

Modified AIKEN
or
KPMG Base Plan
Job Evaluation Manual

Revised November 2019

INTRODUCTION

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The purpose of job evaluation is to establish the relative ranking of jobs for pay and pay equity purposes within an organizational group by means of a systematic and detailed analysis and valuing of the job content.

Systematic job analysis and evaluation is based on two premises:

- Certain identifiable elements or factors are present in all jobs but to a varying degree
- The identifiable elements or factors can be measured and evaluated

The procedure recognizes the four primary elements of job value (i.e. knowledge and skill, effort, responsibilities and working conditions). For thorough and balanced analysis, ten factors are identified:

Evaluation Factor	Primary elements of Job Worth Measurement
1. Planning – Problem Solving	Skill
2. Education	Skill
3. Experience	Skill
4. Independence	Effort
5. Consequence of Action	Responsibility
6. Working Relationships	Responsibility
7. Leadership	Responsibility
8. Accountability	Responsibility
9. Demand/Environment	Effort/Working Conditions
10. Availability	Effort

This manual defines each factor and the grades within each factor. It provides guidelines and explanations. Each grade within a factor has a numerical point value. Points allocated vary from factor to factor. Within a factor, they systematically increase by grade. These differences reflect the weightings developed for each factor and grade as part of determining the total point value or job worth. In summary, the procedure is one of factor analysis plus factor comparison plus point evaluation.

This technique measures job content. It does not measure nor reflect on the performance, gender or qualifications of the individual on the job.

PLANNING – PROBLEM SOLVING

PLANNING – PROBLEM SOLVING			
Grade	Definition	Guidelines and Explanation	Points
1	Work is routine, highly repetitive	Limited analysis or planning is required as position is allowed little choice of action.	15
2	Work is procedurized	Position follows clearly prescribed practices which are straightforward and readily understood. These may be written or verbal instructions. Position may make minor operating decisions on sequence of activities performed and correctness of tasks completed. Analysis and planning are limited the circumstances directly related to the task at hand.	35
3	Work is standardized	Position has some choice of action within limits defined by accepted practice. Position makes decisions on quality and accuracy. Interprets standards of services, applies discretion. Analysis requires consideration of immediate circumstances as well as some external impacts. Planning is limited to short-term circumstances.	65
4	Work is somewhat diversified	Position undertakes work to achieve assigned outcomes. Outcomes may be program/project/service related, and/or regular and recurring with measurable output. Position may make decisions on exceptions to accepted practices. Evaluates program/project and/or service needs/progress and develops plans to achieve specified short term and long term goals. Analysis requires consideration of internal and external factors. Planning requires consideration of short and medium term circumstances.	90
5	Work is diversified and complex	Position develops and ensures approved department objectives are met. Conditions dealt with change frequently. Position develops solutions to problems from factual background and fundamental principles. Conducts analysis and develops plans, principles, and practices for services provided. Planning requires consideration of long term impacts.	120

PLANNING – PROBLEM SOLVING			
Grade	Definition	Guidelines and Explanation	Points
6	Work requires analysis, planning, or coordination of major inter-related activities.	Position works on analysis of broad problems, plans, and coordinates two or more major functions that are distinct and of primary importance. Position makes decisions in some cases where established practices are inadequate. Analysis and planning require consideration of the impacts on multiple functions/departments.	150
7	Work involves decision making with long term implications	Position works on the identification and solution of fundamental problems to the organization. Position makes top level operating decisions between alternative courses of action affecting the long-term direction of the organization. Analysis requires consideration of multiple interrelated factors both internal and external to the organization. Work usually involves long-term planning affecting the entire organization.	185
8	Work is strategy formulation	Position works on the formulation of broad vision, strategies, policies and long term programs. Position make decisions that serve as guide and directives to the organization as a whole. Analysis and planning are long range in nature and must consider multiple complex internal and external factors.	220

