



JOB EVALUATION POLICY

Policy Developed by:

**Carlton Trail Regional College
Cumberland Regional College
Northlands Regional College
North West Regional College
Parkland Regional College
Prairie West Regional College
Southeast Regional College**

GENERIC NOTES TO RATERS:

All statements made in each factor will be evaluated under the definition statement for each level.

It is recognized that duties can be evaluated at more than one level in several of the factors in this Job Evaluation Plan.

The examples used in the policy are only guidelines. Each point must be substantiated in order to justify its placement.

Communication Process:

When jobs have been submitted for rating, **including evaluation, re-evaluation, re-assessment, or appeal**, the chair of the respective rating committee will contact **all signatories** to inform them of the date and approximate time that the rating process will be in session. Signatories will be asked to provide the committee chair with a contact number that will be valid on that date.

Clarification Process:

When clarification is required, due to the committee not understanding the explanation of tasks and responsibilities as submitted on the form, the committee will contact the signatories by telephone. The rating committee will seek clarification by asking questions which pertain to the item in discussion. Questions may be asked of all signatories. The clarification received will be recorded and attached to the original submission. All signatories must have agreement on the clarification.

If the committee is unable to contact all signatories during the rating session, a letter will be sent to the signatories requesting the required clarification. If signatories do not agree on the information, then the rating process is suspended, and forms are returned to the college until they are signed off at the local level.

Breakdown of Tasks/Duties:

In instances where the committee determines that duties of various levels have been rolled together under a larger task, the committee may request a breakdown of duties for the purposes of rating. In the instances where the committee determines that a breakdown is necessary, they should contact all signatories by telephone to describe what needs to be broken down, and why.

It is not within the committee's authority to breakdown any percentages that reflect a particular task, duty, or responsibility. Breakdowns of percentages may only be requested where it appears that more than one duty, task, or responsibility has been represented in one explanation, and that the ratings for these may differ. The evaluation committee does have the authority to request clarification on large percentages. Confirmation of this clarification will be handled as in the process for obtaining clarification, and attached to the submission.

If the evaluation committee has reasonable grounds to request a breakdown of percentages, and are unable to contact all signatories, a letter will be sent to the signatories requesting the breakdown. The letter will provide an explanation of why the breakdown is required.

Criteria – Responsibility:

1. FACTOR- Contacts:

- ☐ Measures the degree of responsibility to communicate effectively both internally and externally to foster and maintain existing and new relationships. Consideration is given to the nature and significance of the contact.

Levels:

1. Contacts that require the exchange of basic factual information to maintain work flow.

Examples:

- ❖ Providing general, basic, factual information requiring no interpretation, i.e., providing information to the general public (handing out brochures) or students (providing, date, time and location of class).
- ❖ Contacting the SCN helpdesk for troubleshooting.

2. Contacts that require the exchange of detailed explanations on matters concerning policies, regulations, programs, and services.

Examples:

- ❖ Provide detailed information on entrance requirements, student loans, occupations, college programs, provincial training allowance, labor market information, career planning, job search techniques, explaining variances and discussing implications, etc. (This may involve asking questions and referring to regulations.)
- ❖ Establishing committees (not working in committees)
- ❖ Student recruitment.
- ❖ Instructor recruitment

3. Contacts that require discussion, coordination, cooperation, elaboration and understanding. Occasionally handles complex OR sensitive communications.

Examples:

- ☐ Contact with agencies, to share information and resources and reduce duplication of services.
- ☐ Dealing with client situations that require interpretation of information with the purpose of developing understanding.
- ☐ Participation as a team member (requires group decision-making).
- ☐ Contact with stakeholders for the purpose of planning and organizing special events.
- ☐ Contact with agencies for the purpose of identifying education and training needs.
- ☐ Discussion with partners re: joint use of facilities.
- ☐ Contact with stakeholders to develop a new program or event (could include a detailed presentation to external agencies, negotiation to secure funding, and determining content of program).
- ☐ Student counseling/advising (direct contact reviewing detailed program information striving to understand consequences of decisions).
- ☐ Career and academic counseling.

4. Contacts that require complex AND sensitive communications.

Examples:

- ❖ Crisis intervention (referrals, face-to-face meetings, ensuring safety).
- ❖ Dispute resolution (direct contact).
- ❖ Negotiations (direct contact).

