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FACTOR 1 – COMPLEXITY AND JUDGEMENT

This factor is defined by two dimensions:

A COMPLEXITY

B JUDGEMENT

The factor is designed to evaluate the degree of difficulty inherent in analyzing and developing solutions to job related problems which may be technical, administrative or operational in nature. The requirement to exercise independent judgment in so doing is also evaluated.

A COMPLEXITY – refers to the

- Frequency (**how often it is done**)
- Variety (**related vs non-related**)
- Relative difficulty to the tasks performed and the degree of analysis, creativity and innovation required. The requirements for originality and creativity in developing approaches, techniques or procedures for solving problems should be recognized.

NOTE:

- Creativity could include devising improvements and shortcuts, visualizing needs, devising and installing new systems, methods and procedures as an expected part of the job.

“routine” = measure of complexity, not frequency
“non-routine” means more variety and complexity

- 1. Variety and complexity of tasks**
- 2. Frequency at which these are encountered.**

Look at the greatest level of complexity required.

Frequency: if not done once every 3 months (other than seasonal tasks) it is not frequent.

FACTOR 1 – COMPLEXITY AND JUDGEMENT

A - COMPLEXITY

DEGREE

- 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.
- 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.
- 3 Work primarily involves the performance of a **variety or 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.
- 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 or 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.
- 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.
- 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 source of action.
- 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.

Does not have to fit all criteria in a degree to apply (this applies to every factor, unless indicated otherwise).

Develop notes around “tipping points” for going from one degree to another.

- What is our rationale?
- Help to define items like “occasionally”.

FACTOR 1 – COMPLEXITY AND JUDGEMENT

B - JUDGEMENT – refers to the extent to which a job is governed, supervised or regulated by:

- Historical precedents
- Specific instructions
- Established methods
- Documented procedures or policies
- Availability, extent and nature of guidance from the immediate supervisor

Evaluating this factor, consideration should also be given to independence of action which is designed into the position, of that which would be exercised by a fully qualified performer with average tenure. The evaluation should not consider the dependence which may be granted to a superior performer or an extremely experienced incumbent.

NOTES:

- Procedures and practices may also be considered as a form of supervision or review.
- Work review includes user review and time sheets.

How much latitude does position have to make decisions?

- Supervision, legislation, interpretation, safety concerns.

FACTOR 1 – COMPLEXITY AND JUDGEMENT

B - JUDGEMENT

DEGREE

- 1 Work is performed in accordance with **detailed instructions** providing very little freedom to **exercise independent judgment**. 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.
 - 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.
 - 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.
 - 4 Work is performed in accordance with **standard practices and methods requiring initiatives** to complete recurring assignments **independently** and judgment 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.
 - 5 Work is performed **within authorized limits prescribed by supervisor and/or policy**. Exercises **independent judgment** 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.
 - 6 Work is governed by broad guidelines requiring considerable judgment 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.
-

FACTOR 2 – IMPACT

This factor measures the positive and negative impact on the organization (the Municipality) and the public through actions and decision making.

This factor focuses on:

- Potential gains or losses to the organization which includes work unit, section or department.
- Time, revenue or cost associated with acting on a decision.
- Consequences of success or errors in terms of direct benefits, cost or impact on public image.

NOTES:

- Remember, judgment is rated under Factor 1-B.
- Consider checks and balances which are in place and the likelihood of errors going undetected.

i.e. Level of Responsibility.

Consequences/accountability of decisions.

FACTOR 2 – IMPACT

DEGREE

- 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.
- 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.
- 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**.*
- 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.
- 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 effect other departments and have some influence on operations.
- 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.

* Don't get stuck on this – not an important divider; there could be a bigger overall impact within the department than if the impact is outside department.

+ Don't jump here immediately just because of this. Still may be an easy fix.

