Government of Yukon
Job Evaluation Manual

Public Service Commission
Corporate Human Resource Services Branch

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USER’S GUIDE

A. AUTHORITY

The contents of this manual have been authorized by the Public Service Commission and approved by Cabinet.

B. PURPOSE

The purpose of this manual is to serve as a reference guide to the Yukon Government job evaluation system. It is anticipated that manual users will have a variety of reasons to access the information it contains.

C. ORGANIZATION OF MANUAL

The manual is organized in five sections:

- **Section One - General** is a general introduction to job analysis, job evaluation, and point rating plans such as the system described in this manual.

- **Section Two - Job Evaluation Plan** explains the factors used in the Government of Yukon’s job evaluation system to assess each job. This chapter also contains a description of the occupational groups.

- **Section Three - Rating Scales** contains the official charts used to assign points for each job factor. A chart is also included showing the point ranges or levels within each group.

- **Section Four - Benchmarks** contains benchmark descriptions and evaluations. These are standards which serve as a reference point for all other classifications.

- **Section Five - Management Benchmarks** contains benchmark descriptions and evaluations for jobs in the MG Group.
A. Job Analysis

Job analysis is the systematic collection and examination of data concerning the duties of a job. Data may be collected from several sources including questionnaires, individual interviews, supervisory interviews, group interviews, direct observations and activity logs. Once collected, the data is organized, analyzed and then recorded as a job description. Job descriptions are written using a standardized format and vocabulary.

Job descriptions have several potential applications. When a position is vacant, they can be used to assist in developing qualification standards for recruitment. Once a position is staffed, the job description is a basis for employee performance appraisal, staff development, and career planning. From a larger perspective, the description can be used for organizational purposes. For example, such purposes could include review and improvement of organization structure, procedures, or safety standards. A very important organizational application is the use in determining the relative value of jobs; this process is referred to as job evaluation.

B. Job Evaluation

Job evaluation is the process of determining the value of each job compared to all the other jobs in an organization. Based on a review and auditing of job descriptions, jobs are analyzed and compared. The evaluation process is used as the foundation for an equitable and consistent system of compensation. Job evaluation also provides information for organizational analysis and human resource management.

While there are several alternative methods for comparing jobs, the Yukon Government has selected a point rating system. This system utilizes four factors (Job Knowledge and Skills, Mental Demands, Accountability, and Working Conditions) to analyze each job. Based on the job description, each factor is used to assess the job and factor points are allocated. The final job evaluation is reflected by the total number of points allocated for all factors.

Since the job evaluation is a critical element both at the organization level (e.g. structure) and the individual level (e.g. compensation), care must be taken that the system is objective. Therefore it is essential that the original job analysis and the following evaluation both focus on the duties and responsibilities of work assigned to the position, and not the incumbent’s performance of that work. Considerations such as an incumbent’s efficiency, speed, or effectiveness pertain to performance appraisal, not job evaluation. It is also important that each job is evaluated based on normal, ongoing conditions. For example, a new or temporary job might not evolve as expected. In such cases, job evaluation can only be considered to be temporary until the job routine is established. At the same time, some positions require the occasional application of
specialized skill. To maintain equity, such jobs must be assessed on these occasionally-used skills as well as those used on a regular, on-going basis.

In evaluating jobs, the following steps should be carried out:

1. Analyze the job content to make sure it is clear and understandable.

2. Discuss the job’s content with the incumbent and the supervisor to make sure that the job description includes the critical accountabilities and does not stress components which are relatively minor to the job’s performance.

3. Compare the job description with that of the supervisor, the position’s subordinates and its peers. Identical accountabilities and overlaps of responsibility must be identified and the job description should be adjusted accordingly.

4. Evaluate the position on the point rating plan, and with reference to the benchmark positions.

5. Determine the tentative level by assigning the total points to a point range.

6. Check the class level arrived at against that of the position’s supervisor and subordinates:
   - Does the level allocated make sense within the overall organization?
   - Do the factor evaluations make sense within the overall organization?

7. Recheck the factor evaluation where any anomalies appear, e.g.:
   - Are the supervisor and subordinate rated the same on mental demands?
   - Is the subordinate rated with a higher accountability level than the supervisor?

No job evaluation system is either a perfect measurement device or a totally objective measurement device. To apply it properly, one must always check against the organizational context and make sure that the evaluation judgements made are consistent and compatible with the judgements already made about those positions which surround the one you are evaluating.

C. Point Rating Plan

A point rating plan is an analytical, quantitative system for determining job value by assigning point values to each of a set of job characteristics or factors. The process of developing a point rating plan begins with selecting and defining the job factors.
Factors are then divided into dimensions, and each dimension is broken down into a set of objectively defined levels. Through using a common framework for analyzing all jobs, a well designed point rating plan provides an objective method for comparing jobs.

Application of a point rating plan involves:
- analyzing the job in terms of the various factors
- deciding which factor level is appropriate to the job, and assigning the relevant point value
- summing the points assigned to the job on each of the factors. The sum of point values represents the relative "worth" of the position compared to all other positions in the organization.

Point rating plans have several advantages over other systems. The primary advantage is that there is a greater degree of objectivity. The factors provide a basis for consistency among different evaluators and each of the major areas of job demand is assessed systematically. Point rating plans do not consider current salary, market supply or historical relationships as only position content is being evaluated. This assists job raters to avoid clumping all jobs together, rating a job higher than it should be because of its current pay level, or discriminating against or in favour of a particular job because the incumbent or the work itself is known to the rater. The mathematical grouping of points also provides logical and practical distinctions between jobs. Finally, the numeric point value provides a written record of judgements made on each aspect of a job so that evaluations can be inspected and the system integrity maintained.

The following section provides definitions of the terms used in the Yukon's Job Evaluation System.

D. Definitions

**CLASS**: a combination of occupational group and level; for example, AR4, ST11 are classes.

**FACTORS**: represent those components of a job which are "compensable". Job factors should:
- be observable and measurable
- be explainable
- have some relationship to job difficulty or job value
- occur in all or most jobs
- represent one or other of the most important components of every job
- measure separate characteristics
DIMENSIONS: are the component parts of a factor. Most factors are broad
categories and they require further clarification. The dimensions of a factor provide
this. Most factors have been divided into three dimensions. An example of factor
dimensions: Factor: Knowledge and Skills; Dimensions: Job Knowledge, Managerial
Skills, Interpersonal Skills.

DIMENSION LEVELS: Each dimension, in turn, has several levels. By assigning the job
to the appropriate level within each dimension, a factor point rating is established.

POINT VALUES: represent the relative weighting of factors compared to each other.
The range of the point scale reflects its importance relative to the other factors. In
this plan, the factors have the following scales:

- Knowledge and Skills: 40 to 560 points (35%)
- Mental Demands: 5 to 424 points (26%)
- Accountability: 10 to 560 points (35%)
- Working Conditions: 0 to 70 points (4%)

POINT RATING: represents the total point value of a job after the points assigned to
it on each factor have been summed. The jobs in the Yukon Government vary in point
rating from under 100 to over 800.

POINT RANGES: All the possible point ratings of jobs have been combined into point
ranges. Each range is 10% higher at its mid point than the preceding range. The
exceptions are the MG and LE groups, where each range is 15% higher than the range
before. Any job whose point rating fits within a certain range is assigned to that range.

e.g. Job Point rating: 260 or 270 or 275
    Point range: 255-279

All the above jobs would be assigned to this point range.