Notes to Raters:

- *Complex - difficult, complicated, intricate*
- *Sensitive- communication that requires discretion, diplomacy and tact.*
- *Complex communication may be negotiation.*
- *Recruitment of staff is to be considered under contacts, supervision of staff is to be recognized under the supervision factor.*
- *Where there is a requirement to perform in house staff training or support, which is not direct supervision, this should be included under contacts utilizing such wording as guide, oversee, implement or support.*
- *Where there is a requirement of functional supervision of non-college employees, eg. SIAST or University instructors, this should be included under contacts.*
- *A weighted average calculation is used to recognize that every job may have contacts at all levels.*

<u>Example: % from questionnaire</u>			<u>Point Value</u>		<u>Total Points</u>
1.	10%	x	15	=	1.5
2.	22%	x	60	=	13.2
3.	14%	x	105	=	14.7
4.	54%	x	150	=	<u>81.0</u>
					110.4=110

Scoring template: 15%

Level	Total Points	Point Value
Level 1	0-28	15
Level 2	> 28-56	60
Level 3	> 56-84	105
Level 4	>84	150

Criteria – Responsibility cont'd:

2. FACTOR- Scope of Decision Making:

- ❑ Measures the scope of decision made in performance of the duties of the position, and refers to the nature and variety of decisions made.

Levels:

- 1. Decisions require judgement based on well-established procedures and methods. Problems not normally dealt with are referred to supervisor(s).**

Examples:

- ❖ Ordering supplies based on well-established procedures and methods.
- ❖ Determining how to maintain a filing system.
- ❖ Making budget related decisions based on standard formula(s).
- ❖ Checking with supervisor to determine advertising.
- ❖ Following procedures when determining what office supplies need to be ordered, invoicing client, processing cheques, etc.
- ❖ Determining the tuition fee for a program (as per policy and procedures).
- ❖ Determine how to advertise a program (using advertising handbook and other source documents).

- 2. Decisions require interpretation within a range of established alternatives. Problems are solved by selecting the most suitable procedure or method within guidelines and precedents. Direction is sought when solutions are not within the established guidelines.**

Examples:

- ❖ Cancellation of a course based on several considerations.
- ❖ Following guidelines to advertise.
- ❖ Formatting reports.
- ❖ Developing a filing or inventory system.
- ❖ Determining test material to use from a pre-established set.
- ❖ Determining who to refer clients to.
- ❖ Determining programming based on interest and past success.
- ❖ Determining what tasks to delegate and who to delegate the tasks to.
- ❖ Making budget decisions based on negotiation, interpretation, etc., within a range of alternatives.
- ❖ Instructor/staff/student selection when done within the guidelines or process
- ❖ Prioritizing work.
- ❖ Determining how to do payroll accurately (using timesheets, offers of employment, paperwork, increments, sick leave, leave records, etc.).

3. **Decisions require creativity and some independent judgement. These decisions are typically made in order to resolve, adapt, develop solutions and recommend changes and/or to introduce new procedures and practices.**

Examples:

- ❖ Using creativity to design advertising.
- ❖ Determining program selection based on interpretation of needs assessment.
- ❖ Instructor/staff/student selection when required to go outside the process or guidelines in making a decision.
- ❖ Counseling with assessment component, not just direction or advising.
- ❖ Interpreting students tests (i.e., where to place the student).
- ❖ Determining available resource and what to utilize.
- ❖ Developing policy or assisting with developing policy.
- ❖ Decisions that require extensive research and/or negotiations (e.g. program development).
- ❖ Determine what SSEP programs will run across the region (involves research, communication with other coordinators, negotiations, internal sources, seeking board approval)
- ❖ Determining a needs assessment process.
- ❖ Determine technical solutions for computer hardware/software.

4. **Decisions require considerable modification of several inter-related issues, crossing programs and service areas to achieve broad objectives**

- ❖ Developing and co-delivering programs in partnership with external or internal agencies/departments. (This must involve all of: carrying out a needs identification, meetings, negotiating and reaching agreement with all partners; determining process of delivery; determining most appropriate delivery method).
- ❖ Determine how to negotiate program delivery in sensitive situations.

