# TRENT UNIVERSITY

# Job Evaluation Manual

# PS AMALGAMATED VERSION

**PERSONNEL SYSTEMS**

**Human Resource Specialists**

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#### INTRODUCTION TO THE JOB EVALUATION MANUAL

This Job Evaluation Manual contains the Job Evaluation System for Trent University that will be applied to exempt positions within the University.

One purpose of this Manual is to explain some of the important principles and practices of Job Evaluation. These are contained in **Section I**.

The other purpose of this Manual is to define each factor in the System, and to provide guidelines for application of the System to jobs. These are contained in **Section II**.

#### SECTION I

**SYSTEM OBJECTIVES**

The objectives of the Job Evaluation System are that it be:

* **Values Driven:** the System should reflect the values of the organization on what it believes are the most important considerations determining the relative worth of jobs
* **Fair**: The System should be transparent, the process systematic and objective, and the results seen to be fair in recognizing the work performed
* **Universal:** it can represent the diversity of positions represented in the group and measure characteristics of work performed across a wide range of jobs
* **Gender-neutral:** it can identify the characteristics of the work of women and men
* **Pay-Equity Compliant:** it will describe work using the four factors specified in the Ontario Pay Equity Act, responsibility, skill, effort and working conditions. Pay Equity legislation requires that organizations compare the value of work done in predominantly female occupational groups with the value of work done in predominantly male groups. This comparison requires consistent criteria that recognizes all aspects of work. This job evaluation system will also provide the basis for maintenance of pay equity as required under provincial Pay Equity Act and Regulations.

**Maintenance** of the various components of the Job Evaluation system and of Pay Equity are critical to the credibility of the philosophy of ‘fairness’. Processes must be instituted to ensure that: changes in job responsibilities and new jobs are captured, documentation is maintained as to the rationale for decisions and the gender of each job class is maintained. Of utmost importance is the requirement to ensure the calibration of evaluation committee members over time to ensure consistency of application.

**THE JOB EVALUATION PROCESS**

Key steps in the process of Job Evaluation are as follows:

* Evaluators should be familiar with the Job Evaluation System being used, and the purpose and process of job evaluation.
* Evaluators need to have a solid understanding of the organization structure within which the job being evaluated functions, as well as how each job fits in and relates to others.
* Review the Job Questionnaire in detail to ensure a sound understanding of the job. If there are any questions about the job, the job incumbent and/or their supervisor should be consulted.
* Taking one job at a time, work through the Job Evaluation System factor by factor, deciding on the appropriate degree for each individual factor. Pay particular attention to the degree definitions and evidence of these in the job content.
* After jobs have been evaluated they must be compared one to another, both in terms of overall ranking, and factor by factor, to ensure that the relative values arrived at make sense and can be defended by evidence from the job. This step is important, and is essential in determining the relative value of a job.
* Take notes throughout the process and ensure there is detailed documentation to support and explain decisions taken, particularly where there is some question around the degree arrived at. Documentation is essential in order to provide a job history trail for future evaluation updates or changes, and to defend the result if challenged by a third party.

**PURPOSE OF JOB EVALUATION**

The purpose of job evaluation is to systematically and objectively place a relative value on jobs within an organization, in order to form the rationale and basis for determining pay levels which are fair and equitable. A job evaluation system defines common job elements which exist in all jobs to varying degrees. Job evaluation requires measuring the amount, or degree, to which that element exists in a particular job. Each degree within each element is assigned a weighted point value that, when added together, provides a total value for each job. This value then determines the appropriate salary level for the job.

**GENERAL PRINCIPLES OF JOB EVALUATION**

There are several general guiding principles which apply to job evaluation and are important for evaluators to understand.

1. The process is systematic but not scientific. Recognize that evaluation requires interpretation, and as such needs an evaluator to be unbiased and completely objective in assigning degrees.
2. Evaluate the job, not the job incumbent. The job evaluation process is to determine the relative value of jobs. Evaluate the job as if it was vacant, consider what the job requires, not the performance of the individual in the job.
3. Job Evaluation requires comprehensive and accurate job information. This is provided through a Job Questionnaire and should be verified with the job incumbent, and/or their supervisor, if unclear.
4. Job Evaluation must be free of gender bias. In order to comply with legislation, the process and the application of the Job Evaluation System must be free of gender bias. This requires that all aspects of work be visible and that representatives from both genders are involved in the process.
5. Each job is evaluated in the context of an organization structure. In evaluating jobs, an evaluator cannot ignore the organizational structure and the impact it has on individual jobs. For every factor, jobs are compared relative to each other to ensure that the context of the organizational structure is accounted for. Evaluators need to understand the interaction between jobs, supervisor-subordinate relationships, and overall group functioning.

**SPECIFIC PRINCIPLES OF JOB EVALUATION**

There are several guiding principles which apply to job evaluation in general, and this system in particular, and are important for evaluators to understand.

**Principle of “Best Fit”**

For each factor, select the degree in which the narrative provided **best describes** the presence of the factor in the job being evaluated. The opening sentence of any definition is the key, and the most important part of the definition. Subsequent sentences and phrases are intended for clarification of the opening sentence. Keep in mind that it would be impossible for the narrative to fit all aspects of all jobs for each factor, so find the degree that reflects the “best fit” even if the words do not exactly describe the job. You may need to use the context of the other positions in the organization to help determine which degree is the “best fit”, i.e. the job being evaluated has more Impact than one job, but less than another job.

A job evaluation system should be thought of as a **continuum**, with each degree along the continuum serving as a checkpoint. For any given factor, there is no absolute degree of its presence in the job. That is, there can be a vote accorded which is **weak**, i.e. tending towards the next lower degree, or **strong**, i.e. tending toward the next higher degree.

If the level of responsibility is more than indicated by the degree, it can be identified with a plus (+) sign. If the level of responsibility is 'not quite' at a certain degree, but more than the next lower degree, it can be assigned the higher degree with a minus (-) sign.

The Guidelines for Application will indicate if the factor allows for (+) and (-) voting.

