



# **JOB EVALUATION GUIDE FOR PAY EQUITY PLAN TOOLKIT**

FROM THE CANADIAN  
HUMAN RIGHTS COMMISSION

February 2022

## Table of Contents

<b>What Is Job Evaluation?</b> .....	<b>3</b>
<b>Introduction to This Guide</b> .....	<b>3</b>
<b>Principles Guiding Job Evaluation</b> .....	<b>4</b>
<b>Preparing to Evaluate Your Job Classes</b> .....	<b>6</b>
<b>Job Evaluation Using the Pay Equity Tool</b> .....	<b>6</b>
Factors .....	7
Sub-Factors .....	7
Weighting .....	7
Levels .....	7
Definitions.....	8
<b>Points to Remember for Job Evaluation</b> .....	<b>8</b>
<b>Other Job Evaluation Methods</b> .....	<b>9</b>
<b>Factor: Skill</b> .....	<b>10</b>
Sub-Factor 1: Knowledge .....	10
Sub-Factor 2: Communication and Interpersonal Skills .....	12
Sub-Factor 3: Problem-Solving .....	13
<b>Factor Effort</b> .....	<b>15</b>
Sub-Factor 1: Motor Effort .....	15
Sub-Factor 2: Intellectual/Cognitive Effort .....	16
<b>Factor: Responsibility</b> .....	<b>17</b>
Sub-Factor 1: Impact of Action.....	17
Sub-Factor 2: Coordination of Others .....	19
Sub-Factor 3: Risk Management .....	21
<b>Factor: Working Conditions</b> .....	<b>23</b>
Sub-Factor 1: Physical Environment.....	23
Sub-Factor 2: Psychological Environment .....	25

# What Is Job Evaluation?

Job evaluation is the process of systematically analyzing the responsibilities of a job or job class and the skills required to perform the job duties for the purpose of determining the relative value to the organization. The evaluation does not consider the market value of jobs, nor does it consider the person holding the job; rather, it is the essence of the job or job class that is being assessed based on accurate job information. Job evaluation is concerned only about job content.

The employer or pay equity committee must choose a job evaluation method to systematically and objectively determine the value of work for all of their predominantly female and male job classes.

The method chosen must meet the three criteria set out in the *Pay Equity Act* (Act):

1. First, the criterion to be applied in determining the value of the work performed is a composite of the skill, effort, and responsibility required, and the conditions under which the work is performed [Act, s. 42].
2. Second, the job evaluation method must not discriminate on the basis of gender [Act, s. 43(a)].
3. Third, the method must make it possible to determine the relative value of the work performed in all of the predominantly female and predominantly male job classes covered by the pay equity plan [Act, s. 43(b)].

The Act does not specify a particular job evaluation method that an employer or pay equity committee must use.

## Introduction to This Guide

This guide was developed to assist you with:

- understanding the principles of job evaluation; and,
- applying the job evaluation method created within the Pay Equity Plan Toolkit (Pay Equity Tool) should you choose to do so.

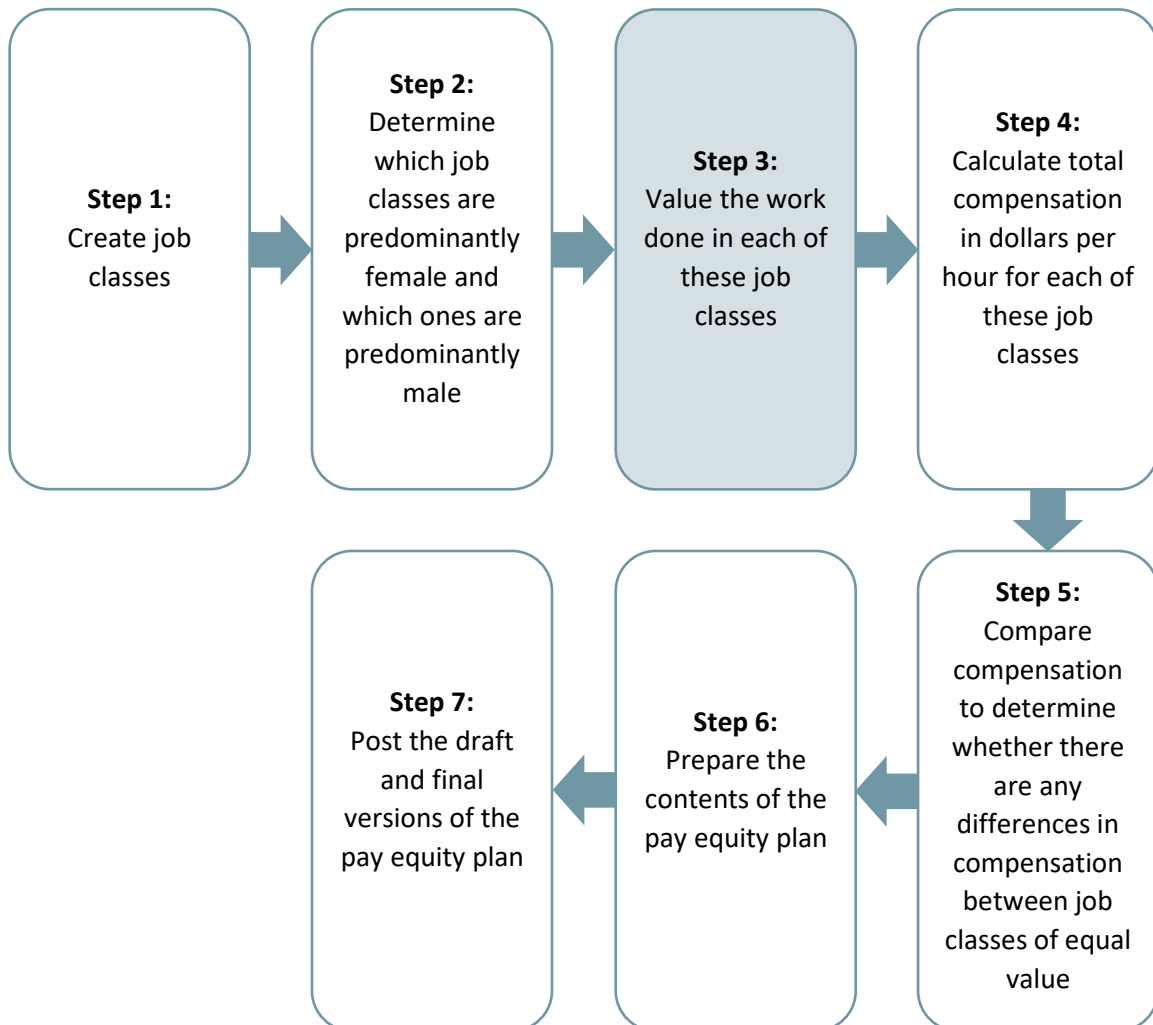
Throughout the guide, “you” refers to the employer or the pay equity committee working through the value-of-work step of your pay equity plan.