OCCUPATIONAL GROUPS: are the families of jobs which have some relationship to
each other (e.g. administration or education). Each group contains a number of levels.
These levels correspond to the point ranges, and are the same for every group except
Management and Legal.

BENCHMARK POSITIONS: are representative job descriptions used to ensure
consistent application of the rating scales. They are part of the official classification
standard. Benchmark descriptions are accompanied by a detailed analysis of how the
dimension definitions of each factor are interpreted. Each occupational group has
several benchmark positions.
A. The Factors

1. Factors and Dimensions

Job evaluation consists essentially of a comparison between the words used to describe the position and the words used in the factor dimensions. Each factor definition and dimension outlines varying levels required for satisfactory job performance. It is important, therefore, that there be a consistent understanding of the definitions. For that reason, this section outlines the factors and explains the dimensions which make up each factor.

The measurement system utilized by the Yukon Government is designed to provide the tools necessary to assure consistent and accurate appraisal of position content. The system can be viewed as a common yardstick used to measure the content and value of all positions. Positions are evaluated according to four factors which are characteristic of all jobs:

- Knowledge and Skills
- Mental Demands
- Accountability
- Working Conditions

The fourth factor, Working Conditions, is employed for evaluation purposes only where adverse working conditions are a normal aspect of the job.

Each of the factors is divided into dimensions:

- Knowledge and Skills
  - Job Knowledge
  - Managerial Skills
  - Interpersonal Skills

- Mental Demands
  - Independent Judgement
  - Problem Solving

- Accountability
  - Freedom to Take Action
  - Size of Impact
  - Nature of Impact
- Working Conditions
  - Physical Effort
  - Hazards
  - Discomfort

Each of the factor dimensions is divided into a series of levels, each higher level representing an increasing level of job content. Each level of each dimension is clearly defined.

All positions, regardless of function, level or Department, have requirements which can be described using the factors and their dimensions. Therefore, the relative size and complexity of each position can be measured using the factor dimension levels as a basis for point allocation.

2. **Knowledge and Skills Factor**

Every position requires a given amount of knowledge and skills for acceptable job performance. There are certain things that an incumbent must know and abilities an incumbent must possess to be able to meet the position's requirements and responsibilities. It does not matter how these skills and knowledge are obtained – whether by formal education, specialized training, or job-related experiences.

The Knowledge and Skills factor evaluates the position in relation to three dimensions – Job Knowledge, Managerial Skills, and Interpersonal Skills.

a. **Job Knowledge Dimension**

This dimension measures the amount of specialized or technical knowledge required. Job Knowledge required will vary with each position. Requirements range from lower levels such as familiarity with facts and procedures and possession of basic manual skills to higher levels such as ability to organize and supervise work and knowledge of professional or scientific disciplines.

Job Knowledge is measured in breadth (comprehensiveness) and depth (thoroughness). A position may be limited in breadth in that it specializes in one function, but may be extensive indepth in that it is required to be deeply knowledgeable in that field; a research specialist would be an example of such a position. Another position may not be required to be especially deep in any one field, but may have to be familiar with many
areas. Many managerial positions fall into this category. The process involved in evaluating this dimension, therefore, requires two major judgements:

- What is the complexity of the subject matter(s) with which the position must be familiar?
- How knowledgeable must the incumbent be in that field (or fields)?

There are six levels to this dimension.

**LEVEL A** - This level is appropriate for those positions requiring virtually no specialized skills. A brief period of instruction is sufficient to bring the incumbent up to proficiency. It is a position which can be learned in a few weeks at the most and is clearly unskilled.

**LEVEL B** - Three types of knowledge or skill begin to be assessed at this level: (1) knowledge of simple procedures, (2) ability to operate basic machinery and/or (3) physical ability such as fine motor skills. Use of basic arithmetic, operation of a typewriter, requirement to make quick hand movements on an assembly line operation are typical examples. These are vocationally-oriented basic skills which could be learned through trades or secondary schools in a period of months or perhaps on the job in a period of up to six months.

**LEVEL C** - Some jobs require vocational competence: that is, the incumbent must be fully versed in a field normally requiring specialized training and containing a variety of formal procedures and practices. Examples include secretarial and accounting positions. Other positions at this level include those requiring adeptness in the operation of complex machinery, such as a computer or heavy equipment. The skills and knowledge would typically take one to two years to acquire.

**LEVEL D** - This level is one of vocational mastery and is the beginning of what could be thought of as a professional level. Basically, four types of positions fall into this level:

- Those requiring an advanced level of understanding in a vocational field, such as a senior accounting clerk with a full range of accounting skills including the preparation of complex financial statements and budgets.
Those requiring an indepth and thorough knowledge of complex regulations and legislation.

Those requiring a beginning measure of knowledge in a specialized or technological field. A specialized or technological field is defined as one requiring a substantial amount of post-secondary training and containing complex principles and practices. It is normally thought of as a professional or learned discipline. Thus, a position appropriate to this level might be a junior accountant (i.e. one requiring an official accounting designation and some experience).

Those requiring competence in a specialized skill such as carpentry, plumbing, or electrical work.

**LEVEL E** - This level is appropriate for positions requiring full competence in and practice of a specialized or technological field, i.e. Accountant, Architect, Engineer, Speech Pathologist. The skills associated with managing are normally thought of as being required at this level.

**LEVEL F** - This level is for positions requiring an advanced degree of understanding in a highly complex discipline, e.g. a professional accountant in a department would be at level E, whereas an accountant requiring more indepth knowledge to provide accounting direction for the entire government would be at Level F, or full competence in two or more different specialized or technological areas.

b. **Managerial Skills Dimension**

This dimension deals with the nature and complexity of the management process required of the position. Management, in these terms, is defined strictly as the exercise of all the elements of management - planning, organizing, executing, controlling and evaluating activities, subfunctions and functions. The subordinate areas managers could be line, supportive, or administrative. It is important to remember that it is the requirement to exercise managerial skills that is to be measured. This is distinct from specialized job knowledge which is measured in the preceding dimension, but which may include knowledge about management systems and techniques. This dimension is only relevant for those positions which manage. Positions which have no requirement to manage are not weighted under this dimension.
In viewing positions according to this dimension, three considerations must be applied:

- the complexity of the management function

- the extent of harmonizing or blending different, diverse, or even competing functions or subfunctions to achieve desired results

- the amount of impact of the managerial function on the organization

There are three separate levels defined for this dimension.

EXCEPT IN VERY RARE SITUATIONS, A JOB MUST BE RATED AT E FOR JOB KNOWLEDGE BEFORE ANY CONSIDERATION WOULD BE GIVEN THAT THE JOB MIGHT BE LEVEL 2 OR 3 IN MANAGERIAL SKILLS.

Care must be taken to guard against a tendency to overrate here, particularly with respect to the use of Levels 2 and 3. A clear distinction is made between management and supervision. As stated, management involves planning, organizing, executing, controlling and evaluating activities, subfunctions, and functions versus supervision which requires specialized job knowledge to ensure the delivery of established plans/programs.

LEVEL 1 - This level is used but not weighted for positions requiring specific tasks with no identifiable managerial requirements. Alternatively, the level is weighted for those positions responsible for managing one or more activities or subfunctions of a similar nature. Clearly, most positions in an organization fall into this level.

