



**Municipal Property
Assessment Corporation**



Pay Equity Job Evaluation Manual

*Private and Confidential
For Pay Equity Purposes Only*

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Introduction and Instructions

This Pay Equity Manual forms the basis of Pay Equity maintenance for unionized employees at MPAC. The manual will be used by the Joint Pay Equity Committee to assess jobs for Pay Equity purposes only. Only jobs with male or female gender incumbent predominance will be evaluated.

The Pay Equity Manual uses a points-based factor method. Job evaluation is a process whereby jobs are ranked both in relation to the descriptions for each factor, and relative to other jobs. The 12 factors in this manual address relative job worth in terms of duties, responsibilities, effort and working conditions. Each factor is sub-divided into levels, which have associated descriptions and points.

It must be remembered that it is the job that is evaluated. The purpose of the evaluation is to determine requirements to perform the job satisfactorily, and not to determine how well any employee fits, or performs, the requirements of the job. The evaluator should assume competent performance of all job requirements.

The evaluator needs to take into account the requirements of each job **relative to other jobs**.

Evaluations should be based on usual job requirements, those duties and responsibilities that are either

- regular – occurring on a frequent and repeating basis and/or
- recurring - requirements which may be needed infrequently, but are essential to the job, e.g. a task such as collating annual operational statistics - which happens once a year but is an important responsibility of the job.

Evaluations are to be based on up-to-date job documentation. The Pay Equity Questionnaire associated with this manual is designed to obtain information required to perform evaluations. Where necessary, supplemental information should be obtained directly from the supervisor and/or incumbent in order to ensure that evaluations are based on a sound understanding of the job.

1. Writing Skills

This factor refers to the writing skills required to perform the job. Examples of written materials include letters, reports, presentations, work orders, procedures or other documents. It also includes skills required to complete forms, logbooks and other records that use words.

Include the writing skills needed to write text and to modify the content of material written by others. It includes the requirement to organize and lay out information in an appropriate format for clarity and comprehension. However, exclude the requirement to prepare documents that others have written, where preparation involves reviewing spelling, grammar and formatting.

Write words, codes or symbols for completing forms and logs.	1	Notes
Write short notes, instructions or brief information. May use form letters and documents.	2	
Write longer, straightforward information, such as arrangements and answers to queries.	3	
Write complex material involving explanation or description. e.g. procedures and processes, recommendations.	4	
Write complex or highly sensitive material using precise language to avoid misunderstanding, e.g. complex papers/reports, results of analyses for non-experts.	5	

2. Numeric Skills

This factor refers to the use and application of numeric and/or logic skills. The use of these skills may be manual or computer assisted, and the skills may be used to perform work, or review the work of others.

Numeric skills refer to arithmetic, mathematical, financial or statistical skills. It is not limited to performing calculations, but also includes the need to understand math and logic process and results.

Record numbers, dates or times on forms.	1	Notes
Use fundamental arithmetic (addition, subtraction, multiplication and division, greater than/less than) to create formulas and perform calculations. e.g. compute ratios, percentages.	2	
Use formulas or standard procedures to calculate, prepare or interpret straightforward technical, financial or statistical information. e.g. discounts, commission, interest, area, circumference <u>and/or</u> Use logic skills to design or develop straightforward computer routines or reports.	3	
Use mathematical, technical, financial or statistical concepts to prepare and analyze complex information. e.g. probability and statistical inference <u>and/or</u> Use advanced logic skills to design or develop complex computer or financial routines, programs, models or reports.	4	
Use advanced mathematical, financial, statistical or logical concepts to prepare and interpret complex information. e.g. logarithms, frequency distribution, reliability tests, analysis of variance, correlations and sampling theory <u>and/or</u> Design or develop complex logical or financial routines, programs, models or reports.	5	

3. Technical/Professional Knowledge

This factor refers to the requirement of the duties of the job to use:

- **specialized or technical skills** (related to such areas as computer hardware and software, graphics, drafting, word processing, spreadsheets or other software packages), - OR -
- **professional knowledge** which involves the application of expertise in a particular discipline (e.g., payroll, finance and accounting, marketing, appraisal or administration).

Note that experience and other forms of learning may substitute for formal training and certification.