**Voting on the various factors for positions having responsibility for the work of others**

Since a supervisory/lead hand position is responsible and accountable for the actions and consequences of all of its subordinate positions, it stands to reason that the overall level of responsibility is greater than any one of its subordinate positions. In the Responsibility for Work of Others factor, for example, the amount of supervision exercised and the time spent supervising and carrying out related administrative responsibilities increases as the scope of supervisory responsibility increases. By definition, therefore, a supervisor/lead hand must carry a higher degree under this factor than any of its subordinates. This idea also applies to the factors of Analytical Reasoning, Decision Making, Impact, Total Job Knowledge and Responsibility for Work of Others. There are also several factors where it would be expected that subordinates would score more highly, for example, Effort and Working Conditions because they likely have less control over how the work is carried out.

The Guidelines for Application will indicate if a mandatory difference must exist between subordinate and supervisor/lead hand ratings.

**Band Width** **Principle (This term should not be confused with Salary Bands in the collective agreement.)**

The concept of a continuum is also used in the Band Width principle. As indicated previously, in some factors, a mandatory difference is required between the votes of a supervisor and a subordinate. The principle of bandwidth may be employed to indicate such differentiation, i.e. the subordinate can receive a vote with a minus (3- ) while the supervisor can receive a vote with a plus (3+).

Many factors in the job evaluation system allow for band width, including Analytical Reasoning, Decision Making and Impact. The factors of Total Job Knowledge and Responsibility for Work of Others do not allow for band width - these factors must be accorded an absolute vote because they are more quantitative in nature, and differences between superior and subordinate jobs are always measurable.

**The band width principle should only be required in exceptional circumstances**, and the reason for its use would normally be documented for future reference. One circumstance where its use may be appropriate is in a tall organization structure, where the various factors are spread between organizational levels and not always clearly distinguishable.

The Guidelines for Application will indicate if a band width is permissible

**Linkages between Factors**

There is a relationship between the factors of Analytical Reasoning and Decision Making. We analyze, judge and solve a problem before we can make a decision or take action. We cannot make a logical decision which exceeds our latitude to analyze and reason. Therefore, for a given job, the level assigned to Analytical Reasoning must necessarily be higher than the level assigned to Decision Making.

The Guidelines for Application will indicate if there are linkages to be considered in assigning a rating.

**THE JOB EVALUATION COMMITTEE**

The Job Evaluation System must be applied by objective, unbiased evaluators who have been trained in the use of the system, and who have a consistent understanding of the definition and meaning of the factors, and of the varying degrees within each factor.

Committee members are chosen carefully, considering their knowledge of Trent, and their ability to apply the system objectively and conscientiously. This Manual has been prepared as a resource for Committee members to explain the principles and process of Job Evaluation, and to document the particular details of this System.

Committee members are trained on interpreting the elements of the system; members should have a common understanding of each degree under each factor if consensus leading to fair and equitable evaluations is to be achieved. This common understanding is referred to as **calibration**, and actual job evaluation should not be undertaken until it is certain that the Committee is calibrated through training.

The consistent application of the Job Evaluation System over time to all jobs ensures that internal equity is maintained. Documentation should be produced and retained which clarifies any further interpretation of the factors made by evaluators over the course of applying the System to jobs.

**Common Evaluator Errors to Avoid**

The following are potential errors that can be made when evaluating jobs. The advantage of the Committee approach to Job Evaluation as compared to an individual evaluator is that these effects can be exposed and minimized as each individual on the Committee independently rates the jobs and the results are discussed with all Committee members for validation.

1. Central Tendency: the evaluator rates all jobs the same way. It is very difficult for the evaluator to discriminate among jobs of varying levels of difficulty, skill and importance.
2. Halo Effect: the rater holds a high opinion of one element or feature of the job and rates other elements or features of the job at this same elevated level.
3. Horn Effect: the rater holds a low opinion of one element or feature of the job and rates other elements or features of the job at this same depressed level.
4. Job Holder Effect: the rater knows the job incumbent and rates the person, not the requirements of the job.

**SECTION II**

The next section of the Job Evaluation Manual follows this format for each factor in the system:

* **Factor Definition and Degrees**: an explanation of the key concepts that the factor is intended to measure, and the associated degrees, which progressively increase in level.
* **Guidelines for Application**: the purpose of these notes is to provide clarification of the factor, provide tips to evaluators of what things to consider, and not consider, in rating a job, and coach the evaluator to focus on the job requirements, not the incumbent in the job.
* **Definition of Terms**: this section is provided where applicable to define the terms used in the degrees to ensure a consistent understanding of the system.
* **Work Samples**: this section is provided to help evaluators to recognize and focus on the particular characteristics of work that are being measured by the factor. The samples given are not job specific, this section is not intended to pre-suppose the evaluation of particular jobs. Rather, the intent is to provide an example of work that would correspond to a particular degree, not a benchmark for each degree.

**SUMMARY OF FACTORS**

The following factors are recognized in the Trent University Job Evaluation System. These factors all fall into the four legislated categories of responsibility, skill, effort and working conditions. The factor definitions are summarized as follows.

**RESPONSIBILITY**

**Factor**

Analytical Reasoning

Decision Making

Impact

Responsibility for Work of Others

**SKILL**

**Factor**

Job Knowledge

Communication

Motor/Sensory Skills

**EFFORT**

**Factor**

Effort

**WORKING CONDITIONS**

**Factor**

Working Conditions

**ANALYTICAL REASONING**

**Guidelines for Application**

All jobs require some level of analytical reasoning in performing work, and therefore go through a process of information gathering, analysis, synthesis, evaluation, conclusion drawing, eventually leading to a recommendation, decision or action. In many cases, the work may be so routine and standardized that each step in the process appears seamless, as it is done by rote.

Planning, organizing, changing priorities to respond to external influences, timeframes, or volume considerations, is a component of analytical reasoning, and is recognized in this factor.

This factor deals with the complexity and difficulty of the analytical reasoning required in performing job duties. This factor does not directly measure the decisions made which result from analytical reasoning. Decision Making is measured in the next factor. The level for Analytical Reasoning needs to be assigned before the level for Decision Making. The level for this factor needs to be higher, because one cannot make a decision that exceeds one’s capacity to analyze and exercise judgement.

There is a mandatory difference in the degree of Analytical Reasoning assigned to supervisory and subordinate positions, i.e. the degree assigned to the supervisory position must be higher.

A band width is permissible.

**Definition of Terms Used**:

Established procedure: refers to existing procedure that has been established internally by the organization, or is a standardized business procedure for the type of work being done.

