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## TABLE OF CONTENTS

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		Page
FACTOR 1	COMPLEXITY AND JUDGEMENT	
A	Complexity	2
B	Judgement	4
FACTOR 2	IMPACT	6
FACTOR 3	RESPONSIBILITY FOR OTHERS	
A	Nature of Work Supervised	8
B	Number of Persons Supervised	10
FACTOR 4	CONTACTS	12
FACTOR 5	WORKING CONDITIONS	
A1	Physical Effort and Dexterity	14
A2	Mental Effort	16
A3	Visual and Auditory Effort	18
B	Work Environment	20
FACTOR 6	KNOWLEDGE	22

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## FACTOR 1 - COMPLEXITY AND JUDGEMENT

### A - COMPLEXITY

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#### DEGREE

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- 1 Work primarily involves the performance of a limited number of clearly defined and/or highly repetitive tasks which are very similar in nature and directly related to each other. The need for analysis or problem solving is rare and incidental to the requirements of the position.

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- 2 Work primarily involves the performance of a limited number of specific routine tasks which incorporate a limited number of related steps, processes or methods. Selection of a course of action from a limited number of clearly defined and easily identified alternatives may occasionally be required for problem solving.

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- 3 Work primarily involves the performance of a variety of routine tasks which involve several related, standardized processes or methods. Some independent analysis and selection of a course of action from a limited range of alternatives is required for problem solving.

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- 4 Work primarily involves the performance of a variety of routine and non-routine tasks that occasionally require the application of different and unrelated processes and methods. Problem solving requires independent identification and analysis of the facts and components of the problem situation and selection of a course of action from a range of established alternatives.

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- 5 Work primarily involves the performance of a variety of routine and non-routine tasks that normally require the application of different and unrelated processes and methods. Problem solving involves treating a variety of conventional problems, questions or situations with established analytical techniques.

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- 6 Work involves the performance of a variety of routine and non-routine tasks requiring the application of different and unrelated processes and methods. Problem solving involves some innovation and application of advanced analytical techniques to select an appropriate course of action.

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- 7 Work involves the performance of non-routine tasks that may require the application of specialized processes or methods. Problem solving involves interpreting considerable data or refining work methods, techniques and/or approaches to be used.

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**FACTOR 1 - COMPLEXITY AND JUDGEMENT**  
**B - JUDGEMENT**

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DEGREE

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- 1 Work is performed in accordance with detailed instructions providing very little freedom to exercise independent judgement. Work is closely controlled through the structured nature of the tasks involved. Difficulties and all deviations from specific instructions are referred to supervisor who is normally available.

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- 2 Work is performed in accordance with established procedures and well-defined standard practices involving limited freedom to select which methods are applicable in any given situation. Virtually all work is checked frequently while in progress and upon completion for accuracy and completeness. Matters which deviate from specific work instructions are referred to the supervisor.

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- 3 Work is performed in accordance with established procedures and well-defined standard practices involving some freedom to select which methods are applicable in any given situation. Work is reviewed regularly while in progress and upon completion for accuracy and quality. Matters not covered in general work instructions are reviewed with the supervisor.

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- 4 Work is performed in accordance with standard practices and methods requiring initiative to complete recurring assignments independently and judgement to determine which of many methods are applicable in any given situation. Finished work is reviewed for accuracy and quality. Unfamiliar situations are referred to supervisor.

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- 5 Work is performed within authorized limits prescribed by supervisor and/or policy. Exercises independent judgement in selecting and interpreting information, reconciling deviations from standard methods and resolving problems. Finished work is reviewed for attainment of overall objectives. Supervisor is available to assist in resolving problems.

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- 6 Work is governed by broad guidelines requiring considerable judgement and initiative to interpret policy in planning and implementing major projects and work assignments. The process of policy implementation is reviewed for coordination with the work of others. Control is exercised only in terms of assessing attainment of broad directives.

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## FACTOR 2 - IMPACT

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### DEGREE

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- 1 Effect on the organization will be inconsequential. Results are immediately obvious, problems are easily detected and cause little difficulty or loss of time to correct.

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- 2 Minimal positive or negative effect on the organization. The impact is easily and quickly discerned when looked for. Problems result only in minor confusion, delay or expense to correct.