Notes to raters:

- *Supervision/evaluation of staff are to be considered under supervision, not decision making. The only decision making to be considered here is the hiring.*
- *A weighted average calculation is used to recognize that every job may make decisions at all levels.*

<i>Example:</i>	<i>% from questionnaire</i>	<i>Point Value</i>	<i>Total Points</i>
1.	10%	$x \quad 10$	$= \quad 1$
2.	22%	$x \quad 40$	$= \quad 8.8$
3.	14%	$x \quad 70$	$= \quad 9.8$
4.	54%	$x \quad 100$	$= \quad \underline{54.0}$
			$73.6 = 74$

Scoring Template: 10%

Level :	Break Points:	Point Value:
Level 1	1-20	10
Level 2	>20-40	40
Level 3	>40-60	70
Level 4	>60	100

Criteria – Responsibility cont'd:

3. FACTOR- Impact of Decision Making:

- ❑ Impact considers the position's influence on the range of client/customer group(s) and the operation of the college as a whole.
- ❑ Impact must be substantiated by the Scope of Decision making factor.
- ❑ A position may deal with multiple program areas or regions but does not necessarily make decisions in multiple program areas or regions.

Levels:

1. **The majority of decisions have short-term impact limited to the work area.**
2. **The majority of decisions have short-term impact limited to one region/district of the college ,**
 AND/OR
 The majority of decisions have short-term impact limited to a single program area,
 AND/OR
 Providing support for more than one work area.
3. **The majority of decisions have long-term impact limited to one region/district of the college,**
 AND/OR
 The majority of decisions have long-term impact limited to a single program area,
 AND/OR
 The majority of decisions have short-term impact that extends beyond the
 region/district of the college,
 AND/OR
 The majority of decisions have short-term impact that extends to multiple program
 areas.
4. **The majority of decisions have long-term impact that extends beyond the region/district of**
 the college,
 AND/OR
 The majority of decisions have long-term impact that extends to multiple program
 areas.

Notes to raters:

- *It is recognized in every job that decisions may be made at any level, but duties must predominantly fall into the majority to define level.*
- *Work area: a unit set out to perform a specific function or service*
- *The consequence of error should be considered in determining the impact of the decision made.*
- *Consider if impact is long or short term, in more than one region, and how many program areas.*
- *District = region.*
- *Program areas: Basic Education, university, skill training, career and student services, etc.*
- *Consider typical instances, not rare or extreme ones.*
- *Consider each decision in the “Scope of Decision Making” factor.*
- *Remember – this is about the decisions required of the position, not about the performance of the incumbent.*

Impact Application Tool

Two decisions must be made to apply the impact factor. The first decision is on the duration of the decision, long or short. The second decision is on the scope of the area the decision impacts on, work area, single program area, one region or district, multiple program areas or beyond the region or district of the College.

Short Term Impact:

Examples of short term impact are decisions around activities where the error or consequence can be spotted quickly and can be easily corrected.

- *Determining weekly menu*
- *Ordering office supplies*
- *Developing reports*

Long Term Impact:

Examples of long term impact are decisions that affect relationships, college image, and may have major financial consideration.

- *Hiring instructors (may depend on course or program)*
- *Determining program plans*
- *Developing budgets for division*

Work Area:

This is limited to a single work area in a facility or it can be a single facility.

- *Kitchen area*
- *One facility*

Single Program Area:

This is defined by the general definitions of program areas governing the Colleges.

- *Basic Education*
- *University*
- *Skills Training*
- *Career and Student Services*
- *Voc Tech Training*

Multiple Program Areas:

This is a combination of the above single program areas.

- *Basic Education and University*
- *Skills Training and Voc Tech*
- *Career and Student Services, Basic Education and University*

Single Region or District:

This recognizes that the College can organize themselves by geographic boundaries.

- *One campus and surrounding area*
- *One geographic subdivision of an area*

Beyond a Region or District:

This is when the decision impacts on more than a single region or district.