Standard practice: refers to professional or technical standards that are accepted as normal practice or conventions for a type of work or profession (e.g. accounting practices, human resource practices, engineering practices, library cataloguing practices, etc.)

Established practice: adapting method is required in the occurrence of a new situation, in which current methods and standard responses don’t fit. The existing standard practice is extended to develop a new solution, which then becomes a precedent for the organization, and known as established practice.

Defined policy: policies are clearly defined as to their intent, purpose, and application. Differs from Broad policy in that broad policy states a policy position in general, but does not define application, method of execution, authority, etc. A job’s latitude in working to defined policy is limited by the interpretation and authorities outlined in the policy.

Broad policy: Refers to general policy statements that require further definition or interpretation. Working to broad policy implies freedom to decide how policy is to be interpreted and determine procedures for its application.

**Work Samples:**

* Analysis is required in troubleshooting for systems problems called in by users; requires clarifying with the user the nature of the specific problem and what they were attempting to do, assessing and isolating the cause, evaluating different options to resolve the situation, carrying out various solutions until the problem is resolved. Moderately complex problems are resolved following past precedence, working to standard practice for systems management. More complex problems require adapting methods to arrive at solutions because the situation is complex and multi-faceted and there are no solutions available in current practice.
* Limited analysis is required to carry out assigned duties, which are carried out following clearly established procedures. Reasoning is required to determine how maintenance activities should be scheduled, and to recommend which can’t be handled, based on workload, in the required time frame and need to be contracted to Facilities or outside contractor. Work is planned based on daily and weekly cycles, based on clearly identified responsibilities.

**ANALYTICAL REASONING**

This factor measures the degree of **complexity** or **difficulty** of the thinking and reasoning required by the job incumbent in work related situations. It is a measure of the **analysis** (problem solving complexity, analysis/synthesis, planning, organizing) and **judgement** required that leads to a decision, action or recommendation made by the incumbent.

The degree of judgement is affected by the presence or absence of guidelines, in the form of detailed instructions, established procedures, standard practices, policy guidelines, and supervision received. Analytical Reasoning is exercised in a framework that varies from detailed procedure to broad policy.

Degree

1. Work is simple, repetitive and well defined with little or no variation.
2. Work involves tasks that are straightforward and routine, requiring analytical reasoning to carry out assigned duties exercised by following clearly established procedures or readily understood instructions. Work is planned within well defined schedules and known time frames.
3. Work requires analytical reasoning to choose the most appropriate course of action from among a variety of possible methods, processes and solutions within limits defined by standard or accepted/established practice. Work planning occurs within defined time frames, and may require adjusting plans and priorities to respond to changing circumstances.
4. Work requires analytical reasoning to apply to responsibilities that are diverse and somewhat complex: judgement is exercised in adapting methods to arrive at solutions. Situations are broad in scope, and lack standard practice to resolve, thus requiring the recognition, analysis and creative definition of practical solutions. Work planning includes others, and occurs within broad time frames, but may require adjusting plans and priorities to respond to changing circumstances.
5. Work requires analytical reasoning to apply to broad responsibilities in resolving situations that are complex and multi-faceted: judgement is exercised within the framework of defined policy and objectives. Incumbent uses logical, rational, scientific, evaluative, or critical thinking, to define problems, develop alternatives, propose, plan and implement solutions.
6. Work requires very complex analysis and highly developed reasoning skills to solve a broad range of problems within a framework of broad policy and mandates. Considerable judgment required to plan and organize strategic, creative, policy and program forming solutions which may affect the entire organization.
7. Work requires extremely complex analysis, reasoning and judgment in determining and planning the broad general direction of the organization, initiating formulation of broad policy, defining the organizational response to external and internal influences, which carry a long term impact on the organization and significantly affect the community and major stakeholders.

**DECISION MAKING**

**Guidelines for Application**

All jobs are required to make decisions. In this factor, focus on the decisions made, and action taken, that is in the control of the job being evaluated. What is the latitude for freedom of action? Consider constraints on action (checks and balances) and guidelines (procedures, standards, policies), which place limits on the freedom to act and make decisions. Making decisions within the framework of established procedures carries less responsibility than making decisions within broad policy.

Also consider the amount of guidance received. For example, a position reporting to its supervisor on a one-to-one relationship who is performing similar work would conceivably receive more direction than a position reporting to a supervisor with several other diversified subordinates, and therefore would have less freedom to act. Consider the role of the job as well. For example, a specialist reporting to a generalist would likely have more decision making responsibility than a generalist because the work of the specialist cannot be as easily verified.

The degree of Decision Making for a job should be assigned after the degree for Analytical Reasoning. Since one cannot make a decision which exceeds one’s capacity to analyze and reason, the degree of Decision Making must be lower than the degree for Analytical Reasoning.

There is a mandatory difference between the degree of Decision Making assigned to supervisory and subordinate positions, i.e. the degree assigned to the supervisory position must be higher.

A band width is permissible.

**Definition of Terms Used**:

Established procedure: refers to existing procedure that has been established internally by the organization, or is a standardized business procedure for the type of work being done.

Established practice: adapting method is required in the occurrence of a new situation, in which current methods and standard responses don’t fit. The existing standard practice is extended to develop a new solution, which then becomes a precedent for the organization, and known as established practice.

Defined policy: policies are clearly defined as to their intent, purpose, and application. Differs from Broad policy in that broad policy states a policy position in general, but does not define application, method of execution, authority, etc. A job’s latitude in working to defined policy is limited by the interpretation and authorities outlined in the policy.

Broad policy: Refers to general policy statements that require further definition or interpretation. Working to broad policy implies freedom to decide how policy is to be interpreted and determine procedures for its application.

**Work Samples**:

* Decision making relates to purchasing and inventory management; decisions include determining the re-order threshold for stock items in stores; initiating re-orders; determining when and where to obtain alternative quotes to obtain a better price or service from the vendor for standard goods and services; reviewing purchase orders to ensure that documentation has been completed properly and authorization is provided. Decisions are fairly standardized, and follow established procedures.
* Decisions relate to initiating upgrades to operating systems. Decision making involves directing requirements for service agreement with the vendor, approving the purchase contract, coordinating installation and testing, ensuring compatibility with current hardware and software and making decisions to upgrade where needed, directing patches and fixes, liaising with clients to ensure appropriate service levels are provided, releasing the upgrade to live operations. Decisions require planning and developing procedures within defined policy.

