#

As required by the *Pay Equity Act*, the SES/U has four overall criteria or factors:

1. Skill

2. Effort

3. Responsibility

4. Working Conditions.

Each of the sub-factors was assigned a weight:

The weights for each sub-factor are set out below as a % by each sub-factor:

Each of the above four factors has several “sub-factors”, for a total of 17. Each of the sub-factors was divided into ascending levels with each level assigned points:

**Skill:**

Previous Education (11%);

Previous Experience (11%);

Interaction Skills (8%);

Movement Skills (6%);

Decision Making (11%);

**Responsibility:**

Responsibility for Information (9%);

Responsibility for Materials, Equipment and/or Outcomes(9%);

Responsibility for the Safety of Others(3%);

Financial Responsibility(8%);

Responsibility to Manage or Direct Others(8%);

**Effort:**

Mental Effort(5%);

Physical Effort(4%)

**Working Conditions**

Temperature, Noise and other Environmental Conditions(1%);

Hazards(2%);

Stress(2%);

Work Interruptions and Distractions (1%);

Social Disruption Required by Work Schedule(1%).

# SK1 PREVIOUS EDUCATION

**=======================**

* Consider the level of education and/or training required in the job.
* Skill acquired through related paid or unpaid work experience/training should be considered as equivalents to formal educational requirements in all levels.

|  |  |
| --- | --- |
| SOME HIGH SCHOOL ---------------------------------------------------------------------------------------------------- | 10 |
| * The job requires basic reading, writing and numeracy skills
 |  |
| COMPLETED HIGH SCHOOL ------------------------------------------------------------------------------------------ | 15 |
| * More advanced reading, writing and numeracy skills,
* including the ability to follow more complicated written instructions and/or training or technical skills
 |  |
| COMPLETED ONTARIO COLLEGE CERTIFICATE OR EQUIVALENT--------------------------------------Typical duration to achieve this credential is 2 academic semesters (1 year) | 20 |
|  |  |
| COMPLETED ONTARIO COLLEGE DIPLOMA OR EQUIVALENT -------------------------------------------Typical duration to achieve this credential is 4 academic semesters (2 years) | 25 |
|  |  |
| COMPLETED ONTARIO COLLEGE ADVANCED DIPLOMA OR EQUIVALENT --------------------------Typical duration to achieve this credential is 6 academic semesters (3 years) | 30 |
|  |  |
| BACHELOR’S DEGREE -------------------------------------------------------------------------------------------------- | 35 |
|  |  |
| BACHELOR’S DEGREE PLUS POST GRADUATE SPECIALIZATION/ PROFESSIONAL DESIGNATION/CERTIFICATION --------------------------------------------------------------------------------------  | 40 |
|  |  |
| MASTER’S DEGREE -------------------------------------------------------- --------------------------------------------- | 45 |
|  |  |
| Ph.D. or DOCTORATE --------------------------------------------------------------------------------------------------- | 50 |
|  |  |

# SK2 PREVIOUS EXPERIENCE

 **=========================**

Consider the previous experience required for an individual to assume the responsibilities of the job.

|  |  |
| --- | --- |
| NO PREVIOUS EXPERIENCE – ENTRY LEVEL ------------------------------------------------------------------ | 10 |
|  |  |
| SOME EXPERIENCE (LESS THAN ONE YEAR) ------------------------------------------------------------------ | 15 |
|  |  |
| MINIMUM ONE YEAR EXPERIENCE --------------------------------------------------------------------------------- | 20 |
|  |  |
| MINIMUM TWO YEARS EXPERIENCE ------------------------------------------------------------------------------ | 25 |
|  |  |
| MINIMUM THREE YEARS EXPERIENCE --------------------------------------------------------------------------- | 30 |
|  |  |
| MINIMUM FOUR YEARS EXPERIENCE ---------------------------------------------------------------------------- | 35 |
|  |  |
| MINIMUM FIVE YEARS EXPERIENCE ------------------------------------------------------------------------------- | 40 |
|  |  |
| SIX TO SEVEN YEARS EXPERIENCE ------------------------------------------------------------------------------- | 45 |
|  |  |
| EIGHT YEARS OR MORE EXPERIENCE---------------------------------------------------------------------------- | 50 |
|  |  |

**SK3 INTERACTION SKILLS**

 **=======================**

* Consider the requirement to communicate and interact with other people. This includes:
	+ working co-operatively,
	+ co-ordinating with others,
	+ interacting with people of diverse backgrounds and interests
	+ both within and
	+ beyond the university community, and
	+ the ability to work as a member of a team.
	+ Consider the frequency and necessity of interaction, as well as
	+ the level of difficulty and the skill required.

|  |  |
| --- | --- |
| FEW ROUTINE CONTACT WITH OTHERS --------------------------------------------------- | 10 |
| * **works alone with little contact with others;**
* **communication is mainly oral;**
* **incidental contacts;**
* **receives work instruction.**
 |  |
| (I) LIMITED NUMBER OF ROUTINE CONTACTS ------------------------------------------- | 15 |
| * **routine interaction with others and**
* **uses problem solving skills;**
* **exchanges information;**
* **minimal contact with the public.**
 |  |
| (II) LIMITED NUMBER OF ROUTINE CONTACTS ------------------------------------------ | 20 |
| * **routine interaction with other employees;**
* **uses problem solving and persuasion skills to encourage co-operation and agreement;**
* **works collaboratively;**
* **may be first point of contact,**
* **may orient new staff/students;**
* **provides routine information.**

Distinction from Rating 15: * routine interaction with other employees (versus merely others)
* problem solving and persuasion to encourage co-operation and agreement
* works collaboratively
* may be first point of contact/orientation (versus minimal contact with public)
* provides routine information
 |  |
| REGULAR CONTACTS ----------------------------------------------------------------------------- | 25 |
| * **contacts are largely predictable and routine**
* **but may involve**
* **co-ordination,**
* **informal negotiation and/or**
* **discussion --- to encourage co-operation where there is disagreement.**
* **Fosters positive relationships and sometimes responds to complaints.**
* **Interaction with employees and/or students/clients of diverse background or interests. For example:**
* **co-ordinates scheduling,**
* **resolves technical/administrative matters,**
* **listens actively to people who may be upset,**
* **resolves minor complaints,**
* **provides detailed explanations,**
* **demonstrates procedures.**

Distinctions from Rating 20:* interactions largely predictable and routine (versus merely routine)
* may involve addressing disagreements through co-ordination, informal negotiation, or discussion (with the aim of encouraging cooperation)
* Nature of these interactions addressing disagreements conditioned by examples(which are likely characterized as “personal complaints” and which are never in a public forum – see below).
 |  |
| LARGE NUMBER OF REGULAR CONTACTS ----------------------------------------------- | 30 |
| * **interacts with employees and/or students/clients encompassing diversity of background;**
* **sometimes uses informal negotiation skills to secure co-operation from a wide range of people who may be upset or vulnerable;**
* **probing for information to establish needs or respond to requests;**
* **responds to complaints;**
* **resolves non-personal complaints;**
* **fosters positive relations and manages a range of relationships;**
* **interactions may occasionally take place in a public forum.**
* **For example:**
* **program promotion,**
* **screening for referral to other services,**
* **advising,**
* **training,**
* **interpreting policy to others**

Distinctions from Rating 25:* Uses informal negotiation skills to secure co-operation of wide-range of persons upset or vulnerable.
* Probing for information (versus listening actively and providing detailed explanations, etc.)
* Responds to complaints (less than frequently [see below])
* Resolves “non-personal” complaints
* Fosters positive relations
* Manages a range of relationships
* Interactions may occasionally take place in a public forum (not regularly in public – see below)
 |  |
| LARGE NUMBER OF CONTACTS--------------------------------------------------------------- | 35 |
| * **interacts with employees and/or students/clients encompassing diversity of background;**
* **often uses informal negotiation skills to secure co-operation from a wide range of people who may be upset or vulnerable;**
* **frequently responds to complaints;**
* **resolves minor interpersonal complaints and/or develops relationships with people whose co-operation is important to the university;**
* **interactions regularly take place in a public forum.**
* **For example:**
* **marketing,**
* **recruiting,**
* **making referrals,**
* **assessing competencies or suitability,**
* **formal instruction such as educational workshops or conference presentations,**
* **career counselling,**
* **financial or academic counselling.**