- *Two campuses and surrounding areas*
- *Two or more geographic subdivisions of the College.*

	<i>Single Work Area</i>	<i>Multiple Work Areas</i>	<i>Single Program Area</i>	<i>Multiple Program Areas</i>	<i>Single Region or District</i>	<i>Multiple Regions or Districts</i>
SHORT TERM	<i>1</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>2</i>	<i>3</i>
LONG TERM	<i>X</i>	<i>X</i>	<i>3</i>	<i>4</i>	<i>3</i>	<i>4</i>

Scoring Template: 12%

Level	Points
1	12
2	48
3	84
4	120

Criteria – Responsibility cont'd:

4. FACTOR- Supervision:

The requirement to direct or control other employee's work or manage contract workers. (Considers functional and direct supervision.)

Criteria:

1. Supervisory responsibility is not normally part of the job requirement, but there may be a requirement to show others how to perform tasks or duties.
2. Supervisory responsibility requires scheduling, distributing or checking work of others. Monitoring.
3. Supervisory responsibility includes assigning, checking, and maintaining flow of work in a standardized environment. Also includes input to performance appraisals.
4. Supervisory responsibility requires directing and controlling work of employees including assigning work, checking work, completing performance appraisals and making recommendations with respect to operations, practices, procedures and performance standards.

Number of FTE's supervised

<1 FTE (0 - .9 FTE's)
<5 FTE (1 – 4.9 FTE's)
> = 5 (5 or more FTE's)

Responsible for:	< 1FTE	< 5FTEs	>= 5FTEs
Criterion 1	1	1	1
Criterion 2	2	2	2
Criterion 3	2	2	2
Criterion 4	3	3	4

Notes to Raters

- *Scheduling/checking/monitoring of contractual employees would be criterion 2.*
- *Use highest singular assignment of points.*
- *Number of employees supervised to be equated to FTE's.*
- *The numbers 1 to 4 in the above table reflect four point assignments, i.e., there will be four levels of points for FTE's supervised.*
- *Criteria 2 and 3 are degrees of functional supervision. Criterion 4 is direct supervision. Must be the direct supervisor and responsible for performance appraisals.*
- *If an employee has more than one direct supervisor, the FTE should be divided accordingly between the number of direct supervisors.*
- *Monitoring work of a secretarial pool is criterion 1.*
- *Hiring/staff selection is to be considered under scope of decision making and not under supervision.*
- *Assign - designate and prescribe a course of action*
- *Check - review, control, test*

- *Control - exercise authority*
- *Direct - ultimately responsible for*
- *Distribute - divide, dispense*
- *Functional - to supervise the day-to-day operation within specific boundaries and anything outside these boundaries is referred to the direct supervisor*
- *Monitor - keep order, check regularly*
- *To account for fluctuation in number of FTE's supervised, consider the average FTE the job is required to supervise.*
- *Where there is a requirement to perform in house staff training or support, which is not direct supervision, this should be included under contacts utilizing such wording as guide, oversee, implement or support.*
- *Where there is a requirement of functional supervision of non-college employees, e.g. SIAST or University instructions, this should be included under contacts.*

Scoring Template: 10%

Level:	Point Value
Level 1	10
Level 2	40
Level 3	70
Level 4	100

Criteria – Effort:

5. FACTOR- Mental Effort:

- ❑ Measures the degree of mental effort required in terms of concentration, focus, thinking, cognitive thought process required by the task.

Levels:

1. **Familiar/standard procedures and familiar/given information that requires minimal mental demands.**

Examples:

- ❖ Upgrading the information on a form , i.e. change of dates, etc.
- ❖ Development and monitoring of budgets if the budget is familiar.
- ❖ Graduate follow-up.
- ❖ Exam invigilation.
- ❖ Student orientation.
- ❖ Monitoring courses.
- ❖ Development of work plan.
- ❖ Planning and organization of graduations.
- ❖ Accounts payable (use of standard procedures; entering vendor numbers; coding, keypunching).
- ❖ Preparing reports (summarizing previous activities; discussion of future plans).

2. **Unfamiliar/non-standard procedures OR varied/new information that requires significant mental demands.**

Examples:

- ❖ Chairing and/or participating in meetings.
- ❖ Recording and/or transcribing minutes.
- ❖ Evaluate assessment model.
- ❖ Implementing student discipline.
- ❖ Orientation and counseling of PTA.
- ❖ Ad hoc reporting to Post Secondary Education and Skills Training (completing unfamiliar forms using information on students, finances, or other related information).
- ❖ Decide on type of student discipline.
- ❖ Orientation and counseling of PTA.
- ❖ Program planning and development.
- ❖ Creative writing.
- ❖ Personal counseling.
- ❖ Workshop delivery.
- ❖ Student management requiring student interaction.
- ❖ Marketing requiring creativity (design).
- ❖ Student assessment with interpretation.
- ❖ Staff and student interviews.
- ❖ Group facilitation.
- ❖ Preparing report requiring research and analysis.
- ❖ Designing computerized reporting systems.