**DECISION MAKING**

This factor measures the **latitude** for initiative and requirement for taking independent action available to the job incumbent. After a situation has been analyzed, the job incumbent decides on appropriate action. The degree of freedom to exercise initiative, make decisions or act independently is determined by the presence or absence of guidelines in the form of detailed instructions, established procedures, standard practices, policy guidelines and guidance received. Decision Making follows after exercising analytical reasoning.

Aspects of Decision Making include initiative, innovation and creativity.

Degree

1. Decisions are clear cut: the employee receives very close guidance and supervision, or the equivalent in detailed work instructions, and has little choice of action.
2. Decisions are straightforward, and limited by the routine of the work: the employee follows established procedures, with limited freedom to act outside of those procedures. Decisions usually involve completeness and sequence of work.
3. Decisions are standardized but somewhat varied: the employee receives occasional supervision in carrying out tasks which call for decisions within the scope of established practice. Decisions usually involve determining the best process to carry out the job tasks.
4. Decisions are diverse and somewhat complex: the employee receives occasional supervision on duties which are mostly covered by defined policy. Decisions require planning and developing procedures within defined policy, or in accordance with generally accepted standards and practices for the occupation or profession.
5. Decisions require planning and coordination of interdependent activities: the employee receives general guidance only, at the broadest level, on complex, multi-faceted assignments, with responsibility for all planning of work, formulation of strategies, program direction, and work plans, limited only by broad policy. Decisions are made without reference to superiors except where the image of the University, long term programs or significant resources are involved.
6. Decisions are made in the context of policy and program direction limited only by the University’s mandate and resource constraints: the employee works, collaboratively with others, only under the very broadest directives, at most. Decisions are checked through a process of consultation and agreement with senior officials and governing bodies.

#### IMPACT

**Guidelines for Application**

When assigning a level on this factor, consider normal or likely errors, not extreme or exceptional occurrences.

Consider the checks and balances that may bring errors to light. Determine what the real possibility is of a wrong decision going beyond the supervisor, work unit, department or organization (hence into the public domain) before being detected and corrected. What would be the real loss to the organization as a whole in terms of public reputation, human, financial, and physical resources, or time spent correcting the error?

Evaluate the degree of Impact considering the context of the entire organization, not a specific program area or work unit. Also consider the extent to which other positions may share accountability.

This factor presumes that decisions will be made with every intention of being correct. Sometimes decisions are made with limited or inaccurate information, or changing circumstances, which leads to errors. Errors are different from incompetence, neglect, or maliciousness.

There is a mandatory difference between the degrees in Impact assigned to supervisory and subordinate positions, i.e. the degree assigned to the supervisory position must be higher.

#### A band width is permissible.

**Work Samples**:

* The consequence of errors in decision making will impact on the availability of inventory for client departments (i.e. if the wrong re-order level was chosen and stock item was unavailable); impact finances if the chosen vendor wasn’t providing the best price or service arrangement; impact on the client in terms of processing purchase orders, causing delays or increasing costs, impact on accounting department, in not providing accurate record keeping. Impact on the organization is typically confined to the work group.
* The consequence of errors in decision making will impact on access to and availability of information/ resources/publications to support the academic program areas, impact the library budget for new acquisitions, impact the management of library space, certification of graduate programs is also dependent on a viable collection of material relevant to the program areas so impact may also extend to the public reputation of the university. Impact on the organization is likely to extend to other departments and have moderate affect on clients.

#### IMPACT

This factor measures the **consequences** to the organization of typical actions taken and decisions made by the job incumbent. Decision making involves some risk for an organization. It is standard business practice to assess the risk involved in any decision or the risk in delegating decision making. This factor deals with the impact or consequence to the University of Typical Actions or decisions taken by a job incumbent.

The incumbent applies job knowledge during the course of thinking, analyzing, problem solving, and takes initiative based on the outcome of the analysis. The choices made have an impact on the organization which can be either positive or negative, depending on the correctness or quality of action taken. It is assumed that the correct decision will receive the results expected, whereas the incorrect decision will have negative consequences on the organization. The impact in most cases is affected by the job’s freedom to act, the extent of guidance received, whether and how work is checked by others, and the extent of consequence before the error is detected.

Therefore, this factor measures the extent of loss or damage to the organization as a whole before an error is detected, and the degree to which the job incumbent is **accountable** (must answer) for the impact. The area of impact could be in the organization’s public image, management of human resources, finances, systems, facilities or physical resources, delivery of programs and services, security of confidential information, safety and well being of others, etc. Also consider the extent to which other positions may share accountability for the impact.

Degree

1. Impact on the organization is very contained: errors are easily detected by the job incumbent, through standard checks performed during the course of work, or random spot checks. These would cause minimal difficulty, or loss of time, to correct.
2. Impact on the organization is typically confined to the work group or individual client or service partners: errors are easily detected by colleagues working in the same section, but may affect the work of these colleagues in terms of the time required to trace the error and make necessary corrections.
3. Impact on the organization is likely to extend to other work groups and may also have some effect on clients and service partners: errors are normally detected before they become serious, but may cause interruption and loss of time to colleagues in the same section or other work groups to correct. Errors that go undetected may affect recommendations, decisions or actions, leading to a minor negative impact to the whole organization.
4. Impact on the organization is likely to extend to other departments and also have moderate effect on clients and service partners: errors are not easy to identify and correct, and would cause interruption and loss of time to colleagues and work groups, not only within the same section, but in other departments. Errors that go undetected may affect recommendations, decisions or actions, leading to a moderate negative impact to the whole organization.
5. Impact on the organization is significant and long term; errors may cause serious delays in program or service delivery, such as those owing to a lack of coordination, or failure to provide necessary resources. Poor decisions may have negative effects on relations with the faculty and staff groups, the student body, external stakeholders, or the broader community. It is likely that errors will have a substantial negative impact on the University’s public reputation.
6. Impact on the organization is extensive and far reaching: errors may affect broader aspects of employee, client, and community relations, and have a far reaching impact on the University’s image, programs and operations. Consequence of errors is usually of major importance and the impact is felt internally and externally, and are subject to little or no checking. There is little opportunity of correcting errors once made, except over the long term and at great cost. **JOB KNOWLEDGE**

**Guidelines for Application**

These two factors are considered as one, and they assess the degree of total minimum job knowledge required. They are referred to as the **PIE** of total job knowledge, and the evaluator must decide how the pie is to be split. Assign a level first to education, and then to experience.