Distinctions from Rating 30:* frequently responds to complaints
* resolves minor interpersonal complaints (versus non-personal or personal complaints above)
* develops relationships with people whose cooperation is important to the university
* interactions regularly take place in public forum. (versus may occasionally take place in public forum [see above] and will not involve the media [see below])
 |  |
| (I) LARGE NUMBER OF VARIED CONTACTS ----------------------------------------------- | 40 |
| * **investigates and/or resolves serious interpersonal complaints or problems and**
* **negotiates with and provides counsel to a wide range of people who may be upset or vulnerable;**
* **ongoing contacts with people whose co-operation is important to the university;**
* **interactions regularly take place in a public forum and may involve the media.**
* **For example:**
* **assesses physical or mental condition,**
* **advanced career counselling,**
* **health counselling.**

Distinctions from Rating 35:* Both investigates and/or resolves serious interpersonal complaints (versus responding to minor interpersonal complaints)
* Negotiates and provides counsel to a wide-range of persons (versus informally negotiates to secure cooperation)
* On-going contacts with people whose co-operation is important to the university
* Interactions (i) regularly take place in public forum and (ii) may involve the media.
 |  |
| (II) LARGE NUMBER OF VARIED CONTACTS ---------------------------------------------- | 45 |
| * **uses a wide range of interpersonal and persuasive skills to secure the compliance of diverse individuals and groups;**
* **responds to crisis;**
* **ongoing relationships with people whose co-operation is important to the university;**
* **interactions often take place in a public forum and involve media relations.**
* **For example:**
* **manages donor relations,**
* **provides advanced or ongoing health counselling.**

Distinction from Rating 40:* Responds to crises (versus dealing with serious interpersonal complaints or persons who are upset or vulnerable)
* (i) uses a wide range of interpersonal/persuasive skills (ii) to secure compliance (iii) of diverse individuals and groups. (limited reference to activities similar to managing donor relations, etc.)
* Interactions (i) often take place in public forum and (ii) involve media relations (rather than may involve the media)
 |  |
| (III) LARGE NUMBER OF VARIED CONTACTS --------------------------------------------- | 50 |
| * **contacts are highly varied and unpredictable and require a high level of**
* **co-ordination,**
* **discussion, or**
* **negotiation;**
* **intervention in situations that are highly emotional or volatile;**
* **represent the mission and goals of the university in public including with the media.**
* **For example:**
* **stewardship of donor relations,**
* **crisis counselling,**
* **psychotherapy,**
* **critical incident intervention.**

Distinctions from Rating 50:* Contacts are highly varied and unpredictable (versus largely predictable, as was provided at Rating 25, which was never qualified until this rating)
* Requires a high level of co-ordination, discussion, or negotiation
* Intervention in situations that are highly emotional or volatile
* Represent the mission and goals of the university in public (including with the media)
 |  |

### SK4 MOVEMENT SKILLS

 **====================**

Consider the degree of dexterity, muscular coordination and precision required to perform the job and also whether the element of speed is a primary or secondary consideration.

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| --- | --- | --- |
| **Description** | **No requirements for speed** | **Requirementsfor speed** |
| * The job requires a *low* level of muscular coordination and/or
* manual dexterity where precision is not essential
 | 10 | 10 |
| * The job requires a *moderate* level of muscular coordination and/or
* manual dexterity where precision is essential.
 | 20 | 30 |
| * The job requires a *high l*evel of muscular coordination and/or
* manual dexterity where precision is essential.
 | 30 | 40 |
| * The job requires a *very high* level of muscular coordination and/or
* manual dexterity to execute *very precise and synchronized* movements
 | 40 | 50 |

Note to Raters

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **No requirement for speed** | **Level** | **Requirement for Speed** |
| 10 | * Stuffing envelopes; shelving books
 | 10 |   |
| 20 | * Use of computer to manipulate or retrieve data;
* Use of keypad/wand/keyboard to enter data into fixed fields or to access information (e.g. Email, notes, web-browsing)
 | 30 | * Use of centrifuge;
* Setting up lab equipment;
* Pipetting;
* Setting up dental stations
 |
| 30 | * Full keyboard use such as for processing a  variety of documents or data input where corrections are permitted after the fact;
* Assembling and disassembling computer hardware;
* Minor equipment repair;
* AV setup
 | 40 | * Precise keyboard/keypad use where possibility for correction is minimal (e.g. production-oriented document production or data entry)
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **No requirement for speed** | **Level** | **Requirement for Speed** |
| 40 | * Accurate mixing of chemicals;
* preparing sample for light microscopy;
* manual calibration of equipment; work to fine tolerances (e.g. mechanical design, fabrication or repair);
* precise placement of graphic, photographic or cartographic objects at the pixel level;
* assembling of circuit boards;
* performing non-surgical procedures on lab animals;
* athletic demos;
* performing physical therapy techniques;
* giving injections;
* operating lathe or oscilloscope;
* gas chromatograph
 | 50 | * Preparing sample for electron microscopy;
* Glassblowing; Animal surgery
 |

**SK5 DECISION-MAKING**

**================**

* Consider the kind of decision-making required by the position and the independence and judgement required to make decisions.
* Consider also the need to facilitate the effective and equitable application of university policy through decision-making.

|  |  |
| --- | --- |
| FEW, SIMPLE DECISIONS ---------------------------------------------------------------------------------------------- | 10 |
| * **simple decisions in carrying out tasks.**
* **little scope for variation or deviation;**
* **ability to follow rules and procedural instructions;**
* **decisions ordinarily directly related to the job**
 |  |
| SIMPLE DECISIONS ------------------------------------------------------------------------------------------------------ | 15 |
| * **simple decisions related to the job with minimal need to refer to higher levels,**
* **decisions have a limited impact on activities within a department.**
* **decisions involve matching problems to a set of established solutions,**
* **e.g. identifying missing or mismatched information in applications, and deciding to call the applicant.**

Distinctions from Rating 10:* simple decisions with
* minor scope for variation in decision making and
* minimal need to refer to higher levels.
* decisions involve matching problems to set of established solutions.
 |  |
| ROUTINE DECISIONS ---------------------------------------------------------------------------------------------------- | 20 |
| * **routine decisions related to the job and following expected patterns;**
* **rules and procedures are applied to a range of similar situations.**
* **decisions involve applying established standards,**
* **e.g. cataloguing rules, or**
* **using checklists to assess such things as membership eligibility.**

Distinctions from Rating 15:* routine decisions following expected patterns
* applying rules/procedures/standards to similar/routine situations
 |  |
| DECISIONS INVOLVING UNEXPECTED EVENTS --------------------------------------------------------------- | 25 |
| * **routine decisions and/or occasional decisions in response to unexpected events;**
* **decisions may involve introducing variations to established practices and procedures requiring problem solving ability.**
* **decisions involve minor trouble-shooting of e.g. unexpected hardware/software problems;**
* **prioritising workflow;**
* **dealing with routine enquiries e.g. on accounts payable, with departments and vendors, verifying purchasing quotes;**
* **interpreting guidelines on e.g. reimbursement of expenses**

Distinctions from Rating 20:* occasional decisions in response to unexpected events (as opposed to strictly routine decisions)
* may involve introducing variations to established practices/procedures
* requiring problem solving ability (rather than simply applying practices/procedures)
* decisions involve minor trouble-shooting
* dealing with routine enquiries
* interpreting guidelines
 |  |
| DECISIONS ABOUT OCCASIONAL UNUSUAL AND UNEXPECTED EVENTS -------------------------- | 30 |
| * **routine decisions and occasional decisions in response to unusual and unexpected events;**
* **routine and non-routine decisions that require application & interpretation of rules, guidelines and/or procedures using some independent judgement, and requiring analytical skills.**
* **For example:**
* **creation of customised lab apparatus;**
* **organising conferences/events;**
* **interpreting data requiring initiative and independent judgement such as**
* **making exceptional admissions decisions or**
* **modifying experimental protocols.**