EDUCATION

EDUCATION			
Grade	Definition	Guidelines and Explanation	Points
1	Secondary school graduation	Typically Grade 12 equivalency	10
2	Community college graduation	Typically 1-3 year community college equivalency	25
3	University graduation	Bachelor degree equivalency	50
4	University graduation	Bachelor degree equivalency plus additional certification	65
5	Specialized graduate studies	Masters degree equivalency	75
6	Specialized graduate studies	Masters degree equivalency plus additional certification	85
7	Advanced Graduate Studies	Ph. D	95

Notes To Raters:

Recognized equivalencies:

- Water Certification Class 3 = Community college equivalency
- Water Certification Class 4 = Bachelor degree equivalency
- Registered planner = Bachelor degree equivalency plus additional certification
- P. Eng = Bachelor degree equivalency plus additional certification
- CMA, CPA, CA = Masters degree equivalency

EXPERIENCE

EXPERIENCE			
Grade	Definition	Guidelines and Explanation	Points
1	Up to 1 year experience		5
2	2-3 years' experience	Ex: Park Supervisor	15
3	4-5 years' experience	Ex: Deputy City Treasurer	25
4	6-8 year' experience	Ex: Director, Parks and Recreation	40
5	8-10 year' experience	Ex: Director, Planning and Development	65
6	10+ years' experience	Ex: City Manager	80

Notes To Raters:

Consider the sum of:

- a) Experience gained in any related work to the position, or work in lessor positions and/or relevant work and/or life experiences which are necessary for the performance of the job, plus (where applicable)
- b) The period of training and adjustment necessary to learn new tasks and responsibilities of the job.

COMMUNICATION

COMMUNICATION			
Grade	Definition	Guidelines and Explanation	Points
1	Exchanges factual information	Position is required to communicate and comprehend factual information related to specific work tasks.	10
2	Internal influence	Position is required to comprehend and communicate ideas and concepts to influence others within the unit/department toward a particular outcome or course of action. This may include verbal or written communication.	30
3	External influence	Position is required to comprehend and communicate ideas to influence parties external the department/organization toward a particular outcome or course of action. This may include formal reports and presentations.	60
4	Leading collaboration	Position is required to lead collaboration across multiple parties (both internal and external) and influence stakeholder regarding long-term direction or publicly sensitive matters. This may include formal reports and presentations to a variety of audiences.	90

CONSEQUENCE OF ACTION

CONSEQUENCE OF ACTION			
Grade	Definition	Guidelines and Explanation	Points
1	Readily detected	Due in most instances to carelessness or; Cause little loss of time or money to correct.	5
2	Probably detected in work unit in which they occur	May require work of others to trace and make necessary corrections or; May result in small monetary loss or; May result in minor accident to others or; May cause minor delays in processing or handling information.	15
3	Affects the work of others to a limited degree. Not usually damaging to the organization	May cause inaccuracies in reports and records which affect activities based upon them. Usually discovered before results become serious or; May result in serious injury to others or; May cause damage to expensive equipment and apparatus or; May delay succeeding and related services or; May cause embarrassment in customer, client, business, public or employee relations.	30
4	Cause substantial identifiable losses to the organization	May cause substantial delays in a phase of work or; May cause serious results through late delivery, and/or breakdown in services, or inadequate planning for key assignments or; May cause a serious deterioration in confidence or; May cause identifiable deterioration in customer, client, business, public, or employee relations.	45
5	Causes serious breakdowns in operational control of the organization	May cause serious delays with uncoordinated effort or; May cause commitment or withholding of funds based on faulty development, or inadequate analysis prior to major decision or; May cause loss of business, customer, client, public, or employee support or; May result in legal action being taken against the organization.	60

CONSEQUENCE OF ACTION			
Grade	Definition	Guidelines and Explanation	Points
6	Causes loss of public esteem to the whole organization	May cause major loss of organization's prestige because results may become public. May cause losses which would take several years to be dissipated.	75
7	Errors by top executives subject to little or no check	May cause losses with little opportunity of correcting the error once made, except over a long period of time and at great cost.	90