Perform work according to established procedures. Knowledge required to perform tasks is typically acquired on-the-job or from some prior experience.	1	Notes
Work is procedural in nature and requires a range of skills and knowledge gained through previous experience, combined with on-the-job training over several weeks or through a short-term work skills program.	2	
Work requires skills and knowledge to perform a variety of tasks. Skills and knowledge are obtained through previous experience or on-the-job training over several months and/or through the completion of relevant training modules.	3	
Work requires prior knowledge, experience and a range of skills to undertake more complicated and varied tasks. May require formal certification for some aspects of work.	4	
Work requires knowledge of complicated tasks, techniques and practices and the skills and experience to adapt these to suit varying situations or equipment. May involve application of a recognized technical or specialized discipline with more experienced/certified staff available for guidance and verification of work.	5	
Work requires thorough knowledge of advanced techniques and practices in a technical or specialized discipline. Knowledge and experience are sufficient to work independently and to verify the work of others. Typically requires formal training and/or certification.	6	
Work requires in-depth knowledge of techniques and practices, the application of which is not straightforward or well defined as tasks are often complex or difficult. Technical/specialized skills require both theoretical and practical backgrounds.	7	

4. Analytical / Problem Solving

This factor addresses the mental effort expended to analyze material of various levels of difficulty and complexity, and solve problems or generate alternatives. Analytical and problem solving responsibility for the issue or situation may be done either alone, or as a member of a group charged with the responsibility for analysis or problem solving. Select the level that, overall, best describes job requirements on a **regular and/or recurring** basis.

Follow specific instructions and procedures, choosing from defined actions when problems arise (or refer to your supervisor).	1	Notes
Use defined practices and procedures to identify and analyze issues and/or solve problems.	2	
Use standard procedures and defined methods to understand context, analyze issues and solve problems.	3	
Interpret and analyze issues and problems where alternatives need to be developed according to established techniques and principles.	4	
Investigate, interpret and analyze complex, and often vaguely defined, issues and problems. Interpretation of information and some independent judgment in applying general guidelines and practices is needed.	5	
Issues and problems are multi-faceted and difficult to define, and symptoms/information may be vague and contradictory. Independent judgment is required to develop solutions within general principles and practices.	6	
Issues and problems are complex, difficult to identify and facts may be incomplete or misleading. Analysis and/or problem solving requires integration of unrelated or complex information with independent judgment according to broad principles and practices.	7	

5. Communication

This factor refers to the communication skills required to exchange information, opinions, advice and ideas with others and to influence, persuade and reach agreement with others. It includes public presentations and appearances (e.g. appearing at court hearings and dealing with taxpayers or other public groups). It also covers the skills required to handle contacts tactfully and sensitively and at an appropriate level of information and concepts.

Consider both internal and external contacts. **Exclude** routine communication with the job's supervisor. Select the level that, overall, best describes job requirements on a **regular and/or recurring** basis.

Obtain/provide factual or straightforward information. Ask/answer questions with courtesy.	1	Notes
Explain factual information and obtain/provide clarification. May need to rephrase questions/ information to be suitable for the audience.	2	
Obtain/provide information requiring clarification and description at a level that is appropriate for the audience. Involves tactful questioning/imparting of information.	3	
Obtain/provide sensitive, difficult or controversial information requiring precise language to avoid misunderstanding. May involve skilled questioning and sensitivity in organizing and imparting information <u>and/or</u> Make formal public presentations or conduct formal training sessions on straightforward topics with which the audience is familiar.	4	
Communication skills required to consider others' points of view, and influence and/or persuade them to gain understanding and co-operation <u>and/or</u> Make formal public presentations or conduct formal training sessions on complex topics with which the audience is typically not familiar.	5	
Advanced communication skills required for negotiating (i.e. with authority to reach a compromise solution).	6	

6. Co-ordinating Skills

This factor refers to the need to **co-ordinate** people, materials, information or other resources in order to organize and complete current activities or tasks. This may include the responsibility for gaining agreement from others to allocate their time and skills to the completion of projects. Select the level that, overall, best describes job requirements on a **regular and/or recurring** basis.