LEVEL 2 - Positions that meet the tests of managerial complexity, harmonizing, and organizational impact belong here. The emphasis at this level is upon management of subfunctions that are of a different nature. Some senior management positions will be rated at this level.

LEVEL 3 - At this level, the position should be managing subfunctions where the end results of the subordinate subfunctions tend to be conflicting or competitive with each other, and require special harmonizing. Positions will be managing at a broad executive level,
strategically affecting overall departmental results. This level is usually relevant for Deputy Minister positions only.

c. **Interpersonal Skills Dimension**

This dimension measures the direct people contact or human relations skills required of a position. It deals with the extent to which the position must be able to establish rapport with, empathize with, and influence the actions of others. It does not matter whether the others are within or outside of the organization, or whether they are peers, subordinates, or superiors. The nature of the skills necessary to influence these people is what is being measured. The four levels of this dimension are:

**LEVEL K** - This level is for the basic personal aptitude necessary to get along with fellow employees. Contacts with others are incidental or required as a member of a work team. A work team is defined as a group of employees that collectively contribute to the objectives of the organizational unit.

**LEVEL X** - This level is appropriate for those positions for which personal interaction outside the work group is required. Contact with others involves exchanging information or materials, and requires basic courtesy.

**LEVEL N** - This level fits positions in which the exercise of tact and diplomacy is a major responsibility. It could be thought of as directing staff by acting in a leadhand capacity, or providing inspectional, enforcement or counselling activities to the public. Examples of this level are: Social Workers, Building Inspectors, Corrections Officers.

**LEVEL Y** - This level is for the positions in which successful performance requires the motivation of others or getting them to do things that they might not do. Many sales and executive positions, for example, fall at this level. Also at this level are supervisory positions where the incumbent achieves results through the staff. Such positions are distinguished from leadhand positions (Level N) in the following way: Supervisors spend the larger percentage of their time planning, scheduling, and checking program progress. Leadhands spend the majority of their time carrying out work similar to or more complex than that of their staff. Less time is spent on planning and scheduling.
3. **Mental Demands Factor**

This second factor measures the requirement to analyze alternatives and to solve problems. All positions have to do some thinking as part of their job, but the level of thinking required varies widely between positions.

Since each position incumbent is required to think and solve problems by applying his or her job knowledge and skill, Mental Demands ratings are linked to the Knowledge and Skills ratings. This is done by first establishing the level of Mental Demands and then using this level in combination with the Knowledge and Skills point allocation to determine the Mental Demands point allocation. Also, because of this link between mental demands and job knowledge, the rating on mental demands will never be higher than that on job knowledge.

This factor has two dimensions, Independent Judgement and Problem Solving.

a. **Independent Judgement Dimension**

This dimension can be thought of as setting the stage for Problem Solving. What is measured here is the opportunity for thinking permitted by the position's characteristics and role in the organization. This factor can be viewed by considering the amount of structure and guides available or lacking for dealing with problems. Some positions have precise guides, such as detailed rules or procedures, to assist the incumbent when a problem arises. On the other hand, other positions can turn only to less specific policies or general objectives in solving problems. The latter position, obviously, has to exercise a greater degree of Independent Judgement than the first.

In locating the appropriate Independent Judgement level for a given position, the following definitions will be helpful:

- **Procedure**: a manner or way of proceeding; a step-by-step course of action.

- **Policy**: a settled course adopted by management to be followed throughout the organization.

- **Goals**: an expected end result, generally of long-range duration. For our purposes, however, it may be a specific short-range objective, identifying both time and target.
There are six levels which apply to the dimension of Independent Judgement.

**LEVEL A** - Positions that are told precisely how to deal with problems and exercise virtually no Independent Judgement belong at this level. The position does not select between alternatives.

**LEVEL B** - This level is appropriate for positions that have a highly structured work routine or a set of work routines with some, but limited alternatives available.

**LEVEL C** - Positions at this level perform their work and solve problems under procedures and methods. Normally, the position incumbent will have to select between alternatives at key stages in the individual work procedure. Judgement will be exercised in patterned or recurring situations.

**LEVEL D** - Positions at this particular level have a variety of varied and/or complex procedures. Additionally, there is a wide range of alternatives to be selected from in accomplishing the work. Anyone of a number of different choices could be equally right.

**LEVEL E** - At this level, the position is doing its thinking within the policies and goals for a specific department or operating entity, or within the methodologies set for the position’s discipline or profession. The guidelines for which is a “right” or a “wrong” decision are very complex or relatively vague and a substantial responsibility of the position is to come to grips with these judgements.

**LEVEL F** - Positions that solve problems and exercise independent judgement within a broad framework of policies and strategies that apply to a major portion of the organization belong here. This level is distinguished from the previous one in: (1) the greater variety of policies; (2) policies are more generalized; and (3) policies tend to cover a larger sphere.
b. **Problem Solving Dimension**

This dimension measures the nature and complexity of the problems the position encounters and must solve. Three elements should be considered:

- the amount and depth of analysis the position is required to perform
- the nature of the problems to be solved and the complexity of the data
- the extent of evaluative, innovative, or creative thinking required

The higher Problem Solving levels are not reserved for top management. There are many jobs at different organizational levels that call for the same degree of utilization of Knowledge and Skills in solving problems. As with Independent Judgement, it is helpful to define the key terms used in the Problem Solving levels:

- **Analysis:** the separation of a problem or situation into its component parts
- **Evaluation:** to assign values, such as weighing the relative advantages of different and/or competing alternatives
- **Creation:** the establishment of new, rather than imitative, concepts or approaches

There are five levels in this dimension, each successive level is more complex and utilizes different methods. The following definitions are used to determine the Problem Solving level.

**LEVEL 1** - Recall; positions at this level are not required to analyze a problem or look at its component parts. Response to a situation is based virtually upon recall.

**LEVEL 2** - Simple analysis; this level is appropriate for the first range of jobs that have to look at the parts of a problem. Here, however, the problems are relatively simple and there is a set way of dealing with the problem.
LEVEL 3 - Analysis and Interpretation; supervisory and other positions required to analyze problems containing a substantial degree and diversity of data belong at this level.

LEVEL 4 - Evaluation; this level defines positions which not only must analyze unfamiliar problems containing a wide variety of data, but must also engage in evaluative thinking. This level is characterized by positions that deal with complex problems and must weigh the desirability and/or probability of possible outcomes in relation to each other.

LEVEL 5 - Creativity; those rare positions that are expected to exercise truly creative thinking fit this level. Creativity in the sense of devising something essentially new is something not required of most positions.

4. Accountability Factor

The previous two factors measure job complexity. The Accountability factor evaluates the results expected of the position. All jobs exist in the organization to accomplish some end results; if they did not, they would not exist. Accountability can be thought of as the size of the end results expected and the degree of answerability of the position for consequences of the end results. Accountability is measured by three dimensions. These are Freedom to Take Action, Size of Impact, and Nature of Impact. The latter two are considered together.

a. Freedom to Take Action Dimension

This dimension measures the existence or absence of personal or procedural restraints, i.e., how much latitude does the job have to get things done. Conceptually, this factor is similar to Independent Judgement in that it deals with the amount of latitude permitted a position. While the definitions of the levels have much in common, the important difference is here we are considering freedom to get things accomplished as opposed to the pure thinking environment. It is extremely rare to find a position with more Freedom to Take Action than Independent Judgement. Care must be taken to distinguish between Independent Judgement and Freedom to Take Action. The former represents how a judgement is made in daily responsibilities whatever the scope, whereas Freedom to Take Action is hierarchically related to the scope of the job. For example, a position which can make decisions
regarding the direction a program will take has more Freedom to Take Action than someone who acts within the constraints of a program direction set by someone else.