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- 3 Limited positive or negative effect on the organization. The impact requires some examination or review to determine outcome. Results in work flow disruption, rework or limited waste of resources within a department.

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- 4 Moderate positive or negative effect on the organization. Results are detected after the fact. May interrupt and delay work output, moderately waste resources and affect other departments or the public.

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- 5 Measurable positive or negative effect on the organization. May result in significant interruption and delay in work output or service and waste resources. May affect other departments and have some influence on operations.

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- 6 Significant positive or negative effect on the organization. May result in significant gains or losses and continuing influence on operational effectiveness. Revenue, productivity, service or security of assets may be affected.

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**FACTOR 3 - RESPONSIBILITY FOR OTHERS**  
**A - NATURE OF WORK SUPERVISED**

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DEGREE

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- 1 May occasionally demonstrate work methods to employees.

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- 2 Intermittently instructing similarly employed personnel on job content or work methods and procedures, while continuing to perform normal day to day duties.

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- 3 Regular responsibility for providing training, direction and scheduling of others while continuing to perform the normal day to day activities of the position.

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- 4 Responsibility for assigning, checking and maintaining work flow of staff within a work unit as a group leader while continuing to perform normal day to day duties OR work involves providing technical or task related guidance to employees in own and/or other work units while continuing to perform normal day to day duties.

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- 5 Responsibility for full supervision (as a focus of the position) of personnel performing similar activities OR work involves providing functional advice and guidance related to standard procedures to individuals outside the immediate work unit.

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- 6 Responsibility for full supervision of personnel performing diversified activities OR work involves providing functional advice and guidance with some control responsibilities for maintaining standards.

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- 7 Responsibility for providing supervision to subordinate and supervisory personnel with major emphasis on policy formulation and management-by-exception while providing more latitude and discretion to subordinates, OR work involves providing functional advice and guidance with full control responsibilities for establishing and maintaining standards.

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**FACTOR 3 - RESPONSIBILITY FOR OTHERS**  
**B - NUMBER OF PERSONS SUPERVISED**

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DEGREE	Number of Persons Supervised
1	0 to less than 1
2	1 to less than 3
3	3 to less than 6
4	6 to less than 11
5	11 to less than 16
6	16 to less than 26
7	26 +

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## FACTOR 4 - CONTACTS

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### DEGREE

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- 1      Contacts are of a routine nature within the organization and require basic communication skills. External contacts are incidental and require common courtesy.

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- 2      Work involves contacts for the purpose of providing or obtaining routine information. Common courtesy and tact are required. External contacts are of a routine nature.

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- 3      Work involves contacts for the purpose of explaining routine job matters such as how information was collected or to coordinate internal work and services. External contacts can be for the purpose of providing or gathering information and explaining job matters.

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- 4      Work involves contacts for the purpose of discussing routine and non-routine job matters including how information was collected or processed or to correct a breakdown in the flow of information. External contacts can be to coordinate services or the flow of information. Contacts may involve facilitating problem solving.

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- 5      Work involves contacts for the purpose of obtaining information, providing guidance, instruction or technical advice. Contacts can involve influencing the behaviour of others. External contacts can involve identifying alternatives and providing general advice in problem solving.

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- 6      Work involves contacts for the purpose of policy development or problem solving with respect to matters of considerable importance to the organization requiring tact and persuasiveness and/or influencing others where guidelines may not exist. External contacts can give direction and be responsible for intervention in a crisis.

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**FACTOR 5 - WORKING CONDITIONS**  
**A1 - PHYSICAL EFFORT AND DEXTERITY**

**DEGREE**

- 1 Work does not require unusual physical effort, strain or unusual positions e.g. intermittent standing, sitting or walking on level and even surfaces, with freedom to move around.
- 2 Work requires light level physical effort and/or dexterity e.g. prolonged standing or sitting with limited freedom of movement, walking, climbing stairs, using and handling lightweight equipment and materials, arms extended in unsupported position, rapid touch-keying on calculator, low speed keystroking.
- 3 Work requires moderate level physical effort and/or dexterity e.g. using or moving medium weight equipment or materials, working from ladders, fine motor skills where speed is a secondary consideration.
- 4 Work requires high level physical effort and/or dexterity e.g. using heavy materials or equipment requiring straining, pulling or lifting, high speed keystroking, fine motor skills where speed is a major consideration.