Distinctions from Rating 25:* occasional decisions in response to unusual events (in addition to unexpected events)
* routine/non-routine decisions involving
* interpretation of rules (as opposed to variations on established practices)
* using some independent judgment
* requiring analytical skills
 |  |
| DECISIONS ABOUT FREQUENT UNEXPECTED EVENTS ---------------------------------------------------- | 35 |
| * **routine decisions and in response to frequent unexpected events with limited access to higher levels and requiring the application and interpretation of policies.**
* **Job may require independent judgement and skill to plan and organize more effectively.**
* **For example:**
* **plans components of projects/programs;**
* **plans workflow for a group;**
* **identifies best approach/strategy for donor relations;**
* **selects commissions or outside contracts for the facility;**
* **ensures compliance with regulations affecting e.g. certification or status of the University or a facility.**

Distinctions from Rating 30:* frequent decisions in response to unexpected events (as opposed to occasional decisions for unexpected events)
* with limited access to higher levels
* may require
* independent judgement (as opposed to some independent judgment) and
* skill to plan and organize more effectively
 |  |
| (I) COMPLEX DECISIONS ----------------------------------------------------------------------------------------------- | 40 |
| * **job requires independent and significant judgement and decision-making skills.**
* **Significant input into local policy,**
* **interprets policy in decision-making,**
* **decisions have serious impact.**
* **For example:**
* **plans and develops programs independently,**
* **resolves problems referred by other specialists,**
* **makes recommendations about suitability of major new equipment or software systems.**

Distinctions from Rating 35:* requires
* significant independent judgement (as opposed to mere independent judgment) and
* significant decision-making skills
* significant input into local policy
* interprets policy in decision-making
* decisions have serious impact. (as opposed to limited impact on activities within a department, as set out at Rating 15 and unchanged to present Rating 40)
 |  |
| (II) COMPLEX DECISIONS ---------------------------------------------------------------------------------------------- | 45 |
| * **job requires independent and significant decision-making skills;**
* **resolves complex problems referred by others;**
* **frequent requirement to make independent and prompt decisions based on broad policies or guidelines;**
* **decisions are referred to in future interpretation questions.**
* **Impact is broad with long-term consequences.**
* **For example:**
* **develops new system elements,**
* **analyses operational requirements to implement new hardware/software systems,**
* **provides significant input into policy affecting a function within the University;**
* **defines requirements and scope of complex projects.**

Distinctions from Rating 40:* resolves complex problems referred by others
* frequent requirement to make independent and prompt decisions based on broad policies or guidelines;
* decisions are referred to in future interpretation questions.
* Impact is broad with long-term consequences
 |  |
| MANY, COMPLEX POLICY DECISIONS ---------------------------------------------------------------------------- | 50 |
| * **continuous requirement for rapid and flexible decision-making.**
* **Decisions are highly complex and**
* **may be made without the benefit of formal policy, and**
* **may be relied upon as precedents.**
* **Decisions will have far reaching impact on the University.**
* **Decision-making requires strategic long- and short-term planning of complex operations, projects, programs or systems;**
* **creating innovative hypotheses or solutions.**

Distinctions from Rating 45:* continuous requirement for rapid and flexible decision-making
* Decisions are highly complex and
* may be made without the benefit of formal policy (as opposed to using broad policies)
* may be relied upon as precedents (as opposed to merely being referred to for interpretation)
* Decisions have far reaching impact on the University (as opposed to merely being broad with long term consequences)
* requires strategic long- and short-term planning of complex operations, projects, programs or systems
* creating innovative hypotheses or solutions.
 |  |

**RE1 RESPONSIBILITY FOR INFORMATION**

===============================

* Consider the responsibility for collecting and passing on information, written or oral, to others, including higher levels of authority, other departments, faculties, colleges, divisions, students and members of the public.
* Consider the complexity, sensitivity and significance of information.

|  |  |
| --- | --- |
| LITTLE RESPONSIBILITY FOR INFORMATION ------------------------------------------------------------------ | 10 |
| * **limited information of minimal importance**
 |  |
| LIMITED RESPONSIBILITY FOR INFORMATION ---------------------------------------------------------------- | 15 |
| * **collecting and passing on a limited amount of information**
 |  |
| (I) SOME RESPONSIBILITY FOR INFORMATION ---------------------------------------------------------------- | 20 |
| * **collecting and passing on information**
* **e.g. maintaining records, matching information, and providing routine information**

Distinction from Rating 15:* not a limited amount of information
 |  |
| (II) SOME RESPONSIBILITY FOR INFORMATION --------------------------------------------------------------- | 25 |
| * **collecting and passing on information**
* **e.g. generating reports, disseminating information, verifying information, formatting documents**

Distinctions from Rating 20:* generating reports rather than maintaining records/information (does not involve original descriptive work on reports/records [see below])
* formatting documents
 |  |
| (I) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ------------------------------------------------------ | 30 |
| * **information is of importance**
* **e.g. editing content, original descriptive cataloguing.**
* **information may be sensitive or confidential**

Distinctions from Rating 25:* editing content rather than formatting documents
* original descriptive cataloguing rather generating reports.
* may be sensitive or confidential
* will not be published [see below]
 |  |
| (II) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ----------------------------------------------------- | 35 |
| * **Information is of importance**
* **e.g. produces marketing and promotional/outreach materials.**
* **Information may be sensitive/confidential and**
* **may be published.**

Distinctions from Rating 30:* produces marketing content/materials rather than editing content
* may be published
 |  |
| (III) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ---------------------------------------------------- | 40 |
| * **Information is complex and/or technical,**
* **e.g. grants, statistical information, financial statements, donor reports, complex design schematics.**
* **It may be published.**
* **Much sensitive/confidential.**

Distinctions from Rating 35:* complex/technical information.
* much info is sensitive/confidential (rather than may be sensitive/confidential)
 |  |
| (IV) SIGNIFICANT RESPONSIBILITY FOR INFORMATION ------------------------------------------------ -- | 45 |
| * **Information is highly complex and/or highly technical,**
* **often sensitive/confidential.**

Distinctions from Rating 40:* highly complex/technical information
* often sensitive (rather than much sensitive/confidential)
 |  |
| SIGNIFICANT RESPONSIBILITY FOR INFORMATION; MUCH COMPLEX/TECHNICAL AND CONFIDENTIAL ------------------------------------------------------------------------------------------------------------- | 50 |
| * **Information is highly complex and/or highly technical, and**
* **sensitive/confidential.**

Distinction from Rating 45:* information must be very often or nearly always sensitive/confidential (rather often sensitive/confidential)
 |  |

**RE2 RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES**

 **=====================================================================**

* To measure the responsibility for materials, equipment, and/or outcomes,
* consider the cost and/or impact if an error is made.
* consider the scope of responsibility for the use and allocation of resources and
* consider the impact of errors including:
* the impact on the effective operation of teaching and research facilities;
* the successful conduct of projects and specific research programs;
* the efficiency and effectiveness of administrative, technical, or mechanical functions/processes which support the goals and objectives of the University.

|  |  |
| --- | --- |
| LITTLE RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ------------------- | 10 |
| * **responsible for the use of resources within the performance of own position;**
* **cost of errors is not significant**
 |  |
| (I) LIMITED RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ------------- | 15 |
| * **responsible primarily for the use of resources within the performance of own position;**
* **may affect activities and work flow of co-workers;**
* **cost of errors is of little significance**

Distinctions from Rating 10:* errors may affect workflow of co-workers.
 |  |
| (II) LIMITED RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ------------ | 20 |
| * **responsible primarily for the use of resources as it affects the activities and work flow of co-workers;**
* **cost of errors**
* **is of some significance to the department, project or research program and**
* **may have a short-term effect on individuals, cause short delays or workflow problems,**
* **ensures that equipment is in operating order and/or arranges for equipment to be fixed.**

Distinctions from Rating 15:* responsible primarily for use of resources affecting activities/workflow of co-workers.
* cost of errors
* of some significance to the department/project/program (rather than little significance)
* may cause short-term effects/delays/workflow problems
* ensure that equipment
* is in operating order, and/or
* arranges repairs.
 |  |
| (I) SIGNIFICANT RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ------ | 25 |
| * **responsible for the use of resources as it affects the activities and work flow in a department or for a major project or major research program;**
* **cost of errors**
* **is significant to the department or major project or major research program and**
* **may have**
* **significant short-term effect on individuals or**
* **have indirect impact on research projects.**