Job class refers to categories or groups of positions created based on a set of characteristics outlined in the *Pay Equity Act*. The value of work is determined for the full range of positions in a job class or for one position, if the job class includes only one position.

This guide will not assist you with establishing job classes for your organization or with determining the gender predominance of those job classes. It will assist you with determining the worth or value of the work performed in each job class once those job classes have been established (step 3 in the Pay Equity Tool). Under the *Pay Equity Act*, you must determine the relative value of work in your organization for each job class that is male dominated and each job class that is female dominated. When you have completed determining the value of work for your male- and female-predominant job classes, compensation values can be determined

through the collection of total compensation data for job classes having the same value (step 4). Calculating compensation values for job classes is not addressed in this guide.

*Milestone 2: Create a Pay Equity Plan*



## Principles Guiding Job Evaluation

1. **Gender neutrality and fairness.** These must always be the goal. They will help to settle questions regarding interpretation and appropriateness of approach. Fairness requires that all job classes be judged without biases or assumptions that are based on stereotypes or misunderstanding. An important tool for minimizing bias is a committee whose members have taken sensitivity training and are encouraged to challenge bias where they see it.
2. **Inclusivity.** The job evaluation process must include all aspects of work done by men and women, even if the work was not previously valued, understood, or even noticed. Missing or overlooking elements of work has created much of the gender bias problem. This concept is relevant to the process of writing your job descriptions as well as when reviewing jobs

during the evaluation process. It is essential that the job evaluation process include all aspects or requirements of each job in the organization, and all working conditions associated with it must fairly represent jobs and job tasks done by men and women.

3. **Clarity and understandability.** Confusion over the meaning or significance of the wording at any stage of the job evaluation process can compromise the quality and fairness of the results. Everything in the job evaluation process needs to be accessible to everyone in language that is clear and precise. Avoid jargon and ambiguous terminology that may lend itself to multiple interpretations. The job evaluation process should provide direction to evaluators regarding how to look at information. When notes and examples do not provide this direction, evaluators have little choice but to rate according to *assumed value* (for example, "It's a management job, so it must be worth a lot.").
4. **Making work visible.** This is a major challenge in the pay equity process, and lack of visibility is one of the main reasons that women's work has been undervalued in the past. It is only when jobs are better understood and everything about them has been properly defined and described that effective job evaluation can take place. When information about work is overlooked or misunderstood, the organization will not be able to properly value, understand, or assess a job.
5. **Representativeness.** Everyone has biases. Therefore, it is best for any committees you may use in job evaluation to have people from different perspectives involved at every stage to bring a balance of views to the process. The group will balance each member's biases. Diversity is also the best way to gain a better appreciation of jobs.
6. **Openness to change.** All participants in the job analysis and job evaluation process (including employees, managers, pay equity committee members, job information collectors, and so on) should be sensitized to and trained on the job evaluation process and the goals of pay equity (that is, the elimination of gender bias), the changes that may result, and the reason for these changes. As pay equity is about questioning past assumptions and relationships, all those involved in the pay equity process need to remain open to new ideas and allow new results to emerge.
7. **Context.** All decisions must reflect the organization's circumstances fairly. The reason for considering the nature and purpose of the organization is that these provide the most objective means for measuring what is actually required of employees. Requirements include both the skill sets needed to perform the tasks required to meet the employer's goals and the responsibilities that are assigned to jobs to enable organizations to function. Requirements also include the effort required of employees given the demands placed on them and the organization-specific working conditions. The organizational context must not only be translated into job evaluation, but also be consistent with demands on employees that stem from the context of the organization. It is not enough, for example, to recognize responsibility for resources and working conditions like dirt and dust, but then forget verbal abuse sustained by employees in service-oriented jobs.
8. **Consistency.** In order for job evaluation to contribute to fair compensation practices, the process must treat all jobs equally, according to the same rules and the same level of

interest. Words must be carefully chosen to provide a consistent level of information; all assumptions or changes made and shortcuts taken must be applied to all jobs. If assumptions are made for some jobs but not others, or if equipment is considered for some but not others, the results will lack neutrality. Consistency is one of the most important elements of any job evaluation process, because what has been left out has often caused bias in the past.

