

CUPE Subfactors 1- 8

Subfactor 1A - Knowledge

The length of time it takes to obtain the formal educational designation, as required by the job assignment.

Subfactor 1B - Experience

This subfactor measures the length of time/amount of knowledge required to learn and apply the program knowledge to perform the job effectively at an independent level.

Subfactor 2A - Problems

This Subfactor measures the level of analytical skill required to resolve problems and issues typically assigned to the job. The person making the decision is not required to take the actions necessary to implement the decision.

Subfactor 2B - Responsibility for People and Assets

This Subfactor measures the responsibility for making final decisions to prevent physical or psychological harm to others and/or to prevent material, or financial loss.

Subfactor 3 - Mental Effort

This Subfactor measures sensory concentration inherent in the job assignment.

Subfactor 4 - Physical

This Subfactor measures the physical effort by the type and duration required to perform the job.

Subfactor 5 - Dexterity

This Subfactor measures the degree of coordination required to accurately perform physical movements inherent in the job assignment.

Subfactor 5 - Guide - Dexterity

This document acts as a guide for Subfactor 5 - Dexterity.

Subfactor 6 - Supervision

This Subfactor measures the extent to which an employee is required to supervise the work of others, such as students, volunteers, employees (full-time, part-time, casual, etc.), of the employer, or employees of other organizations.

Subfactor 7 - Interaction

This Subfactor measures the level of interpersonal and communication skill typically required to increase awareness, or modify the actions and/or behaviour of others.

Subfactor 8 - Disagreeable Conditions

This Subfactor measures the type and frequency of adverse conditions under which an employee is required to carry out the job duties.

SKILL

SUBFACTOR 1A - KNOWLEDGE

Definition:

The length of time it takes to obtain the formal educational designation, as required by the job assignment.

Degrees	Points
1. The job requires up to and including completion of Grade 10 or equivalent.	18
2. The job requires completion of Grade 10 plus an additional vocational programme of up to one year, or completion of Grade 11 or equivalent.	41
3. The job requires completion of Grade 10 plus an additional vocational programme of over one year and up to two years, or completion of Grade 12 or equivalent.	64
4. The job requires completion of Grade 12 plus an additional program of up to one year from an accredited post-secondary educational institute or equivalent.	87
5. The job requires completion of Grade 12 plus an additional program of over one year and up to two years from an accredited post-secondary educational institute or equivalent.	110
6. The job requires completion of Grade 12 plus an additional program of over 2 years and up to three years from an accredited post-secondary educational institute or equivalent.	33
7. The job requires completion of Grade 12 plus an additional program of over three years and up to four years from an accredited post-secondary educational institute or equivalent.	156
8. The job requires a Masters degree from an accredited post-secondary educational institute.	180

Notes To Raters:

1. This Subfactor measures the general knowledge and specialized, or vocational training necessary to perform the job duties in a satisfactory manner and has no relationship to the academic achievement of the employee. In order for a job to be rated at a particular educational level, it must be demonstrated what knowledge is gained through the formal education and how it is applied in the job.
2. Use today's educational levels and standards of your province. It is the level of knowledge normally required using "today's" standards which must be measured, not the educational background of the incumbent. For example, in 1997, if the formal education requirement for a position is a 2-year diploma and this changes to a 3-year diploma in the year 2003, then the rating of the position will change from Level 5 to Level 6.
3. To prevent double rating, the Knowledge Subfactor and the Experience Subfactor should be rated at the same time.
4. The rating assigned to the job is not the hiring practices of the organization nor is it the staffing standard for the job. As long as the knowledge requirement for the job does not change, the rating on this subfactor does not change. Staffing preferences, however, fluctuate depending on availability of candidates. For example, if a job requires a degree and there are numerous candidates with degrees, the staffing preference might be raised to a Masters degree. Conversely, if there is a lack of candidates, the staffing preference might be lowered to hire someone for the job. However, the classification level remains unchanged.
5. Time spent in practicum, internship and apprenticeship programs is considered under this Subfactor.
6. An academic year is that as defined by an accredited post-secondary institution for that program, but is not less than 32 weeks.
7. Equivalent means as determined by the legislated standard body for that occupation, or by the employer.
8. No consideration shall be given for field time required for membership in a professional organization, designation, or requirement for a licence.
9. In determining the level to be assigned for formal education beyond high school, you must take into account the entry requirements for the particular program. For example, a Journeyman Cook is a three-year program but the entrance requirement for the program is Grade 12. The level assigned in this case therefore is Grade 12 plus three years which is Level 6.
10. Although many undergraduate levels typically take 4 years of post-secondary education, it is intended that level 7 is the undergraduate level and level 8 is the graduate level, regardless of the number of years it takes to achieve that level of education.
11. For qualifications that have an age requirement versus a high school equivalency, the following equivalency will be applied: Age 16 = Grade 10, Age 17 = Grade 11, and Age 18 = Grade 12. For example, BM#14 requires a Fireman's Certificate and the age requirement is 16, therefore the job is rated as completion of Grade 10 plus the Fireman's Certificate.