In assessing the level of education required, it is acceptable to recognize that the **equivalency** to a stated level of education may exist. A job description or questionnaire may indicate this (e.g. B.A. degree or equivalent), in recognition of the possibility a job incumbent has acquired the equivalent theoretical knowledge through experience, extension education, on the job training, etc. This, however, should not influence the degree of experience accorded.

In assessing the level of experience required, consider the actual learning time required to understand and be able to perform the full function of the job. In most cases, this is different than the actual tenure time spent in a job. To illustrate, an incumbent learns the full scope of the job, including job duties, relevant procedures, policies, practices, key contacts, schedule of activities, within the first six months. This represents the actual learning time to become fully functional in the job. If the incumbent is transferred to another job 3 years later, the system would recognize the actual learning time (6 months) not the tenure in the job (3 years). The bulk of learning occurs in the first six months, although the incumbent is likely continuously learning new aspects of the job, however, job tenure is not directly recognized because it is affected by other factors, primarily job mobility (compressed learning time)

Experience or learning time is not to be confused with probation or assessment period.

This factor should measure the total job knowledge required for the job, not the level of education or experience possessed by the incumbent.

There is a mandatory difference between the degrees in Total Job Knowledge assigned to supervisory and subordinate positions, i.e. the degree assigned to the supervisory position must be higher. On either of the two factors, a subordinate’s level may exceed the supervisor’s level, however, on the total of both factors, the supervisory position must have the higher level.

**JOB KNOWLEDGE**

This factor measures the total knowledge required by the incumbent in order to carry out responsibilities, considering two aspects: **education**, which provides theoretical knowledge, and **experience**, which provides practical and contextual knowledge.

1. **Education**

This factor is used to measure the **minimum** level of theoretical knowledge needed as background to be able to learn the job. Theoretical knowledge can be obtained through formal education (i.e. secondary school, college, trade school, university) or training (i.e. courses, classroom training). The level of education is always referred to as an equivalent, indicating that the theoretical knowledge may be obtained from another source than that indicated. However, some professional areas may require specific qualifications or certification for which no equivalency is available. The first part of the definition in the degree is the most important, items in brackets are of secondary consideration and may not apply in all situations.

Education includes time spent in apprenticeship programs.

Degree

1. Requires the ability to read and understand simple instructions or procedures.
2. Requires the application of basic knowledge and skills, and the ability to interpret and apply standard procedures and work methods.
3. Requires ability to apply technical knowledge or specialized skill, where work procedures do not provide specific directions. Requires general education which may include specialized courses relevant to the job in areas **such as** administration, bookkeeping, payroll, computer technology, semi-skilled trades, etc. (Equivalent to two years of college following completion of high school.)
4. Requires application of more complex technical knowledge or specialized skills, acquired through formal education or training in areas **such as** purchasing management, skilled trades, accounting, programming, etc. (Equivalent to three years of college or university. May require certification i.e. skilled trades license, Certified Professional Purchaser, etc.)
5. Requires application of abstract theories and principles, through broad education in a professional field **such as** computer science, business administration, education, biology, environmental sciences, etc. (Equivalent to a university degree, usually acquired in four years (i.e. B.A., B.Sc.). May require certification (i.e. C.A., C.M.A., etc.)
6. Requires advanced training in a recognized profession, plus extensive knowledge of a specialized field in areas **such as** business, psychology, education, etc. Requires familiarity with new developments, research techniques and methods exceeding the scope of basic university education. (Equivalent to one or two years of graduate level work (i.e. M.A., M.Sc., M.S.W., M.B.A.) in addition to an undergraduate degree. May require certification.)
7. Requires specialized certification or education in a recognized profession, requiring additional education in an advanced field of study, usually equivalent to three or four years of graduate level work beyond and undergraduate degree. (Equivalent of a Ph.D.)

#### JOB KNOWLEDGE

ii. **Experience**

This factor is used to measure the **minimum** **learning time** required, on average, by an individual (who has the required theoretical knowledge) to acquire:

1. adequate practical knowledge, judgement and skill to satisfactorily perform job duties; &
2. adequate general knowledge of job activities within the context of the organization.

This context includes such components as programs and services, organizational structure, culture, approvals process, delegated authorities, standards, policies, procedures and practices, interrelationships among departments and with external entities, which make performing the job responsibilities in this organization different from any other organization.

Experience represents the total ‘compressed learning time’, both on the job (i.e. the training time on the job being evaluated necessary to carry out all the job functions at a competent level) and on prior jobs (which are essential to gain the needed experience in order to qualify for the job being evaluated). Experience does not include the time required for training that is included under the education sub-factor.

Degree

1. **Less than six months**; basic knowledge required of the organization in order to perform work, general knowledge required of own occupational area.
2. **Over six months and up to one year**; basic knowledge required of the organization in order to perform work; specific knowledge required of own occupational area.
3. **Over one year and up to two years**; general knowledge required of the organization in order to perform work; detailed knowledge required of own occupational area as well as some knowledge of other work areas which are closely connected as clients or service partners.
4. **Over two years and up to four years**; broad general knowledge required of the organization in order to perform work; detailed knowledge required of own occupational area and other work areas which are closely connected as clients or service partners.
5. **Over four years and up to six years**; specific knowledge required of the organization in order to perform work, specialist knowledge required of own occupational area and other work areas which are connected as clients or service partners, in order to make recommendations for improvements or change.
6. **Over six years and up to ten years**; specific knowledge required of the organization in order to perform work, expert knowledge required of own functional/program area and other work areas which are connected as clients or service partners, in order to make recommendations for improvement or change.
7. **Over ten years and up to 15 years**; functional/program area expertise is supplemented by detailed organizational knowledge which includes interactions among operational units and between outside clients and service partners, also how the organization fits into the broader spectrum, in order to implement improvements and initiate change.
8. **More than 15 years**; functional/program area expertise is supplemented by detailed organizational knowledge which is required to facilitate; effective interaction among organizational units provision of services to clients, cooperation and collaboration with external service partners, to define how the organization fits into the broader spectrum, and to take leadership for organizational change.