## Preparing to Evaluate Your Job Classes

1. Ensure you have current job descriptions that describe the work required in the context of the four legislated factors.
2. Review and understand the sub-factors and level definitions.
3. Agree on weightings for your factors and sub-factors.
4. Agree on examples of how each level is demonstrated within your organization.
5. Establish a plan and timeline for how many job evaluations you need to do. The volume will depend on the number of job classes in your organization.
6. Begin to evaluate job classes.

## Job Evaluation Using the Pay Equity Tool

Even if you are not using the tool developed by the Pay Equity Commission, reading the remaining material will be helpful to you in making decisions about job evaluation for your organization.

The job evaluation method developed for the Pay Equity Tool is the point factor method. Point factor is the most commonly used method for valuing work for pay equity purposes and was selected because it allows you to systematically and objectively determine the internal value of your job classes.

Users of the job evaluation method within the tool can:

1. evaluate characteristics of work that are useful in differentiating or determining the value of a job class relative to other job classes in a gender-neutral way;
2. compare predominantly female job classes with predominantly male job classes; and,
3. view a measurement scale (by points) for attributing value to a job class.

Within the tool:

- The four legislated factors are listed: skill, effort, responsibility, and working conditions. These factors are further divided into sub-factors (for example, knowledge and communications).

- The factors and sub-factors are assigned a weighting value based on the importance in your organization (organizational context<sup>1</sup>).
- The sub-factors are described in levels. Each level is assigned points by the tool based on the weighting values you determined for factors and sub-factors.
- Job classes are evaluated by you, against the levels, and the tool generates a total point score.

## Factors

1. Skill required to perform the work.
2. Effort required to perform the work.
3. Responsibility required in the performance of the work.
4. Working conditions under which the work is performed.

## Sub-Factors

It is difficult to grasp the scope of work of any job class simply by looking at the four legislated factors; therefore, each factor is broken down into sub-factors that describe the nature of work in more detail. The sub-factors provided in the tool are listed and defined starting [here](#). The combination of all sub-factors is not intended to describe every aspect of work; rather, it describes the most common characteristics found in all job classes, whether female or male predominant, based on research.

## Weighting

Within the tool, you have the flexibility to assign different weights to factors and sub-factors to reflect their value to your organization. The ability to assign a weighting allows you to ensure that job evaluation is specific to your organization's context. The tool contains fixed weight ranges, established based on research, within which you select your weightings. These ranges provide parameters to ensure that the job evaluation process remains effective. Weightings can dramatically change the final evaluation outcome and must be completed with thought and care. It is important that you do not undervalue, by applying a low weighting, factors that are associated with female-predominant work. The weighting you select will apply to all job classes (you cannot have different weightings for different job classes).

## Levels

Within each sub-factor, work is described by levels or degrees. These levels describe dimensions of work such as complexity or intensity in a manner that is progressive from "narrow/little/low" to "very broad/significant/high." For example, in the sub-factor "knowledge," the levels describe

---

<sup>1</sup> Organizational context, in this situation, means values, mandate, and what the organization requires, considering the nature and purpose of the organization and the variety of jobs that must be performed to enable it to carry out its business. Job evaluation must therefore reflect this context.

the depth and breadth of knowledge required to perform the job. Each level has points associated with it based on the weightings you selected earlier.

You will evaluate your job classes by measuring the presence of sub-factors, one by one, and assigning a level according to relative degrees of difficulty, importance, complexity, disagreeableness, etc. that are present for each sub-factor. These levels are described [in this guide](#).

While this guide attempts to provide clarity and examples of work at each level for every sub-factor, those who are evaluating your job classes should review the level descriptions and agree on specific examples for your organization. Examples provide boundaries and meaning for terms used in each description. You should discuss and, if necessary, define terms such as *occasionally*, *frequently*, *small*, and *large* as they relate to your organization. This can be accomplished by talking about the types of job demands that are expected to score at the lowest and highest levels on a factor and why. Another option is to talk about examples from within your organization of responsibilities, skills, effort, and working conditions that would be rated at each level of a specific sub-factor. It is a good idea to write down examples and clarifying notes for future use, perhaps using a chart like what is in this guide.

As you assign levels to a job class, the tool calculates the points. Once you have completed evaluating a job class, the tool will provide you with “total points” for that job class.

These points are carried forward to step 4 of your pay equity plan, Comparing compensation, to allow you to compare compensation for male- and female-dominant job classes of similar value.

## Definitions

In the following pages, you will see definitions for each factor, sub-factor, and level provided in the Pay Equity Tool. Beside each level definition, there are notes and/or examples provided to guide you. These examples are where you must review your organizational context to ensure clarity of how you will apply each level during your evaluations.

