

**COMMUNITY SOCIAL SERVICES  
JOINT JOB EVALUATION PLAN**

**DRAFT**

**June 20, 2003**

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## **FACTOR 1 – EDUCATION AND KNOWLEDGE**

This factor measures the level of practical (i.e. occupational/professional) knowledge and education required to perform the job. Such knowledge need not have been obtained from a recognized school, extension or correspondence course but may have been acquired through any source.

This factor does not measure any individual's actual education.

### **Degrees:**

1. Requires the ability to read and understand simple instructions and procedures, verbal or written (the equivalent of partial high school education).
2. Requires the application of basic knowledge and skills and the ability to interpret and apply standard procedures (the equivalent of high school completion **or** partial high school with up to one year vocational training).
3. Requires the ability to understand basic mathematics; ability to apply knowledge or skill where work procedures do not provide specific directions; requires general education background which may include courses relevant to the job such as basic accounting, social work, education, etc. (equivalent of high school plus 1 year college).
4. Requires ability to understand somewhat complicated mathematics; ability to apply technical knowledge or specialized skill, where work procedures do not provide specific directions; requires general education background which may include specialized courses relevant to the job such as accounting, social work, education, etc. (equivalent of high school plus 2 years college).
5. Requires application of higher level technical knowledge or specialized skills generally acquired through formal education or training. Extensive training in such subjects as psychology, social work, education, accounting or management (the equivalent to 3 years college, 2 years university).
6. Requires broad education in a professional field such as social work, psychology, education, accounting, business administration, and other recognized programs, generally obtained through four years of university (the equivalent to full C.G.A., BA, B.S.W., B.Ed.).
7. Advanced specialized training in recognized profession plus extensive knowledge of a specialized field in such areas as business, social work, psychology, education, etc. Familiarity with new developments, research

techniques and methods exceeding the scope of basic university education (equivalent to university degree plus one or two years graduate work – M.A., M.Sc., MSW).

8. Generally requires university degree plus additional education in advanced field of study usually equivalent to 3 or 4 years university work beyond a 4-year undergraduate program (equivalent to Ph.D.).

## **NOTES TO RATERS – KNOWLEDGE AND EDUCATION**

- In rating, consider the kind and scope of knowledge and education required in the context of information, methods, techniques, procedures, practice, policy, professional standards, concept, theories and principles.
- Do not consider individual education achievement not required by the job.
- Give credit for the highest typical level of Knowledge and Education required to perform the duties of the job.
- The rater should analyze the job functions to determine the amount of Knowledge and Education required by the job. Compare this analysis to the benchmarks and definitions to determine and select the degree which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks, once the rating has been determined.***

## **FACTOR 2 – TRAINING AND EXPERIENCE**

This factor measures the level of related training and experience required to perform the duties of the job. Training and experience includes:

- previous job related training and experience
- on the job training and experience
- practica required for license and certification programs

This factor does not measure an individual's actual training and experience.

### **Degrees:**

1. Up to and including one month.
2. Over one month up to and including six months.
3. Over six months up to and including one year.
4. Over one year up to and including two years.
5. Over two years up to and including three years.
6. Over three years up to and including four years.
7. Over four years up to and including five years.
8. Over five years up to and including six years.
9. Over six years.

## **NOTES TO RATERS– TRAINING AND EXPERIENCE**

1. In rating consider the time required to learn the practical application of theoretical knowledge to work problems, and to learn the necessary techniques, methods, practices, procedures, use of forms, routines, etc.
2. Under this factor, no consideration is given to the maturing of the incumbent.
3. Field time required for membership in a professional organization, designation, or requirements for a license should be considered under this factor.
4. This factor does not measure the actual experience of the incumbent(s) and bears no relation whatsoever to the hiring practice of the organization.
5. Give credit for the highest typical level of Training and Experience required to perform the duties of the job.
6. The rater should analyze the job functions to determine the amount of Training and Experience required by the job. Compare this analysis to the benchmarks and definitions to determine and select the degree which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.***

## **FACTOR 3 – PHYSICAL DEMANDS**

This factor measures the physical demands required to perform the duties of the job. It considers both the kind and frequency. Physical effort includes:

- physical exertion (e.g. lifting, carrying, pushing, pulling)
- physical handling (e.g. positioning or moving clients or awkward objects)
- manual dexterity, both gross and fine motor skills (e.g. keyboarding, hammering, giving injections, using fine instruments)
- body postures and movements (e.g. walking, standing, sitting, climbing, bending, repetitive actions/movements)

This factor does not measure any individual's state of physical fitness.