#### RESPONSIBILITY FOR WORK OF OTHERS

**Guidelines for Application**

Responsibility for Work of Others includes, but is not limited to, the following:

1. scheduling work of others, handling schedule conflicts and absenteeism
2. assigning work, monitoring progress, evaluating the work of others
3. leading project teams or working groups towards a defined objective
4. identifying staffing requirements and hiring employees
5. developing work plans (i.e. identifying work requirements of the unit and dividing work)
6. establishing goals and objectives for others
7. evaluating performance of others
8. discipline
9. hiring/dismissal
10. recommending and/or approving training and development, professional development
11. contributing to new skills development, providing guidance and instruction
12. motivating employees and maintaining morale
13. mentoring

This factor considers both formal supervisory responsibility for people reporting directly to the job being evaluated, and also indirect supervision, where there is responsibility for ensuring adherence to and application of policy, programs, practices or procedures, by staff who are not under the direct line authority of the job.

The status (i.e. part time, full time, students, seasonal, unpaid, contractor) of the person supervised is not directly assessed, however, the nature of the supervision provided is assessed, which may be correlated to the status of the person supervised. For example, responsibility for the processes of training and development , performance management, correction and discipline involves a higher level of difficulty, however, this is more commonly a component of supervision provided to indeterminate staff (full time or part time), than contractors or seasonal staff. The job information provided should indicate clearly what the nature of the supervision is, which is what should be measured, not the status of the persons supervised.

#### There is a mandatory difference between the degrees in Supervision assigned to supervisory and subordinate positions, i.e. the degree assigned to the supervisory position must be higher.

#### RESPONSIBILITY FOR WORK OF OTHERS

This factor is used to measure the supervision provided to others, and the extent of responsibility for the results of work performed through others. Key considerations in assessing the amount of responsibility is the **nature** of the supervision provided, the **difficulty** or **complexity** of the work supervised, and **to a lesser degree**, the **number of subordinates** and the **amount of time** spent in carrying out supervisory tasks.

Degree

1. Supervisory responsibility is not a job requirement. The job may provide guidance by helping new people to adapt to the work environment or orienting others to work processes and methods on an ad hoc basis.
2. Supervisory responsibility is primarily for the correct completion of work, but generally working along with those supervised. Usually responsible for a small number of people.
3. Supervisory responsibility is a normal job requirement, typically responsible for a small group of co-workers engaged in the same or closely related work, or a larger group if the work is very routine. The incumbent may perform the more complex and difficult tasks personally. The nature of supervision provided would normally include: providing training, guidance and direction, assigning and monitoring work for accuracy and completion and providing input into staffing decisions and performance evaluations. This responsibility normally occupies 35% of the work time.
4. Full responsibility for direct supervision of staff in a unit/section where the work supervised is typically in the same functional area and is limited in scope and diversity. Usually supervising a larger group, but possibly a small group if on difficult technical work, requiring considerable direction and assistance. The nature of supervision includes the full scope of supervisory actions at the substantive recommendation level. This responsibility normally occupies 50% of the work time.
5. Full responsibility for direct supervision of staff in a department where the work supervised is diverse and complex, but is typically limited to one major functional or program area of the entire organization. The nature of supervision includes the full scope of supervisory actions at the decision making level. This responsibility normally occupies over 75% of the work time.
6. Responsible for the supervision, through subordinate managers, of a large department performing functions of substantial diversity and complexity in the context of the entire organization. The nature of leadership provided may include: planning and coordinating the activities of the units or sections, providing leadership and direction to subordinate managers, ensuring appropriate human resources are available to accomplish the responsibilities for program and service delivery, mentoring others, resolving conflicts and issues brought forward by subordinates. This responsibility normally occupies over 90% if the work time.
7. Responsible for the effective management and administration of human resources within the organization as a whole, initiating policies, making plans and decisions limited only by broad policy or decision of senior officials and governing bodies. The nature of leadership provided may include: coordinating and ensuring collaboration among subordinates for the accomplishment of organizational objectives, providing leadership and direction to subordinates, mentoring others, establishing corporate values and culture, setting the framework for how people are to be treated in the workplace.

**COMMUNICATION**

**Guidelines for Application**

Contact with the job’s supervisor, or subordinate(s), are **not** to be considered.

Both internal and external contacts are considered. Examples include, but are not limited to, the following:

1. colleagues within the work area or department
2. faculty
3. students, their families
4. university officials
5. trades persons, contractors, suppliers, vendors, and other non-employees
6. counterparts or contacts at other universities or academic institutions
7. representatives from various external organizations
8. government representatives
9. special interest groups
10. the general public
11. the media

Focus on the regular, recurring level of communication required of the job. Do not consider rare or exceptional circumstances. Assume that all jobs require the incumbent to be polite, tactful, courteous and helpful.

Consider the necessity of the interaction, and the desired outcome of the communication. The level of the person contacted is not sufficient to assign a level. For instance, the communication skill exercised varies between the employees who greets (nature of skill) the executive (contact) in the morning every day, and the employee who makes a presentation (nature of skill) to the executive committee (contact) quarterly, for approval of recommendations.

Level of contact is not to consider the prestige of the contact but rather to recognize that often, contacts with senior personnel are more difficult or demanding in content and/or approach to be used therefore requiring more skill.

It would be unusual for a subordinate position to be accorded a higher degree of Communication than the supervisory position, however, there is no mandatory difference between the degrees.

Use a plus (+) or a minus (-) sign to identify if a job scores a level that is strong or weak in the level assigned, but is not appropriate at the next level.

**Work Samples**:

* Ongoing communication with students, parents of students, school guidance departments, etc. Looking for information regarding course offerings, admission requirements, graduation requirements, school calendar, fees, tuition aid, etc. Requires providing information that is typically straightforward and readily understood by the recipient.
* Occasional contact (i.e. quarterly) with Academic Deans and/or Faculty representatives to discuss program needs, in order to plan and develop curriculum for the Academic Skills Centre, resolve issues with current program offerings, requires the ability to use judgement in discussing problems, present information, make recommendations.

#### COMMUNICATION

This factor measures the responsibility and skill required to convey messages, ideas and concepts to others, both verbally and in writing. Consideration is given to the nature of the **skill**, (i.e. the extent to which the use of explanation, persuasiveness, conciliation, interpretation, negotiation and other such communication skills are required of the incumbent) and the **frequency** of the contact (i.e. how often this contact occurs). To a lesser degree, the **level of the contact** (i.e. the type of individual and their status in the University or outside of the organization) may also be an indication of the nature of skill required.