There are six levels which make up this dimension.

**LEVEL A** - Positions at this level are required to exercise virtually no discretion. They are told exactly what to do and how to do it.

**LEVEL B** - Here, the expected end results of the job are defined, and the methods for achieving those results are set. Some freedom of action is available, however, in selecting between limited and familiar alternative methods.

**LEVEL C** - This defines positions for which the end results are set, but for which more options are open as to methods by which those results might be achieved.

**LEVEL D** - This level is appropriate for positions that work under a variety of work procedures with substantial input to or influence over work methods and procedures.

**LEVEL E** - Here, jobs tend to be limited only by policies governing a specific department or similar organizational unit. Direction tends to be administrative in that emphasis is placed on the specific end results expected with the means of accomplishment left up to the incumbent. Positions at this level tend to be setting the “how” for subordinate positions.

**LEVEL F** - The primary distinction between this and the previous level is that here positions tend to be operating under a wider framework of policies and goals, normally those applicable to larger organizational goals. Positions respond to general organization “missions” and generally set or participate in setting policy.

b. **Size of Impact Dimension**

Both Size and Nature of Impact of the job results are interrelated and must be considered together in order to determine what makes the most sense. They measure (a) the size of the end results the position most clearly is designed to have an impact on, and (b) the extent of
accountability for those end results. The measurement of Size and Nature of Impact must be taken at the point which represents the position’s most significant influence upon the organization. It should relate to the basic reason the job exists. For example, depending upon the type of end results expected, an accounting manager could be viewed alternately as impacting the accounting department or the entire organization (i.e. providing organization-wide information).

In choosing the combination of Size and Nature of Impact in a given case, it should be remembered that the larger the Size selected, the Lesser the Nature of Impact, and vice versa.

Size of Impact is directly related to the financial responsibility which impacts on something big, little or in-between. But it is difficult to use these concepts without putting some kind of boundaries on them. For example, a Department can be labeled as very large, and a Division as large. But obviously one Division may be much larger, and carry a heavier accountability than another.

To give uniform definition to this dimension, the degrees of size may be generally related to annualized dollars entrusted to or affected by the position under examination. They may reflect objectives such as service quotas, stewardship of operating budgets or spheres of influence such as total operating revenues.

LEVEL 1 - Most jobs will be rated at this level. The financial impact of the position can best be thought of as being indeterminate or up to $435,000.

LEVEL 2 - This is the level for those positions with moderate financial impact, ranging from $435,000 upwards to $4.35 million.

LEVEL 3 - This is the level for those positions with substantial financial impact, ranging from $4.35 to $43.5 million.

LEVEL 4 - This is the level for those positions with major financial impact of over $43.5 million.
c. **Nature of Impact Dimension**

The three degrees of Impact express the main kinds of Accountability a person can have on a chosen end result. For an end result of any consequence, a number of positions can be involved, all making some kind of contribution. Many people can properly claim Accountability for an end result provided the Impact of each position’s Accountability is known.

**LEVEL N** - Positions at this level have a facilitative role, but are not designed to appreciably control or alter the end results; the end result tends to be specified. Examples of this level are: Accounting Clerks, Clerk Typists, Nursing Home Attendants.

**LEVEL S** - Positions at this level tend to participate and share in accountability for end results but do not fully control those end results, i.e. Social Workers, Carpenters, Program Coordinators, Directors of Administration.

**LEVEL D** - This level is appropriate for positions that fully control and have the Principal Accountability for the end results selected for Size of Impact, i.e. most Branch Directors.

5. **Working Conditions Factor**

This factor is only applied when a job requires the incumbent to be exposed to adverse conditions within her or his normal working environment. The intention is not to evaluate special situations such as over-crowded conditions or understaffing rather, those conditions to be considered are those that are to be expected in performing the activities for which the job was designed. The three dimensions which make up this factor are Physical Effort, Hazards, and Discomfort. These dimensions should be independently considered in determining if, and to what degree, Working Conditions points should be allocated.

a. **Physical Effort Dimension**

This dimension is concerned with measuring the amount of physical energy expended on the job, without regard for the size, strength, or sex of the individual employee. The degree and intensiveness of effort are to be considered in combination. There are four levels to this dimension ranging from light to heavy physical output.
None of the definitions of the four levels (L, S, M, H) may fit precisely. For example, a considerable amount of lifting of heavy weights does not clearly fit M (considerable lifting of medium weights) or H (continual and intensive lifting of heavy weights). It is incumbent on the evaluator to make a value judgement as to which definition best fits the actual situation.

b. **Hazards Dimension**

The relative exposure to conditions which potentially can cause bodily injury, weakness or damage is evaluated by the four levels of this dimension. The exposure might result in accidents, illness, other physical harm or a chronic condition directly related to the job's physical environment.

c. **Discomfort Dimension**

The degree and extent of discomfort are assessed using four levels. The Discomfort dimension affords an opportunity to consider mental, as well as physical, disagreeableness. Note: A highly intelligent individual may feel mental stress associated with a simple repetitive job; by the same token, an individual without a strong sense of dedication may feel stress in connection with a job having a high level of responsibility. These examples are not intended to be included within the interpretation of significant mental stress. This is reserved for those unique jobs that stand out as having a marked degree of mental or emotional pressure or tension associated with individuals whose aptitudes and attributes suit them to their jobs.

6. **Job Shape**

When points have been calculated the job shape should be examined. The term “job shape” refers to the step relationship between the Mental Demands points and the Accountability evaluation points for a position. These steps are defined on the Accountability chart. If Accountability is three steps higher than Mental Demands, the position is referred to as a PLUS 3 job. If the two are equal, it is an EQUAL position. If Mental Demands points are one step higher than Accountability, the job is a MINUS ONE.
Example:

Knowledge & Skills
EIN 184

Mental Demands
D4J 70

Accountability
D1D 92

Job Shape
+2

The significance of Job Shape is that it is used as a check on the logic of an individual evaluation. A position which is viewed by the evaluator as having a high degree of Accountability relative to Mental Demands requirements would be expected to be more of a plus shaped job (say, PLUS THREE or PLUS FOUR).

Conversely, a position with a relatively higher Mental Demands component should be expected to be close to an equal shaped job.

Taking some examples, a production manager position would be expected to have a high degree of Accountability relative to Mental Demands and the evaluation should be in the range of plus three or four. On the other hand, a research scientist would probably be thought of as having more Mental Demands requirements than Accountability, and the resulting evaluation would be expected to be an equal or even a minus shape.

Note that the range of probable job shapes extends from a MINUS TWO to a PLUS FIVE. Most jobs fall into the PLUS ONE to THREE range.

The concept of Job Shape should be used to assure that the evaluation for a position is consistent with the evaluator’s understanding of the position. The evaluator should first estimate the shape of the position prior to an evaluation and, afterward, compare the actual shape resulting from the evaluation. If the two are significantly different, the evaluation for all the components should be reviewed to determine whether any are inappropriate.
B. The Occupational Groups

The following section describes the types of positional responsibilities of each of the job groups in the Yukon Government classification plan. Each group has been defined using criteria which would indicate inclusion in a particular group as well as criteria which would indicate exclusion from that group. Beside the title of each group is shown the two letter code used as a shorthand identifier.