### **Levels:**

1. Work requires any combination of very light physical exertion, very light physical handling or very limited manual dexterity.

Freedom of movement exists and the job does not confine the employee to a prescribed body posture.

2. Work requires any combination of light physical exertion, light physical handling or limited manual dexterity.

Freedom of movement exists and the job does not confine the employee to a prescribed body posture. There is a requirement for repetition.

3. Work requires any combination of moderate physical exertion, moderate physical handling or moderate manual dexterity.

Work could involve a confining or tiring work position or constant periods of sitting, walking or standing in one position where freedom does not exist to walk around.

4. Work requires any combination of heavy physical exertion, heavy physical handling or very fine manual dexterity and motor skills.

Work could involve the coordination of body movements involving various body postures.



5. Work requires any combination of very heavy physical exertion, very heavy physical handling or unusually fine manual dexterity and motor skills.

Work could require extreme muscular control, involving various body postures.

<b>FREQUENCY</b>				
<b>Level</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>
1	1	1	2	2
2	2	3	4	5
3	3	4	5	6
4	4	5	6	7
5	5	6	7	8

## **NOTES TO RATERS – PHYSICAL DEMANDS**

1. In rating, consider the kind, frequency and duration of the activity in the context of physical exertion, physical handling, manual dexterity and body positions and movements.
2. Do not measure any individual's state of physical fitness.
3. Consider each activity separately to determine the level, then select the frequency of the actions to determine the degree. Give credit for the highest typical degree of physical effort required to perform the duties of the job.
4. The rater should analyze the job activities to determine the physical demands of the job. Compare this analysis to the definitions and benchmarks to determine and select the degree which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.***

## **FACTOR 4 – CONCENTRATION**

This factor measures the degree of concentration required to perform the duties of the job.

This factor measures the mental stresses that the job creates. It considers the type of mental stress, the intensity (level of strain) and the frequency of occurrence.

Concentration includes:

- visual concentration and eye strain
- hearing concentration and strain
- stresses on the senses (taste, smell, touch)
- repetitiveness of tasks requiring alertness
- need for vigilance and unusual attentiveness (mental demands)

### **Levels:**

1. The need for precision or exact results is limited. Tasks are repetitive and well defined with specific guidelines. Work requires limited mental demands as common sense is typically used to follow detailed, uncomplicated instructions and pre-determined procedures and routines.
2. The need for precision or exact results is moderate. Tasks involve different, but related processes and methods that are straightforward and repetitive. Work requires moderate mental demands to choose from a limited number of possible solutions the most appropriate action.
3. The need for precision or exact results is high. Tasks involve different but related processes and methods. Work requires a high degree of mental demands to adapt to a variety of tasks and procedures.

4. The need for precision or exact results is very high. Tasks involve a variety of unrelated processes and methods. Work requires a very high degree of mental demands to define problems and form valid solutions.

<b>FREQUENCY</b>				
<b>Level</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>
1	1	1	2	2
2	2	3	4	5
3	3	4	5	6
4	4	5	6	7

## **NOTES TO RATERS - CONCENTRATION**

1. In rating consider the kind, intensity, frequency and duration of mental stresses including visual concentration and eye strain, hearing concentration and strain, stresses on the senses (taste, touch, smell), repetitiveness of tasks requiring alertness and the need for vigilance and unusual attentiveness which contribute to mental/sensory fatigue.
2. This factor does not measure mental concentration associated with analysis, reasoning and judgment, which are measured in other factors.
3. Consider each activity separately to determine the level, then select the frequency of the activity to determine degree. Give credit for the highest typical degree of concentration required to perform the duties of the job.
4. The rater should analyze the job activities to determine the concentration of the job. Compare this analysis to the definitions and benchmarks to determine and select the degree which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.***

## **FACTOR 5 – INDEPENDENCE**

This factor measures the degree of independent action required of the position - that is the scope and latitude to take action or make decisions. The extent of supervision received and the presence of rules and regulations, past practice and precedent should all be considered.