FREQUENCY TABLE	
Degree	Description
1	0 - 5% Rare
2	6 - 20% Occasional
3	21 - 40% Often
4	41 - 70% Frequent
5	71 - 100% Continuous

Degree	Description	7 HR. Day 35 HR. Week 1820 HRs./YR	7.5 HR. Day 37.5 HR. Week 1950 HRs./YR	8 HR. Day 40 HR Week 2080 HRs./YR
1	0 - 5.99 %	.41 hrs.	.44 hrs.	.47 hrs.
2	6 - 19.99 %	.42 - 1.39 hrs.	.45 - 1.49 hrs.	.48 - 1.59 hrs.
3	20 - 30.99 %	2.79 hrs.	2.99 hrs.	3.19 hrs.
4	40 - 69.99 %	4.89 hrs.	5.24 hrs.	5.59 hrs.
5	70 - 100 %	4.9 - 7.0 hrs.	5.25 - 7.5 hrs.	5.6 - 8 hrs.



**FACTOR 5 - WORKING CONDITIONS**  
**A2 - MENTAL EFFORT**

**DEGREE**

- 1 Nature of work does not require unusual concentration and is not likely to result in unusual levels of stress or fatigue.
- 2 Low level job stressors include short periods (one or two hours) of intense concentration and/or concentrating on meeting moderately demanding work schedules, dealing with negative comments and complaints or interruptions.
- 3 Moderate level job stressors include long periods (two to four hours) of intense concentration and/or concentrating on meeting considerably demanding work schedules.
- 4 High level job stressors include extended periods (more than four hours) of intense concentration and/or concentrating on meeting extremely demanding work schedules.

FREQUENCY TABLE	
Degree	Description
1	0 - 5% Rare
2	6 - 20% Occasional
3	21 - 40% Often
4	41 - 70% Frequent
5	71 - 100% Continuous

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3	20 - 30.99 %	2.79 hrs.	2.99 hrs.	3.19 hrs.
4	40 - 69.99 %	4.89 hrs.	5.24 hrs.	5.59 hrs.
5	70 - 100 %	4.9 - 7.0 hrs.	5.25 - 7.5 hrs.	5.6 - 8 hrs.

**FACTOR 5 - WORKING CONDITIONS**  
**A3 - VISUAL AND AUDITORY EFFORT**

**DEGREE**

- 1 Nature of work does not require unusual visual and/or auditory concentration and is not likely to result in unusual stress or fatigue.
- 2 Low level stressors include auditory concentration or focusing on small areas such as monitors, instruments, microfiches, printed material or other similar objects for short periods (one to two hours).
- 3 Moderate level job stressors include auditory concentration or focusing on small areas or objects for long periods (two to four hours).
- 4 High level job stressors include auditory concentration or focusing on small areas or objects for extended periods (more than four hours).

FREQUENCY TABLE	
Degree	Description
1	0 - 5% Rare
2	6 - 20% Occasional
3	21 - 40% Often
4	41 - 70% Frequent
5	71 - 100% Continuous

Degree	Description	7 HR. Day 35 HR. Week 1820 HRs./YR	7.5 HR. Day 37.5 HR. Week 1950 HRs./YR	8 HR. Day 40 HR Week 2080 HRs/YR
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2	6 - 19.99 %	.42 - 1.39 hrs.	.45 - 1.49 hrs.	.48 - 1.59 hrs.
3	20 - 30.99 %	2.79 hrs.	2.99 hrs.	3.19 hrs.
4	40 - 69.99 %	4.89 hrs.	5.24 hrs.	5.59 hrs.
5	70 - 100 %	4.9 - 7.0 hrs.	5.25 - 7.5 hrs.	5.6 - 8 hrs.