SKILL

SUBFACTOR 1B - EXPERIENCE

Definition:

This subfactor measures the length of time/amount of knowledge required to learn and apply the program knowledge to perform the job effectively at an independent level. It includes the sum of a) and b):

- a) Experience in any related work, or work in a lesser position and other relevant work and life experiences, which are necessary for performance of the job.
- b) The period of training and adjustment on the job required to perform independently at the full working level.

Degrees:

	Degrees	Points
A.	Up to and including 3 months.	6
B.	Over 3 months, up to and including 6 months.	14
C.	Over 6 months, up to and including 1 year.	22
D.	Over 1 year, up to and including 2 years.	30
E.	Over 2 years, up to and including 3 years.	38
F.	Over 3 years, up to and including 4 years.	46
G.	Over 4 years, up to and including 5 years.	54
H.	Over 5 years.	60

Notes To Raters:

1. Consideration is given to the requirement to learn the practical application of theoretical knowledge to work problems and to learn the necessary techniques, methods, practices, procedures, use of forms, etc.
2. Consideration is given to the expected length of time that it would take to learn the job. In measuring the length of time, consideration is given to the length of time for each learning. For example, due to circumstances of the job and the experiences required, it may take 3 years to gain all the experiences required but it may only be 18 months of actual learning. The 18 months is what would be credited.
3. This subfactor does not include the years spent in a practicum internship, or apprenticeship program, as this is measured under the Knowledge Subfactor.
4. No consideration shall be given for practicum time required for membership in a professional organization, designation, or requirement for a licence.
5. Additional training/courses required to perform the duties of the job should be considered in this Subfactor.
6. This Subfactor does not measure the actual experience, nor longevity of the individual in a specific job.
7. This Subfactor bears no relation to the hiring practice of the organization, as actual recruitment may be based on seniority and longevity of an individual.

SKILL

SUBFACTOR 2A - PROBLEM SOLVING

Definition:

This Subfactor measures the level of analytical skill required to resolve problems and issues typically assigned to the job.

Degrees	Points
1. Problems are evident, identified for the job, or easily anticipated. Solutions are achieved through the application of established procedures where <u>no comparison, or choice is required</u> , or are such that required action is clearly evident and does not require established procedures.	20
2. Analysis is required to identify the problem. Causes are usually evident, are identified for the job, or are not relevant to the action required. Solutions are achieved by obtaining information and <u>choosing from</u> established procedures.	65
3. Analysis is required to identify problems and their cause before action can be taken. Solutions are achieved by analysing information and <u>comparing to</u> established criteria (e.g., technical standards, policy, or precedent). Once information is obtained, solutions require judgement to choose from a variety of possible approaches, where outcomes are predictable, but not certain.	110
4. Analysis is required to identify problems and their causes before action can be taken. Solutions are achieved through in-depth analysis and inferences regarding the relationship of information to guidelines, or professional standards. Once information is obtained, choice is made from a variety of possible approaches where outcomes are unknown.	155
5. In order to cope with changes likely to occur, the job identifies, anticipates and analyses emerging problems through research of needs and trends. Develops alternatives and responses to meet a range of province-wide program needs and standards, and modifies, or adapts comprehensive program goals, policies and strategies.	200

Notes To Raters:

1. Jobs at any level may be required to coordinate service delivery through others, or integrate service both within the organization and with other organizations.
2. Recommending changes to methods, procedures, or policies is a requirement of all jobs. It is not a differentiating factor and will not be considered.
3. This Subfactor measures situations which are a typical part of the job and not a once in a while occurrence. "Typical" means the majority of the problems/solutions must be at the highest level the job is rated. On this Subfactor, the majority of the problems and solutions must meet the full level definition and not just an aspect of the level definition.
4. No consideration is given to the capabilities of the incumbent.
5. This Subfactor does not measure responsibility for decisions which is measured in subfactor 2B.
6. Consideration is given to the availability of information, the diversity of solutions and predictability of outcomes.
7. "Program" - a provincial plan for delivery of a service, inclusive of standards for delivery of that service.
8. "Comprehensive Program Goals" - a series of goals relating to a group of programs.
9. A guideline is a suggested approach requiring judgement relating to the specific circumstances of a situation.
10. A procedure, or method is any written guideline (including those described in textbooks, or manuals) and any procedure for which the organization provides orientation and/or training. Any procedure is subject to adaptation by any employee when circumstances warrant.

RESPONSIBILITY

SUBFACTOR 2B - RESPONSIBILITY FOR PEOPLE AND ASSETS

Definition:

This Subfactor measures the responsibility for making final decisions to prevent physical or psychological harm to others and/or to prevent material, or financial loss. The person making the decision is not required to take the actions necessary to implement the decision.