1. Administrative and Regulatory Group (AR)

   a. Inclusions

   The Administrative and Regulatory Group includes a range of semi-skilled to highly-skilled positions which are engaged in one or more of the following areas:

   - the provision of clerical and office support services including the preparation, recording, maintenance and transmission of records and other data using manual and mechanical methods
   - the application, interpretation, and enforcement of government codes and regulations either in respect of the general public or internally within the government
   - the provision of analysis, advice, information, and consultation to senior management, line departments, the private sector or to interest groups in respect of specialized government programs
   - coordinating the delivery of government programs or services in a specialized area
   - supervision of the above

   Required knowledge and skills range from simple office procedures and equipment operation to the application of advanced principles of business or specialized program administration. Some positions may require knowledge of principles from other occupational groups. Such specialized knowledge, however, will constitute only part of the total knowledge/skill base where the position is involved in interpretive, regulatory, inspection, enforcement, or administrative functions.
b. **Exclusions**

Positions excluded from this group are those in which:

- the major focus of the job is inspection and enforcement of codes and regulations and the position requires journeyman status in a specified, recognized trades area

- a major portion of the position is involved in retail, wholesale, and inventory management activities

- the required level of specialized technical or theoretical knowledge and the practice of related technical functions supports inclusion in the Scientific and Technical Group or the Social Scientific Group

2. **Scientific and Technical Group (ST)**

a. **Inclusions**

The Scientific and Technical Group includes positions requiring the continuous exercise of a discipline normally acquired through formal post secondary education in the natural or physical sciences, including, but not limited to:

- chemistry, biochemistry, chemical technology

- environmental sciences, resources and technology

- geological science

- physics

- biological sciences and technology

- food sciences and nutrition

- architecture and architectural technology

- engineering and engineering technology (general, chemical, civil, electrical and electronic, industrial, mechanical, mining and metallurgical, petroleum)
- survey, drafting and design
- mathematics and actuarial sciences
- systems analysis and computer programming/operation
- medicine and health

This group encompasses positions working at all levels within the disciplines from trainee and developmental through to supervisory.

b. **Exclusions**

Positions excluded from this group are those in which:

- there is involvement in computer programming/operation but the main function is data entry or the coordination/control of data input and output
- the knowledge and skill base is derived from the social sciences or humanities
- the major focus is education and inclusion is more appropriate in the Education Group

3. **Social Scientific Group (SS)**

a. **Inclusions**

The Social Scientific Group includes positions requiring the continuing exercise of a discipline normally acquired through formal post secondary education in the Social Sciences or Humanities. The Social Sciences and Humanities include, but are not limited to, the following:

- anthropology
- economics
- psychology and behavioural sciences
- community planning and studies
- literature, language, linguistics and translation
- history
- museums and gallery sciences and technology
- library and archival sciences and technology

This group encompasses all positions working within the above disciplines including positions at a training or developmental level and positions responsible for supervising other positions within the group.

b. Exclusions

Positions excluded from this group are those in which:

- the position functions within the legal discipline
- the major focus is education and inclusion is more appropriate in the Education Group
- the knowledge and skill base is derived from the natural or physical sciences
- a degree of knowledge of a social science or humanities discipline is required but the major emphasis is on administrative processes and regulations or on the provision of analytical and advisory services rather than on technical functions

4. Institutional Services and Support Group (IS)

a. Inclusions

The Institutional Services and Support Group includes positions engaged in the supervision of clients normally in an institutional setting. Such clients may include students, children and juveniles in care, patients, senior citizens, home residents, and corrections inmates. Specific activities may range from housekeeping, cooking, providing personal and health-related care, routine counselling and rehabilitative activities, and providing health care treatment. Positions encompassed by this group include, for example, Ambulance Attendants, Recovery Unit Workers, Corrections Officers, and Nursing Aide staff. Also included are positions
where a primary responsibility is the supervision of other positions in this group.

Knowledge and skills required in these positions will cover a broad range. In some instances, specific licenses or certificates may be mandatory for performance in the job.

b. Exclusions

Excluded from this group are positions for which

- regular and continuing supervision of the client group is not a critical element of the position

- the level of required qualifications is consistent with those of the Scientific and Technical or Social Scientific Groups

5. Purchasing and Supply Group (PS)

a. Inclusions

The Purchasing and Supply Group includes positions engaged in purchasing, asset control, and retail, wholesale and stockkeeping activities. Tasks may include cashiering, retail or wholesale outlet management, inventory management, and shipping and receiving. Included are positions where a primary responsibility is the supervision of other positions in this group.

b. Exclusions

Excluded from this group are positions for which:

- certification is required in a licensed trade

- there is some involvement in the functions described in this group, but the major responsibilities of the job are more closely aligned with those of another group
6. **Operational Services and Labour Group (OS)**

   a. **Inclusions**

      The Operational Services and Labour Group includes positions engaged in unskilled, semi-skilled and skilled manual work which may relate to one or a number of trades or service functions. Work may involve the construction, repair and maintenance of roads, buildings and grounds or it may involve vehicle and heavy equipment operation. Also included are positions responsible for cleaning, caretaking, security, messenger services, and food and laundry services. In certain cases, an operator's license or ticket may be required. Positions may also include supervision and inspection of the above tasks and functions.

   b. **Exclusions**

      Excluded from this group are positions for which:

      - certification in a licensed trade is mandatory

      - emphasis on the supervision of client groups renders allocation to the Institutional Services Support Group more appropriate

7. **Trades Group (TR)**

   a. **Inclusions**

      The Trades Group includes skilled positions which generally require completion of a recognized apprenticeship program and receipt of an approved journeyman certificate. Positions may also include supervision and inspection of the above tasks and functions.

   b. **Exclusions**

      Excluded from this group are positions for which:

      - no apprenticeship program is available or recognized in the Yukon
8. **Education Group**

   a. **Inclusions**

   The Education Group includes positions involved in developing and evaluating educational standards, programs and techniques and also in administering educational and professional support programs in the school and college systems. Also included are positions engaged in curriculum development and instruction.

   Positions generally require an undergraduate or graduate degree in Education, Psychology, or a related field, or a combination of discipline-related training and an Instructional Diploma or a Teaching Certificate.

   The Education Group is divided into three sub-groups as follows:

   **A. Program Administration (EA)**

   This sub-group includes positions in adult and continuing education environment where:

   - instruction of students be included but fifty percent or more of job time is allocated to the development and/or coordination and administration of programs, curricula and courses

   OR

   - the teaching of a foreign language

   **B. Instructors/Counsellors (EB)**

   This sub-group includes positions at or on assignment from Yukon College where at least fifty percent of job time is

   - provision of instruction to students

   OR

   - provision of personal and career counselling services to students and potential students
C. **Consultants (EC)**

This sub-group includes positions in the public school environment where the primary focus is the evaluation and promotion of teaching techniques, curriculum standards, and methods of instruction in specialized subject areas.

b. **Exclusions**

Excluded from this group are positions for which:

- membership in the YTA is mandatory
- there is no essential requirement for a teaching certificate, instructional diploma or degree in Education

Note: Of the Education subgroups, only EA is evaluated on the job evaluation system.