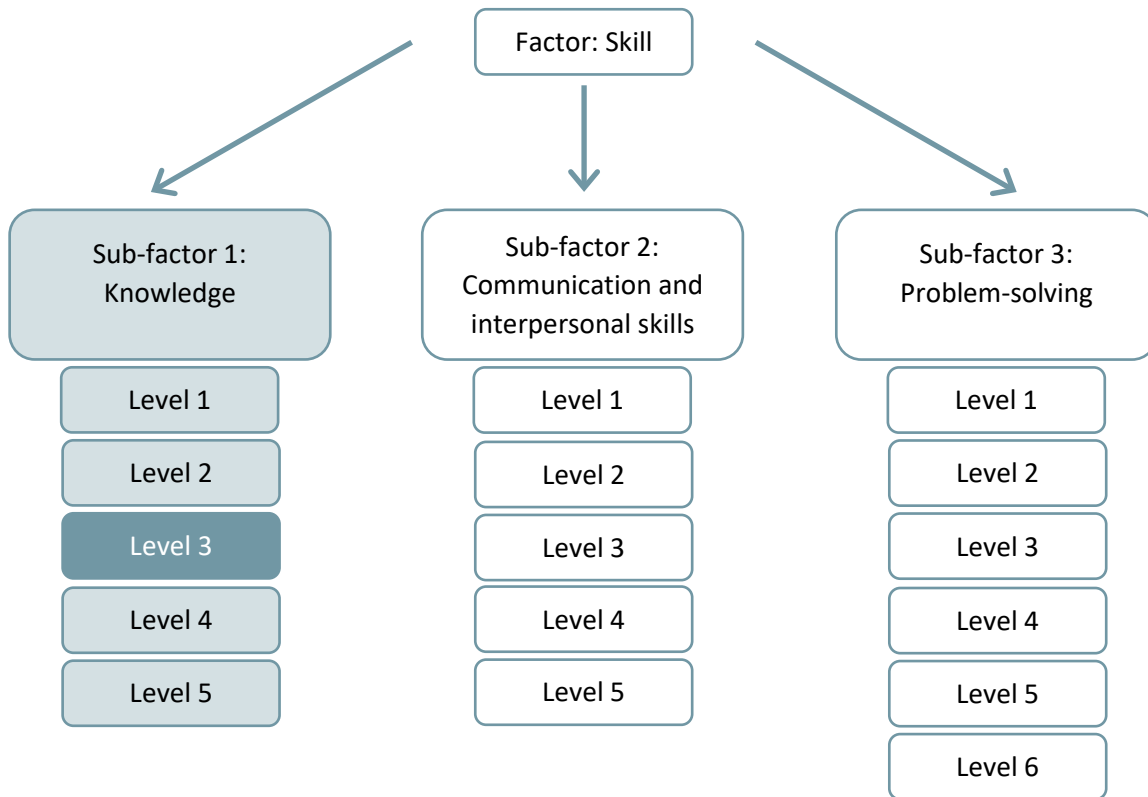
## Points to Remember for Job Evaluation

Promising practices in the job evaluation process are:

1. Assess each job class factor by factor, and sub-factor by sub-factor. For example, start with the factor “skills” and select one of the sub-factors, such as “knowledge,” and proceed to evaluate all of your job classes against the definition for knowledge by selecting the appropriate level.
2. Once you have completed all of your job evaluations, select some job classes as “benchmarks” against which you compare new evaluations that arise as the organization changes to ensure equity and consistency.
3. Compare your assessment of one job class against every job class to ensure consistency and fairness.
4. Once you have evaluated all your job classes, review the total points assigned for inconsistencies or anomalies. You want to ensure that job classes that have the same or



similar points do in fact perform a similar complexity of work. You may resolve issues that stand out in your review by re-looking at your job evaluation decisions and notes and, if required, adjusting your assessment.



## Other Job Evaluation Methods

Other methods of job evaluation aside from the point factor method include ranking, classification or grading, and factor comparison. If you do not want to use the point factor method developed in the tool, you will complete your job evaluation outside of the tool.

The job evaluation method that you select for your organization must:

- include the four factors of skill, effort, responsibility, and working conditions;
- reflect your organization's values, context, and set of circumstances;
- reflect the range of work found in your organization;
- include those features of work found in jobs performed mainly by women that have been overlooked in the past; and,
- avoid gender bias.

# Factor: Skill

The skill required to perform the work.

## Sub-Factor 1: Knowledge

Assesses the level of knowledge required to meet the position demands. Knowledge can be obtained through any combination of formal education, training, work, and life experience.