Degrees	Points
<p><u>Level A:</u> Makes decisions to respond to the threat of material or financial loss of limited consequence less than once per month.</p>	6
<p><u>Level B:</u> Makes decisions to respond to the threat of material or financial loss of limited consequence at least once per month, but not weekly. AND/OR Makes decisions to respond to the threat of material or financial loss of some consequence less than once per month.</p>	15
<p><u>Level C:</u> Makes decisions to respond to the threat of material or financial loss of limited consequence at least once per week, but not daily. AND/OR Makes decisions to respond to the threat of material or financial loss of some consequence at least once per month, but not weekly. AND/OR Makes decisions to respond to the threat of material or financial loss of considerable consequence less than once per month.</p>	24
<p><u>Level D:</u> Makes decisions to respond to the threat of material or financial loss of limited consequence daily. AND/OR Makes decisions to respond to the threat of material or financial loss of some consequence at least once per week, but not daily. AND/OR Makes decisions to respond to the threat of material or financial loss of considerable consequence at least once per month, but not weekly. AND/OR Makes decisions to respond to the threat of physical or psychological harm to others less than once per month.</p>	33

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Degrees	Points
<p><u>Level E:</u> Makes decisions to respond to the threat of material or financial loss of some consequence daily.</p> <p style="text-align: center;">AND/OR</p> <p>Makes decisions to respond to the threat of material or financial loss of considerable consequence at least once per week, but not daily.</p> <p style="text-align: center;">AND/OR</p> <p>Makes decisions to respond to the threat of physical or psychological harm to others at least once per month, but not weekly; and situations escalate to the point of physical danger to others less than once per month.</p>	42
<p><u>Level F:</u> Makes decisions to respond to the threat of material or financial loss of considerable consequence daily.</p> <p style="text-align: center;">AND/OR</p> <p>Makes decisions to respond to the threat of physical or psychological harm to others at least once per week, but not daily; situations escalate to the point of physical danger to others at least once per month, but not weekly.</p>	51
<p><u>Level G:</u> Makes decisions to respond to the threat of physical or psychological harm to others at least once per day; situations escalate to the point of physical danger to others at least once per week.</p>	60

Notes To Raters:

1. This subfactor measures the consequence of individual decisions typically made by the job.
2. In determining the level of consequence (e.g., 1 - 2 - 3), you are examining the nature of the typical individual decision, not the cumulative effect of a number of decisions.
3. In evaluating jobs on this Subfactor, the primary purpose of decisions made must first be determined. Is it to prevent financial loss to clients, or government; or to prevent physical or psychological harm to others?
4. This Subfactor does not measure the analysis that goes into making the decisions, as this is measured in Subfactor 2A.
5. A decision is making a choice between two or more options. If you have no choice, you are not making a decision (e.g., policy states what must be done and the job has no discretion not to apply the policy).

Notes To Raters re: Physical or Psychological Harm:

1. This subfactor is not to be seen as conflicting with any and all Health and Safety Regulations in the workplace, nor is it an evaluation of such regulations.
2. Consideration is given to physical safety and psychological well being of employees, clients, and/or members of the general public.
3. Consideration is not given for decisions which cause risk to the well being of others through application of policy, or through error in application of policy.
4. Consideration is given to decisions that will alleviate the threat. Consideration is not given to recommendations or the relaying of information requiring someone else's approval.
5. Consideration is not given to First Aid, or CPR training, because in this work setting, it is not a differentiating factor between jobs.
6. Consideration is not given to reporting, or identification of OH&S concerns, as this is a legal requirement.

Notes To Raters re: Financial:

1. This subfactor measures the level of responsibility to prevent/correct financial, or material loss.
2. You must first determine "*financial/material loss occurs when...*" and then determine what preventative/corrective decision is being made.
3. Decisions must directly prevent/correct the loss, passing the decision on to another for further approval is not considered.
4. The following are definitions for financial consequences:

Limited	-	expenses not yet incurred.
Some	-	expenses incurred, trying to obtain refund, etc.
Considerable	-	makes a decision that sets up new financial procedures to ensure accountability of funds.

EFFORT

SUBFACTOR 3 - MENTAL EFFORT

Definition:

This Subfactor measures sensory concentration inherent in the job assignment.

Degrees:

Level 1:

Work involves sensory concentration to perform work where it is possible to shift attention away, but continue to perform the task, e.g., mopping, making beds, sweeping, gathering information, photocopying, going for a walk with clients, driving a vehicle in clear conditions, picking up garbage.

And/Or

Work involves mental demand from working directly with others, e.g., requests for information, redirecting calls.

Level 2:

Work involves sensory concentration where exactness is important. Interruptions unrelated to the task at hand result in disrupting the completion of the task, e.g., reading charts, completing legal documents (e.g., progress notes), developing detailed client plans/briefing notes, using portable power tools, interviews, word processing, transcribing, inspections, checking equipment, equipment repair, delivering presentations, driving a vehicle in adverse conditions (e.g., icy roads, heavy snow).

And/Or

Work involves mental demand from working directly with people who require support, empathy, or leading groups where there is a requirement to listen, clarify, restate, summarize and consolidate responses.

Level 3:

Sensory concentration is required where exactness is critical and interruptions, even for a moment, may cause injury to others, or damage to property, e.g., administering medication, dishing up therapeutic diets, driving a vehicle where there is severe restriction in visibility requiring significant caution, driving a tugger, using electric saws, welding/soldering/brazing, performing repairs and maintenance on moving/operating equipment, operating snow removal equipment, front end loaders, mowers and bobcats.

And/Or

Work involves mental demand from working directly with individuals who have learning, speech, or other sensory barriers.