9. **Legal Group (LE)**

a. **Inclusions**

i. The Legal Group includes all position for which admission to the bar in Canada is a basic requirement and whose principal responsibilities include some combination of the following:

- drafting or amending legislation and regulations
- researching specific questions, and preparing and presenting legal opinions
- representing the Government of Yukon in litigation
- preparing contracts, leases and other agreements
- providing advice or consultation to government departments concerning interpretation of legislation or on other legal matters

ii. The Legal Group includes all positions for which a law degree is a basic requirement and whose principal responsibility is to draft bilingual legislation.
b. Exclusions

Excluded from the Legal Group are positions where:

- the exercise of the above responsibilities is clearly secondary to the position's functions as a manager of human, financial, and material resources. This exclusion does not apply to the LEO4 class which has both management and legal responsibilities.

- the position is clearly more appropriately assigned to the Management or Education Group

Positions in the Legal Group are evaluated according to the following class concepts:

**Legal Officer 1 (LEO1)**

Summary: This is the entry level for legal officers who have initially been admitted to the Bar.

Nature of Work: The work consists of cases or problems of moderate difficulty only.

General supervision is provided to the incumbent by more senior counsel.

Experience: Generally less than 5 years.

Progression: Incumbents at this level are expected to progress to LEO2, once experience has been gained and the individual is capable of taking on more complex cases.

**Legal Officer 2 (LEO2)**

Summary: This is the experienced working level for Legal Officers.

Nature of Work: The work consists of cases or legal problems, many of which are more complex and difficult. Problems involving the establishment of significant precedents, or highly unusual cases are referred to more senior counsel for advice.
The incumbent works independently but under the general direction of senior counsel or the branch director.

While there are no supervisory responsibilities at this level, there may be a requirement from time to time to assist in the training of less experienced counsel.

**Experience:** Generally at least 4-5 years experience

**Progression:** Incumbents at this level will normally progress to LEO3 as experience is gained and the individual is capable of taking on specialist cases, or of undertaking supervisory responsibilities.

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**Legal Officer 3 (LEO3)**

**Summary:** This is the first level of supervision, or the level for senior/specialist legal officers.

**Nature of Work:** The work consists of cases or legal problems, many of which are of considerable difficulty. Legal assignments cover a broad range, are novel in nature and concerned with conflicting legal principles.

The incumbent works independently but within the general guidelines of the Solicitors Branch operation.

May supervise a number of junior counsel or may act as head of a legal section.

**Experience:** Generally 7-10 years general experience, approximately 4-5 years of which have been in legal work related to a particular specialized field of law.

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**Legal Officer 4 (LEO4)**

**Summary:** This is the level for management of the legal services branch including supervision of managing counsel.
Nature of Work: The work consists of cases or legal problems, many of which are of considerable complexity, specialized legal services may be provided directly to senior management and Ministers as is strategically and operationally required.

The work includes leading, managing and directing the operation of the Legal Services Branch, including overseeing the provision of all legal services to government departments and Crown Corporations.

Supervises the senior counsel.

**Bilingual Legislative Drafter (LEO1)**

Summary: This is the entry level for Bilingual Legislative Drafter.

Nature of Work: The work consists of drafting bilingual legislation of moderate difficulty only.

General supervision is provided to the incumbent by a more senior drafter or counsel.

**Bilingual Legislative Draftsperson (LEO2)**

Summary: This is the experienced working level for Bilingual Legislative Draftspersons.

Nature of Work: The work consists of drafting bilingual legislation.

The incumbent works independently but under the general direction of senior counsel or the branch director.

While there are no supervisory responsibilities at this level, there may be a requirement from time to time to assist in the training of less experienced counsel.
10. **Management Group (MG)**

   a. **Inclusions**

   The Management Group includes a wide variety of positions in which the principal responsibilities include the planning, implementation and evaluation of government programs or policies. Primary responsibilities will normally include managing the financial, human, or material resources, and will require the exercise of the management skills of planning, organizing, directing, controlling and evaluating. Alternatively, positions will advise on the management of government-wide programs or policies.

   b. **Exclusions**

   Positions excluded from this group are those in which:

   - the exercise of the above responsibilities is clearly secondary to the application of a professional or specialized body of knowledge
   - the duties and responsibilities clearly fit into any other group
   - the exercise of the above responsibilities is clearly secondary to the position's function of advisor on the development of policies, programs or strategies of the department

11. **Language Translation Group (LT)**

   a. **Inclusions**

   The Language Translation Group includes a range of positions where the main function is the translation of pedagogical and other materials. Included are positions where a primary responsibility is the supervision of other positions in this group.

   Knowledge and skills are normally acquired through formal post secondary education.
b. **Exclusions**

Positions excluded from this group are those in which:

- the requirement to teach a second language is the major focus and inclusion is more appropriate in the Education Group

- knowledge of the second language is required but the major emphasis is on administrative/clerical processes rather than on technical functions.
This Section contains the factor and dimension definitions to be used in conjunction with the descriptions in Section Two which form the basis for job evaluation. For each of the factor evaluation charts in this Section, there is a procedural guide, a set of definitions and relevant charts.

A. Knowledge and Skills Factor Evaluation Chart

1. Rating Procedure

a. First select the appropriate level of Job Knowledge (what the position incumbent must know or know how to do to perform satisfactorily with reasonable expectation of reliability in the avoidance of errors and the consequence of errors).

b. Next select the appropriate level of Managerial skills (the degree to which the elements of management must be practiced in coordinating activities, functions, or subfunctions). This will indicate the major vertical column area of the chart in which the position will fall.

c. The third step is to select the level of Interpersonal Skills required (direct contact skills in relationships with people within and outside the organization). Using the letter code (K, X, N or Y) locate the major vertical column selected for Managerial Skills. Each of these major columns is broken down into the same minor vertical columns - make sure that the correct major column is selected. Within this major column, locate the minor column corresponding to the level of Interpersonal Skills required.

d. The intersection of the horizontal row selected for Job Knowledge and the Interpersonal Skills column (within the correct Managerial Skills column) provides three possible point ratings. Select the appropriate rating by comparing the position’s Job Knowledge and Managerial Skills in relation to the level definitions and the benchmarks. Note that Interpersonal Skills is not taken into account in establishing whether the point rating is low, mid or high.

2. See Section Two, page 2 for broader definitions and examples for this factor and its dimensions.
SECTION THREE - RATING SCALES

KNOWLEDGE & SKILLS

EVALUATION CHART

PAGE 1 OF 2

MANAGERIAL SKILLS

1. Activities are carried out within a subfunction or subfunctions, or subordinates are supervised in performing one or more specific subfunctional activities.

2. The elements of management are practiced in coordinating or blending different activities, subfunctions or functions. Management complexity and impact on the total organization are substantial.

3. Management of complex operating entities or functions; management at a broad executive level strategically affecting overall results.