Normal co-ordination is required to perform the duties of the job.	1	Notes
Co-ordination of activities, information, materials or other resources to complete a group of related tasks, processes or small projects, or components of a larger project.	2	
Co-ordination is an important part of the job. Co-ordination of activities, information, material or other resources to complete a group of varied tasks, ongoing processes or larger projects. Priorities occasionally require modification to meet objectives.	3	
Requires continual co-ordination of activities, materials, resources, client needs, personnel, information and/or staff to complete multi-faceted projects or processes. Co-ordination is typically time-critical. Priorities require ongoing modification to meet objectives.	4	
Required to integrate complex activities that involve resources from more than one area, department or function. Setting and modifying priorities is an important requirement to meet objectives.	5	

7. Freedom of Action

This factor refers to the extent to which the activities and priorities of the job are determined by others or by the incumbent's judgement. It addresses how you must comply with existing procedures, policies or standards and how free you are to take action with approval of your supervisor. Work may be monitored by the supervisor and/or by pre-determined objectives (e.g. adherence to project plans). Select the level that, overall, best describes job requirements on a **regular and/or recurring** basis.

Work is assigned by others and tasks are outlined in detail. Work in progress is continually verified for accuracy and adequacy within established standards and procedures.	1	Notes
Work is assigned by others and performed under frequent direction or monitoring. May determine sequence of tasks consistent with standard operating procedures and practices for similar work.	2	
Work is assigned and performed under regular direction (supervisor may or may not be present in the office). Plans sequence of activities to achieve assigned priorities. Completed tasks are reviewed for accuracy and adequacy and measured against established standards and procedures.	3	
Work assignments and standards are assigned by others and performed under general guidance. Some judgment is required as to methods or procedures to be used and the activities to be undertaken to achieve objectives.	4	
General duties and assignments are planned and performed under limited guidance. Results are reviewed for overall adequacy and achievement of objectives. Considerable judgment is required as to methods or procedures to be used according to policies and practices.	5	
The position allows some latitude to decide what is to be done and when the work is to be completed. Work may be allocated to others to achieve objectives. Work is performed independently and exercising judgment about methods to be used is an important requirement. Results are reviewed for overall adherence to policies and achievement of objectives.	6	

8. Guiding Others

Please indicate the level of responsibility for advising or guiding **other MPAC employees**. This includes co-op, summer students and temporary staff whose work is wholly defined and allocated by MPAC.

Guiding refers to:

- assisting others in settling in and learning the job (induction);
- assigning tasks;
- reviewing that completed work meets defined standards;
- providing technical or specialized expertise to assist others in completing their tasks;
- training others in the technical/professional area of the job.

It does not include providing general information to those outside of the immediate work group on matters relating to the job.

No formal responsibility for guiding others. May occasionally assist others in settling into the job.	1	Notes
Advise others in my area of knowledge and expertise (e.g. advising on procedures) to enable them to do their work although I don't guide their day-to-day activities.	2	
Provide training and guidance to others, with some formal responsibility for their success.	3	
Guide other permanent employees in the performance of day-to-day tasks and activities, without direct supervisory responsibility. May allocate tasks.	4	

9. Physical Effort

This factor examines the **intensity, frequency and duration** of the **physical effort** required by the job. It addresses the degree to which physical strain and fatigue is caused by any of the following: lifting, bending, carrying, pushing, pulling, maintaining awkward or uncomfortable work positions, driving (car/ boat), continuous standing, walking, rapid repetitive motion or maintaining a pace of work that may be required by the job.

In the following table, **typical** characteristics of physical activity at each level are indicated. If a level is selected for multiple requirements, that is the overall level selected (e.g. if level 2 is selected for 3 different activities, level 2 is the final level selected). If more than one level are appropriate, select the highest level that is encountered monthly or more.