Notes To Raters:

1. Consideration is not given to interaction with rude, impolite, or hostile people. This is measured in Subfactor 8.
2. The total percentage must equal 100% of the hours worked in a typical week.
3. To determine a typical work week, look at the job over the whole year and average it back to a week.
4. Consideration is given to sensory demand required for exactness and mental demand from interaction with others.
5. Consideration includes listening, interpreting, reading, watching, driving, entering data, or when a combination of the five senses - sight, taste, smell, touch and hearing, are required in the course of doing the job.
6. Injury includes physical and emotional.
7. Consideration is only given to interaction with those to whom the job provides a service.
8. Hours that are not accounted for are defaulted to degree 1.
9. Jobs must be evaluated taking into consideration the information provided about the job in subfactors 4, 5 and 8, as it is the same work week that is being measured.
10. To calculate the overall level in this subfactor:
 - ◆ total the number of hours for each degree level
 - ◆ convert the total at each degree level to a percentage
 - ◆ multiply the percentage at level 1 by 1/3
multiply the percentage at level 2 by 2/3
multiply the percentage at level 3 by 3/3
 - ◆ add the numbers together for a total point value
 - ◆ refer to the point ranges below to determine the overall level.

<u>Point Range</u>	<u>Overall Level</u>	<u>Sub-Factor Points</u>
33 – 49	Level 1A	6
50 – 82	Level 2A	33
83 – 100	Level 3A	60

EFFORT

SUBFACTOR 4 - PHYSICAL ACTIVITY

Definition:

This Subfactor measures the physical effort by the type and duration required to perform the job.

Degrees:

1 Light:

Work requires walking, intermittent sitting, lifting, carrying, or pushing weights not exceeding 5 kgs. Freedom of movement exists and the work does not confine the employee to a prescribed body posture.

2 Medium:

Work requires standing, climbing, lifting weights over 5 kgs., but not exceeding 10 kgs., a confined work position, or constant periods of sitting in positions where freedom does not exist and the work confines you to a prescribed body posture.

3 Heavy:

Work requires extensive exertion, such as stooping, kneeling, crouching, reaching, stretching, lifting, or pulling weights exceeding 10 kgs., restraining people.

Notes To Raters:

1. Consideration is given to the requirements of the job and not to the size, strength, nor the stamina of the individual.
2. The total percentage must equal 100% of hours worked in a typical week.
3. To determine a typical work week, look at the job over the whole year and average it back to a week.
4. Hours that are not accounted for are defaulted to degree 1.
5. Jobs must be evaluated taking into consideration the information provided about the job in subfactors 3, 5 and 8, as it is the same work week that is being measured.

6. To calculate the overall level in this subfactor:
- ◆ total the number of hours for each degree level
 - ◆ convert the total at each degree level to a percentage
 - ◆ multiply the percentage at level 1 by 1/3
multiply the percentage at level 2 by 2/3
multiply the percentage at level 3 by 3/3
 - ◆ add the numbers together for a total point value
 - ◆ refer to the point ranges below to determine the overall level.

<u>Point Range</u>	<u>Overall Level</u>	<u>Sub-Factor Points</u>
33 – 49	Level 1A	6
50 – 82	Level 2A	33
83 – 100	Level 3A	60

EFFORT

SUBFACTOR 5 - DEXTERITY

Definition:

This Subfactor measures the degree of coordination required to accurately perform physical movements inherent in the job assignment.

Degrees:

Level 1:

The job is required to perform tasks where neither speed of movement, or accurate coordination of physical movement is a major consideration.

Level 2:

The job is required to perform tasks where either speed of movement, or accurate coordination of physical movement is a major consideration.

Level 3:

The job is required to perform tasks where both speed of movement and accurate coordination of physical movement is a major consideration.

Notes To Raters:

1. The total percentage must equal 100% of the hours worked in a typical week.
2. To determine a typical work week, look at the job over the whole year and average it back to a week.
3. Hours that are not accounted for in levels 2 and 3 should be defaulted to level 1 (i.e., minimal accurate co-ordination and average speed of physical movement is required).
4. Speed does not only mean fast, it can be a controlled speed that is anywhere from fast to slow.
5. Jobs must be evaluated taking into consideration the information provided about the job in subfactors 3, 4 and 8 as it is the same work week that is being measured.

6. To calculate the overall level in this subfactor:
- ◆ total the number of hours for each degree level
 - ◆ convert the total at each degree level to a percentage
 - ◆ multiply the percentage at level 1 by 1/3
multiply the percentage at level 2 by 2/3
multiply the percentage at level 3 by 3/3
 - ◆ add the numbers together for a total point value
 - ◆ refer to the point ranges below to determine the overall level.