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<tr>
<th>JOB KNOWLEDGE</th>
<th>INTERPERSONAL SKILLS</th>
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<tr>
<th>LEVEL</th>
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<td>A. Unskilled</td>
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<td>B. Basic Skills - Vocationally Based</td>
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<td>C. Full Competence</td>
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<td>D. Vocational Mastery - Beginning Professional</td>
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<td>E. Full Competence in a specialized or technological field</td>
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<tr>
<td>F. Advanced level of understanding in a specialized or technological field or competence in multiple specialized fields</td>
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<td>C. Full Competence</td>
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<td>D. Vocational Mastery - Beginning Professional</td>
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<td>E. Competence in a specialized or technological field</td>
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<td>F. Advanced level of understanding in a specialized or technological field</td>
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VALUES: K = Knowledge, X = Experience, N = Need for further education, Y = Mental ability
Knowledge & Skills encompasses the total amount of understanding, familiarity with facts or information, dexterity or aptitude necessary to perform the job in a satisfactory manner. It may be gained through experience, association, training and/or education. There are three parts to this component:

JOB KNOWLEDGE: What the position incumbent must know or know how to do to perform satisfactorily with reasonable expectation of reliability in the avoidance of errors and the consequence of errors.

MANAGERIAL SKILLS: The degree to which the elements of management must be practiced in coordinating activities, functions or subfunctions.

INTERPERSONAL SKILLS: Direct contact skills in relationships with people within and outside the organization. The levels are:

K. Sufficient personal aptitude is needed to get along with fellow employees. Contacts with others are incidental or required as a member of a work team. A work team is defined as a group of employees that collectively contribute to the objectives of the organizational unit.

X. Personal interaction outside of the immediate work team is required. Contacts normally involve giving or receiving information or materials; requirement for courtesy.

N. Exercise of tact and diplomacy is a major responsibility in dealing with others.

Y. Personal contacts with others require the capability to persuade and/or motivate people to take action.
B. Mental Demands Factor Evaluation Chart

1. Rating Procedure

   a. First select the appropriate level of Independent Judgement (the rating on this dimension is never higher than the rating for Job Knowledge in the previous factor).

   b. Next select the appropriate level of Problem Solving. This will indicate the major vertical column area of the chart, in which the position will fall.

   c. If the job is somewhat high or low, in relation to the definition and the benchmarks, consider this in choosing the appropriate letter representing the Mental Demands factor.

   d. Using the Mental Demands conversion chart, locate the vertical column which corresponds to the point allocation calculated for the Knowledge and Skills factor.

   e. Next locate the horizontal row with the letter which corresponds to the Mental Demands calculated for the position. The intersection of the appropriate vertical column and horizontal rows indicates the point allocation for the Mental Demands factor.

2. See Section Two, page 7 for broader definitions and examples for this factor and its dimensions.
## Section Three - Rating Scales

### Mental Demands Evaluation Chart

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### Independent Judgement

<table>
<thead>
<tr>
<th>Problems encountered</th>
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<tr>
<td>Problems require recall rather than analysis</td>
<td>Problems encountered require some analysis of uncomplicated data by established routines or quick reactions in the initiation of expected efforts</td>
<td>Problems encountered require analysis and interpretation of a substantial degree and diversity of data in area(s) of expertise</td>
<td>Problems encountered require analysis and evaluation of a wide variety of data with many variables and unfamiliar areas</td>
<td>Problems encountered involve in-depth analysis and evaluation where significant innovative thinking or creativity is required.</td>
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<tr>
<th>A. Specific directions and prescribed rules limit the latitude permitted for independent judgement</th>
<th>b</th>
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<tr>
<td>B. Standardized work routines with some limited alternatives limit the latitude permitted for independent judgement</td>
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<tr>
<td>C. Similar procedures and methods with judgement required at key stages limit the latitude for independent judgement or performance of multiple work routines is normally subject to significant interruption.</td>
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<td>j</td>
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<td>D. Varying or complex procedures and methods with a wide range of alternatives limit the latitude permitted for independent judgement.</td>
<td>e</td>
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<tr>
<td>E. Distinct departmental or functional policies and goals steer independent judgement.</td>
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<td>F. General policies and goals of an operating complex or a major function steer independent judgement.</td>
<td>g</td>
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This factor weighs the degree of effort of the required thinking process in analysis and evaluation of alternatives in reaching solutions. It is represented by the following parts:
- The latitude permitted to independent judgement.
- The extent and nature of the job’s problem solving requirements.
### MENTAL DEMANDS POINTS

<table>
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<th>KNOWLEDGE &amp; SKILLS POINTS</th>
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<td>46</td>
<td>53</td>
<td>61</td>
</tr>
</tbody>
</table>
C. Accountability Factor Evaluation Chart

1. **Rating Procedure**

   a. First select the appropriate level of Freedom to Take Action (the extent of restraint under which the position must operate). Limitation can be in the form of necessary supervision or direction, or can be inherent in the nature of the position. It is extremely rare to find a position with a higher rating in Freedom to Take Action than the rating for Independent Judgement in the previous factor.

   b. Next select the appropriate level for Size of Impact (the position's impact on end results: the general size most representative of the position's scope; that which most relates to its reason for existence). This will indicate the major vertical column area of the chart in which the position will fall.

   c. The third step is to select the level of Nature of Impact required (the type of impact chosen for size of impact). Using the letter code (N, S or D) locate the major vertical column selected for Size of Impact. Each of these major columns is broken down into the same minor vertical columns - make sure that the correct major column is selected. Within this major column, locate the minor column corresponding to the level of Nature of Impact. It is important that the Size of Impact and Nature of Impact are both selected using the most important impact of the job on the organization.

   d. The intersection of the horizontal row selected for Freedom to Take Action and the Nature of Impact column (within the correct Size of Impact column) provides three possible point ratings. Select the appropriate rating by comparing the position's Freedom to Take Action and Nature of Impact and Size of Impact in relation to the level definitions and the benchmarks.

2. See Section Two, page 10 for broader definitions and examples for this factor and its dimensions.
### SECTION THREE - RATING SCALES

**ACCOUNTABILITY EVALUATION CHART**

<table>
<thead>
<tr>
<th>FREEDOM TO TAKE ACTION</th>
<th>SIZE OF IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SMALL IMPACT</td>
</tr>
<tr>
<td></td>
<td>Up to $435,000 or indeterminate</td>
</tr>
<tr>
<td>A. Duties are routine and specifically delineated; work is clearly controlled.</td>
<td>10 15 23</td>
</tr>
<tr>
<td></td>
<td>11 17 26</td>
</tr>
<tr>
<td></td>
<td>13 20 30</td>
</tr>
<tr>
<td>B. Duties are somewhat routine in nature and clearly delineated; some freedom to choose between limited and familiar options; work is closely controlled.</td>
<td>15 23 35</td>
</tr>
<tr>
<td></td>
<td>17 26 40</td>
</tr>
<tr>
<td></td>
<td>20 30 46</td>
</tr>
<tr>
<td>C. Characteristics of this position are such that activities and methods are clearly defined and/or more options are open as to methods for achieving end result; work is frequently reviewed.</td>
<td>23 35 53</td>
</tr>
<tr>
<td></td>
<td>26 40 61</td>
</tr>
<tr>
<td></td>
<td>30 46 70</td>
</tr>
<tr>
<td>D. Characteristics of the position are such that activities and methods are generally defined with substantial input to or influence over work methods and procedures, and/or efforts are reviewed after the fact.</td>
<td>35 53 80</td>
</tr>
<tr>
<td></td>
<td>40 61 92</td>
</tr>
<tr>
<td></td>
<td>46 70 106</td>
</tr>
<tr>
<td>E. Characteristics of the position are such that activities and methods are broadly outlined and/or governed by departmental policies; administrative direction is afforded.</td>
<td>53 80 122</td>
</tr>
<tr>
<td></td>
<td>61 92 140</td>
</tr>
<tr>
<td></td>
<td>70 106 160</td>
</tr>
<tr>
<td>F. This position operates within state-wide policies and goals; executive guidance is afforded.</td>
<td>80 122 184</td>
</tr>
<tr>
<td></td>
<td>92 140 212</td>
</tr>
<tr>
<td></td>
<td>106 160 244</td>
</tr>
</tbody>
</table>
Each position is designed to make some contribution toward desired overall results. The amount of contribution required is represented by the job’s accountability. It has three parts:

FREEDOM TO TAKE ACTION - The extent of restraint under which the job must operate. Limitation can be in the form of necessary supervision or direction, or can be inherent in the nature of the position.