Distinctions from Rating 20:* responsible for use of resources affecting activities/workflow
* in a department (rather than merely co-workers)
* for a major project/research program
* cost of errors
* significant to the department/project/program (rather than some significance)
* may cause
* significant short-term effects on individuals
* indirect impact on research projects
 |  |
| (II) SIGNIFICANT RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ----- | 30 |
| * **responsible for the use of resources as it affects the activities and work flow in a department or for a major project or major research program;**
* **cost of errors**
* **is highly significant to a department or major project or major research program, and**
* **has a direct impact on e.g.**
* **a single research project, or**
* **a short-term effect on groups, or**
* **academic or financial impact on students.**

Distinctions from Rating 25:* cost of errors
* is highly significant to the department or major project/program (rather than merely some significance)
* has a direct impact (rather than may have indirect impact) on, e.g.:
* a single research project, or
* a short-term effect on groups, or
* academic or financial impact on students.
 |  |
| (I) MUCH RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ---------------- | 35 |
| responsible for the use of resources as it affects the activities and workflow of a faculty, a college, the library, administration/operations division or any other major division of the University, for example, maintaining lab research equipment; cost of errors is significant to a faculty, college or division; delays or flaws affecting a research project or teaching; long term effect on groups or individuals. Distinctions from Rating 30:* responsible for resources affecting activities and work flow of a faculty, college, the library, administration division or any other major division (rather than merely a department or major project)
* costs of errors is significant to a faculty/college/division (rather than a department)
* long term affect on groups/individuals
 |  |
| (II) MUCH RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ---------------- | 40 |
| * **responsible for the use of resources as it affects the activities and workflow of a faculty, a college, the library, administration/operations division or any other major division of the University;**
* **responsible for large scale purchases for a department or faculty;**
* **cost of errors is highly significant to a faculty, college or division and may be significant to the University.**
* **Errors have an impact on University relations/reputation;**
* **errors have a long-term effect on the department/division and loss of credibility to the department/division.**

Distinctions from Rating 35:* responsible for large scale purchases for department or faculty
* costs of errors is highly significant to a faculty/college/division (rather than merely significant)
* errors impact university relations/reputation
* errors have/cause
* long-term impact on department/divisions (rather than on groups/individuals)
* the loss of credibility to department/division
 |  |
| (III) MUCH RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ---------------- | 45 |
| * **responsible for the use of resources as it affects a major University-wide function;**
* **cost of errors are significant to the university;**
* **high impact on**
* **student health or well-being,**
* **loss of department’s credibility;**
* **long-term negative impact on the University;**
* **a single University-wide system.**

Distinctions from Rating 40:* responsible for resources affecting major university-wide function (rather than to a faculty/college/major division)
* costs of errors significant to university (rather than highly significant to faculty/college/major division)
* high impact on
* student health or well-being,
* loss of department’s credibility; (rather than merely long-term)
* long-term negative impact on the University; (rather than merely on a department)
* a single University-wide system.
 |  |
| GREAT RESPONSIBILITY FOR MATERIALS, EQUIPMENT AND/OR OUTCOMES ------------------- | 50 |
| * **responsible for the use of resources as it affects critical University-wide function(s);**
* **cost of errors to the university is extremely high and has a long-term impact on a major University system.**

Distinctions from Rating 45:* responsible for resources affecting critical University-wide functions(s) (rather than merely a singular possible function)
* costs or errors
* is extremely high (rather than significant)
* Long-term impact on a major University system (rather than a single University-wide system)
 |  |

**RE3 RESPONSIBILITY FOR THE SAFETY OF OTHERS**

**================================================**

Consider the degree of care required by the job to prevent physical or emotional injury or harm to co-workers, students and/or the public

|  |  |
| --- | --- |
| LITTLE CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ------------------------------------------------------------------------------------------------------------------ | 10 |
| * **nature of work performed requires minimal care to avoid injury or harm to others.**
 |  |
| SOME CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----------------------------------------------------------------------------------------------------------------- | 15 |
| * **potential impact in immediate work area**
 |  |
| CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS  | 20 |
| * **careful attention to occupational safety precautions is required**
 |  |
| (I) SIGNIFICANT CARE TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ---------------------------------------------------------------------------------------------------------------- | 25 |
| * **significant care required during the work period;**
* **potential impact in immediate work area**

Distinction from Rating 20:* significant care required (rather than careful attention)
 |  |
| (II) SIGNIFICANT CARE TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ---------------------------------------------------------------------------------------------------------------- | 30 |
| * **significant care and attention is required;**
* **ensuring compliance and providing training/ instruction;**
* **potential impact beyond immediate work area**

Distinction from Rating 25:* significant care and attention required (rather than merely significant care)
* ensuring compliance
* providing training/instruction
* potential impact beyond work area
 |  |
| (I) MUCH CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS -------------------------------------------------------------------------------------------------------------------- | 35 |
| * **sustained care and attention is required during the work period;**
* **impact extends beyond immediate work area,**

Distinctions from Rating 30:* sustained care and attention required (rather than significant care and attention)
* impact extends beyond work area (rather than potential impact beyond work area)
 |  |
| (II) MUCH CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS --------------------------------------------------------------------------------------------------------------------- | 40 |
| * **sustained care and attention is required during the work period;**
* **impact extends beyond immediate work area;**
* **responsible for things that may cut, crush, blind or burn.**

 Distinctions from Rating 35:* responsible for things that may cut, crush, blind or burn.

   |  |
| (I) EXTREME CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ----------------------------------------------------------------------------------------------------------------- | 45 |
| * **close attention is required to avoid serious injury or harm to others**

Distinctions from 40:* + close attention required (rather than sustained attention)
	+ risk of serious injury or harm to others
 |  |
| (II) EXTREME CARE REQUIRED TO PREVENT PHYSICAL OR EMOTIONAL INJURY OR HARM TO OTHERS ---------------------------------------------------------------------------------------------------------------- | 50 |
| * **sustained attention is required to prevent serious injury or harm to others;**
* **responsible for containing hazards such as biohazards, radioactive materials, communicable infections, gases, chemicals, high voltage equipment.**

Distinctions from Rating 45:* sustained attention required to avoid serious injury to others (rather than close attention)
 |  |

**RE4 FINANCIAL RESPONSIBILITY**

**=============================**

* Consider the requirement to deal with money, either handling it, or in terms of
* responsibility for budgets or decision making about spending.

|  |  |
| --- | --- |
| MINIMAL FINANCIAL RESPONSIBILITIES ------------------------------------------------------------------------- | 10 |
| * **little or no handling of money and no decisions about budgets and/or spending**
 |  |
| LIMITED INVOLVEMENT IN FINANCES ----------------------------------------------------------------------------- | 15 |
| * **limited handling of small amounts, such as small petty cash funds or limited responsibility for issuing receipts or handling fees or fines;**
* **no independent decisions about budgets or spending.**
* **For example:**
* **occasional handling of expenses for events,**
* **recording or verifying transactions on a single account;**
* **no budgeting.**

Distinctions from Rating 10:* handling petty cash, limited responsibility issuing receipts or handling fees.
 |  |
| SOME FINANCIAL TRANSACTIONS --------------------------------------------------------------------------------- | 20 |
| * **handling of petty cash and/or fees, fines etc. on a regular basis;**
* **some responsibility for recording.**
* **For example:**
* **discretion to make minor purchases;**
* **collaborates on cost estimates;**
* **manages petty cash, enters timesheet data;**
* **intermittently handles and processes cheques;**
* **recording of a few accounts, including payroll**

Distinctions from Rating 15:* handling petty cash or fees on a regular basis (rather than limited handling)
* some responsibility for recording.
 |  |
| MAINTAINS ACCOUNTS ------------------------------------------------------------------------------------------------- | 25 |
| * **responsible for accounts, transfers and expenditures within established guidelines and cash limits;**
* **regular responsibility for reporting and reconciliation.**
* **For example:**
* **costs shop level projects,**
* **records detailed transactions for many accounts at departmental level, including payroll;**
* **reconciles accounts;**
* **monitors accounts for one’s own program;**
* **generates standard financial reports**