Weights: **Light:** - up to 5 kg /11 lbs **Medium** – 5 kg/11 lbs to 20 kg / 44 lbs **Heavy** – over 20 kg/44 lbs

Level	Requirement	Typical period spent on physical activities	Ability to control strain	Objects Lifted	Frequency (occ = occasionally)	Notes
1	Normal	Up to 1 hour	Yes/NA	-	Occ/Monthly/Weekly	
		Up to 1 hour	No	-	Occ/Monthly	
		1-2 hours	Yes/NA	-	Occ/Monthly	
		1-2 hours	No	-	Occasionally	
		>2 hours	Yes/NA	-	Occasionally	
		-	-	Light	Occ/Monthly	
		-	-	Medium	Occasionally	
		-	-	-	-	
2	Limited	Up to 1 hour	Yes	-	Daily	
		Up to 1 hour	No	-	Weekly	
		1-2 hours	Yes/NA	-	Weekly	
		1-2 hours	No	-	Monthly	
		> 2 hours	Yes/NA	-	Monthly	
		>2 hours	No	-	Occasionally	
		-	-	Light	Weekly	
		-	-	Medium	Monthly	
-	-	Heavy	Occasionally			

Level	Requirement	Typical period spent on physical activities	Ability to control strain	Objects Lifted	Frequency (occ = occasionally)	Notes
3	Moderate	Up to 1 hour	No	-	Daily	
		1-2 hours	Yes	-	Daily	
		1-2 hours	No	-	Weekly	
		> 2 hours	Yes/NA	-	Weekly	
		>2 hours	No	-	Monthly	
		-	-	Medium	Weekly	
-	-	Heavy	Monthly			
					Occasionally	
4	Considerable	1-2 hours	No	-	Daily	
		> 2 hours	Yes/NA	-	Daily	
		> 2 hours	No	-	Weekly	
		-	-	Light	Daily	
		-	-	Medium	Daily	
-	-	Heavy	Weekly			
5	Extensive	> 2 hours	No	-	Daily	
		-	-	Heavy	Daily	

10. Manual Dexterity

Dexterity refers to the requirement to use fingers, hands, or the need for hand/eye co-ordination to complete job duties (e.g. keyboarding skills, use and/or maintenance of technical equipment requiring fine motor control, such as pocket PCs).

In the following table, **typical** characteristics of manual dexterity requirements at each level are indicated. If a level is selected for multiple requirements, that is the overall level selected (e.g. if level 2 is selected for 3 different activities, level 2 is the final level selected). If more than one level are appropriate, select the highest level.

An important aspect of manual dexterity is the ability to control the level of strain. For example, when people use keyboards, they can pause, answer the phone, take a break, or slow the pace of typing in order to alleviate strain. If work requirements are such that continual use without the ability to vary work speed to lessen strain, this is encompassed in the following table.

Level	Requirement	Typical period spent	Emphasis	Ability to control strain	Frequency (Occ=occasionally)	Notes
1	Normal	Up to 1 hour	Speed or Accuracy	Yes/NA	Occ/Monthly/Weekly/Daily	
		Up to 1 hour	Speed or Accuracy	No	Occ/Monthly/Weekly	
		Up to 1 hour	Both	Yes/NA	Occ/Monthly/Weekly	
		Up to 1 hour	Both	No	Occ/Monthly	
		1-2 hours	Speed or Accuracy	Yes	Occ/Monthly/Weekly	
		1-2 hours	Speed or Accuracy	No	Occ/Monthly	
		1-2 hours	Both	Yes	Occ/Monthly	
		1-2 hours	Both	No	Occasionally	
		> 2 hours	Speed or Accuracy	Yes	Occ/Monthly	
		> 2 hours	Speed or Accuracy	No	Occasionally	
		> 2 hours	Both	Yes	Occasionally	

Level	Requirement	Typical period spent	Emphasis	Ability to control strain	Frequency (Occ=occasionally)	Notes
2	Limited	Up to 1 hour	Speed or Accuracy	No	Daily	
		Up to 1 hour	Both	Yes/NA	Daily	
		Up to 1 hour	Both	No	Weekly	
		1-2 hours	Speed or Accuracy	Yes	Daily	
		1-2 hours	Speed or Accuracy	No	Weekly	
		1-2 hours	Both	Yes/NA	Weekly	
		1-2 hours	Both	No	Monthly	
		> 2 hours	Speed or Accuracy	Yes	Weekly	
		> 2 hours	Speed or Accuracy	No	Monthly	
		> 2 hours	Both	Yes	Monthly	
		> 2 hours	Both	No	Occasionally	
3	Moderate	Up to 1 hour	Both	No	Daily	
		1-2 hours	Speed or Accuracy	No	Daily	
		1-2 hours	Both	Yes	Daily	
		1-2 hours	Both	No	Weekly	
		> 2 hours	Speed or Accuracy	Yes/NA	Daily	
		>2 hours	Speed or Accuracy	No	Weekly	
		> 2 hours	Both	Yes	Weekly	
		>2 hours	Both	No	Monthly	
4	Considerable	1-2 hours	Both	No	Daily	
		> 2 hours	Speed or Accuracy	No	Daily	
		> 2 hours	Speed or Accuracy	Yes	Daily	
		> 2 hours	Both	No	Weekly	
5	Extensive	> 2 hours	Both	No	Daily	