Level	Definition	Examples/Explanation
1	Little or no previous knowledge of the job or experience required, and/or on-the-job training of less than two months.	An employee could perform the job with no previous knowledge or experience, OR they would need on-the-job training of about two months to become proficient.
2	Three months to one year of work-related experience or a specific training certificate is required, or the job requires longer on-the-job training periods to understand needs, processes, or equipment specific to the job.	An employee would need three months to one year of prior experience to do the job OR would require specific training to gain the skill needed that is evidenced by a certificate, OR the job knowledge needed requires a training period of longer than two months to become proficient at the job.
3	Moderate knowledge is required to meet job requirements usually obtained through post-secondary education or equivalent work experience related to the required knowledge of the job.	The level of knowledge required to perform the job is usually only obtained through post-secondary education OR equivalent prior work experience that is related to the knowledge required within the job.
4	Specialized knowledge is required that is usually obtained through an advanced degree or certification and/or lengthy periods of training or experience. There is a need for continual updating of skills and knowledge (such as to re-certify) to retain specialized knowledge.	The level of knowledge is usually only obtained through an advanced degree (a master's, for example) or a certification in addition to post-secondary education OR a lengthy period of prior training and experience in the body of knowledge required to perform the job. The job requires that the employee continually update that specialized knowledge, most often evidenced through testing or re-certification. Examples: Chartered Professional Accountant (CPA), Certified Human Resources Professional (CHRP), Registered Nurse (RN), Professional Engineer (P.Eng.).
5	Specialized knowledge is required, as well as broad knowledge of the business or operations gained through progressive work experience related to the job. Knowledge is used to redefine concepts,	In addition to the need for specialized knowledge, the job requires a <u>broad</u> knowledge of the business the work is being performed in that would only be developed through progressive

Level	Definition	Examples/Explanation
	techniques, and theories that are important for the work of the organization.	experience related to the job the employee has to perform.

## Sub-Factor 2: Communication and Interpersonal Skills

Assesses the type and nature of communication skills required within the job class to provide information and to influence the actions of others. This sub-factor includes the degree to which the job class requires the incumbent to initiate or facilitate dialogue, provide advice, or persuade, as well as the degree to which they must modify their communication method or approach for the audience or situation.

Level	Definition	Examples/Explanation
1	The focus is on giving and receiving information on routine aspects of work.	Communications are straightforward giving and receiving instructions or information with little need for “interpretation” of that information. Able to respond clearly and concisely to requests.
2	Clarifying and integrating information inside and outside the work unit.	Communication skills are used to seek clarity on information received from sources inside and outside the employee’s work unit and integrate that information into the work they are doing. May be proofreading or editing others’ work.
3	Frequent interactions with a variety of internal and external stakeholders of varied backgrounds and levels.	Communication skills are applied to effectively interact with a variety of stakeholders that are both outside the employee’s work unit and external to the organization. The stakeholders they are required to interact with have varying backgrounds and work at varying levels in the organization, requiring adaptation of their communication approach.
4	Continually communicate to persuade, negotiate, advise, and explain complex information.	The job requires frequently persuading, negotiating, advising, and/or explaining complex information. Examples: contract negotiator, logistics advisor, controller, security analyst. Interpreting communications from one language to another, ensuring sense of the message is not lost.
5	Communications and interpersonal relationship building are primarily at the most senior level.	The job requires communicating and adapting complex, rapidly changing, and/or very diverse information for the most senior levels of the organization or to the most senior level of stakeholder organizations, and successfully building key interpersonal relationships is critical to business success.

### Sub-Factor 3: Problem-Solving

Assesses the degree of problem-solving, analysis, and judgment used in making decisions, solving issues, or achieving results or outcomes for the organization.

Level	Definition	Examples/Explanation
1	Little choice of independent action or judgment in the job.	Receiving, sorting, recording, and/or distributing correspondence. Preparing and processing template-based documents and forms. Greeting visitors and/or receiving calls. Responding to basic general inquiries and redirecting all other inquiries to others. Employees encounter common issues with an established set of instructions or standardized processes and procedures to follow in resolving them.
2	Some choice of independent action within the job, where some new problem situations are encountered.	The work is primarily routine; however, there are also situations where a new problem or request requires the incumbent to decide the best way to proceed. Scheduling meetings, registering employees for training. Selecting the content and material for presentation of briefs and reports. Organizing and maintaining inventory.
3	Situations encountered typically involve a choice of independent actions or judgment. The work requires handling somewhat technical problems, making modifications, or adapting processes. Solutions are somewhat complex, requiring analysis, assessment, and interpretation.	There is a need to research problems and examine a variety of information sources at a deeper level to understand what is going on. While the problems and solutions are less straightforward, the paths or processes to conduct the analysis remain known. Operating and maintaining several different types of office or manufacturing equipment. Selecting which computer software or database to use.
4	Frequent analysis, research, or application of judgment is required to solve problems and to make decisions from numerous alternatives. Problem-solving is required regularly to achieve outcomes that need a high degree of accuracy.	Extracting and reviewing financial summaries for variances; identifying and resolving basic discrepancies. Recommending budgetary adjustments based on analysis. Consulting with others to understand the nature of issues and inferring the nature of the problem by the symptoms. Analysis typically involves synthesizing and summarizing available information, providing suggested corrective actions. Guidance is available

		from others on non-routine or complex issues.
5	Continuously applying problem-solving, analysis, and judgment to broadly defined and interrelated goals. Work requires decision-making and the development of solutions where policies and procedures are not established or are inadequate.	Issues are highly complex and multi-dimensional, in that the problem and its parts have many facets that need to be examined. Issues at this level involve many stakeholders and perspectives, often with competing priorities. Requirement to think broadly about areas of risk and impact that would not typically be obvious. Outcomes of problem-solving may be new procedures, solutions, or products based on analysis.
6	Problem-solving is focused on long-range issues with a strategic impact on the organization's operations or goals. Decisions are primarily of an organization-wide policy nature and/or related to the long-range strategic direction of the organization.	Issues are of the highest complexity involving the convergence of technology, business, policy, program, and resource strategy challenges and constraints. Critical thinking and analysis are required that reaches across business and policy interests with impacts on overall strategy and direction. Typically seen at the vice-president and CEO/general manager levels.