**FACTOR 5 - WORKING CONDITIONS  
B - WORK ENVIRONMENT**

**DEGREE**

- 1 Work environment does not involve disagreeable elements or exposure to job hazards e.g. incidental driving.
- 2 Work environment involves minor disagreeable element(s) e.g. working outside; driving, building renovation site, exposure to germs through close contact with children, handling sealed containers of hazardous compounds.
- 3 Work environment involves moderately disagreeable element(s) and/or exposure to job situations where there is some possibility of injury e.g. presence on construction site, working in traffic, handling unsealed containers of hazardous compounds.
- 4 Work environment involves significantly disagreeable element(s) and/or exposure to job situations where there is a possibility of injury e.g. working on construction site, working around moving heavy equipment.
- 5 Work environment involves exposure to job situations where there is a higher possibility of injury e.g. working in deep excavations.

FREQUENCY TABLE	
Degree	Description
1	0 - 5% Rare
2	6 - 20% Occasional
3	21 - 40% Often
4	41 - 70% Frequent
5	71 - 100% Continuous

Degree	Description	7 HR. Day 35 HR. Week 1820 HRs./YR	7.5 HR. Day 37.5 HR. Week 1950 HRs./YR	8 HR. Day 40 HR Week 2080 HRs/YR
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2	6 - 19.99 %	.42 - 1.39 hrs.	.45 - 1.49 hrs.	.48 - 1.59 hrs.
3	20 - 30.99 %	2.79 hrs.	2.99 hrs.	3.19 hrs.
4	40 - 69.99 %	4.89 hrs.	5.24 hrs.	5.59 hrs.
5	70 - 100 %	4.9 - 7.0 hrs.	5.25 - 7.5 hrs.	5.6 - 8 hrs.

## FACTOR 6 - KNOWLEDGE

DEGREE	University Degree or 4 year Technical School Diploma  (UG = Undergraduate) (G = Graduate)	Community College or Technical School Certification		High School	Partial High School
		2 - 3 year	1 year		
1					0 to less than 24 mths
2				0 to less than 12 mths	2 to less than 3 yr
3				1 to less than 2 yr	3 to less than 4
4			0 to less than 7 months	2 to less than 3	4 to less than 5
5		0 to less than 7 months	7 mo to less than 3 yr	3 to less than 6	5 to less than 8
6		7 mo to less than 3 yr	3 to less than 6	6 to less than 9	8 to less than 11
7	UG 0 to less than 3 yr	3 to less than 6	6 to less than 9	9 to less than 12	11+
8	UG 3 to less than 6 G 0 to less than 3	6 to less than 9	9 to less than 12	12 to less than 15	
9	UG 6 to less than 9 G 3 to less than 6	9 to less than 12	12 to less than 15	15+	
10	UG 9 to less than 12 G 6 to less than 9	12 to less than 15	15 to less than 18		
11	UG 12 to less than 15 G 9 to less than 12	15 to less than 18	18 to less than 20		
12	UG 15 to less than 17 G 12 to less than 14	18 to less than 20			

DIFFERENCES BETWEEN GRADES 10, 11 AND 12  
AS GATHERED FROM MINISTRY OF EDUCATION DOCUMENTS

GRADE 10	GRADE 11	GRADE 12
<b>SCIENCE</b> safety chemical formulae household circuitry	recognize discrepancies formulae questions use a problem solving process	
<b>ENGLISH</b> intro to principles of language intro to using appropriate media intro to using literacy and historical events in creative works intro to using language for expression and influence	build on Grade 10	develop knowledge, skills and process needed to communicate reinforce principles of language reinforce using appropriate media reinforce using literacy and historical events extend capacity for critical expression
<b>AWARENESS</b> start recognizing problems generate and evaluate options reach conclusions take action learn how to access information		reinforce problem solving reinforce accessing information
<b>PHYSICAL EDUCATION</b> exposure to a number of activities		proficiency in team games, individual, gymnastics, dance, aquatics, fitness, outdoor pursuits
<b>BUSINESS EDUCATION</b>	accounting data processing	<b>Accounting</b> applied accounting financial accounting business management
	marketing	<b>Marketing</b> marketing economics
	information management data processing	<b>Word Processing</b> information management business management
	information management speed writing	<b>Secretarial</b> information management business management advanced speed writing
<b>FOOD &amp; NUTRITION</b> starts gr. 8, 9, 10 - basic	introductory foods and nutrition	foods and nutrition - cafeteria
<b>MATHEMATICS</b> interpreting graphs parallel, intersecting lines polynomials, powers	finding slope x and y intercepts solving linear equations	distance, midpoint formula trigonometric ratios problem solving involves several steps
<b>INDUSTRIAL EDUCATION</b>	drafting (architectural, mechanical) furniture making, building construction, plastics machine shop, metal fabrication auto maintenance, car care basic electronics, audio, electricity, digital, RF mechanical engineering, aeronautics	
<b>LIFE SKILLS</b>		time management handling multi tasks meeting deadlines planning organizing