### **Degrees:**

1. Work is guided by set routines and known job tasks, which are well defined and requires making minor changes to complete tasks.
2. Work is guided by specific procedures that have written or oral instructions and are easily understood to perform several assigned functions, and requires changing the order of completion to meet the immediate requests or demands of others.
3. Work is guided by specific procedures that have written or oral instructions and are easily understood and requires selecting a course of action to complete assignments using past practices or previous instructions.
4. Work is guided by general procedures or instructions stating the limits of work to be performed or actions to be taken and requires the flexibility of selecting from alternative courses of action to complete assignments.
5. Work is guided by general policies, plans, guidelines or standards that allow flexibility in performing work or taking action and requires applying accepted work methods in a different way to handle unusual problems.
6. Work is guided by general policies, plans, guidelines or standards that allow flexibility in performing work or taking action to plan or organize or evaluate projects to accomplish program goals.
7. Work is guided by organizational goals and objectives to: plan, design, commit resources, direct, implement and evaluate all functions of a major program, operation or service.

## **NOTES TO RATERS – INDEPENDENCE**

1. In rating, consider the scope and latitude to take action or make decisions, the extent of supervision received and the guidance provided and the work's requirement to follow, recognize, select, vary, plan or develop instructions, procedures, operations, policies, programs or services.
2. Give credit for the highest typical level of Independence required to perform the duties of the job.
3. The rater should analyze the job functions to determine the amount of Independence required by the job. Compare the analysis to the benchmarks and definitions to determine and select the degree which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.***

## **FACTOR 6 – JUDGMENT**

This factor measures what is required in terms of understanding, ingenuity and judgment to analyze, visualize, reason through and plan the details of the job.

### **Degrees:**

1. Judgment required to carry out specified tasks, which require following schedules or set routines.
2. Judgment required to carry out tasks, which are clear but require selecting a known action to complete tasks.
3. Judgment required to recognize differences in a variety of known situations and determine the sequence or priority of tasks accordingly.
4. Judgment required to assess known or readily available information and choose an approach using a combination of accepted procedures, techniques, terminology or equipment.
5. Judgment required to apply structured study and/or analysis and interpretation of technical, financial or administrative matters or laws, policies, situations or client behavior and choose an approach using a combination of accepted procedures, techniques, terminology or equipment.
6. Judgment required to modify methods, techniques or approaches so they will work with new or changed circumstances or objectives to plan a course of action.
7. Judgment required to evaluate effectiveness of policies, programs or services and develop proposals for improvements; or manage policies, programs or services.



## **NOTES TO RATERS – JUDGMENT**

1. In rating consider the level, scope and complexity of the job functions required to analyze, visualize, reason through and evaluate to carry out the functions of the job.
2. Give credit to the highest typical level of Judgment required to perform the duties of the job.
3. The rater should analyze the job functions to determine the amount of Judgment required by the job. Compare the analysis to the benchmarks and definitions to determine and select the degree which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.***

## **FACTOR 7 – LEADERSHIP/SUPERVISION**

This factor measures the degree of leadership over others.

This includes direct and indirect responsibility for supervising the work of others. It also assesses the character, complexity and job demands associated with the level of leadership over others including full-time, part-time and casual employees, students, volunteers and contractors and informal supervisory actions which an employee is expected to undertake as part of the job.

Staff positions may not have direct responsibility for others, but may provide advice, functional direction and/or training across the organization and thereby direct the work of others.