Distinctions from Rating 20:* responsible for account/transfer/expenditures within established guidelines/limits (rather than handling petty cash/fees)
* regular responsibility for reporting and reconciliation (rather than some responsibility for recording)
 |  |
| MAINTAINS DEPARTMENT OPERATING BUDGET ------------------------------------------------------------- | 30 |
| * **monitors department budget for accuracy and completeness;**
* **some responsibility for planning expenditures and budgets.**
* **For example:**
* **tracks and reports on spending;**
* **records detailed transactions on many accounts including payroll;**
* **reconciles accounts multiple departments;**
* **manages a single operating budget for a single unit;**
* **applies bookkeeping rules;**
* **plans expenditures and budget at departmental level**

Distinctions from Rating 25:* monitors budget for accuracy and completeness (rather than being responsible for accounts/transfers/expenditures within established guidelines)
* some responsibility for planning expenditures/budgets (rather than regularly reporting)
 |  |
| MAINTAINS COMPLEX BUDGETS ------------------------------------------------------------- ---------------------- | 35 |
| * **responsible for transferring funds and expenditures, within context of an overall plan;**
* **makes recommendations about budget allocations, forecasting and planning;**
* **budgets with multiple sources of revenue and/or recoveries.**
* **For example:**
* **costing and/or forecasting/planning spending on major projects;**
* **developing tenders and RFPs;**
* **managing grants and financial aid;**
* **making recommending on purchasing process, vendors and suppliers;**
* **manages complex multiple budgets – operating, trust, capital, research grants;**
* **generates specialised financial analyses, reports for financial planning.**

Distinctions from Rating 30:* responsible for transferring funds/expenditures within context of an overall plan (rather than within established guidelines as per Rating 25)
* makes recommendations about budget allocations, forecasting and planning. (rather than some responsibility merely for planning)
* budgets with multiple sources of revenue
 |  |
| SIGNIFICANT FINANCIAL RESPONSIBILITY ---------------------------------------------------------------------- | 40 |
| * **financial management of a department, including budget-setting;**
* **independent decisions about spending limited by rules and reporting required by the university and external funding providers.**
* **Makes effective recommendations on major purchases or financial strategy (e.g. revenue-generating activities);**
* **oversight of financial management, analysis and forecasting at the departmental level**

Distinctions from Rating 35:* financial management of a department, including budget setting (rather than making recommendations about budget)
* independent decisions about spending limited by rules and reporting required by university/external funders (rather than transferring funds within context of an overall plan)
* makes effective recommendations on major purchases/financial strategy
* oversight of departmental financial management
 |  |
| SIGNIFICANT FINANCIAL RESPONSIBILITY FOR A MAJOR FACULTY/COLLEGE/DIVISION ----- | 45 |
| * **financial management of a major faculty/college/division;**
* **independent decisions about spending; and/or**
* **financial management of the budgets of complex inter-institutional partnerships.**
* **Oversight of financial management, analysis and forecasting beyond the departmental level.**

Distinctions from Rating 40:* Financial management of major faculty/college/division (rather than department)
* Independent decisions about spending (rather than limited by rules and reporting required by university/external funders)
* Financial management of budgets of complex inter-institutional partnerships (i.e. between departments)
* Oversight beyond the departmental level
 |  |
| RESPONSIBILITY FOR FINANCIAL DIRECTION ----------------------------------------------------------------- | 50 |
| * **extensive participation in university-wide budgeting decisions;**
* **accountable for decisions about overall priorities, allocation and spending.**

Distinctions from Rating 45:* extension participation in university wide budgeting (rather than for faculty/college/division)
* accountable for decision about overall priorities (rather than merely beyond the department level)
 |  |

**RE5 MANAGE OR DIRECT OTHERS**

**==========================**

* Consider the extent of management responsibilities required by the job.
* Consider (i) *guidance, direction* and/or (ii) *reporting or review* of performance required by the position.
* Consider the responsibility for managing, or directing staff of diverse backgrounds and experience.

|  |  |
| --- | --- |
| MINIMAL RESPONSIBILITY FOR OTHERS ------------------------------------------------------------------------ | 10 |
| * **job may entail occasional directing of others but no direct responsibility;**
* **provides new employees/students with a basic orientation to the work area.**
 |  |
| SOME RESPONSIBILITY FOR OTHERS ---------------------------------------------------------------------------- | 15 |
| * **job may entail occasional directing of others but minimal direct responsibility.**
* **occasional requirement to assign/check and schedule work of work-study students;**
* **directs work of non-University employees/volunteers in defined activities (not ongoing);**
* **provides orientation to new employees/students on working procedures and practices.**

Distinctions from Rating 10:* + occasional directing of others with minimal direct responsibility (versus no direct responsibility)
	+ provides orientation on working procedures and practices (versus basic orientation to the work area)
	+ occasionally assigns/checks and schedules work of work-study student
	+ may direct work of non-ongoing, non-university employees/volunteers in defined activities.
 |  |
| (I) MANAGES OR DIRECTS SMALL GROUP IN LIMITED AREA --------------------------------------------- | 20 |
| * **job entails responsibility for the management or direction of a small defined group in limited area.**
* **some responsibility for directing the activities of up to 3 ongoing employees; or short-term casuals;**
* **assigns and checks work of work-study students;**
* **directs work of casual employees in defined activities (not ongoing);**
* **selects placement students – no supervision;**
* **coaches;**
* **serves as a resource to a group or on a function.**

Distinctions from Rating 15:* + responsibility for management or direction of small defined group in limited area (versus occasional directing with minimal direct responsibility)
	+ some responsibility for directing activities of up to 3 ongoing employees or short term casuals
	+ assigns and checks work of work-study students (versus occasionally assigns/checks work)
	+ directs work of non-ongoing casual employees in defined activities (versus non-ongoing, non-university employees/volunteers)
	+ selects placement students
	+ coaches
	+ serves as a resource to a group or function
 |  |
| (II) MANAGES OR DIRECTS SMALL GROUP IN LIMITED AREA -------------------------------------------- | 25 |
| * **job entails responsibility for the management or direction of a small group in a limited area with**
* **some performance review responsibilities,**
* **responsible for scheduling, and/or**
* **workflow.**
* **for example:**
* **full responsibility for directing the activities of a single ongoing employee; or**
* **supervises some activities for a small group;**
* **supervises longer-term casuals;**
* **serves as a resource on specific issues to a group of specialists.**

Distinctions From Rating 20:* responsibility for management/direction of a small group in a limited area (versus small defined group in Rating 15;
* what constitutes a small group in a limited area rests between more than 3 employees [see above] and what constitutes a small department [see below]
* Further distinctions arise from the examples, including:
* full responsibility for activities of single ongoing employee (versus some responsibility for activities of small group);
* OR
* supervises longer term casuals (versus non-ongoing casual employees);
* serves as a resource on specific issues to group of specialists (versus resource to a group or on a function)
 |  |
| MANAGES OR DIRECTS SMALL GROUP IN A WIDE RANGE OF RELATED ACTIVITIES ---------- | 30 |
| * **job entails responsibility for the management or direction of a small department or a small number of lower level supervisors.**
* **for example:**
* **full responsibility for directing the activities of a group all performing a similar function;**
* **supervises activities of research assistants;**
* **oversees work of a small number of, or short term contractors or contributors;**
* **may have input into performance review – not clinical;**
* **conducts performance reviews – clinical;**
* **supervises the activities of one clinical placement student;**
* **serves as an expert resource to a group of professionals in the specialty.**

Distinctions from Rating 25:* responsibility for management/direction of small department or small number of lower level supervisors (versus small group in a limited area)
* Distinctions arising from examples:
* full responsibility for directing activities of a group all performing similar function (versus single employee)
* supervises research assistants
* oversees small number of short term contractors or contributors
* conducts clinical performance reviews.
* possible input into non-clinical performance reviews
* supervises one clinical placement student
* Serves as expert resource to a group of professionals in the specialty (versus resource on specific issues to group of specialists)
 |  |
| MANAGES OR DIRECTS SMALL GROUP IN WIDE RANGE OF ACTIVITIES ---------------------------- | 35 |
| * **job entails responsibility for the management or direction of a small department or a small number of lower level supervisors;**
* **responsibility for performance reviews.**
* **for example:**
* **full responsibility for directing the activities of a group performing varied functions;**
* **supervises non bargaining unit employees;**
* **oversees work of a large number of, or long term contractors or contributors;**
* **has input into performance review;**
* **supervises the activities of multiple clinical placement students.**