FACTOR 3 – RESPONSIBILITY FOR OTHERS

This factor is defined by two dimensions:

- A NATURE OF WORK SUPERVISED
- B NUMBER OF PERSONS SUPERVISED

The factor measures the nature and scope of supervisory responsibility as well as functional advice and guidance.

- A NATURE OF WORK SUPERVISED** – refers to the type and degree of control over the work of others. There are different types of supervision described as work guidance, work direction and full supervision:

- | | |
|-------------------|--|
| Work Guidance: | provide information or instruction on completing tasks which are similar to those in the incumbent's position. |
| Work Direction: | coordinate and review the work of others who officially report to another position in the department. May also be requested to comment on work performance or input to appraisals. |
| Full Supervision: | assign and schedule the work of others; responsible for making recommendations and decisions on performance appraisals, training, development, hiring and dismissal of employees. |

NOTES:

- The evaluation should reflect the highest degree which normally applies on average throughout year.
- For positions with supervisory responsibilities, refer to the left side of the "OR"; if the position has no supervisory responsibilities but is required to provide functional advice and guidance, then refer to the right side of the "OR". (The right side of the "OR" scores 1 in Factor 3B).
- Examples for the right side of the "OR" would include: 8counseling others in your specialty; supervising others technically.
- Supervision through "subordinates" is not limited to any particular degree.
- The complexity and degree of difficulty inherent in supervising staff may also be assessed. The characteristics of positions being supervised may vary:
 - Unskilled vs. skilled workforce
 - Routine vs. non-routine tasks
 - Repetitive vs. constantly changing tasks

In evaluating positions using this factor, the appropriate degree should first be selected without regard to the characteristics of the positions being supervised. Once this is done, the evaluators should consider whether or not the complexity and difficulty associated with the supervisory characteristics of the job are of a higher order than most other positions. If this is the case, the evaluation may be increased by one degree to reflect this.

- If evaluated at degree 1 or 2, the score for Factor 3B is automatically 1.
- Contractors are considered as external contacts under the Factor 4 (Contacts), unless the responsibility for the supervision of contractors is a primary focus of the position.
- This factor does not include training your own replacement for vacation or other purposes.

FACTOR 3 – RESPONSIBILITY FOR OTHERS

A – NATURE OF WORK SUPERVISED

DEGREE

- 1 May occasionally demonstrate work methods to employees.
 - 2 Intermittently instructing similarly employed personnel on job content or work methods and procedures, while continuing to perform normal day to day duties.
 - 3 Regular responsibility for providing training, direction and scheduling of others while continuing to perform the normal day to day activities of the position.
 - 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.
 - 5 Responsibility for full supervision (as a focus of the position) of personnel performing similar activities **OR** work involves providing functional advice and guidelines related to standard procedures to individuals outside the immediate work unit.
 - 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.
 - 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.
-

* implies some degree of control.

- Degree 1 & 2 reflect positions with no continuing supervisory responsibilities, but may demonstrate methods or intermittently instruct others.
- Degree 3 – first level for continuing supervisory responsibilities (training, direction, and scheduling). Additional points (under 3-B) for increased subordinates.
- Degree 4 – either increased level of supervisory responsibility (e.g. assigning, checking) **OR** first level for positions that provide advice or guidance (as contrasted with demonstrating or instructing).
- If non-supervisory position is responsible for providing advice/guidance, the minimum degree is 4:
 - Technical or task related guidance = 4
 - Functional advice and guidance = 5?
 - Functional advice/guidance with some control for maintaining standards = 6
 - Functional advice/guidance with full control for establishing and maintaining standards = 7.
- Outside contacts would be considered under this rating for positions having influence over public behavior. (e.g. Building Inspectors, Bylaw Officers, Fire Inspectors, Planners, Engineering Techs).