Characteristics to be considered include providing input into, or being responsible for:

- functional leadership
- assessing performance
- directing or reviewing work
- interviewing/and giving input into recruiting and hiring
- providing and receiving feedback
- providing on-the-job guidance, direction and assistance
- providing orientation
- providing training
- scheduling, organizing and coordinating work

### **Degrees:**

**Direct = Employees**

**Indirect = Volunteers, students and contractors**

1. **Direct** - Little or no responsibility. May provide orientation as required.  
**Indirect** – Provides orientation and guidance or assistance in areas such as department policy and procedures and work methods and procedures.
2. **Direct** – Provides orientation and guidance or assistance in areas such as department policy and procedures and work methods and procedures.  
**Indirect** – Supervision includes responsibilities such as checking, verifying, reviewing, adjusting, correcting, training, coordinating and/or assigning work to ensure completion of the work assignments (i.e. lead hand).

3. **Direct** – Supervision includes responsibilities such as checking, verifying, reviewing, adjusting, correcting, training, coordinating and/or assigning work to ensure completion of the work assignments (i.e. lead hand).  
**Indirect** – Supervision includes responsibilities such as input to selection and evaluating work performance, scheduling and organization of work assignments and maintaining departmental standards and procedures.

**OR**

The provision of leadership through giving advice or guidance requiring the exchange of factual data.

4. **Direct** – Supervision includes responsibilities such as input to hiring and evaluating work performance, scheduling and organization of work assignments and maintaining departmental standards and procedures for one program or department.  
**Indirect** – Supervision includes responsibilities such as a variety of duties that may include planning and coordinating a variety of work assignments, input into selection and evaluating work performance, determining related training and orientation requirements, ensuring adherence to standards, procedures and practices.

**OR**

The provision of leadership through giving advice or guidance that requires interpretation and judgment.

5. **Direct** – Supervision includes responsibilities such as a variety of duties that may include planning and coordinating a variety of work assignments, input into hiring and evaluating work performance, determining related training and orientation requirements, ensuring adherence to standards, procedures and practices for more than one program or department; or supervises employees who are supervisors. (i.e. second level supervisor).

**OR**

The provision of leadership by guiding the development, recommendation and implementation of new or changed policy.

## **NOTES TO RATERS – LEADERSHIP/SUPERVISION**

1. In rating consider the nature of leadership over others whether direct or indirect and the advice, functional direction and training provided to carry out the functions of the job.
2. Credit is given for the highest typical level of Leadership/Supervision required to perform the duties of the job.
3. The rater should analyze the job functions to determine the amount of Leadership/Supervision required by the job. Compare the analysis to the benchmarks and definitions and select the degree, which best describes the job.

**NOTE:** *Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.*

## **FACTOR 8 – ACCOUNTABILITY**

This factor measures the impact on the organization of typical actions and decisions taken. Some examples include gain or loss of financial resources, equipment, supplies or property, disruption or continuity of services, disclosure of restricted or confidential information, enhancement or loss of public image, etc.

This factor focuses on:

- Potential gains or losses to the organization which includes work unit, section or Agency
- Time, revenue or cost associated with acting on a decision
- Consequence of success or errors in terms of direct benefits, cost or impact on public image.

### **Degrees:**

1. Results are immediately obvious, problems are easily detected and cause little difficulty or loss of time to correct. Work results have occasional impact beyond the immediate work area. Work is closely controlled by monitoring accuracy adequacy or adherence to instructions. Efforts might normally result in the loss of one's own time to correct the error and/or minor damage, waste or financial loss, and may have an effect on other employees.
2. Limited impact. Minimal positive or negative effect on the Agency. The impact is easily and quickly discernable. Problems result only in minor confusion, delay or expense to correct. Work may have an indirect impact on public service or final results produced. Work results have impact beyond the immediate work area. Work and methods are controlled by monitoring accuracy, adequacy, or adherence to instructions. Errors might normally result in the loss of one's own and others' time to correct the error; limited safety impacts, damage, waste or financial loss.
3. Limited positive or negative effect on the Agency. The impact requires some examination or review to determine outcome. Results in work flow disruption, rework or limited waste of resources within a program. Work have direct impact on public service or final results produced. Work results have impact beyond the immediate work area.