11. Audio/Visual Effort

This factor deals with the effort involved in the job because of requirements for audio or visual attention and concentration. It does not deal with the intellectual or "thinking" demands of the job. It is concerned with the degree to which the work results in fatigue from using the senses.

Consider whether the job involves:

- repetitious tasks;
- tasks requiring higher than normal levels of auditory or visual attention/concentration;
- the need to accommodate interruptions or distractions while performing a task that requires higher than normal levels of concentration; and/or
- switching attention between types of sensory input that each require higher than normal concentration.

Consider the type of audio visual effort required by the job and what type of concentration is required – normal, or higher than normal and why that is so. Select the typical frequency, how long, on average, the effort is required, and whether concentration can be maintained for the duration, or is interrupted and has to be re-established.

Level	Requirement	Typical period spent on physical activities	Ability to maintain concentration	Frequency	Notes
1	Normal	Up to 1 hour	Yes	Occ/Monthly/Weekly	
		Up to 1 hour	No	Occ/Monthly	
		1-2 hours	Yes	Occ/Monthly	
		1-2 hours	No	Occasionally	
		> 2 hours	Yes	Occasionally	
2	Limited	Up to 1 hour	Yes	Daily	
		Up to 1 hour	No	Weekly	
		1-2 hours	Yes	Weekly	
		1-2 hours	No	Monthly	
		> 2 hours	Yes	Monthly	
3	Moderate	Up to 1 hour	No	Daily	
		1-2 hours	Yes	Daily	
		1-2 hours	No	Weekly	
		> 2 hours	Yes	Weekly	
		>2 hours	No	Monthly	
4	Considerable	1-2 hours	No	Daily	
		> 2 hours	Yes	Daily	
		> 2 hours	No	Weekly	
5	Extensive	> 2 hours	No	Daily	

12. Working Conditions

This factor refers to the environment in which work is performed and the extent to which there are undesirable or disagreeable elements. Consider the type of environmental conditions that impact on the job and the typical frequency in which the work is performed under these conditions.

MINOR

- exposure to moderate levels of smell/fumes, dirt or noise
- moderate variations or levels of in heat, cold, noise, outside fumes, dirt or other environmental factors;
- difficult weather conditions
- dealing with impatient/rude people;
- travel (excluding commuting to and from work)
- other similar conditions determined by the Job Evaluation Committee.

MAJOR

- exposure to extreme levels of smell/fumes, dirt or noise;
- exposure to very high or low temperatures (e.g. freezers)
- exposure to extreme weather conditions;
- handling hazardous substances
- dealing with abusive people who pose a threat of physical harm;
- situations requiring formal precautions and procedures to manage the safety of self and others;
- other similar conditions determined by the Job Evaluation Committee.

If more than two conditions are encountered from any one category, this is allowed for in the following table.

Level	Exposure	Condition	No. of conditions	Frequency	Notes
1	Normal	None listed	n/a	n/a	
		Minor	1 or 2	Occ/Monthly	
		Minor	>2	Occasionally	
		Major	1 or 2	Occasionally	
2	Limited	Minor	1 or 2	Weekly	
		Minor	>2	Monthly	
		Major	1 or 2	Monthly	
		Major	>2	Occasionally	
3	Moderate	Minor	1 or 2	Daily	
		Minor	>2	Weekly	
		Major	1 or 2	Weekly	
		Major	>2	Monthly	
4	Considerable	Minor	>2	Daily	
		Major	1 or 2	Daily	
		Major	>2	Weekly	
5	Extensive	Major	>2	Daily	