Distinctions from Rating 30:* responsible for performance reviews
* full responsibility for directing activities of group performing varied functions (versus all performing similar functions)
* supervises non-bargaining unit employees
* oversees work of large number of long-term contractors or contributors (versus small number of short-term)
* has input into performance review (versus may have input into non-clinical review)
* supervises multiple clinical placements (versus one clinical placement)
 |  |
| MANAGES OR DIRECTS MEDIUM-SIZED GROUP WITH A WIDE RANGE OF ACTIVITIES -------- | 40 |
| * **job entails responsibility for managing or directing a department or section and a number of lower-level supervisors.**
* **for example:**
* **hires and supervises a large number of contract instructors.**

Distinctions from Rating 35:* responsibility for managing/directing a department or section and a number of lower level supervisors (versus a small department or a small number of lower level supervisors)
* may hire and supervise a large number of contract instructors
 |  |
| MANAGES OR DIRECTS LARGE GROUP WITH WIDE RANGE OF ACTIVITIES -----------------------  | 45 |
| * **job entails responsibility for managing or directing a large department with a significant number of lower level managers/supervisors.**
* **for example:**
* **full responsibility for directing the activities of multiple groups performing multiple functions;**
* **supervises non bargaining unit employees;**
* **hires outside the bargaining unit;**
* **other HR tasks.**

Distinctions from Rating 40:* responsibility for managing/directing a large department with a significant number of lower level supervisors (versus a department and a number of lower level supervisors)
* supervises non-bargaining unit employees
* hires outside the bargaining unit
* other HR duties
 |  |
| MANAGES OR DIRECTS LARGE GROUP WITH COMPLEX ACTIVITIES -------------------------------- | 50 |
| * **job entails the management or direction of:**
* **a large department or division with complex operations and**
* **many lower level managers/supervisors.**

Distinction from 45:* manages a large department or division with complex operations and many lower level managers/supervisors (versus a large department with significant lower-level supervisors)
 |  |

**EF1 MENTAL EFFORT**

**=================**

* Mental effort measures the cumulative duration and intensity of mental and sensory demands required to perform the job.
* Mental demands are those activities that use concentration and cause fatigue (e.g. thinking, active and passive listening, interpreting, observing).
* Sensory demands are those activities that use one or more of the 5 senses in the course of job requirements.

|  |  |
| --- | --- |
| VERY LOW CONCENTRATION ------------------------------------------------------------------------------ | 10 |
| * **Provides routine information**
 |  |
| LOW CONCENTRATION ------------------------------------------------------------------------------------------------- | 20 |
| * **For example:**
* **reads,**
* **transcribes,**
* **fills in formulas,**
* **performs routine data entry,**
* **makes simple calculations,**
* **prepares standard reports.**
 |  |
| MODERATE CONCENTRATION ------------------------------------------------------------------------------------ | 30 |
| * **For example:**
* **writes original material, including minute-taking;**
* **deciphers, edits, analyses,**
* **authenticates documents;**
* **prepares statistical reports;**
* **constant learning of new**
* **equipment,**
* **programs,**
* **policies, or**
* **protocols is required.**
 |  |
| HIGH CONCENTRATION ------------------------------------------------------------------------------------------------ | 40 |
| * **For example:**
* **performing tasks requiring great precision and requiring attention to many details at a time;**
* **detailed analysis or forecasting in relation to important decisions**
 |  |
| VERY HIGH AND SUSTAINED CONCENTRATION ----------------------------------------------------------- | 50 |
| * **For example:**
* **research work;**
* **preparing projects of importance or policy that requires a rigorous approach and attention to very fine detail.**
 |  |

**EF2**

**PHYSICAL EFFORT**

* This factor measures the level of physical effort that is inherent in the performance of the required duties of a position.
* In addition to measuring the amount of energy deployed to move objects of a certain weight, it is also intended to measure
* the amount of energy used to maintain different working postures,
* visual and/or auditory intense activities and/or
* repetitive movements.
* This factor has been developed to recognized physical effort both for the female predominant jobs as well as the male predominant jobs.

|  |  |  |
| --- | --- | --- |
| **Description** | **Frequency** | **Duration** |
| Requirement to work in a seated position |  |  |
| Requirement to work in a standing position |  |  |
| Requirement to walk |  |  |
| Bending/crouching/kneeling or similar positions |  |  |
| Working on ladders, stools or scaffolds |  |  |
| Performing repetitive movements (keyboarding, sorting, pushing, cutting, pressing, sawing, etc.) |  |  |
| Scrutinizing, distinguishing\*, or isolating by eye or ear (reconciling, tracking expenses, monitoring, editing, tuning instruments, diagnosing, etc) |  |  |
| Lifting, carrying, pushing, pulling or holding weights >25kg or expending equivalent effort |  |  |
| Lifting, carrying, pushing, pulling or holding weights more than 10 kg and up to 25 kg or expending equivalent effort |  |  |
| Lifting, carrying, pushing, pulling or holding weights more than 3-10 kg or expending equivalent effort |  |  |

**Frequency Duration**

|  |  |
| --- | --- |
| **Degree** | **Description** |
| 1 | Daily total of more than 1 hour and up to 2 hours |
| 2 | Daily total of more than 2 hours and up to 4 hours |
| 3 | Daily total of more than 4 hours |

|  |  |
| --- | --- |
| **Degree** | **Description** |
| 1 | 2-3 times a week, most weeks |
| 2 | Every day, most weeks |

\*to make fine or subtle differentiations

**CALCULATION CHART** (for calculating total points)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Factor** | **Freq** | **Degree** | **Freq \* Degree** | **Weight** | **Score** |
| 1. | Requirement to work in a seated position |  |  |  | 1 |  |
| 2. | Requirement to work in a standing position |  |  |  | 2 |  |
| 3. | Requirement to walk. |  |  |  | 1 |  |
| 4. | Bending/crouching/kneeling or similar positions |  |  |  | 2 |  |
| 5. | Working on ladders, stools or scaffolds |  |  |  | 3 |  |
| 6. | Performing repetitive movements |  |  |  | 2 |  |
| 7. | Scrutinizing, distinguishing or isolating by eye or ear. |  |  |  | 2 |  |
| 8. | Lifting, carrying, pushing, pulling or holding weights >25kg or expending equivalent effort |  |  |  | 4 |  |
| 9. | Lifting, carrying, pushing, pulling or holding weights more than 10 kg and up to 25 kg or expending equivalent effort |  |  |  | 3 |  |
| 10. | Lifting, carrying, pushing, pulling or holding weights more than 3-10 kg or expending equivalent effort |  |  |  | 2 |  |

**Rating Matrix**

|  |
| --- |
| **PHYSICAL EFFOR** |
| **MIN** | **MAX** | **LEVEL** |
| 0 | 6 | 10 |
| 7 | 16 | 20 |
| 17 | 30 | 30 |
| 31 | 48 | 40 |
| 49+ |  | 50 |

**Note: The University and the Union agree that the matrix is tentative and is subject to further amendments with the mutual agreement of both the parties.**

**WO1 TEMPERATURE, NOISE AND OTHER ENVIRONMENTAL CONDITIONS**

**====================================================================**

* Consider the conditions under which the work is performed and the average exposure to disagreeable elements such as
* weather,
* changes or extremes of temperature,
* fumes,
* dirt or waste products,
* blood,
* loud noise and
* poor lighting or glare.