Work and methods are controlled by monitoring accuracy, adequacy or adherence to instructions. Errors might normally result in the loss of one's

own and others' time to correct the error; limited safety impacts, damage, waste or financial loss.

4. Moderate positive or negative effect on the Agency. Results are detected after the fact. May interrupt and delay work output, moderately waste resources and affect other programs. Work has direct impact on the final service produced but has limited impact outside of the Agency. Work at times controlled, is evaluated for compliance with technical standards and its overall appropriateness. Errors might normally result in the moderate loss of time and have limited safety impact, damage, waste or financial loss.
5. Direct Impact. Measurable positive or negative effect on the Agency. May result in significant interruption and delay in work output or service and waste resources. May affect other programs and have some influence on operations. External relationships may be temporarily enhanced or affected negatively. Work has direct impact on the final service produced. Work results have impact beyond the Agency. Work is evaluated for compliance with technical standards, appropriateness, and conformity to policy. Errors might normally result in the substantial loss of time; moderate safety impacts, damage, waste or financial loss.
6. Significant positive or negative effect on the Agency. May result in significant gains or losses and continuing influence on operational effectiveness. Revenue, productivity, service or security of assets may be affected. External relationships may be positively or negatively affected on a continuing basis. Activities, decisions and approvals have an impact on the final service produced. Decisions and errors have a moderate impact on operations, safety, and public image.
7. Wide-ranging impact. Major positive or negative impact on the total Agency. Often results in irreversible financial or public image gains or losses extending over long periods. Activities, decisions and approvals have wide-ranging impact on operations throughout. Decisions have a major impact on operations, financial management, safety, and public image. Errors in judgment could handicap the organization's operations in all functional areas.

## **NOTES TO RATERS – ACCOUNTABILITY**

1. In rating consider the impact on the organization of typical actions or decisions taken by focusing on:
  - Potential gains or losses to the organization
  - Time, revenue or costs associated with actions
  - Consequence of success or errors in terms of direct benefits, costs or public image.
2. Credit is given for the highest typical level of Accountability required to perform the duties of the job.
3. The rater should analyze the job functions to determine the Accountability required by the job. Compare the analysis to the benchmarks and definitions and select the degree, which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.***

## **FACTOR 9 - COMMUNICATIONS**

This factor measures the level of skill necessary to communicate with others to perform the duties of the job. Communication may be in writing or oral, including sign language and carrying varying degrees of skill for the handling of contacts tactfully and harmoniously.

### **Degrees:**

1. Explains or exchange factual information on a two-way communication involving no conflicts.
2. Clarifies factual information to handle complaints, deal with or settle requests.
3. Resolves problems requiring explanation and interpretation of information or ideas.
4. Facilitates participating and joint effort involving communicating ideas of specialized nature to people who normally cooperate in the setting.
5. Secures the cooperation of others who may not cooperate, on areas of specialized nature involving influencing or persuasion techniques.
6. Counsels or consults to others who do not normally cooperate, on areas of professional nature involving therapeutic skills.
7. Negotiates with others who are at the same or higher level of authority and facilitates consensus on areas of sensitive nature.



## **NOTES TO RATERS – COMMUNICATION**

1. In rating consider the kind and purpose of the communication and the extent to which exchanges, explanations, facilitation, influence, counseling or negotiation skills are required to carry out the duties of the job.
2. Credit is given for the highest typical level of Communication skill required to perform the duties of the job.
3. The rater should analyze the job functions to determine the level of communication skill required by the job. Compare the analysis to the benchmarks and definitions to select the degree which best describes the job.

***NOTE: Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.***

## **FACTOR 10 - CARE OF INDIVIDUALS**

This factor measures the responsibility to provide care to individuals in situations where their well being and best interests are of primary importance. The factor assesses services related to the health, social and economic needs of individuals and the need to protect their safety and welfare. It includes clients and other persons in agencies or in situations where the agency provides for their well being or best interests.