Degree

1. Job responsibilities require little or no communication with others beyond immediate associates; requires only ordinary courtesy to avoid friction in relationships incidental to working with others.
2. Communication involves gathering of or providing information which is straightforward and readily understood by the recipient. Job responsibilities may require some communication with others outside of immediate work area, including some external contact.
3. Communication involves gathering of or providing information which is straightforward, but may require explanation, or re-stating the message in a different way, to be understood by the recipient. Job responsibilities require some communication with persons throughout the organization. Communication with external contacts may require an extra measure of discretion, especially in handling confidential information.
4. Communication involves the ability to clarify ideas and messages, to summarize or synthesize the information according to the audience’s need, to use judgement in discussing problems, presenting information, making recommendations. Job responsibilities require communication with people at a number of levels inside and/or outside the organization.
5. Communication requires consulting on issues, presenting complex information, explaining analysis and rationale, and making recommendations with a requirement to exercise persuasion to obtain cooperation, consensus, or approval of action to be taken. Job responsibilities require communication with diverse contacts, inside and outside the organization.
6. Communication regularly involves highly complex, sensitive, or controversial information. Discretion, persuasion, conciliation, or negotiation skills are frequently required when dealing with complex or volatile situations. Lack of judgement and discretion in communicating messages could result in damage to the organization’s image, although to a limited degree. Job responsibilities require communication with very diverse contacts, both inside and outside of the organization, including senior officials in the University, government representatives, the community, and the general public.
7. Communication usually includes highly volatile interactions requiring explanation, persuasiveness, conciliation and negotiation skills. Lack of judgment and discretion in communicating messages would likely result in damage to the organization’s image, to a significant degree. Job responsibilities require communication with very diverse, very important contact, both inside and outside of the organization, including senior officials in the University, government representative, the community, and the general public.

**MOTOR/SENSORY SKILLS**

**Guidelines for Application:**

**Motor skills** include the following:

* **Fine motor skills**: control in making small movements to operate tools, instruments, equipment
* **Gross motor skills**: control in making large movements to operate large equipment or machinery
* **Coordination**: the movement of arms, legs, or torso together to result in skilled manual action
* **Equilibrium**: to maintain one’s balance and orientation when in an unstable position
* **Dexterity**: skillful movements of the fingers and hands to grasp, place, move, assemble objects; operate tools, instruments or equipment.

**Sensory skills** include the following:

* Hearing: includes auditory attention, sound localization, tone discrimination, pitch, frequency, or other characteristics of sound or music
* Sight: includes colour discrimination, sight vision, peripheral vision, glare sensitivity, depth perception.
* Touch: includes heat and cold perception, sensitivity to sharpness, texture, shape, wetness or friction.
* Smell: includes detection of concentration/strength of odours, discrimination between subtly different types of odours, odour localization.
* Taste: includes detection of saltiness, acidity, sweetness, temperature, freshness, texture and other taste characteristics.

#### Do not consider rare or unusual circumstances. Focus on the regular, recurring responsibilities of the job.

#### Do not consider the incumbent’s own level of skill or proficiency. Focus on what the work requires.

#### Work Samples:

* Job duties include keyboarding throughout the day; dexterity requires a basic level of precision, but there is a high tolerance level because there is no particular requirement for speed and accuracy, and time allows for use of features such as a spelling checker.
* Manual drafting of blueprints, specifications, and other documents requires fine motor skills and dexterity with some level of precision, however, some tolerance is allowed. This kind of work is performed several hours per week.

#### MOTOR/SENSORY SKILLS

This factor measures the level of precision in motor and sensory skills that the work requires.

* **Motor skills** include fine motor skills, gross motor skills, dexterity, coordination, equilibrium.
* **Sensory skills** relate to the five physical senses; seeing, hearing, taste, touch, smell.

Precision can be described as accuracy, correctness, distinction, and includes the idea of the tolerance allowed. The greater the tolerance level, the less requirement for precision.

### Degree

1. There is a requirement for basic level of precision in motor or sensory skills with a high tolerance level. Activities may require use of coordination, dexterity, sensory skills that are common to most jobs, such as dexterity required in keyboarding with no particular requirement for speed or accuracy, basic manipulation of instruments or equipment, basic sensory distinctions.
2. There is a requirement for some level of precision in motor or sensory skills, with some tolerance allowed. Activities may require dexterity involving speed or accuracy in keyboarding; trained fine motor skill in drafting or designing electronic images; hand-eye coordination and trained fine motor skill in handling instruments or equipment; skills which require the ability to make sensory distinctions on a fairly broad level; equilibrium to perform work while in awkward positions requiring balance; trained gross motor skills in operating machinery.
3. There is a requirement for a high level of precision in motor and sensory skills with little or no tolerance allowed. Activities may require a specialized level of fine motor skill, dexterity, coordination in handling instruments or equipment; skills which require the ability to make sensory distinctions at a precise level; or specialized gross and fine motor skills in operating machinery.

**EFFORT**

**Guidelines for Application**

This factor recognizes the degree of effort expended to perform the responsibilities of the job. The effort can be from physical demand (effort in using the body) or mental demand (effort in using the senses and the intellect).

Consider the combination of different aspects of physical and mental demand; the presence of one aspect alone may not be enough to warrant assigning a particular degree. The degree increases because of a combination of greater intensity, frequency and duration of effort expended in the job. All things being equal, greater effort also leads to greater strain and fatigue.

When assessing the level of Effort required, do not consider the incumbent’s mental capacity or physical fitness level. Focus on what the job requires.

The degrees are written with examples of both mental and physical effort. These examples should be interpreted as check points which generally describe the level of effort. Other examples may also apply. This factor recognizes any job-related effort that leads to fatigue, not only physical effort. This includes visual and auditory focus or attention. It also includes effort requiring the other senses, such as smelling, touching, tasting, that are job related. It also includes mental concentration (i.e. mental focus, not the intellectual effort that is recognized under the Analytical Reasoning factor).

Do not consider exceptional circumstances. Focus on the normal work responsibilities.

Use a plus (+) or a minus (-) sign to identify if a job scores a level that is strong or weak in the level assigned, but is not appropriate at the next level.