SIZE OF THE JOB’S IMPACT ON END RESULTS - The general size most representative of the job’s scope; that which most relates to its reason for existence. (It may be expressed as an annualized dollar figure.)

NATURE OF THE JOB’S IMPACT -
- NON-DIRECT: Services afforded are facilitative or collateral.
- SUPPORTIVE: Services afforded are participative in nature. Actions taken influence, rather than control, results.
- DIRECT: Principal actions - at the position's organizational level - are taken in achieving results.
D. Working Conditions Factor Evaluation Chart

1. Rating Procedure
   
a. First select the appropriate level of Physical Effort 

b. Next select the appropriate level of Hazards. This will indicate the major 
   vertical column area of the chart in which the position will fall. 

c. The third step is to select the level of Discomfort. Using the letter 
   code, locate the major vertical column selected for Hazards. Each of 
   these major columns is broken down into the same minor vertical columns 
   – make sure that the correct major column is selected. Within this major 
   column, locate the minor column corresponding to the level of Discomfort. 

d. The intersection of the horizontal row selected for Physical Effort and 
   the Discomfort column (within the correct Hazards column) provides 
   three possible ratings. Select the most appropriate by reviewing the 
   definitions and the benchmarks. Most positions will not have any points 
   allocated for this factor as its focus is on those positions which have 
   difficult working conditions as a normal part of the position. 

2. See Section Two, page 13 for broader definitions and examples for this factor 
   and its dimensions.
### SECTION THREE - RATING SCALES

**WORKING CONDITIONS**

**EVALUATION CHART**

**HAZARDS**

1. Danger of injury or probability of physical harm associated with the job is minimal
2. Some danger of injury or probability of physical harm is inherent in the job.
3. A significant degree of danger of injury or probability of physical harm is inherent in the job.
4. A severe exposure to potential loss of life or permanently debilitating injury is inherent in the job.

**PHYSICAL EFFORT**

**DISCOMFORT**

<table>
<thead>
<tr>
<th>PHYSICAL EFFORT</th>
<th>DISCOMFORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.</strong> The employee is normally involved in activities requiring little lifting, climbing or working in tiring positions.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
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<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

| **S.** A moderate amount of lifting of light to medium weights, climbing or working in tiring positions is required. | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D |
| | 5 | 7 | 9 | 11 | 8 | 10 | 13 | 17 | 11 | 15 | 20 | 26 | 17 | 23 | 30 | 40 |
| | 6 | 8 | 10 | 13 | 9 | 11 | 15 | 20 | 13 | 17 | 23 | 30 | 20 | 26 | 35 | 46 |
| | 7 | 9 | 11 | 15 | 10 | 13 | 17 | 23 | 15 | 20 | 26 | 35 | 23 | 30 | 40 | 53 |

| **M.** A considerable amount of lifting of medium weights, climbing or other physically tiring work is required. | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D |
| | 6 | 8 | 10 | 13 | 9 | 11 | 15 | 20 | 13 | 17 | 23 | 30 | 20 | 26 | 35 | 46 |
| | 7 | 9 | 11 | 15 | 10 | 13 | 17 | 23 | 15 | 20 | 26 | 35 | 23 | 30 | 40 | 53 |
| | 8 | 10 | 13 | 17 | 11 | 15 | 20 | 26 | 17 | 23 | 30 | 40 | 26 | 35 | 46 | 61 |

| **H.** Continual and intensive lifting of heavy weights, climbing and/or other physically tiring work is required. | A | B | C | D | A | B | C | D | A | B | C | D | A | B | C | D |
| | 7 | 9 | 11 | 15 | 10 | 13 | 17 | 23 | 15 | 20 | 26 | 35 | 23 | 30 | 40 | 53 |
| | 8 | 10 | 13 | 17 | 11 | 15 | 20 | 26 | 17 | 23 | 30 | 40 | 26 | 35 | 46 | 61 |
| | 9 | 11 | 15 | 20 | 13 | 17 | 23 | 30 | 20 | 26 | 35 | 46 | 30 | 40 | 53 | 70 |

This factor includes undesirable conditions imposed upon the job. The dimensions are:
- **PHYSICAL EFFORT** - the amount of physical energy required to be expended.
- **HAZARDS** - the relative exposure to the degree of risk of injury or harm.
- **DISCOMFORT** - the environmental conditions to which the incumbent is exposed while on the job. They include such things as cold, wind, dust, heat, rain or snow, fumes, dirt, etc. as well as conditions generating significant stress.

There are four levels:
- **A.** Nature of the job is such that there is an absence of undesirable environmental conditions.
- **B.** Normal job conditions are moderately disagreeable on occasion.
- **C.** Strongly disagreeable conditions frequently exist.
- **D.** Conditions are disagreeable in the extreme, continuously or much of the time.
E. **Job Shape Table**

| 560 | 488 | 424 | 368 | 320 | 280 | 244 | 212 | 184 | 160 | 140 | 122 | 106 | 92 | 80 | 70 | 61 | 53 | 46 | 40 | 35 | 30 | 26 | 23 | 20 | 17 | 15 | 13 | 11 | 10 | 9 | 8 | 7 |

To determine the Job Shape, locate the Mental Demands points and the Accountability points on the above table. The difference in steps and direction (up = plus, down = minus) indicates the Job Shape.

**Example #1** - Mental Demands points = 53, Accountability points = 70.
"70" is 2 levels up from "53", therefore the job shape is plus 2.

**Example #2** - Mental Demands points = 92, Accountability points = 80.
"80" is 1 level down from "92", therefore the job shape is minus 1.
F. Point Ratings and Occupational Group Levels

The following charts are used for converting the total factor point allocations for a position to group levels. If there is uncertainty as to the group in which a job belongs, refer to Section Two. After the factor points have been converted, use the Job Shape Table to ensure that the job shape is between -2 and +5, and consistent with the correlation between Mental Demands and Accountability.

**BARGAINING UNIT**

<table>
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<th>POINT COMPUTATION</th>
<th>LEVELS</th>
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<td>AR</td>
</tr>
<tr>
<td>545-598</td>
<td>570</td>
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<tr>
<td>495-544</td>
<td>518</td>
</tr>
<tr>
<td>450-494</td>
<td>471</td>
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<tr>
<td>409-449</td>
<td>428</td>
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<tr>
<td>372-408</td>
<td>389</td>
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<tr>
<td>339-371</td>
<td>354</td>
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<tr>
<td>308-338</td>
<td>322</td>
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<tr>
<td>280-307</td>
<td>293</td>
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