<u>Point Range</u>	<u>Overall Level</u>	<u>Sub-Factor Points</u>
33 – 49	Level 1A	6
50 – 82	Level 2A	33
83 – 100	Level 3A	60

SUBFACTOR 5 (DEXTERITY) GUIDE (December 21, 2005)

Neither Speed Nor Accuracy Of Physical Movement Is A Major Consideration →	Speed of Physical Movement Is A Major Consideration	Accuracy Of Physical Movement Is A Major Consideration	Both Speed And Accuracy Of Physical Movement Are A Major Consideration
<p>Keyboarding (e.g.: e-mail, Wordpro) →</p> <p>Folding laundry, rags, etc. →</p> <p>Stocking shelves or cupboards, loading/unloading stock, recycled material, etc. →</p> <p>Providing hygiene to residents while on community outings (e.g.: wiping resident's face after a meal). →</p> <p>Blocking inappropriate or aggressive behaviors. →</p>	<p>←Folding, stacking and putting away laundry as it comes out of the ironer</p> <p>←Loading/unloading/storing frozen goods</p>	<p>← Keyboarding (charting blood work results, labeling specimen shipping containers) →</p> <p>← Providing personal hygiene to others (e.g. bathing, cutting fingernails/toenails for cooperative residents, feeding, shaving & dressing others, changing a bed with a person in it, showering people after they have used the spa, etc.) →</p> <p>← Restraining people to calm them when upset or to prevent self abuse →</p> <p>Use of measuring devices (e.g.: weigh Scales, measuring cups, etc.), pre-measurement of laboratory tests →</p>	<p>← Keyboarding performed under deadline pressures, urgent typing, high volume with deadlines, completion of documents while clients are waiting, (petty cash forms, debit memos, purchase orders, minutes, entering data on New Views and entering data and updating the Fixed Asset Program)</p> <p>← Providing personal hygiene to others (cutting fingernails/toenails for uncooperative residents)</p> <p>← Restraining people or protecting others or self from aggressive behaviors, separating people during altercations</p> <p>←Using self defense when dealing with aggressive residents</p> <p>← Holding people for various medical procedures (e.g., x-ray, dental work, blood work, injections)</p> <p>← Measuring liquid medications and filling syringes in emergent situations.</p>

Neither Speed Nor Accuracy Of Physical Movement Is A Major Consideration	Speed of Physical Movement Is A Major Consideration	Accuracy Of Physical Movement Is A Major Consideration	Both Speed And Accuracy Of Physical Movement Are A Major Consideration
<p>Sweeping, dust mopping or mopping floors. →</p> <p>Gathering information →</p> <p>Cutting: cardboard for tags, linen caught in machines →</p> <p>Climbing stairs →</p> <p>Moving furniture or baskets of linen</p> <p>Collecting garbage</p> <p>Reading (e.g.: charts, e-mail, progress notes, etc.)</p> <p>Ordering, checking, confirming supplies</p> <p>Attending meetings/training sessions</p> <p>Inspecting basement/service rooms</p> <p>Conducting interviews</p> <p>Redirecting carriers</p>	<p>Cooking over a hot stove → where controlled speed is required to prevent food burning and/or to ensure the correct consistency such as stirring porridge with the wooden paddle</p> <p>Performing activities where speed of physical movement is required when responding to fire alarms</p>	<p>Performing medical procedures (e.g. TPR, → Back rubs, foot care, perineal care)</p> <p>← Cooking hamburgers, ham, liver, perogies, etc. on a tilt frying pan.</p> <p>← Wet mopping spills</p> <p>Taking and testing blood samples →</p> <p>← Retrieving information from files</p> <p>← Cutting (e.g., dressings for wounds, decorations)</p> <p>← Climbing ladders/scaffolding</p> <p>Chopping vegetables or meat, deboning ham</p> <p>General maintenance and equipment repair (e.g., replace belts, spark plugs, oil and lubrication).</p> <p>Writing, e.g.: messages, purchase orders, reports, charting or other entries in progress notes & documents, doing mathematical computations, diet tags, entering minutes, writing legal documents, client plans, chronological recordings, notes on approved home studies, reviews, intakes and training packages</p>	<p>← Performing medical procedures such as giving injections (requiring controlled speed and accuracy), insertion of catheters, gastrostomy and nasogastric tubes and applying first aid.</p> <p>← Taking blood samples from uncooperative people.</p> <p>Transferring people to and from wheelchairs</p> <p>Operating the sewing machine/serger, cutter and hemmer</p>

Neither Speed Nor Accuracy Of Physical Movement Is A Major Consideration	Speed of Physical Movement Is A Major Consideration	Accuracy Of Physical Movement Is A Major Consideration	Both Speed And Accuracy Of Physical Movement Are A Major Consideration
<p>Responding to requests for information</p> <p>Photocopying</p> <p>Sorting linen</p> <p>Travel</p> <p>Walking</p> <p>Working at a desk</p> <p>Answering the phone</p> <p>Home visits</p> <p>Face to face counseling sessions</p> <p>Providing case supervision</p> <p>Sorting mail</p>		<p>Repair/installation of equipment (taking apart and putting back together of meat grinder/slicer, "One Touch" Monitors), cleaning and preventative maintenance on laboratory equipment, replacing ribbons on ironers.</p> <p>Handling/labeling specimens</p> <p>Driving a vehicle</p> <p>Use of visual communication systems for residents – and communication with Amerind Sign language</p> <p>Performing quality control test on samples</p> <p>Filing</p> <p>Operating scrub machine or burnisher</p> <p>Responding to spills of hazardous materials such as chemicals or gasoline</p> <p>Changing oxygen tanks (attaching hoses & tightening valves)</p> <p>Faxing</p> <p>Operating a calculator/adding machine/dialing telephone</p> <p>Operating fork lift, pallet jack or cart.</p> <p>Operating pressure, folder or ironer</p> <p>Marking articles of clothing.</p>	<p>← Driving a vehicle in adverse conditions</p> <p>Painting</p> <p>Welding/soldering/brazing.</p> <p>Operating a reciprocating saw.</p> <p>Operating snow removal equipment, back hoe, mower, front end loader.</p>