|  |  |
| --- | --- |
| OFFICE ENVIRONMENT, NORMAL COMFORT LEVEL ------------------------------------------- | 10 |
| * **work environment is clean and varies little from a normal comfort level:**
* **heated in winter, air-conditioned in summer,**
* **no exposure to outside conditions with**
* **little significant background or machinery noises.**
 |  |
| OCCASIONAL EXPOSURE TO A DISAGREEABLE ELEMENT ----------------------------------------------- | 15 |
|  |  |
| REGULAR EXPOSURE TO A DISAGREEABLE ELEMENT ---------------------------------------------------- | 20 |
| * **exposure to a disagreeable element for up to half of work period**
* **e.g. some noise or weather; computer rooms**
 |  |
| REGULAR EXPOSURE TO A FEW DISAGREEABLE ELEMENTS ------------------------------------------ | 25 |
| * **exposure to a few disagreeable elements for up to half of work period;**
* **e.g. clean lab with chemical exposure**
 |  |
| FREQUENT EXPOSURE TO SOME DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR MORE THAN HALF OF WORK PERIOD ------------------------------- | 30 |
| * **e.g. bio-lab; fabrication work**
 |  |
| SUSTAINED EXPOSURE TO SOME DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR MORE THAN HALF OF WORK PERIOD ------------------------------- | 35 |
| * **e.g. animal facility**
 |  |
| EXPOSURE TO SOME DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR THE MAJORITY OF THE WORK PERIOD ---------------------------------------------------- | 40 |
|   |  |
| EXPOSURE TO A COMBINATION OF VERY DISAGREEABLE ELEMENTS FOR MAJORITY OF WORK PERIOD ---------------------------------------------------------------------------------------- | 45 |
|   |  |
| CONTINUOUS EXPOSURE TO A COMBINATION OF VERY DISAGREEABLE ELEMENTS OR ONE VERY DISAGREEABLE ELEMENT FOR ENTIRE WORK PERIOD ------------ | 50 |
| * **except for scheduled breaks;**
* **e.g. a morgue or pathology lab**
 |  |

**WO2 HAZARDS**

 **==========**

Consider the extent to which the job requires exposure to short or long term health or accident risks including biohazards and radiation.

|  |  |
| --- | --- |
|  (I) LITTLE HAZARD ------------------------------------------------------------------------------------------------------- | 10 |
| * **minimal exposure to health or accident risks**
 |  |
| (II) LITTLE HAZARD ------------------------------------------------------------------------------------------------------- | 15 |
| * **limited exposure to health or accident risks;**
* **exposure to risk of overuse injury associated with some repetitive motion not longer than 2 hours at a time**
 |  |
| (I) SOME HAZARD --------------------------------------------------------------------------------------------------------- | 20 |
| * **some health or accident risk where possible effect on health is limited.**
* **For example:**
* **low level electric shock;**
* **exposure to chemicals, solvents, glues and other chemicals;**
* **climbing ladders;**
* **risk of back injury;**
* **exposure to risk of overuse injury associated with repetitive motion for more than 2 but less than 4 hours at a time**

Distinction from Rating 15:* some health/accident risks (versus minimal)
* possible effects on health is limited.
 |  |
| (II) SOME HAZARD -------------------------------------------------------------------------------------------------------- | 25 |
| * **some health or accident risk where limited effect on health is more likely.**
* **For example:**
* **regular exposure to dangerous substances;**
* **cuts and burns;**
* **harm from chemical burns;**
* **machine shop work;**
* **exposure to risk of overuse injury associated with repetitive motion for 4 hours**

Distinctions from Rating 20:* limited effect on health is morely likely (rather than possible effect on health is limited)
 |  |
| (I) MODERATE HAZARD; SERIOUS INJURIES SOMEWHAT POSSIBLE --------------------------------- | 30 |
| * **includes exposure to health risks associated with constant repetitive motion or accident risk – may result in disability.**
* **For example:**
* **combination of exposure to machining and biohazards;**
* **exposure to low level radiation;**
* **lab work dealing with dangerous biohazards**

Distinctions from Rating 25:* exposure to health risks/accidents associated with constant repetitive motion
* may result in disability (rather than limited effect on health)
 |  |
| (II) MODERATE HAZARD; SERIOUS INJURIES POSSIBLE --------------------------------------------------- | 35 |
| * **includes exposure to health risks associated with constant repetitive motion,**
* **exposure to hazard or accident risk - greater likelihood of resulting in disability.**
* **For example:**
* **working with radioactive compounds;**
* **dealing with potentially hazardous biological agents**

Distinctions from Rating 30:* greater likelihood of resultant disability (rather may result in disability)
 |  |
| (I) SEVERE HAZARD; SERIOUS INJURIES VERY POSSIBLE ----------------------------------------------- | 40 |
| * **includes exposure to serious health risks including**
* **diseases related to environmental conditions,**
* **exposure to hazards, or accidents related to physical conditions or moving machinery –**
* **may result in serious long-term disability.**
* **For example,**
* **potential exposure to infectious diseases.**

Distinctions from Rating 35:* may result in serious long-term disability (rather than the possibility of disability)
* exposure to serious health risks
* diseases related environmental conditions
* risk of hazards/accidents related to physical conditions/moving machinery
 |  |
| (II) SEVERE HAZARD; SERIOUS INJURIES VERY POSSIBLE ----------------------------------------------- | 45 |
| * **includes exposure to serious health risks including diseases related to environmental conditions,**
* **exposure to hazards or accidents related to physical conditions or moving machinery –**
* **the nature of the research or procedures would lead to a greater likelihood of serious long-term disability**

Distinctions from Rating 40:* nature of research or procedures would lead to a greater likelihood of serious long-term disability (rather than may result in serious long-term disability)
 |  |
| CHANCE OF LIFE-THREATENING ACCIDENT OR HEALTH RISKS --------------------------------------- | 50 |
| * **Exposure to potentially fatal health risk.**
* **For example:**
* **high voltages,**
* **exposure to serious health risks such as Ebola**

Discrimination from Rating 45:* exposure to potentially fatal health risks (rather than serious long-term disability)
 |  |

### WO3 STRESS

 **========**

|  |  |
| --- | --- |
| * No particular stressful elements inherent to the job
 | 10 |
| * Occasional (minimal) exposure to one or two moderately stressful elements
 | 15 |
| * Regular exposure to one or two moderately stressful elements
 | 20 |
| * Greater exposure to stressful elements than described at Level 20,
* but less than that described at Level 30
 | 25 |
| * Frequent exposure to one or two moderately stressful elements OR
* Regular exposure to three or more moderately stressful elements OR
* Occasional exposure to 1 extremely stressful element
 | 30 |
| * Greater exposure to stressful elements than described at Level 30,
* but less than that described at Level 40
 | 35 |
| * Continuous exposure to 1-2 moderately stressful elements or
* frequent exposure to three or more moderately stressful elements OR
* Regular exposure to at least one extremely stressful element
 | 40 |
| * Frequent exposure to three or more moderately stressful elements AND
* regular exposure to at least one extremely stressful element
 | 45 |
| * Continuous exposure to three or more moderately stressful elements AND
* regular exposure to at least one extremely stressful element
 | 50 |

**Notes to Raters**

Occasional: Less than 10% of the time on an annual basis

Regular : More than 10% and less than 25% on an annual basis

Frequent : More than 25% and less than 60% of the time on an annual basis

Continuous: More than 60% of the time on an annual basis

|  |
| --- |
| **Moderately stressful elements:** |
| Emotionally-charged situations that require listening, assistance, or support. |
| Difficult situations that involve conflictive interactions.  |
| Situations which involve contact with people with unresolvable problems where the incumbent cannot change the outcome (e.g., socio-economic problems, terminal or serious illness; ongoing waiting list or backlog). |
| Isolated work spaces. |
| Unchanging and repetitive work. |
| Competing and/or simultaneous deadlines. |
| Unpredictable or urgent assignments. |
| Multiple reporting relationships |
| High performance-based expectations (e.g., marketing targets, sales) |
| Ongoing high pace of work requiring accelerated work pace (e.g., peak periods) |
| Frequent human monitoring (close supervision) or machine pacing of work. |
| Working in a fishbowl (constant exposure to public/clients, etc.) |
| Exposure to upset and anxious clients |
| Exposure to verbal abuse |
|  |
| **Extremely stressful elements:** |
| Exposure to hostile or violent interactions |
| Exposure to threats against incumbent’s personal safety |
| Make-or-break performance targets |
| Time sensitive crisis that must be resolved |

**WO4 WORK INTERRUPTIONS AND DISTRACTIONS**

**=============================================**

 Consider the number and kind of interruptions to the work process and distractions in the work area.