3. Unfamiliar/non-standard procedures with varied/new information that requires intense mental demands.

Examples:

- ❖ Troubleshooting (requiring fixing)multi-media equipment.
- ❖ Implementation of new and unique programs (procedures needs to be developed to complete the task).
- ❖ Development of budgets if the budget is unfamiliar.
- ❖ Crisis counseling.

Notes to raters:

- Measure % of time in each level, i.e., each employee can have a percentage for each level. Percentage should equal 100%.
- There are standard procedures in all positions. They are compensated equally, i.e., proposal writing for a coordinator, typing a letter for a clerical.
- All employees do multi-tasking. The level of effort is the same in multi-tasking (i.e., receptionist, coordinator).
- Familiar - known, usual, common; this can include given information
- Frequent - happening often or at close intervals
- Minimal - the base amount
- Standard - established, structured; this can include familiar or given information
- Unfamiliar - unknown, obscure, unusual
- Varied – information that is diverse and/or changing that requires ongoing assessment and analysis.
- Intense – requiring a focused emotional or intellectual effort.
- A weighted average calculation is used to recognize that every job may make have tasks at all levels.

<u>% from questionnaire</u>			<u>Point Value</u>		<u>Total points</u>
1.	25%	x	5	=	1.25
2.	35%	x	27.5	=	9.625
3.	40%	x	50.0	=	<u>20.0</u>
					30.875

Scoring Template: 5%

Level :	Break point :	Point value:
Level 1	1-12	5
Level 2	>12-24	27.5
Level 3	> 24	50

Criteria – Effort cont'd:

6. FACTOR- Sensory Effort:

- ❑ Measures the degree of sensory effort in terms of the visual or aural concentration required to perform the task.

Levels:

1. **Low:** Familiar/standard procedures and familiar/given information that requires minimal sensory demands.

These are tasks that allow occasional visual or aural attention to be shifted without affecting the task to any great extent. Examples: routine recording or receiving of information (taking phone messages, giving basic course information), routine direction or interaction, routine presentations, photocopying.

Examples:

- ❖ Setting up classroom table and chairs.
- ❖ Ordering and maintaining supplies and equipment.
- ❖ Supervising exams.
- ❖ Participating in routine meetings.
- ❖ Taking basic phone messages.
- ❖ Giving basic course information.
- ❖ Taking direction from supervisor.
- ❖ Guiding tour of college facilities.
- ❖ Photocopying.

2. **Medium:** Unfamiliar/non-standard procedures **OR** varied/new information that requires significant sensory demands.

These are tasks that require constant OR intense visual or aural attentiveness. Examples: receiving detailed information (oral report to supervisor, taking minutes, career counseling), editing/proofreading information, formatting, transcribing information, non-routine maintenance, adjustment and set-up of equipment, non-routine direction and interaction, non-routine (written or oral) presentation.

Examples:

- ❖ Taking detailed, complex phone messages.
- ❖ Data entry.
- ❖ Setting up equipment.
- ❖ Balancing and coordinating budgets.
- ❖ Researching existing programs.
- ❖ Receiving feedback from co-workers.
- ❖ Preparing bank deposits.
- ❖ Counting money.
- ❖ Reading and writing for research (including use of the internet).
- ❖ Proposal writing involving editing and proofreading.
- ❖ Monitoring including editing and proofreading.

- ❖ Driving.
- ❖ Advocating on behalf of students.
- ❖ Chairing meetings.
- ❖ Troubleshooting SCN equipment.
- ❖ Verification of data.
- ❖ Student intake if not the interview process.
- ❖ Oral report to supervisor.
- ❖ Taking minutes.
- ❖ Career Counseling.
- ❖ Editing/proofreading information.
- ❖ Formatting.
- ❖ Transcribing information.
- ❖ Adjustment and set-up of equipment.
- ❖ Presentation on programs to external agencies.
- ❖ Participate in non-routine meetings.
- ❖ Staff and Student interviews (e.g. academic situation).