FACTOR 3 – RESPONSIBILITY FOR OTHERS

B **NUMBER OF PERSONS SUPERVISED** - refers to the total number of personnel supervised directly and through subordinates

NOTES:

- For individual positions with no continuing supervisory responsibilities (evaluated at degree 1 or 2 in Factor 3A), the appropriate score is Degree 1.
- Less than full time positions are converted to full time equivalents (FTE) for the purposes of rating this factor.
- Right side of the "OR" in Factor 3A scores degree 1 in Factor 3B.
- If supervising part-time, auxiliary staff or volunteers, multiply the FTE value by 1.33. If supervision of contractors is a primary focus of the position, the same formula should be applied.*
- A 35 hour week equals 1820 hours; a 37.5 hour week equals 1950 hours; a 40 hour week equals 2080 hours per year.

* 1.33 represents the fact it takes more effort to supervise part-time/auxiliary employees or volunteers.

FACTOR 3 – RESPONSIBILITY FOR OTHERS
B – NUMBER OF PERSONS SUPERVISED

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 +

FACTOR 4 – CONTACTS

This factor measures the communication skill required and the responsibility for responding to, establishing or maintaining direct, two way relationships with other staff and external contacts.

The factor focuses on:

- The requirement to obtain or communicate information
- The reason for the contact
- The requirement to initiate contacts
- The requirement to listen to others and to identify with their needs
- The ability to establish rapport and foster trust
- The requirement to influence the behavior of others
- The need for tact, diplomacy and persuasiveness to achieve results.

Raters should consider the primary contact role of the position – does it involve:

- Responding to contacts initiated by others
- Maintaining established, ongoing contacts
- Establishing contacts where none have previously existed.

This factor does not include normal supervisor-subordinate communication, or communication with the work unit.

NOTES:

- “External Contacts” means outside the organization (The Municipality).
- “Gathering information” means pulling together information from various sources.
- Degree 2 contacts consist primarily of questions pertaining to “what, where, when, how much”.
- Degree 3 contacts usually involve questions pertaining to “how” and/or “why”.
- Positions with External Contacts which are not incidental are ranked at Degree 2 or higher.

Look at nature of contact.

FACTOR 4 – CONTACTS

DEGREE

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

Factual info

- 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.
-

Explanatory

- 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 (pulling together from various sources)** and explaining job matters.
-

Problem solving

- 4 Work involves contacts for the purpose of discussing **routine and non-routine (more complex)** 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.
-

Technical advice

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

Policy development

- 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.
-

FACTOR 5 – WORKING CONDITIONS

This factor is defined by these dimensions:

A EFFORT

- A1 – PHYSICAL EFFORT AND DEXTERITY
- A2 – MENTAL EFFORT
- A3 – VISUAL AND AUDITORY EFFORT

B WORK ENVIRONMENT

This factor measures the extent of physical, mental, visual and auditory demands inherent in the job, and the degree of exposure of unpleasant or hazardous working conditions. This factor also considers the frequency of occurrence.

A1 - PHYSICAL EFFORT AND DEXTERITY – refers to the nature and frequency of physical exertion or strain normally required to perform the job. Physical effort is intended to measure the level of fatigue caused by work related tasks and duties. It includes fine and gross motor skills. Frequency identifies the extent to which unusual physical effort is found in the position.

NOTES:

- Physical fatigue can be caused by actual physical effort, e.g. lifting and loading boxes or other heavy objects.
- Physical fatigue can also be caused by the opposite, the inability to move away from a fixed sitting or standing position for prolonged periods. **(restriction of movement)**
- Must be a requirement of the position.
- "Normal" is degree 1.
- * • A degree score of 1 automatically carries with it a frequency score of 5.
- When measuring this sub-factor, time frames used exclude break periods. Continuity is not disrupted by break periods. Frequency refers to percentage of the position's normal shift.
- A 35 hour week equals 1820 hours; a 37.5 hour week equals 1950 hours; a 40 hour week equals 2080 hours per year.
- Dexterity includes: typing; operating cash register; counting cash; filing. **(hand-eye coordination)**
- Repetitive motions such as weeding, vacuuming, sweeping are to be rated at degree 3.
- **WEIGHTS:**

Light -	up to 5 kg (11 lbs.)
Medium -	up to 10 kg (22 lbs.)
Heavy -	over 10 kg
- **KEYSTROKING SPEED:**

Slow (light level)	Less than 41 wpm
Medium (moderate)	41 – 59 wpm
Fast (high level)	60+ wpm

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 positions, 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

Use most physical part of job; calculate percentage of day spent on this task.