|  |  |
| --- | --- |
| NO INTERRUPTIONS, NO DISTRACTIONS IN WORK AREA ------------------------------------------------- | 10 |
| * **work is not interrupted,**
* **private work space**
 |  |
| OCCASSIONAL ROUTINE INTERRUPTIONS, FEW DISTRACTIONS -------------------------------------- | 15 |
| * **work is occasionally interrupted by predictable contacts,**
* **little activity in work area;**
* **private work space in area with distractions/shared office;**
* **few interruptions for routine requests**

Distinctions from Rating 10:* work is occasionally interrupted (rather than is not interrupted)
* relatively private work space with
* little activity in area or
* few interruptions for routine requests
 |  |
| REGULAR ROUTINE INTERRUPTIONS, FEW DISTRACTIONS --------------------------------------------- | 20 |
| * **work is interrupted by predictable contacts;**
* **some activity in work area;**
* **open area;**
* **quiet;**
* **cubicles;**
* **regular interruptions for routine requests**

Distinctions from Rating 15:* work is interrupted by predictable contacts (rather than occasionally interrupted)
* relative open work space with
* some activity in area (rather than little activity)
* regular interruptions for routine requests (rather than few interruptions)
* is quiet
 |  |
| FREQUENT ROUTINE INTERRUPTIONS, SOME DISTRACTIONS ----------------------------------------- | 25 |
| * **work is interrupted by predictable contacts,**
* **some distractions in work area;**
* **busy/public/noisy open area or lab;**
* **frequent (high volume) interruptions for routine requests or**
* **occasional crisis.**

Distinctions from Rating 20:* some distractions in work area (rather than some activity)
* frequent/high volume interruptions (rather than regular interruptions) for routine requests
* occasional crisis
* busy/public/noisy (rather than quiet)
 |  |
| REGULAR INTERRUPTIONS & DISTRACTIONS --------------------------------------------------------------- | 30 |
| * **some interruptions and distractions are unusual or unpredictable,**
* **limited effect on work process or meeting of deadlines;**
* **public, open area;**
* **regular (regularly occurring) interruptions;**
* **unpredictable action required.**

Distinctions from Rating 25:* some unusual/unpredictable interruptions and distractions
* unpredictable action required
* limited effect on work process or meeting of deadlines
 |  |
| MANY INTERRUPTIONS & DISTRACTIONS ----------------------------------------------------------------------- | 35 |
| * **regular interruptions and distractions are unusual or unpredictable,**
* **causing disruption to work process,**
* **increasing likelihood of missing deadlines;**
* **open area, multiple source of distractions (multiple activities);**
* **frequent (high volume) interruptions;**
* **unpredictable action required.**

Distinctions from Rating 30:* regular unusual/unpredictable interruptions and distractions
* causing disruption to work process (rather than limited effect on work process)
* increasing likelihood of missing deadlines (rather than limited effect on meeting deadlines)
* multiple sources of distraction
 |  |
| (I) MANY INTERRUPTIONS, MUCH DISTRACTING ACTIVITY IN WORK AREA ------------------------ | 40 |
| * **regular (regularly) occurring interruptions**
* **busy open work area;**
* **frequent effect on work process, deadlines and production;**
* **resolves crisis**

Distinctions from Rating 35:* regular(ly) occurring interruptions
* busy open work area
* frequent effect on work process (rather than increasingly likelihood of effect)
* frequent effect on deadlines and production (rather than increasing likelihood of effect)
* resolves crisis (rather than occasional crisis as found at Rating 25)
 |  |
| (II) MANY INTERRUPTIONS, MUCH DISTRACTING ACTIVITY IN WORK AREA ----------------------- | 45 |
| * **frequent interruptions and distractions are unpredictable or unusual;**
* **possible significant effect on work process, deadlines and production;**
* **resolves crisis**

Distinctions from Rating 40:* frequent unusual/unpredictable interruptions and distractions (rather than regular unusual interruptions/distractions)
* possible significant effect on work process (rather than mere frequent effect)
* possible significant effect on deadlines and production (rather than mere frequent effect)
 |  |
| CONSTANT INTERRUPTIONS, CONSTANT DISTRACTING ACTIVITY IN WORK AREA ------------ | 50 |
| * **constant interruptions of the work process with highly distracting activities**

Distinction from Rating 45:* constant interruptions (rather than frequent disruptions) with
* highly distracting activities
 |  |

**WO5 SOCIAL DISRUPTION REQUIRED BY WORK SCHEDULING**

**=========================================================**

Consider the amount of social disruption as a result of irregularities in the work schedule.

|  |  |
| --- | --- |
| REGULAR DAYTIME SCHEDULE ------------------------------------------------------------------------------------- | 10 |
|  |  |
| REGULAR DAYTIME SCHEDULE, SOME OVERTIME ---------------------------------------------------------- | 15 |
| * **Overtime on weekdays**
 |  |
| REGULAR SCHEDULE WITH SOME OVERTIME OR SOME WEEKENDS ------------------------------- | 20 |
| * **little social disruption;**
* **occasional overtime on weekends**
 |  |
| REGULAR SCHEDULE INCLUDES EVENINGS/WEEKENDS; OCCASIONAL ON-CALL -------------- | 25 |
| * **limited social disruption;**
* **regular evening work;**
* **frequent overtime;**
* **regular weekend schedule;**
* **occasional on-call – available by phone or computer;**
* **a set schedule of alternating days/evenings/weekends**

Distinctions from Rating 20:* limited (rather than little) social disruption
* frequent overtime (rather than occasional overtime on weekends)
* every other factor is distinguishing.
 |  |
| REGULAR SCHEDULE INCLUDES EVENINGS/WEEKENDS; REGULARLY REQUIRED TO BE ON-CALL ------------------------------------------------------------------------------------------------------------ | 30 |
| * **some social disruption;**
* **occasional travel;**
* **occasional on-call – available on-site;**
* **regular night shift;**
* **occasional overnight travel**

Distinctions from Rating 25:* some (rather than limited) social disruption
* occasional on-call – available at site (rather than by phone/computer)
* regular night shift (rather than evening shift)
* occasional travel
* occasional overnight travel
 |  |
| IRREGULAR SCHEDULE, WITH SOME OVERTIME --------- --------------------------------------------------- | 35 |
| * **some social disruption,**
* **some demands on personal time, some travel;**
* **occasional on-call – available on a confined radius;**
* **some overnight travel**

Distinctions from Rating 30:* some demands on personal time
* some travel (rather than occasional)
* occasional on-call available in confined radius (rather than available on-site)
* some overnight travel (rather than occasional)
 |  |
| IRREGULAR SCHEDULE, WITH OVERTIME, AND OCCASIONAL TRAVEL ----------------------------- | 40 |
| * **some demands on personal time,**
* **regular overnight travel;**
* **regularly scheduled to be on-call and within a confined radius or be available on-site;**
* **regular alternating shifts,**
* **including nights; or**
* **rotating shifts with block scheduling and no nights**

Distinctions from Rating 35:* regular overnight travel (rather than merely some)
* regularly on-call within a confined radius or available on-site (rather than occasionally)
* regular alternating shifts,
* including nights, or
* rotating shifts on block schedule with no nights
 |  |
| IRREGULAR SCHEDULE AND REGULAR TRAVEL, OR ON CALL TO A CONFINED RADIUS ----- | 45 |
| * **frequent demands on personal time;**
* **frequently scheduled to be on-call and within a confined radius;**
* **rotating shifts;**
* **block scheduling including nights**

Distinctions from Rating 40:* frequent demands on personal time (rather than some demands)
* frequently on-call within a confined radius or available on-site (rather than regularly)
* rotating shifts (rather than regular alternating shifts)
 |  |
| EXTENSIVE OVERTIME, FREQUENT TRAVEL AND FREQUENT AND REGULAR DEMANDS ON PERSONAL TIME ------------------------------------------------------------------------------------- | 50 |
| * **frequent unpredictable schedule and shift changes;**
* **frequent long-term travel several times a year**

Distinctions from Rating 45:* frequent unpredictable schedule/shifts (rather than rotating shifts)
* frequent long-term travel.
 |  |