3. **High: Unfamiliar/non-standard procedures with varied/new information that requires intense sensory demands. These are tasks that require constant AND intense visual or aural attentiveness. Examples: receiving information in crisis situations (dispute resolution), receiving information in unpredictable situations (negotiations).**

Examples:

- ❖ Consulting with instructors, coordinators, student services concerning assessment results and recommendations.
- ❖ Monitoring the computer screen while undertaking a boot sequence to identify error messages, i.e., troubleshooting.
- ❖ Crisis and personal counseling.
- ❖ Group facilitation.
- ❖ Student orientation if facilitation involved.
- ❖ Dealing with difficult people.
- ❖ Staff and student interviews (eg. crises situation)
- ❖ Dispute resolution amongst students.
- ❖ Negotiations with outside partners.

Notes to raters:

- *Aural - listening*
- *Significant – constant **OR** intense*
- *Minimal - the base amount*
- *Standard - established, structured; this can include familiar or given information*
- *Constant – persistent, steady without break/interruption, continual*
- *Assume the eyes are being used at all times. Concentrate on the “constant OR intense” aspect.*
- *A weighted average calculation is used to recognize that every job may make have tasks at all levels.*

<u>% from questionnaire</u>			<u>Point Value</u>		<u>Total points</u>
1.	25%	x	5	=	1.25
2.	35%	x	27.5	=	9.625
3.	40%	x	50.0	=	<u>20.0</u>
					30.875

Scoring Template: 5%

Level :	Break point :	Point value:
Level 1	1-12	5
Level 2	>12-24	27.5
Level 3	>24	50

Criteria – Effort cont'd:

7. FACTOR- Physical Activity:

- Measures the frequency of physical activity required to do the job.

Levels:

1. Sometimes heavy activity (< or = 10%)
2. Occasionally heavy activity (>10.1 - 20%)
3. Frequently heavy activity (> 20.1%)

Notes to raters:

- Consider only Level 2 activities on evaluation form
- Cleaning SCN dish is pushing or pulling and is a heavy activity.
- The physical activity **MUST** be supported by tasks reflected in other factors of the questionnaire.
- Pushing and pulling (could be heavy)
- Physical activity should be measured for frequency in the following manner:
- Constant standing in order to cook is considered to be heavy activity.
- The percentage of heavy activity = frequency amount. Example: 15% heavy activity = Level 2.
- Criteria:

1. Light: Sitting, standing, driving, lifting weights < 5 kg.
2. Heavy: Climbing, stooping, standing, lifting weights >5 kg.

Scoring Template: 2%

Level:	Break Points:	Point Value:
Level 1	< or = 10%	2
Level 2	>10.1-20%	11
Level 3	>20.1%	20

Criteria – Effort cont'd:

8. FACTOR - Fine Motor Movements:

- ❑ Measures the frequency of time expended on fine motor movements (coordination of movements involving small muscle groups) required of the job.

*Measures actual time spent and **must not** total 100%.*

Levels:

1. Occasional (0 - 20%)
2. Regular (>20.1 - 45%)
3. Frequent (>45.1 - 75%)
4. Almost always (> 75.1%)

Description	% of time spent on fine motor movement	Task
a) Writing		
b) Use of keyboard and/or mouse (computer or calculator)		
c) Use of small tools		

Notes to raters:

- *Examples of fine motor movements: keyboarding, writing, using an adding machine, using small hand tools.*
- *In determining % of time, one hour/day for a 35 hour week for the full year is 14.29%; one hour/day for a 36 hour week for the full year is 13.89%; one hour/day for a 37.5 hour week for the full year is 13.33%.*
- *Keyboarding includes using the mouse.*
- *Accuracy and speed are compensated for under knowledge and experience.*
- ***Measures actual time spent, and must not total 100%.***
- *Measure majority of time, i.e., one level only.*

Scoring Template: (5%)

Level	Break Points	Points
1	0-20%	5
2	>20.1-45%	20
3	>45.1-75%	35
4	>75.1%	50

Criteria - Working Conditions:

9. **FACTOR- Travel:**

- ❑ Measures the percentage of time spent traveling in order to fulfil the duties of the position.

