days

Most Days: On average, more than two and one half days per week.

Fine motor skills: Refer to the action of co-ordinating small muscles and auditory and visual senses **rapidly and with precision...**

Subfactor Analysis (PDQ Questions 21,22)

The **Physical Effort** subfactor measures the level and duration of physical exertion required to perform normal day-to-day job tasks. It also includes the use of fine motor skills when performing tasks which require both speed and precision.

Tasks involving the use of fine motor skills require the incumbent to perform them both **rapidly** and **with precision**. This implies that there is little or no interruption in the activity while it is being performed. For example, straight copy typing from already composed at the same item. This would also apply to computer programming activities or to the retrieval of electronic data. All of these activities assume that the incumbent has the need and opportunity to stop or interrupt the physical activity of typing to do other related tasks, and that the speed with which the activity is performed is less important. As a result, writing and programming activities are generally not rated above a Level 3.

IV. WORKING CONDITIONS

A. WORKING CONDITIONS - ENVIRONMENTAL

This subfactor measures the level of exposure to certain undesirable and disagreeable working conditions which are inherent in the nature of work.

Degree Levels

Level 1 Job requires **occasional** exposure to undesirable and disagreeable conditions.

Level 2 Job requires **periodic** exposure to undesirable and disagreeable conditions.

Level 3 Job requires **frequent** exposure to undesirable and disagreeable conditions.

Level 4 Job requires **continuous** exposure to undesirable and disagreeable conditions.

Rules of Application

1. Undesirable or disagreeable conditions typically include:
 - a) conditions of dust, dirt, fumes, heat, cold, lighting, noise, infectious disease, vibration, inclement weather, potential hazards and the like.
 - b) overnight absence from home.
 - c) confining work.
 - d) routine, repetitive work.
2. Consider only those conditions which are inherent in the nature of the work and not those which are the accident of surroundings.
3. Do **not** consider conditions which are recognized in the collective agreement or for which premiums are paid.
4. Undesirable and disagreeable conditions are treated as one unit.

Definitions

Frequency of exposure:

Occasional:	Occurring from time to time
Periodic:	Occurring from time to time with reasonable regularity
Frequent:	Occurring often
Continuous:	Occurring very often or most of the time

Subfactor Analysis (PDQ Question 23)

The **Working Conditions – Environmental** subfactor measures the type and level of exposure to undesirable and disagreeable working conditions which are inherent in the nature of the work and **not** the result of accidental location or circumstances. Also included are routine and repetitive job duties which create a monotonous work environment.

Undesirable and **disagreeable** conditions are treated as one unit. Conditions which are **both** undesirable **and** disagreeable do not receive additional credit...

Noise can be inherent in the nature of jobs, such as those found in service-oriented areas (e.g., the service corridor in lower Jorgenson Hall, Fees, Registration and Records, Information). However, the degree level is determined by the frequency of the noise.

The term **Environmental** refers to the place of work where the position's incumbent spend the majority of time in the performance of job duties.

Routine and repetitive work should not always be considered "mindless drone work". There may also be elements of attentiveness and focus associated with it.

B. WORKING CONDITIONS – TIME DEMANDS

This subfactor measures the extent of time demands inherent in the flow of work.

Degree Levels

Level 1 The flow of work **occasionally** involves dealing with time demands.

Level 2 The flow of work **periodically** involves dealing with time demands.

Level 3 The flow of work **frequently** involves dealing with time demands.

Level 4 The flow of work **continuously** involves dealing with time demands.

Rules of Application

1. Time demands is the requirement to meet work demands when subject to a combination of:
 - a) frequent interruptions and distractions
 - b) constantly changing or multiple conflicting deadlines
 - c) receiving work assignments for more than one person at a time
 - d) dealing with urgent situations/emergencies
 - e) successive short interactions with public (queues)

Definitions

Frequency of exposure:

Occasional:	Occurring from time to time
Periodic:	Occurring from time to time with reasonable regularity
Frequent:	Occurring often
Continuous:	Occurring very often or most of the time

Subfactor Analysis (PDQ Question 24)

The **Working Conditions – Time Demands** subfactor measures the extent of time demands inherent in the flow of work.

This subfactor measures how often a **combination** of time demands exist. For example, if the flow of work is continuously subject to successive short interactions with public (such as registering students in a line-up) **and** frequently subject to frequent interruptions and distractions (such as answering telephone queries), then the level assigned would be a 3, i.e. “the flow of work frequently involves dealing with a combination of time demands”.

There are two steps in determining the degree level for this subfactor:

- identify if a combination of time demands exists and, if one does, identify the combination
- determine the frequency with which the identified combination occurs.