WORKING RELATIONSHIPS

WORKING RELATIONSHIPS			
Grade	Definition	Guidelines and Explanation	Points
1	Contacts with immediate associates	Requires only ordinary courtesy to avoid friction in relationships incidental to working with others. Conflict is referred to others for resolution.	5
2	Contacts of routine nature beyond immediate associates	Required to secure, present or discuss ideas or data pertinent to assignment. Little or no responsibility for securing cooperation or approval of action or decision. Contacts with clients and/or stakeholders requiring courtesy and cheerfulness.	15
3	Contacts with internal and external stakeholders which are important	Requires appropriate tact to discuss problems, submit reports, make recommendations. Regular contact with clients and stakeholders requiring tact and courtesy. Position may be required to manage situational conflict between individuals.	25
4	Contacts which are important: usually in presenting recommendations and gaining agreement	Requires judgement and tact in order to obtain cooperation and approval of action in situations where the recipients may oppose the direction. Contacts required to deal difficult situations on a frequent basis where conflict may be ongoing. Contacts are of considerable importance in establishing and carrying out service.	35
5	Contacts of demanding nature necessary for the effectiveness of the organization	Requires skill in personal relationships to avoid loss of organizational prestige. Direction may be openly scrutinized by others. Required for the coordination of effort of important units of organization. Position must manage conflict between diverse individuals and groups in order to achieve business objectives.	55
6	Contacts of major importance	Requires constant maintenance and development to raise funding or avoid important losses for the entire organization. Position must manage high level conflict across stakeholder groups with diverging interests including internal and external scrutiny.	75

WORKING RELATIONSHIPS			
Grade	Definition	Guidelines and Explanation	Points
7	Contacts vital to the organization	Requires a manner of handling of such importance that it represents a major consideration to the organization. Position must manage high level conflict across stakeholder groups with diverging interests which may be publicly sensitive.	90

LEADERSHIP

LEADERSHIP			
Grade	Definition	Guidelines and Explanation	Points
0	No leadership responsibility	Maintains normal working relationships with others, providing information or assistance as required.	0
1	Provides incidental guidance	a) Directs an assistant(s) doing detailed work related to position or; b) Serves as channel through which work is directed or checked, or; c) Provides functional guidance to operating personnel or supervisors.	15
2	Provides limited direction, assists with the management of work through others	a) Spends major part of time assigning, checking and maintaining flow of work where procedures are standardized, or; b) Spends large percentage of time doing more involved phases of same work done by other workers, with added responsibility for assigning, checking and maintaining flow of work, or c) Leads other employees but with some limits on authority, does not discipline, contributes to the performance review rather than having prime responsibility. d) Provides functional advice on the interpretation of policies and practices to operational leaders	40
3	Provides regular direction with responsibility for operations, finances and personnel	a) Directs work of a large department/program of organization with responsibility for assigning work, checking results, controlling costs and handling staff or making recommendations thereon. Primary accountability for results usually reverts to next organizational level. b) Has full responsibility for a unit/program of organization. Carries out staffing, assessment and disciplinary actions or; c) Issues functional standard practice instructions and follows up to determine compliance; or coordinate the functional activities of several units of organization (or outside contractors).	55

LEADERSHIP			
Grade	Definition	Guidelines and Explanation	Points
4	Provides general direction	a) Manages and directs work of department/program of organization usually through subordinates; full responsibility for quality and quantity of work, costs, methods, maintenance of discipline, and for transfers, promotions, rate changes, terminations (or for recommendations thereon); supervisory duties generally are varied and intricate. b) Acts as “consultant” to executives and top management and/or provides advanced technical leadership.	70
5	Provides coordination and control	Coordinates work of two or more major departments or different phases of work of primary importance. Sets up standards of performance, coordinates operations and activities, counsels assistants on unusual problems, evaluates performance, and sees that standards and programs are carried out.	85
6	Provides strategic direction	Organizes long term programs, establishes objectives, shapes and interprets policy, and effects coordination on a wide scale.	100