# Factor Effort

The effort required to perform the work.

## Sub-Factor 1: Motor Effort

Assesses the motor effort required to complete the work requirements. Motor effort includes fine motor (dexterity) up to large muscle effort and the physical strain involved. This sub-factor recognizes the physical effort involved in exerting force, performing a sequence of movements, or remaining in uncomfortable positions for long periods. This sub-factor does not include assessment of periods of sitting, standing, and walking that are considered “average” or “normal” for positions in the organization.

Level	Definition	Examples/Explanation
1	Very low level of motor effort; little dexterity or muscle coordination is required.	Operating a computer keyboard and mouse. Standing to sort and place files.
2	Some regular-intensity motor effort requiring a low level of precision and fine manual dexterity or muscle coordination.	Standing, lifting, reaching, and bending while sorting and retrieving lightweight goods. Lifting and moving lightweight boxes, operating postage equipment.
3	Moderate level of motor effort requiring some level of precision most of the time.	Operating hand tools.
4	Frequent or above-average motor effort that can be strenuous.	Frequently lifting and/or carrying mid-weight goods; can be some heavy goods periodically. Stocking shelves, delivering weighted goods to customers.
5	Continually using motor effort, dexterity, or muscle coordination to complete tasks that require high speed and accuracy.	Using power tools to create, fix, and/or alter products. Assembly line where significant dexterity and muscle coordination are required.

## Sub-Factor 2: Intellectual/Cognitive Effort

Assesses the cognitive effort or intellectual intensity of the work, as well as the required duration of that effort. This includes concentration and attentiveness in terms of thinking, watching, and listening.

Level	Definition	Examples/Explanation
1	Low intensity requiring low to average concentration, vigilance, and visual effort. The job is relatively straightforward, with attention needed on various phases of work.	Reading, answering calls, checking or verifying information, taking notes at a meeting.
2	Regular level of moderate intensity. Work requires vigilance, concentration, and visual effort or attention to detail for moderate periods of time.	Requires visual effort to examine numerical data or written documents for errors. Reviewing pay records, financial reports, or customer invoices.
3	Moderate level of vigilance, concentration, and attention to detail for longer periods of time to complete work, OR job is of medium-level complexity, with autonomy on when to work on high-intensity activities.	Ensuring the quality and accuracy of records is core to the job (medical or flight records, for example). Ability to set aside complex cases to review at a time when the employee can move out of their environment.
4	Frequent level of vigilance, concentration, and attention to detail required to complete the work, OR the job has a high-level complexity. Autonomy on when to work on high-level activities.	The job entails complex sequences of hand-eye coordination. Concentrating for prolonged periods at computer terminals, labs, and/or manufacturing equipment to identify errors or risk (for example, security screening).
5	Continuous or prolonged level of vigilance, concentration, visual effort, and attention to detail required. Shorter periods may require a great deal of precision and attention to detail, OR the job is highly complex and provides full autonomy on timing of tasks.	The job requires a regular and prolonged level of focus on detail, such as a translator. Within this condition, either the work has periods of concentration that require precision, such as loading boxes on a forklift, or the job is highly complex work all of the time; however, the incumbent is able to prioritize or determine when they focus on each complex task.



# Factor: Responsibility

The responsibility required to ensure the performance of the work

## Sub-Factor 1: Impact of Action

Assesses the responsibility to take action or make decisions and the impact of those decisions. Impact includes the cost or complexity to fix errors made, the impact on project outcomes, colleague timelines, meeting organization goals, and safety of others.

Level	Definition	Examples/Explanation
1	The non-quality of work or the way it is carried out has a minor impact. Errors can be easily corrected internally without harm to organizational needs or persons. Actions or decisions would cause minimal disruption to operating efficiency, health and safety of others, or customer service.	Answering and directing calls, inputting information or data into a system that has checks and balances.
2	The non-quality of work or the way it is carried out entails some internal costs to redo the work or find solutions. Actions or decisions would cause minor delays in processing or information flow internally and/or for the client; however, overall objectives and standards can still be achieved. Minor health and safety impact.	Creating client accounts, maintaining departmental reports that others rely on.
3	The non-quality of work or consequences of decisions and actions often cause identifiable losses. These may include increased or additional expense to correct the situation, loss of customer, or loss of time at work. Actions and decisions directly affect the achievement of stated objectives, internal work standards, or client standards. Outcomes would not damage overall financial results or the reputation of the organization. Moderate level of health and safety impact.	Receiving, assessing, and reviewing complaints from clients that can impact retention. Making recommendations to outside stakeholders that if incorrect would increase workload or costs to correct.
4	The non-quality of work or the way it is carried out entails significant internal costs or risk to health and safety, or significant impact on customers. Actions or decisions may cause a significant short-term impact on major programs, projects, or achievement of important objectives	Responsibility is to promote the organization, including meeting with external stakeholders. Responsibility for training in the use or maintenance of equipment where improper use will risk injury.