OR

Use most frequent aspect of job, and use the higher frequency.

(whichever leads to higher score).

FACTOR 5 – WORKING CONDITIONS

A2 - MENTAL EFFORT – refers to mental fatigue or stress resulting from work related tasks and duties. Frequently identifies the extent to which this mental effort occurs.

NOTES:

- The adverse effects of a number of work situations should be considered in evaluating positions:
 - Working in situations where the employee has no control over work flow
 - Working with frequent or multiple work schedules or deadlines where there is a consequence if they are not met
 - Intense periods of mental concentration
 - Nature and frequency of interruptions
 - Being required to solve problems or negotiate an outcome where there is a continuing expectation that the requirements of the organization will be met
 - Dealing with negative comments or complaints as a requirement of the position.
- “Normal” is degree 1.
- A degree score of 1 automatically carries with it a frequency score of 5.
- When measuring this sub-factor, time frames used exclude break periods. Continuity is not disrupted by break periods.
- A 35 hour week equals 1820 hours; a 37.5 hour week equals 1950 hours; a 40 hour week equals 2080 hours per year.
- Regular driving is considered under Work Environment (Factor 5B).
- Extremely demanding work schedules in Degree 4 infers very tight timelines and no control over the work flow.

FACTOR 5 – WORKING CONDITIONS

A2 – MENTAL EFFORT

DEGREE

- 1 Nature of work does not require unusual concentration and is not likely to result in annual 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 interruption.
 - 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 schedule.
-

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

Use most demanding part of job; calculate percentage of day spent on this task.

OR

Use most frequent aspect of job, and use the higher frequency.

(whichever leads to higher score).

FACTOR 5 – WORKING CONDITIONS

A3 - VISUAL AND AUDITORY EFFORT – refers to the nature and frequency of periods of intense visual and auditory concentration normally required to perform the job. Visual and auditory effort measures the level of fatigue caused by work related tasks and duties. Frequency identifies the extent to which unusual sensing effort is found in the position.

NOTES:

- Visual effort may include focusing on VDT screens, printed materials or small objects requiring visual concentration. The fact that positions have a VDT on their desk or perform keyboarding does not automatically mean that fatigue from visual effort is involved. The extent to which the position must continuously focus on and utilize the VDT screens is the important issue.
- Auditory effort may include listening for sound variations, listening to and transcribing Dictaphone tapes, taking detailed information over the phone.
- “Normal” is degree 1.
- ✱ • A degree score of 1 automatically carries with it a frequency score of 5.
- When measuring a sub factor, time frames used exclude break periods. Continuity is not disrupted by break periods.
- **Auditory concentration refers to functions of the job**, not the job environment.
- A 35 hour week equals 1820 hours; a 37.5 hour week equals 1950 hours; a 40 hour week equals 2080 hours per year.
- Auditory concentration may include listening for sound variations, listening to and transcribing Dictaphone tapes, taking detailed information over the telephone.

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 annual stress or fatigue.
- 2 Low level stressors include auditory concentration or focusing on small areas such as monitors, instruments, microfiches, printed materials or other similar objects for short periods (one or 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

Use most demanding part of job; calculate percentage of day spent on this task.

OR

Use most frequent aspect of job, and use the higher frequency.

(whichever leads to higher score).

FACTOR 5 – WORKING CONDITIONS

B - WORK ENVIRONMENT – refers to the **location** and **condition** usually associated with the position including exposure to physical hazards or other adverse working conditions. **Frequency** identifies the extent to which the position is normally exposed to adverse environmental conditions.