### **Degrees:**

1. Little or no responsibility for the care of individuals; work may involve cleaning eating or living areas, serving food; washing utensils, simple food preparation; may listen to client or resident problems, discuss possible options and direct them to counseling or other professional or community-based assistance.
2. Work includes some responsibility for the aspects of care that affect the well-being or best interests of individuals; work involves training clients in meal preparation, and self-care; may occasionally contribute to client development.
3. Work involves moderate responsibility for those aspects of care that affect the well-being or best interests of individuals; work involves observing and controlling movement of clients inside and outside the facility; participating in the conducting of training programs and protecting well-being of clients, staff, visitors and dealing with emergency situations (e.g. first-aid applications); the work includes dealing with behavioral and personal development matters and ensuring that dietary and nutritional requirements are met.
4. Work involves significant responsibility for those aspects of care that affect the well-being or best interests of individuals; work involves caring for clients, including feeding and providing hygiene, remedial treatments, comfort measures such as body care and emotional support; involves assessing clients occupational and social needs, providing individualized care plans to facilitate their integration into society.
5. Work involves extensive responsibility for those aspects of care that affect the well-being or best interests of individuals; work involves providing psychological and/or social work services to clients within the agency, providing therapeutic/clinical counseling, conducting group therapy programs, and follow-up with clients and their relatives.

## **NOTES TO RATERS – CARE OF INDIVIDUALS**

1. In rating consider the amount of care required by the characteristics of the job to enhance the well-being of individuals. Assess services related to the health, social and economic needs, and safety and protection of clients and other persons in agencies or situations where the agency provides for their well-being or best interests.
2. Credit is given for the highest typical level of Responsibility for the Care of Individuals required to perform the duties of the job.
3. The rater should analyze the job functions to determine the level of responsibility for the Care of Individuals required by the job. Compare the analysis to the benchmarks and definitions to select the degree which best describes the job.

***NOTE: In this factor a number of samples or guides are provided in each degree. These samples or guides may need to be reformatted to conform to other factors.***

## **FACTOR 11 – ENVIRONMENT/WORKING CONDITIONS**

This factor measures the kinds of undesirable and hazardous conditions under which the normal performance of duties occurs. It considers the physical hazards, personal health, safety risks and frequency of exposure. Working conditions include exposure to:

- chemicals
- body fluids/wastes
- noise
- fumes
- odors
- sharp objects/tools
- temperature extremes
- verbal abuse
- contagious/infectious disease
- violence
- injuries on the job
- effect of interruptions
- time pressures to complete tasks
- simultaneous tasks

### **Levels:**

1. Exposure to slightly undesirable working conditions. No specific safety equipment or precautions required. Little risk of injury or health problems.

Pace of work is controlled by the employee and usually there are no significant time pressures to finish specific job tasks.

2. Exposure to some undesirable working conditions or slightly hazardous elements. No specific safety equipment or precautions required. Some risk of injury or health problems.

Pace of work is usually controlled by the employee; however, there are some time pressures to finish specific job tasks.

3. Exposure to moderately undesirable working conditions or hazardous elements. May require specific safety equipment and precautions. Greater risk of injury or health problems.

Pace of work is not always controlled by the employee. There may be multiple demands with time pressures to finish specific job tasks.

4. Exposure to highly undesirable working conditions or hazardous elements.  
Requires specific safety equipment or precautions as there is a high risk of injury or health problems.

Pace of work is usually controlled by others. There usually are multiple demands with very tight time pressures to finish specific job tasks.

5. Exposure to extremely undesirable working conditions or hazardous elements.  
Requires specific safety equipment or precautions as there is an extreme risk of injury or health problems.

<b>FREQUENCY</b>				
<b>Level</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>
1	1	1	2	2
2	2	3	4	5
3	3	4	5	6
4	4	5	6	7
5	5	6	7	8

## **NOTES TO RATERS – ENVIRONMENT/WORKING CONDITIONS**

1. In rating consider the intensity, frequency and duration of exposure to chemicals, body fluids/wastes, noise, fumes, odors, sharp objects/tools, temperature extremes, verbal abuse, contagious/infectious disease, violence, injuries on the job, effects of interruptions, time pressures to complete tasks, or simultaneous tasks.
2. Consider each activity separately to determine the level, then select the frequency of the activity to determine the degree. Give credit for the highest typical degree of Environment/Working Conditions required to perform the duties of the job.
3. The rater should analyze the job activities to determine working conditions of the job. Compare the analysis to the definitions and benchmarks to determine and select the degree which best describes the job.