Level	Definition	Examples/Explanation
	and/or may cause identifiable deterioration in customer, public, or employee relations taking effort to resolve.	
5	The non-quality of work or the way it is carried out could have a long-term impact on the viability of a large segment of the organization or customers. There would be little opportunity for correction except over a long period of time.	If attention is not paid to the quality of work, there could be long-term implications on elements such as retention of a large segment of customers, the safety of a group of people, or legal costs that will have a financial impact on the organization that would be difficult to recover from or adjust to.
6	The non-quality of work or the way it is carried out would have a critical long-term impact on the viability of the organization. Decisions made are strategic in nature. Responsibility for action or decisions, including the health and safety of others, could “make or break” the organization’s financial position or revenues and/or result in legal action against the organization. Typically requires the most senior level of authority to deal with the repercussions.	Responsible for revenue generation for a large portion or all of the organization. Responsible for customer contracts and/or regulatory controls.

## Sub-Factor 2: Coordination of Others

Assesses the responsibility to plan, organize, monitor, and direct or lead people to achieve stated work outcomes. This sub-factor does not require that the job class has supervision of others as a responsibility.

Level	Definition	Examples/Explanation
1	Very little responsibility for others. No direct responsibility for guiding others. May provide occasional suggestions to others or informal training to improve job outcomes.	Generally an individualized job with a focus on organizing the employee's own work to achieve job goals. An example of informal training could be showing someone how to use the filing or phone system to cover them on a break.
2	Responsible to direct job in a limited way, within a range of activities. These may include orientation of others, demonstrating job methods or procedures, or planning and organizing meetings. The job requires offering guidance or information to other employees that assists them in the performance of their jobs.	Coordinating a variety of responsibilities within a unit to ensure there is order or clarity. There is no requirement to assign work at this level, rather to coordinate what has been assigned or make suggestions. Demonstrating work processes to colleagues and new employees.
3	Responsible to direct work within a variety of activities. Impacts the job of others, such as responsibility for the instruction of job standards, procedures, and methods for others to complete the daily job activities. The job may require acting on behalf of a supervisor or manager in their absence, such as lunch or breaks, and/or training (short periods of time).	The work requires more planning to balance various commitments and deliverables. Planning may extend to assigning or supporting tasks of more junior staff. Troubleshooting issues escalated from trainees or others with less experience. Can include evaluating individuals considering information provided (for example, for the purpose of medical care or eligibility for assistance).
4	Responsible for supervising the work of others in a unit or department. This includes formal training and development of staff. Plans and assigns the work, establishes job requirements, evaluates performance, OR coordinates the job or activities of small independent groups without direct authority over them in a project environment. In a project environment, contributes content to performance reviews of others. May include responsibility to coordinate and oversee the work of outside contractors.	Training or counselling others, including clients, to help them acquire skills needed. Responsibility to assess, evaluate, and report on unit effectiveness.
5	Responsible for managing the work. Provides leadership for a large work unit or department or for several smaller work	Ensuring technical standards are met. Providing employee feedback on

Level	Definition	Examples/Explanation
	units in different locations. Work coordination and prioritization are often through supervisors who report to them. Responsible for measuring outcomes (rather than task completion).	performance. Providing reports on unit or department performance.
6	Responsible for managing work and/or providing leadership to a major department or the entire organization. Delegates authority for organizing and reviewing or monitoring the job through several subordinates (typically managers). Includes coordination of the job that leads to setting of strategy and policy for the organization and for ensuring the execution of its mandate.	Typically senior-level people managers.

### Sub-Factor 3: Risk Management

Assesses the responsibility for using, monitoring, safeguarding, and controlling organization assets (equipment; information, including confidential information; and financial assets).

Assesses the degree of risk assumed as well as the impact internally and externally.

Level	Definition	Examples/Explanation
1	Very limited responsibility for care of assets of minimal value or cost to the organization. Focus is on the use of the assets within the job rather than on control, maintenance, or security.	Use of standard office equipment.
2	Some responsibility for care of assets of moderate value using established procedures. Not following procedures presents some risk to other users of the assets. This may include time delays, data errors, or repair costs.	Producing information that impacts income data (for example, pay), health records, or dietary regime. Managing petty cash.
3	Regular responsibility for the care or use of assets of moderate to high value. Uses prior knowledge or skill to troubleshoot and resolve problems or errors related to the assets. Makes recommendations on reducing risk, improving accuracy, safety, and/or security of the assets.	Regular care of financial assets, confidentiality of information, or equipment that relies on prior experience to protect and resolve issues. Related to the need to regularly protect the assets, the role requires the incumbent to make recommendations on how to improve the security of or mitigate risk to the assets.
4	Considerable responsibility for the care of assets, operation or control of assets of considerable value. Trains others on proper use or control of assets. Often required to compile reports that other users or employees rely on to make decisions related to assets.	Responsibility for the care of assets of considerable value to the organization, including ensuring others have the skills required to protect the assets. Most often the work also requires creating reports on the use or misuse of the assets that others will rely on to inform how they work.
5	Extensive responsibility and oversight for care, operation, and control of assets within a job unit or multiple units. Responsible for policies and procedures within asset areas. Likely negotiating costs or purchases or approving asset costs of moderate values.	A key component of the work is oversight of control and care of assets by others in a job unit or units within the organization structure. This oversight includes policy recommendations and implementation related to the care of the assets as well as oversight or management of purchases or costs for moderate-value assets.
6	Highest level of oversight and responsibility for the care, operation, and control of assets within the organization. Responsible for the review and recommendation of policies, procedures, and/or audits to ensure compliance with	Final approver of policy on protection of assets and final decision maker on actions or policy related to care of assets, as well as compliance with regulations or audit requirements.