NOTES:

- * • A degree score of 1 automatically carries with it a frequency score of 5.
- Injury means “time-loss injury”.
- Construction site includes road work, curb and gutter work, pipelaying, and new building construction.
- Working on a construction site infers this is the employee’s regular work environment. Surveying and inspection is defined as presence on a construction site.
- The frequency for degree 4, when heavy equipment is being considered, is only for time actually spent working while heavy equipment is operating on site.
- A 35 hour week equals 1820 hours; a 37.5 hour week equals 1950 hours; a 40 hour week equals 2080 hours per year.

Assume all health & safety regulations are in place and being applied.

Disregard items for which there is Premium Pay.

- Ditch
- Raw sewage
- Hot asphalt and MIP
- Pesticide sprayer
- Dirty pay.

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

Use most demanding part of job; calculate percentage of day spent on this task.

OR

Use most frequent aspect of job, and use the higher frequency.

(whichever leads to higher score).

FACTOR 6 - KNOWLEDGE

A - KNOWLEDGE – refers to the combination of formal education, training and practical experience required to attain the knowledge, skill and ability required to perform the job satisfactorily. It recognizes that there are equivalencies between varying levels of formal education and training and practical, progressive experience. Training may be from a number of professional or academic sources. If additional licences, certificates and courses are required, include the time required to obtain them in experience.

NOTES:

- Trades Qualifications (TQ) apprenticeship is considered to be experience rather than formal education.
- Cumulative experience is not only the time in a previous position, it is the total of all prior work experience required to attain that previous position.
- Must meet all the criteria to get the degree.
- Include familiarization period on the job.

FACTOR 6 - KNOWLEDGE

DEGREE	University Degree Or 4 year Technical School Diploma (UG = Undergraduate) (G = Graduate)	Community College or Technical School Certificate		High School TQ*	Partial High School
		2-3 year	0-1 year		
1					0 to less than 24 mos
2				0 to less than 12 mos	2 to less than 3 yr.
3				1 to less than 2 yr.	3 to less than 4
4			0 to less than 7 mos	2 to less than 3	4 to less than 5
5		0 to less than 7 mos	7 mos to less than 3 yr.	3 to less than 6	5 to less than 8
6		7 mos to less than 3 yr.	3 to less than 6 yr.	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			

Table Header = Education
Rows 1 to 12 = Experience

* Number of years required to get TQ counts as experience. Add post-TQ experience to get total experience. Apply this total under High School column.

If job requires High School plus any additional formal training, use College 0-1 year.

POINT SCORING
Calculation

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

Degree	Frequency	Total	Weight	Points
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Physical

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**

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
2	1	2	2	16
2	2	4	3	24
2	3	6	3	24
2	4	8	4	32
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

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

Pay Group	Point Score			STEP 3			
				STEP 1	STEP 2	STEP 3	% INCREMENTS
1	160	to	189	17.78	18.50	19.30	
2	190	to	219	18.03	18.77	19.56	1.35%
3	220	to	249	18.12	18.88	19.65	0.46%
4	250	to	279	18.23	18.98	19.76	0.56%
5	280	to	309	18.49	19.28	20.07	1.57%
6	310	to	339	19.43	20.25	21.07	4.98%
7	340	to	369	19.64	20.46	21.31	1.14%
8	370	to	399	20.20	21.03	21.91	2.82%
9	400	to	429	21.05	21.94	22.87	4.38%
10	430	to	459	22.33	23.25	24.21	5.86%
11	460	to	489	25.22	26.27	27.37	13.05%
11A				26.44	27.53	28.66	4.71%
12	490	to	519	28.73	29.92	31.19	13.96%
13	520	to	549	29.96	31.14	32.39	3.85%
New 14	550	to	579	30.58	32.75	34.92	7.81%
New 15	580	to	609	31.19	34.66	37.70	7.96%

56,765 63,080 68,613

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			