**POINT SCORING**  
**Calculation**

<b><u>Factors</u></b>	<b><u>Points</u></b>
<b>1A COMPLEXITY</b>	<b>degree X 14</b>
<b>1B JUDGEMENT</b>	<b>degree X 12</b>
<b>2 IMPACT</b>	<b>degree x 10</b>
<b>3A NATURE OF WORK SUPERVISED</b>	<b>degree x 10</b>
<b>3B NO. PERSONS SUPERVISED</b>	<b>degree x 3</b>
<b>4 CONTACTS</b>	<b>degree x 7</b>
<b>5A1 PHYSICAL EFFORT</b>	<b>(see attached)</b>
<b>5A2 MENTAL EFFORT</b>	<b>(see attached)</b>
<b>5A3 VISUAL &amp; AUDITORY EFFORT</b>	<b>(see attached)</b>
<b>5B WORK ENVIRONMENT</b>	<b>(see attached)</b>
<b>6A SKILL</b>	<b>(not used for ratings)</b>
<b>6B KNOWLEDGE</b>	<b>degree x 21</b>

Degree Frequency Total Weight Points

Physical

Degree	Frequency	Total	Weight	Points
1	5	1	1	5
2	1	2	2	10
2	2	4	3	15
2	3	6	3	15
2	4	8	3	15
2	5	10	4	20
3	1	3	2	10
3	2	6	3	15
3	3	9	4	20
3	4	12	4	20
3	5	15	4	20
4	1	4	3	15
4	2	8	3	15
4	3	12	4	20
4	4	16	4	20
4	5	20	5	25
5	1	5	3	15
5	2	10	4	20
5	3	15	4	20
5	4	20	5	25
5	5	25	5	25

1=1  
2-3=2  
4-8=3  
9-16=4  
17+=5

Mental  
Visual

Degree	Frequency	Total	Weight	Points
1	5	1	1	5
2	1	2	2	10
2	2	4	3	15
2	3	6	3	15
2	4	8	4	20
2	5	10	4	20
3	1	3	2	10
3	2	6	3	15
3	3	9	4	20
3	4	12	4	20
3	5	15	4	20
4	1	4	3	15
4	2	8	4	20
4	3	12	4	20
4	4	16	5	25
4	5	20	5	25
5	1	5	3	15
5	2	10	4	20
5	3	15	4	20
5	4	20	5	25
5	5	25	5	25

1=1  
2-3=2  
4-6=3  
7-15=4  
16+=5

Degree	Frequency	Total	Weight	Points
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**Working Environment**

1	5	1	1	8	1=1
2	1	2	2	16	2-3=2
2	2	4	3	24	4-6=3
2	3	6	3	24	7-15=4
2	4	8	4	32	16+=5
2	5	10	4	32	
3	1	3	2	16	
3	2	6	3	24	
3	3	9	4	32	
3	4	12	4	32	
3	5	15	4	32	
4	1	4	3	24	
4	2	8	4	32	
4	3	12	4	32	
4	4	16	5	40	
4	5	20	5	40	
5	1	5	3	24	
5	2	10	4	32	
5	3	15	4	32	
5	4	20	5	40	
5	5	25	5	40	



TOWN OF SIDNEY  
POSITION TITLE:

DATE:  
POINT TOTAL  
PAY GROUP

	FACTOR	Degree	Points	COMMENTS
1 A	COMPLEXITY			
1 B	JUDGEMENT			
2	IMPACT			
3 A	NATURE OF WORK SUPERVISED			
3 B	NO. OF PERSONS SUPERVISED			
4	CONTACTS			
5 A1	PHYSICAL EFFORT			
5 A2	MENTAL EFFORT			
5 A3	VISUAL & AUDITORY EFFORT			
5 B	WORK ENVIRONMENT			
6 B	KNOWLEDGE			