RESPONSIBILITY

SUBFACTOR 6 - SUPERVISION OF OTHERS

Definition:

This Subfactor measures the extent to which an employee is required to supervise the work of others, such as students, volunteers, employees (full-time, part-time, casual, etc.), of the employer, or employees of other organizations.

	Degrees	Points
1A.	Some supervisory responsibility may be assigned infrequently.	16
2A.	The job requires the employee to periodically assume some of the supervisory responsibilities over others.	64
3A.	The job requires the employee, on a continuing basis, to assume some of the supervisory responsibilities over others.	112
4A.	The job requires the employee, on a continuing basis, to assume supervisory responsibility over all aspects of the work of others.	160

Notes To Raters:

1. Employees of other organizations (not included in CLD) are defined as individuals who receive a wage, not fee for service.
2. Definition of "periodically" means assigned intermittently with reasonable regularity, but not every day.
3. On a "continuing" basis means assigned responsibility on a daily basis but individual responsibilities may not actually be performed every day.
4. Consideration is not given to temporary performance of higher duties, which is compensated for in the collective agreement.
5. Supervisory responsibilities include the following:
 - a. Planning, organizing, scheduling, coordinating of work.
 - b. Assigning of work and/or personnel.
 - c. Maintaining quality, accuracy, quantity of work.
 - d. Giving advice and direction for ongoing performance improvement and demonstrating job functions and procedures.
 - e. Ensuring the application of work methods, work procedures and work standards.
 - f. Resolving staff issues within the work unit.
6. "Some" of the supervisory responsibilities over others means at least two out of the six bullets.
7. Credit cannot be given under both this subfactor and Interaction for training the same staff. To determine whether a job receives credit for training staff as a supervisor in Supervision of Others or as a trainer in Interaction, you must first determine the nature of the relationship. Is the relationship of a supervisory nature as outlined above, or is it strictly as a trainer to increase the awareness of others as described in Interaction?
8. At degree 4A consideration is only given to supervisory responsibility over all aspects of the whole job function being performed, not just portions of it.

SKILL

SUBFACTOR 7 - INTERACTION

Definition:

This Subfactor measures the level of interpersonal and communication skill typically required to increase awareness, or modify the actions and/or behaviour of others.

Degrees	Points
1A. Verbal and listening skills are required relating to the exchange of information. Responds to requests or immediate needs of others where the purpose is clear and an immediate response is possible, or provides orientation to others on easy to understand topics. AND/OR Reading and writing skills are needed to understand and complete materials such as check lists, short notes, brief forms, form letters, requisitions etc.	10
2A. Interacts with, or calms others where the situation is at first unclear to one, or more of the parties and requires establishing rapport, developing an appreciation of the situation, providing assurances, support, and/or empathy and ultimately, factual information. There is no expectation that the employee resolve the issue. If a disagreement persists, seeks assistance and refers problems for resolution. AND/OR Verbal, written and listening skills are required to compose letters, memos, tables and charts to communicate with those using slang, or mixed languages and to design, adapt and/or deliver factual information and to respond to questions.	33

Degrees	Points
<p>3A. Persuasion and negotiation are required to achieve understanding, or convince others to take a particular course of action, where programs, actions, or decisions are called into question. Calms the persons involved, sorts statements which may be conflicting and provides explanations of generally accepted standards, regulations and policies, etc., in order to expedite action and achieve mutual understanding and acceptance.</p> <p align="center">AND/OR</p> <p>Negotiates terms and conditions in contracts, operating permits, licenses, etc. involving commitment of time and resources. In these cases, the parameters of the agreements are usually established, or are clear and uncomplicated.</p> <p align="center">AND/OR</p> <p>Designs and/or delivers presentations/courses involving complex, or specialized information, where the information is generally accepted and acknowledged as valid by others in the field, or by society in general, although its validity may be challenged by recipients. This includes subject matter involving a requirement to elicit participation, clarify issues, manage group dynamics and, if necessary, lead group to a decision.</p> <p align="center">AND/OR</p> <p>Augments specialized treatment plans established by other staff through regular supervision of clients to ensure safety of self and others, systematically observe and document results and motivate, support, or instruct clients to accept, or cooperate with the treatment plan and contribute as an individual, or team member in case, or treatment planning.</p>	56
<p>4A. Mediates to achieve compromise settlements where investigative results, or written authorities are insufficient to clearly support either party, the original contract/authority does not address the settlement that is being sought, or policies or standards which are generally unpopular, or to which others are generally opposed, have been applied.</p> <p align="center">AND/OR</p> <p>Negotiates on behalf of one side of a transaction in order to receive advantage in resources rights, or privileges. In these cases, the parameters may be unclear and the position has some authority to modify the position, or stance of the party being represented.</p> <p align="center">AND/OR</p> <p>Designs, or instructs presentations/courses involving theoretical principles, or provides expertise where the material is not generally accepted as valid by others in the field and its validity is likely to be challenged. This may include subject matter which involves a requirement to elicit participation, clarify issues, manage group dynamics and, if necessary, lead the group to a decision.</p> <p align="center">AND/OR</p> <p>Jobs have assigned responsibility to establish specific treatment/therapy plans and determine for specific clients the manner in which other service providers should respond to a client's particular attitudes, or behaviours. The goal of the action is to create behavioural, attitudinal, or cognitive change. This level also includes jobs which lead case planning conferences, group therapy/counselling and/or provide consultation to others on how to perform the above duties.</p>	79