Levels:

1. Slight (0 - 5%)
2. Occasional (5.1-15%)
3. Frequent (>15%)

Notes to raters:

- *This is actual traveling time only.*
- *Positions that are required to have more than 12 overnight stays in a one year period are compensated at + 5%.*
- *Positions whose majority of required travel is under isolated conditions are compensated at + 5%.*
- *Definition of Isolation - no access to services or assistance and little traffic (includes travel beyond road's end).*
- *Travel is measured: Number of hours traveled divided by the hours of work/week.*
- *To account for fluctuations in job duties that require travel, consider the average amount of travel required of the job.*
- *The following types of travel are not to be counted: Colleges Conference, ACCC*
- *A change in travel affects other factors.*

Scoring Template: 3%

Level	Points
1	3
2	17
3	30

Criteria - Working Conditions cont'd:

10. FACTOR- Control of distractions:

- ☐ Measures the control of exposure to distractions/interruptions.
- ☐ This factor concentrates on the control of exposure to distractions. The type of distraction or interruption is not being identified. This does not include being on call, nor is it intended for positions, which perform casual back-up reception. This issue is the control of distractions, NOT the distractions.
- ☐ This factor must be supported by other factors listed in the form.

Levels:

1. Usually has the discretion to limit distractions/interruptions.
2. Seldom has the discretion to limit distractions/interruptions.

Notes to raters:

- *This concentrates on the control of exposure to distractions. The type of distraction/interruption is not being identified.*
- *Jobs that seldom have the discretion to limit distractions and usually are expected to find replacements when they leave their work stations will be level 2.*
- *This is not to include being on call or backup.*
- *Discretion - power to decide*
- *This factor recognizes jobs that are historically undercompensated, it is an **equity factor** given to frontline staff.*

Scoring Template: 5%

Level	Points
1	5
2	50

Criteria – Skills:

11. Factor-Education:

- ❑ The minimum relevant knowledge or formal training essential to perform the job.
- ❑ Refers to the minimum level of experience, skills, and relevant formal education required to perform the full duties of an assigned position. This factor takes into consideration the complexity of subject matter ranging from an understanding of assigned routines to a recognized expertise and understanding of the principles and methodologies of complex field(s) of study. Skills and knowledge are gained through education.

Levels:

1. Up to and including completion of Grade 12 or equivalent.
2. Completion of Grade 12 or equivalent supplemented by relevant specialized training.
3. Relevant one-year post-secondary certificate or equivalent.
4. Two-year recognized diploma or equivalent or relevant two year post-secondary training or equivalent.
5. Relevant Bachelor's degree or equivalent.
6. Relevant graduate studies beyond the bachelor level or equivalent.

Notes to raters:

- *Full duties refer to the job at its full capability, not probationary or learning period.*
- *Grade 12 equivalent - GED, Adult 12*
- *Education should be considered in conjunction with all factors.*
- *For journey person ticket – 4 year journey person ticket is equal to level 5; journey person ticket requiring less than 4 years is equal to level 4.*
- *Certified General/Management Accountant designation is level 5.*
- *Equivalent - comparable, equal, like*
- *Related - connected, associated, common origin*

Scoring Template: 13%

Level	Points
1	13
2	36
3	59
4	82
5	106
6	130

Criteria – Skills cont'd:

12. FACTOR- Experience:

- ❑ The amount of practical experience required to perform the duties of the job. This factor does not measure the actual experience of the incumbent but the basic level of experience required to perform the job.

Levels:

1. Less than one year experience.
2. One year experience.
3. Two years experience.
4. Greater than two years experience.

Notes to raters:

- *Experience is counted during post journey status only, not during the time it takes to acquire the ticket.*
- *Consider experience in conjunction with all factors.*
- *Use information given in other factors to provide information on skill set or knowledge base required to perform the job. Evaluate the other factors prior to assigning levels for education and experience.*
- *Basic - key, essential or indispensable*
- *Related - connected, associated, common origin*
- *Relevant - applicable, pertinent*

