

# THE UNIVERSITY OF WESTERN ONTARIO

## Professional and Managerial Association

### Western Job Evaluation System

#### JOB EVALUATION - THE PROCESS

Job evaluation is the name given to a process of determining the relative ranking of individual jobs to all other jobs within a group of positions. It involves obtaining job information in the form of an authorized job description. A committee composed of 7 individuals (2 from PMA, 2 from Administration, 2 from Human Resources and a Committee Chair) then make a comparison between the job information contained in the job description and the Western Job Evaluation Plan. In all cases, the focus of job evaluation is always on the purpose, function, duties, and responsibilities of the JOB, not on the skills or personal qualifications of an INDIVIDUAL who happens to hold it today.

#### THE PLAN STRUCTURE

<u>No.</u>	<u>Factor</u>	<u>No. of Possible Ratings (choices)</u>
I.	Know How	
	(a) Practical/Technical	1 - 8
	(b) Job Complexity	1 - 6
	(c) Human Relation Skills	1 - 3
II.	Problem Solving	
	(a) Thinking Environment (in which the thinking takes place)	1 - 8
	(b) Thinking Challenge (i.e. judgement)	1 - 5
III.	Accountability	
	(a) Freedom to Act	1 - 10
	(b) Magnitude (i.e. size of unit(s) or function(s) most clearly affected by the job)	1 - 5
	(c) Impact (i.e. degree to which the job affects or brings about the expected of the unit(s) or functions	1 - 4

#### IV. Working Conditions

(a) Physical Demands

1 - 4

(b) Sensory/Mental Demands

1 - 4

### **PLAN OVERVIEW**

The international consulting firm of Hay & Associates assisted in developing Western's Job Evaluation Plan for use with Western's professional and managerial positions. Using the Hay methodology, the plan views all jobs as sharing a common base of major job characteristics which can be compared on the basis of Know-How, Problem-Solving, Accountability and Working Conditions. Each of these "universal factors" is further broken down into additional sub-factors on each of Western's Job Evaluation Guide Charts. These Charts provide further detail about various levels within each sub-factor as well as point value for each.

### **UNIVERSAL FACTORS**

#### KNOW-HOW

This factor assesses a combination of the breadth (i.e. variety) and depth (i.e. complexity) of the knowledge and skills, however acquired, needed for acceptable job performance by considering three sub-factors - the requirements for:

- Practical, Technical Know-How or what is referred to as practical procedures, specialized techniques and scientific disciplines required by the job. All jobs require in varying combinations some knowledge about many things or a good deal of knowledge about a few things. Thus, the measuring of practical, technical know-how requires an understanding of "how much knowledge is needed about how many things and how complex are they?"
- Job Complexity including planning, organizing, coordinating, integrating, staffing, directing and/or controlling various activities and resources associated with an organizational unit or function, in order to produce the results expected of that unit or function. This knowledge and skill may be exercised consultatively or directly.
- Human Relation Skills consider the active, practicing person to person skills needed for various relationships with other people. This sub-factor measures the relative importance, difficulty and sensitivity of the communication (including written and oral) required by the job both internal and external to the University. It considers such matters as the role and affiliation of the position(s) involved, the frequency and purpose of the contact(s) and the importance of the communication.

#### PROBLEM-SOLVING

All thinking requires the presence of knowledge in the form of facts, principles, procedures, standards, concepts, etc. This is the raw material to which the thinking processes are applied. This factor measures the degree to which thinking processes, adaptability and communication skills must be applied to the required knowledge in order to obtain the results expected of the job. To the extent that thinking is further challenged through team participation is also considered an important component of problem solving. It measures the amount and nature of the thinking required in the job in the form of analyzing, reasoning, evaluating, creating, using judgement, forming hypotheses, drawing inferences, arriving at conclusions, etc. and considers the extent that thinking is limited by job demands or structure, covered by precedent, simplified by definition, or assisted by others. It consists of two sub-factors:

- The Environment in which the thinking takes place. This includes the supervisory, policy or procedural environment as well as the extent to which the job is expected to work cooperatively as part of a team (i.e. two or more positions) on a pre-defined project/task as well as operationally or independently with varying levels of assistance.
- The Thinking Challenge (or judgement) required of the job. This dimension considers the challenge, variety and complexity of the thinking required of the job including the need to transfer professional knowledge/skills easily from one situation to another as well as the job's communication requirements with others.

## ACCOUNTABILITY

This factor considers the degree to which the job can affect end results in the University or a unit within the University. It considers the amount of opportunity which a job has to bring about some results, the importance of those results and the degree to which the job must answer for the results. It considers:

- the degree to which personal, supervisory, policy or procedural control and guidance affect the job's decision making authority,
- the degree to which the job influences or brings about the results expected of the unit or function and the magnitude of the unit or function affected.

## WORKING CONDITIONS

This factor assumes that all appropriate measures have been taken to minimize undesirable working conditions and, therefore, what remains is unavoidable. It considers the conditions under which the job is performed and is divided into sub-factors that assess the intensity, duration and frequency of the physical and sensory/mental demands of a job by considering two dimensions:

- the physical effort and the physical environment required on the job which can produce physical stress and fatigue or risk of accident, ill-health or discomfort (e.g. lifting, handling materials, working in awkward positions, extreme temperatures, exposure to hazardous substances, loud noises or vibrations,

etc.).

- the sensory attention and mental stress that exists on a job which can produce discomfort, disruption and tension (e.g. operating mechanical equipment, monitoring video display terminals, disruptions in lifestyle caused by travel and meetings, lack of control over workplace because of irregularity or machine controlled, lack of privacy, exposure to emotionally disturbing experiences, etc.). This factor considers the requirements of a job to be flexible in terms of hours of work by measuring impact of mental stress that exists in a job due to disruptions in lifestyle caused by such requirements as travel, late evening/early meetings, etc.

### JOBS AFFECTED BY THE PLAN

Only those professional and managerial staff positions currently classified using the Hay Job Evaluation methodology (i.e. salary grades 13 and above) are affected at this time. In the future, however, the committee will be exploring the feasibility of including other professional and managerial job families (i.e. Computer Services, Technical, etc.) currently not classified under this plan.