**NOTE:** *Samples or guides for each degree will be inserted from the benchmarks once the rating has been determined.*

## **GLOSSARY OF TERMS**

**ALMOST ALWAYS** - almost without interruption, every day.

**ALTERNATIVE COURSES OF ACTION** - options as to which methods and/or procedures to use.

**ASSESSING** - judging the importance or extent of evaluating.

**CARING** - providing physical needs, help or comfort.

**COMMIT RESOURCES** - through actions, create an obligation to provide people, funds or equipment

**CONTROLLING** - exercising restraining or directing influence over.

**DURATION** - how long the incumbent must sustain the job requirement over a period of time. (minutes vs. hours).

**EXTENSIVE** - having a very large extent, area, scope, degree, etc.

**FREQUENCY** - how often the job requirement occurs in an hour, day, week, month, etc.

**GENERAL POLICIES, PLANS, GUIDELINES OR STANDARDS** - statements or measures, which flexibly outline the limits of acceptable action.

**GENERAL PROCEDURES** - sets of established instructions, which are concerned with main elements rather than details.

**GUIDELINES** - criteria guiding or directing action.

**HIGH** - great, extending above the normal or average

**INCUMBENT** - an employee member of a job class.

**INSTRUCTIONS** - oral or written description or orders of how to carry out an action.

**INTERPRET AND APPLY** - determine the meaning and put to use to suit the circumstances

**LATITUDE** - license, what is permitted.

**LIMITED** - not great in scope, restricted

**LISTEN** - to hear something with helpful attention.

**LITTLE** - existing only in a very small amount or to a slight degree.

**MATHEMATICS** - a reckoning using numbers

**MODERATE** - of medium strength, tending toward the mean or middle

**OBSERVING** - watching carefully especially with attention to details or behaviour for the purpose of arriving at a judgment.

**OCCASIONALLY** - taking place from time to time, not frequent or regular.

**OFTEN** - frequently, daily and lasting for long periods, many times a day, almost every day for short periods.

**ONCE IN A WHILE** - from time to time, as the need arises, generally not for long periods, monthly, quarterly, annually, occasionally.

**ORGANIZE** - arrange the operations or set up the implementation of a plan of action.

**PARTICIPATING** - taking part, being or becoming actively involved, or sharing in.

**POLICY** - overall plan or guideline outlining the limits of acceptable action.

**PROCEDURE** - an established set of instructions.

**PROFESSION** - a vocation involving a branch of advanced learning e.g. social work, accounting, education, business administration

**PROGRAMS** - a set of operations or systems to fulfill established goals and policies.

**PROTECTING** - defending from trouble, harm, attack.

**SCOPE** - range, breadth.

**SERVICE** - a set of operations or system to fulfill a public need.



**SET ROUTINES** - regular unwritten procedures or patterns which are not subject to revision by the job being rated.

**SIGNIFICANT** - important, a noticeably or measurably large amount.

**SOME** - more than a very small amount, but not sufficient to be characterized as moderate.

**SOMETIMES** - daily and last for short periods, or weekly and lasting for long periods or monthly for very long periods, regularly, quarterly for up to a week or annually for up to a month.

**SPECIALIZED** - training in a particular branch of a trade, profession, operational or technical area

**SPECIFIC PROCEDURES** - sets of well-defined, established instructions.

**STANDARDS** - general rules of practice, accepted techniques or ethical criteria of a trade, craft, technical, operational or professional area.

**STANDARD PROCEDURES** – an established set of instructions

**TASK** - an assigned job activity.

**TECHNICAL KNOWLEDGE** - a knowledge concerned with applied sciences, or mechanical arts

**UNUSUAL PROBLEMS** - issues or circumstances, which require variations in approach.

**VERY HIGH** - extreme, above average

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