**Work Samples**:

* Effort required includes physical demands such as considerable walking throughout the day, lifting and carrying large, bulky, and frequently heavy bags and parcels; the incumbent has some control to schedule the work, allowing them to manage the effort required. The total effort leads to some fatigue.
* Effort required includes mental demands such as visual attention and sustained concentration, for hours at a time on a weekly basis, to input and/or verify the accuracy and completeness of detailed information contained in financial reports, spreadsheets, databases or programming code. The level of effort is increased with frequent interruptions and distractions over which the job has little control. The total effort leads to some fatigue.

#### EFFORT

This factor measures the degree to which the job makes physical or mental demands on the incumbent that are required in the ordinary course of performing the job.

1. **Physical Demands** include, but are not limited to: lifting; moving; carrying; pushing/pulling; walking; standing; climbing; extending/reaching; balancing; bending; kneeling; sitting; remaining motionless; grasping; keyboarding.
2. **Mental Demands** typically include the requirement to sustain concentration, focus, or sensory effort (seeing, listening, smelling, touching, tasting) for a period of time.

Consideration should be given type and the intensity of the effort, as well as the frequency and the duration of effort. Consideration should also be given to the extent to which the demands lead to **fatigue.**

Consideration should also be given to the extent to which the job incumbent can have control of the effort, as the fatigue may be mitigated if the job incumbent has some control of the timing or the way that tasks are performed.

Degree

1. Work involves effort common to most jobs: work typically requires sitting for extended periods of time with freedom to move about; periods of sustained concentration; visual demand; small amounts of walking, standing, stretching/reaching, lifting/moving. Effort required would cause little fatigue beyond what is common to most jobs.
2. Work involves some effort which is not common to most jobs: work may require physical demands such as remaining motionless for long periods of time; keyboarding or operating instruments for extended periods of time; moderate amounts of lifting/moving, stretching/reaching, bending/kneeling, standing or walking; visual demand; mental demands may take the form of periods of sustained concentration (involving the senses or the intellect) with frequent interruptions and distractions over which the job has some control. Effort required would cause some fatigue.
3. Work involves moderate effort: work may require physical demands such as moderate amounts of lifting/moving, stretching/reaching, bending/kneeling, standing or walking; visual demand; mental demands may take the form of long periods of sustained concentration (involving the senses or the intellect), with frequent interruptions and distractions over which the job has little control. Effort required would cause moderate fatigue.
4. Work involves considerable effort; work typically makes physical demands on the job that are intense and ongoing, such as considerable lifting/moving, stretching/reaching, bending/kneeling, standing or walking; ongoing visual demand; mental demands may take the form of requiring long periods of sustained concentration, with continual interruptions and distractions over which the job has little or no control. Effort required would cause considerable fatigue.

**WORKING CONDITIONS**

**Guidelines for Application**

Consider the range of disagreeable elements in the working environment. The presence of one disagreeable element will score differently than the presence of many disagreeable elements.

Focus on the job-related working conditions. Do not consider rare or exceptional circumstances. Unless the conditions are a function of the job and cannot be mitigated by the organization, they should not be considered. Exposure to noise required by proximity to loud machinery can be mitigated for the incumbent that is not required to operate the machinery, but not for the incumbent who is required to operate the machinery. The negative working condition then is recognized in the latter case, and not the former.

The nature (i.e. how disagreeable, what consequences) of the psychological and physical environment, and the frequency and duration of exposure are considered.

An important consideration is the extent to which the job occupant can have control of the environment. To illustrate, pressure to meet deadlines can to some extent be mitigated if the job occupant has some control over the way the job is performed.

This factor also measures the potential consequences on an employee’s health and well being. Examples of such consequences include: anxiety, stress, muscular strain, carpal tunnel syndrome, headaches, physical injury, burn-out, fatigue, eye strain.

The following examples of disagreeable psychological and physical work environments are illustrative only. Other examples may apply.

|  |  |
| --- | --- |
| Psychological* Complaints, public criticism
* Changing deadlines, time pressures
* Dealing with frustrated, angry or confrontational people
* Interruptions
* Lack of control over pace of work
* Lack of privacy or excessive isolation
* Monotony/repetition
* Multiple competing demands
* Travel
* Conflicting work priorities
 | Physical* confined spaces
* crowded working conditions
* humidity, dampness, drafts
* motion, physical instability
* dusty or dirty conditions
* noise, vibrations
* extremes of cold or heat
* fumes, noxious odors
* poor weather, disagreeable outdoor conditions
* chemicals, toxic substances, body fluid
* sharp objects, dangerous equipment
 |

**Work Samples**:

* The working conditions include exposure to different disagreeable physical conditions on an ongoing basis, throughout the day. The work requires operating equipment. The conditions include exposure to sharp objects, noise and vibration (from operating saws, drills, and other equipment), dust and chemicals. The job has some control to schedule the work in order to manage the exposure.
* The working conditions include exposure to disagreeable outdoor conditions (i.e. poor weather, extremely cold temperatures, etc.). The work requires shoveling snow in the winter months. The job has no control in scheduling the work.

**WORKING CONDITIONS**

This factor measures the inherently disagreeable **psychological** and **physical** conditions under which the work is performed, and the extent to which the conditions make the job difficult, unpleasant or hazardous to health, from the perspective of the job occupant.

This factor recognizes those conditions that are normally required of the job, i.e. cannot be mitigated by the job incumbent or the organization.

This factor also measures the disruption to personal life due to travel and changing work schedules.

Degree

1. Standard office environment with limited exposure to disagreeable elements. Exposure to such conditions generally does not cause discomfort and has minimal impact on well-being.
2. Generally acceptable working environment with some exposure to disagreeable elements. Exposure to such conditions may make working environment disagreeable or cause discomfort occasionally, but has minor impact on well-being.
3. Generally acceptable working environment with moderate exposure to disagreeable elements. Exposure to such conditions makes the working environment disagreeable, or causes discomfort, for moderate periods of time, but may have some consequences on well-being.
4. Noticeable disagreeable working environment with considerable exposure to disagreeable elements. Exposure to such conditions makes the working environment disagreeable, or causes discomfort for considerable periods of time, and may have moderate to serious consequences on well-being.
5. Continuous disagreeable working environment with constant exposure to disagreeable elements. Exposure to such conditions makes the working environment very disagreeable, or causes significant discomfort for extended periods of time, and may have serious consequences on well-being.