Level	Definition	Examples/Explanation
	external bodies and minimize risk to the organization. Manages overall use of assets of significant value and impact.	

# Factor: Working Conditions

The conditions under which the work is performed.

## Sub-Factor 1: Physical Environment

Assesses the “unpleasantness” of the physical surroundings within which the work must be completed and the degree to which these conditions make work difficult or hazardous to health. This may range from inconveniences such as obstacles in the way, to extreme health risk. Look at elements such as:

- smoke, odour, noxious fumes, gas, or vapour;
- exposure to chemical products;
- exposure to loud noise or vibrations;
- dirt, dust, or grease;
- constant temperature variances or temperatures outside normal ranges;
- inclement weather;
- crowded conditions;
- poor ventilation or steam, humidity, or moisture; and,
- full protective equipment.

Level	Definition	Examples/Explanation
1	Low level of environmental obstacles with little or no disagreeable elements. The normal duties of the job do not put the individual at risk of being injured or for adverse health effects.	Generally a controlled office environment, including an open office environment.
2	Some exposure to disagreeable elements. Minor risk of injury, harm, or illness. The job is not threatening; however, in spite of all safety precautions taken, there is some exposure to health risk or injury.	Need to use light protective equipment (gloves, masks, earplugs, etc.).
3	Regular or recurring exposure to disagreeable elements that create physical discomfort, have a health risk, or make a job difficult to complete.	Work is regularly completed under disagreeable elements (for example, temperature, physical space, significant dust or dirt, or exposure to chemicals), with the ability to mitigate risk through the proper management of risk elements (clothing, protective equipment, breaks, etc.).
4	Frequent exposure to disagreeable elements. Moderate risk of injury, harm, or illness as risks in the job cannot be entirely managed.	Exposure to environmental risk elements cannot be entirely managed and therefore present a moderate risk of injury or illness to the incumbent.
5	Prolonged exposure to disagreeable elements or a high level of hazards. High risk of injury, harm, or illness due to a lack	Constantly exposed to noise, fumes, chemicals, or dirt within environments that are high risk or where the incumbent

Level	Definition	Examples/Explanation
	of control of physical elements in the work environment.	lacks control, such as working on a client site or with machinery that in spite of precautions by others has high-risk elements.



## Sub-Factor 2: Psychological Environment

Assesses the impact of psychological stress on the employee. It generally relates to conditions that make work challenging or create a lifestyle imbalance, such as:

- difficult people interactions;
- tight, changing deadlines;
- lack of control over work that makes work challenging or creates a lifestyle imbalance;
- frequent travel; and,
- shift work.

Level	Definition	Examples/Explanation
1	Little or no psychological obstacles, unpredictable or unstable conditions, or emotionally charged interactions. Strain is low in the course of regular tasks. There are most often realistic and not conflicting deadlines to achieve.	The psychological environment is generally pleasant, and there is reasonable control over the pace and volume of work. Work is highly repetitive, but the repetitious nature is somewhat relieved by rotational assignments or work within each day.
2	Some psychological obstacles and/or stress in the normal course of work. These include frequent interruptions, lack of privacy, and some isolation. Sensory attention is required for minimally intense or emotionally charged interactions.	Some exposure to disgruntled clients. Occasional tight deadlines. May be emotionally charged interactions with colleagues to balance timelines and priorities.
3	Regular psychological obstacles such as having regularly conflicting priorities. The work requires difficult and emotionally charged interactions on a regular basis. On occasion a high degree of discomfort related to variable work schedules, working outside regular hours, the need to travel, or working in isolation.	Regular exposure to repetitive or monotonous work. Lack of control over pace and volume of work. Regularly conflicting or changing priorities. Must maintain professionalism and impartiality if exposed to angry stakeholders or unsettling information. Providing services to several people or departments and having to meet many deadlines.
4	Frequent psychological obstacles of a moderate degree are encountered. There are frequent interruptions and/or conflicting demands. Elevated sensory attention levels are often required. Moderate-intensity interactions or stressful situations could cause psychological or emotional reactions, OR there are ongoing moderate life balance issues related to schedules of work.	Exposure to distressing information such as accident transcripts with graphic content or to depictions of acts of violence. Exposed to illnesses and stress related to providing health services to the ill. Long periods of travel regularly required.
5	Prolonged exposure to high-level psychological obstacles and/or emotionally charged situations, OR there	The work includes prolonged exposure to disagreeable elements (for example, threat of physical or verbal abuse);

Level	Definition	Examples/Explanation
	<p>are highly difficult life balance situations. There is a high degree of emotional or sensory discomfort most of the time. Interactions are likely to cause strong psychological or emotional reactions that often need outside support to avoid long-term health impacts.</p>	<p>however, there can also be elements that impede work-life balance (for example, frequent travel away from home, continually on call or crisis managing). The level of psychological or emotional strain presents a known risk of burnout without outside support such as counselling to avoid longer-term health impacts.</p>