Degrees	Points
<p>5A. Achieves consensus on strategies, policies, or standards where, in the majority of such situations, <u>each</u> has a substantial diversity of client/interest groups, conflicting values, and disagreements on resource commitments, rights, privileges, benefits.</p> <p style="text-align: center;">AND/OR</p> <p>As the <u>designated</u> expert, provides consultation to and may take referrals from other staff within the same speciality of a profession. Jobs advise clients and other staff on the results of tests, or assessments, the implications of analysis and/or diagnoses, courses of action open to them, the merits of one strategy over another and motivate, support, or instruct individuals to accept long-term developmental assignments over an extended commitment of time. This includes jobs which provide consultation to others on how to perform the above duties.</p> <p style="text-align: center;">AND/OR</p> <p>Verbal, written and listening skills may be required to comprehend, create and communicate original concepts where precise use of language is required and where the audience is able and likely to examine its validity.</p>	100

Notes To Raters:

1. Consideration is given to the extent of interpersonal involvement, the depth and diversity of client need and interests, the complexity of intervention required, the complexity of the material being communicated and the nature of the audience. These are best determined through actual examples.
2. This Subfactor measures only interactions required by the job assignment.
3. Interactions of a supervisory nature are not considered under this Subfactor - refer to Subfactor 6, point 5, under Notes to Raters.
4. This Subfactor measures the reason and nature of the interaction, not the classification of the people involved.
5. Communication includes oral presentation skills, writing skills (reports, correspondence), listening and observation skills.
6. Where there is reference to verbal, or written communication, consideration is also given to various other formats for communicating, including signing and versabrilie and specialized equipment, such as TDD's (Telephone Devices for the Deaf), etc. and to requirements for listening such as to slang, or dialect.
7. "Mediate" means intervention between two other parties where the individual is recognized by the parties in a dispute as having the authority to effect reconciliation.
8. In this Subfactor, "achieving" means the person required to lead a group and not just participate as a member appointed to represent the interests of a party.

9. Positions in levels 3A, 4A and 5A, may be required to defend the legitimacy and validity of their own, or their department's actions to clients in public forums, court, or before other official bodies.
10. 'Achieves consensus where there is diversity of interest' requires that the incumbent must be assigned the lead responsibility in establishing strategies, policies and standards, which bring about a resolution where there are three, or more groups each having conflict over values and disagreement on resources, rights, privileges and benefits.
11. On this subfactor, the examples of interaction must meet the full degree definition and not just an aspect of the degree definition.
12. To receive credit as the 'designated expert' in degree 5A, the job must meet the full level definition and it must be so designated by management.
13. 'Within the same specialty of a profession' is defined as a specialist within the same occupation (e.g., a lawyer who is a specialist in criminal law providing consultation to another lawyer).
14. The terms case plan, care plan, treatment plan, etc. are used interchangeably.

Approved by the Joint Job Evaluation Committee
Effective December 15, 2005

WORKING CONDITIONS

SUBFACTOR 8 – DISAGREEABLE CONDITIONS

Definition:

This Subfactor measures the type and frequency of adverse conditions under which an employee is required to carry out the job duties.

Degrees:

Level One:

Events occurring in the workplace are such that there is risk of minor harm or discomfort and no need to change assigned duties.

Level Two:

Events occurring in the workplace are such that cumulative exposure over a period of a year or more may result in moderate harm, which may necessitate change in some of the assigned duties.

OR

Events occurring in the workplace are such that, should injury occur, it is likely to result in moderate harm or discomfort, which may necessitate change in some of the assigned duties.

Level Three:

Events occurring in the workplace are such that cumulative exposure over a period of a year or more is likely to result in serious harm or discomfort, which may require temporary movement to a completely new set of assigned duties.

OR

Events occurring in the workplace are such that, should injury occur, it is likely to result in serious harm or discomfort, which may require temporary movement to a completely new set of assigned duties.

Level Four:

Events occurring in the workplace are such that cumulative exposure over a period of a year or more is likely to result in severe disability or discomfort, which may require permanent movement to another job.

OR

Events occurring in the workplace are such that, should injury occur, it is likely to result in severe disability or discomfort, which may require permanent movement to another job.