Scoring Template: 15%

Level	Points
1	15
2	60
3	105
4	150

Job Evaluation Policy Summary Sheet

Factor - Contacts

1. Q% x 15
2. Q% x 60
3. Q% x 105
4. Q% x 150

Level	Breaks	Points
1	0-28	15
2	>28-56	60
3	>56-84	105
4	>84	150

Factor - Scope of Decision Making

1. Q% x 10
2. Q% x 40
3. Q% x 70
4. Q% x 100

Level	Breaks	Points
1	1-20	10
2	>20-40	40
3	>40-60	70
4	>60	100

Factor - Impact of Decision Making

1. short term - 1 work area
2. short term - 1 college region/district;
AND/OR short term - 1 program area;
AND/OR providing support for > 1 work area
3. long term - extends beyond college region/district;
AND/OR short term - extends beyond college region/district;
AND/OR short term - extends to multiple program areas
4. long term - extends beyond the college region/district;
AND/OR long term - extends to multiple program areas

Level	Points
1	12
2	48
3	84
4	120

Factor – Supervision

1. no supervisory, may be required to show
2. scheduling, distributing, checking, monitoring
3. assigning, checking, and maintaining work flow and input into performance appraisals
4. directing and controlling work including assigning work, checking, completing performance appraisals and making recommendations

Criterion	<1FTE	<5FTEs	>= FTE
1	1	1	1
2	2	2	2
3	2	2	2
4	3	3	4

Level	Points
1	10
2	40
3	70
4	100

Factor – Mental Effort

1. Q% x 5
2. Q% x 27.5
3. Q% x 50

Level	Breaks	Points
1	1-12	5
2	>12-24	27.5
3	>24	50

Factor – Sensory

1. Q% x 5
2. Q% x 27.5
3. Q% x 50

Level	Breaks	Points
1	1-12	5
2	>12-24	27.5
3	>24	50

Factor – Physical Activity

Level	Breaks	Points
1	<or=10%	2
2	10.1-20%	11
3	>20%	20

Factor – Fine Motor Movements

Level	Breaks	Points
1	0-20%	5
2	>20-45%	20
3	>45-75%	35
4	>75%	50

Factor – Travel

- Slight (0-5%)
Occasional (5.1 –15%)
Frequent (>15%)

+5% for >12 overnight stays
+5% for isolated travel

Level	Points
1	3
2	17
3	30

Factor - Control of Distractions

1. yes
2. no

Level	Points
1	5
2	50

Factor – Education

1. <= grade 12/equiv
2. grade 12/equiv and specialized training
3. relevant 1 year PS certificate/equiv
4. 2 year diploma/equiv or relevant 2 year PS training/equiv
5. relevant Bachelor's degree/equiv
6. relevant graduate studies/equiv

Level	Points
1	13
2	36
3	59
4	82
5	106
6	130

Factor – Experience

1. < 1 year
2. 1 year
3. 2 years
4. > 2 years

Level	Points
1	15
2	60
3	105
4	150

Point Breaks

Level 1	0.0 to 180
Level 2	180.1 to 280
Level 3	280.1 to 380
Level 4	380.1 to 480
Level 5	480.1 to 580
Level 6	580.1 to 680
Level 7	680.1 to 780
Level 8	780.1 to 1000

Time Percentage Chart – Field Staff

% Time	Hours/ Year	Hours/ Week	Hours/ Day	Minutes/ Day
1%	19.50	0.375	0.075	4.5
2%	39.00	0.750	0.150	9.00
3%	58.50	1.120	0.225	13.50
4%	78.00	1.500	0.300	18.00
5%	97.50	1.875	0.375	22.50
6%	117.00	2.250	0.450	27.00
7%	136.50	2.625	0.526	31.56
8%	156.00	3.000	0.60	36.00
10%	195.00	3.750	0.750	45.00

% Time	Hours/ Year	Hours/ Week	Hours/ Day	Minutes/ Day
12%	234.00	4.500	0.900	54.00
15%	292.50	5.625	1.125	67.50
18%	351.00	6.750	1.350	81.00
20%	390.00	7.500	1.500	90.00
22%	429.00	8.250	1.650	99.00
25%	487.50	9.375	1.875	112.50
30%	585.00	11.25	2.25	135.00
40%	780.00	15.00	3.00	180.00
50%	975.00	18.75	3.75	225.00

Calculations Based On:

260 days per year
5 days per week

52 weeks per year
7.5 hours per day

1950 hours per year
450 minutes per day