ACCOUNTABILITY

ACCOUNTABILITY			
Grade	Definition	Guidelines and Explanation	Points
1	Accountable for own work.	Works within established policies and processes. Accountable for completion of own work with no direct responsibility for budget, people and assets.	10
2	Accountable within team/unit.	Ensures tasks assigned to others satisfy quality and service requirements. Accountable for resources required to complete assigned work. Some direct responsibility for budget, people and assets.	30
3	Accountable for a function/program.	Ensures functional and/or unit design and development meet performance objectives. Accountable for the achievement of business goals for function/program including accountability for the budget, people and assets require to do so.	55
4	Accountable across multiple areas of organization	Ensures department content and structure are aligned with operational and/or business goals. Develops priorities for others to deliver. Accountable for multiple functions/programs including accountability for the budget, people and assets require to do so. OR... Manages the overall operations of a function/department and has significant responsibility for budget, people and assets which impact significantly on the ability of others within the organizations ability to meet their objectives.	75
5	Accountable across organization	Manages interface between various functions across the organization. Accountable for overall achievement of the goals and objectives of the organization with significant responsibility for budget, people and assets across the entire organization.	100

DEMANDS/ENVIRONMENT

DEMAND/ENVIRONMENT			
Grade	Definition	Guidelines and Explanation	Points
1	Light effort, no undue fatigue Minimum disadvantages	<p><u>PHYSICAL</u>: Light physical effort required – some sitting, standing and walking. Freedom to move at will. Lifting, pushing, or pulling lightweight objects.</p> <p><u>SENSORY</u>: Some sensory attention on various phases of work, reading, answering calls.</p> <p><u>ENVIRONMENT</u>: The work is performed in an environment with almost no exposure to disagreeable conditions or hazards.</p>	5
2	Moderate effort Minor disadvantages	<p><u>PHYSICAL</u>: May involve awkward positions causing strain or fatigue. Activities such as keyboarding, standing up to 50% of the work day. Lifting, pushing, pulling medium weight objects.</p> <p><u>SENSORY</u>: Sensory concentration is necessary in the preparation of written materials, word processing, periods of short interval driving. Up to 50% of the workday – visual and/or listening concentration with choice of action.</p> <p><u>ENVIRONMENT</u>: The work is performed in an environment with occasional exposure to minor disagreeable conditions or hazards.</p>	10
3	Considerable effort Noticeably disagreeable	<p><u>PHYSICAL</u>: Working in confined spaces 50% of the time. Standing/walking/keyboarding between 50-80% of the workday. Lifting, pushing pulling heavy or awkward objects.</p> <p><u>SENSORY</u>: Concentration on precision work, report writing or multiple demands. Frequent driving. Limited employee counselling, training, instruction. 50-80% of the workday visual and/or listening concentration with little choice of the action.</p> <p><u>ENVIRONMENT</u>: The work is performed in an environment with regular exposure to minor or occasional exposure to major disagreeable conditions or hazards.</p>	15

DEMAND/ENVIRONMENT			
Grade	Definition	Guidelines and Explanation	Points
4	Extended effort	<p><u>PHYSICAL</u>: Standing/walking/keyboarding over 80% of the workday. Stooping, crouching, kneeling. Lifting, pushing, pulling heavy or awkward objects.</p> <p><u>SENSORY</u>: Regular or recurring counselling, preparation of complicated reports requiring considerable analysis in advance or competing multiple demands.</p> <p><u>ENVIRONMENT</u>: The work is performed in an environment with almost continuous exposure to minor or regular exposure to major disagreeable conditions or hazards.</p>	20
5	Continuous effort	<p><u>PHYSICAL</u>: Requires the continuous expenditure of effort causing major fatigue.</p> <p><u>SENSORY</u>: Requires the continuous expenditure of effort causing major fatigue.</p> <p><u>ENVIRONMENT</u>: The work is performed in an environment with almost continues exposure to major disagreeable conditions or hazards.</p>	25

Notes To Raters:

The overall rating is determined by the highest level that a position meets the full definition of either physical or sensory or environment.

AVAILABILITY

Grade	Definition	Guidelines and Explanation	Points
1	Limited	Position is not required to be available to work hours outside of regular working hours	5
2	Occasional	Position may be periodically required to be available to work hours outside of regular working hours (i.e. once per month)	10
3	Frequently	Position is frequently required to be available to work hours outside of regular working hours (i.e. 3-4 times per month)	15
4	Ongoing	On an ongoing basis, position is required to be available to work hours outside of regular working hours (i.e. at least weekly)	20