Notes To Raters:

1. This factor does not measure the feeling of risk, nor "potential conditions", rather, this is a measure of exposure to events which actually occur during the performance of duties. The proper application of this subfactor is to ensure that jobs with lower levels of risk are not equated with jobs exposed to more significant events.
2. Consideration is given to events that occur due to the nature of the job assignment which create stress, not to stress a person may feel, nor to correctable conditions under OH&S, or under staffing, or equipment levels as set by the organization.
3. Consideration is not given to conditions for which employees are already compensated, for example, shift differential, call-out, standby pay, overtime, etc..
4. The total percentage may be less than but cannot exceed 100% of the hours in a typical week.
5. To determine a typical work week, look at a job over the whole year and average it back to a week.
6. The OH&S Regs. Wording for extreme temperatures inside (e.g., laundry, kitchen), do not provide specific limits.
7. Extreme weather means below -26°C and above 35°C, or a wind chill of 1750 w/sq. meter, or higher and winds gusting over 60 km/hour.
8. This a measure for persons suited to the job assignment, even though safety precautions may have been taken. OH&S regulations require that a person not perform repetitive movements without a break in a single activity if that activity is performed for more than 4 hours per day, or 10 hours per week, where that work demands uninterrupted concentration. In these cases, there is to be a break from a screen for 5 minutes after 1 hour; and for 15 minutes after every 2 hours.
9. Consideration is not given to events which result from having to work with persons supervised under Subfactor 6.
10. Consideration is not given to events which result from having to work with co-workers.
11. Jobs must be evaluated taking into consideration the information provided about the job in subfactors 3, 4 and 5, as it is the same work week that is being measured.
12. To calculate the overall level in this subfactor:
 - ◆ total the number of hours for each degree level
 - ◆ convert the total at each degree level to a percentage
 - ◆ multiply the percentage at level 1 by $\frac{1}{4}$
multiply the percentage at level 2 by $\frac{2}{4}$
multiply the percentage at level 3 by $\frac{3}{4}$
multiply the percentage at level 4 by $\frac{4}{4}$

- ◆ add the numbers together for a total point value
- ◆ refer to the point ranges below to determine the overall level.

<u>Point Ranges</u>	<u>Overall Level</u>	<u>Sub-Factor Points</u>
1 - 36	Level 1A	6
37 – 61	Level 2A	24
62 – 86	Level 3A	42
87 – 100	Level 4A	60

REPRESENTATIVE EXAMPLES

Level One:

1. Deadline pressures caused by interruptions from others where there is no control over interruptions for up to and including 10% of the work week.
2. Repetitive tasks performed up to and including 10% of the work week that may result in strain, or compressed nerve injury.
3. Working with a lot of background noise, below 85 decibels, where there is opportunity to remove oneself from the noisy condition.
4. Road travel in good conditions.
5. Working in the open at heights up to, but not including, 5 feet.
6. In contact with substances such as glue, cleaning agents, toner, insects, motor oil/grease, dust, dampness.
7. Exposure to unpleasant odours.

Level Two:

1. Deadline pressures caused by interruptions from others where there is no control over interruptions from over 10%, up to and including 25% of the work week.
2. Repetitive tasks performed over 10% up to and including 25% of the work week that may result in strain, or compressed nerve injury.
3. Working on slippery floor.
4. Working with a lot of background noise, below 85 decibels, where there is no opportunity to remove oneself from the noisy condition (e.g., open office environment).
5. Dealing with rude, or impolite people to whom you provide service.
6. Eye strain from bright light, glare, VDT (refer to *Notes to Raters*, point 8).
7. In direct contact with longer term treatable communicable diseases through exposure to bodily fluids or other vectors (e.g., mononucleosis, Hepatitis A).
8. Travel in adverse weather (e.g., icy roads, limited visibility, heavy snow), or on unmaintained roads in good weather.
9. Working in the open at heights from 5 feet, up to but not including 10 feet.
10. In contact with vibration from equipment.
11. Making repairs to electrically live equipment.

Level Three:

1. Deadline pressures caused by interruptions from others where there is no control over interruptions from over 25% of the work week.
2. Repetitive tasks performed over 25% of the work week, which may result in strain, or compressed nerve injury.
3. Exposure to loud noise 85 decibels or more (i.e., ear protection is provided).
4. Travel in adverse weather on unmaintained roads.
5. Face-to-face anger or hostility directed at you.

6. Working in close proximity to pressurized or heated equipment, or systems over 165 psi or having an internal temperature of 250F.
7. Working in close proximity to radiation or volatile substances.
8. Working in the open at heights from 10 or more feet.
9. Operating snow removal equipment.
10. Working around moving equipment.
11. Working in close proximity to high voltages over 750 volts.

Level Four:

1. Physical intervention with individuals exhibiting angry or hostile behaviour.
2. Working in close proximity to toxic fumes in areas of poor ventilation.
3. Working outdoors in extreme weather conditions.
4. Travel where there is severe restriction in visibility requiring significant caution.
5. In direct contact with non-treatable communicable diseases through exposure to bodily fluids, or other vectors which could result in severe disability or fatality (e.g., H.I.V., Hepatitis B and C, Tuberculosis, Hantavirus).
6. Welding, soldering or brazing.
7. Operating snow removal equipment with severe restrictions in visibility (e.g., during blizzard conditions).