### Factor 1: Knowledge (Education & Experience)

<table>
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<tr>
<th>Degree</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>High school, plus&lt;br&gt;Up to and including one (1) year of related experience&lt;br&gt;OR&lt;br&gt;An equivalent combination of education and experience</td>
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<tr>
<td>2</td>
<td>High school, plus&lt;br&gt;Up to and including one (1) year of related experience, plus&lt;br&gt;One year of post secondary education&lt;br&gt;OR&lt;br&gt;An equivalent combination of education and experience</td>
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<td>3</td>
<td>High school, plus&lt;br&gt;Over one (1) year, up to and including two (2) years of related experience, plus&lt;br&gt;One year of post secondary education or completion of CGA/CMA level 1&lt;br&gt;OR&lt;br&gt;An equivalent combination of education and experience</td>
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<td>4</td>
<td>Two-year post-secondary diploma in a related subject or completion of CGA/CMA level 2, plus&lt;br&gt;Over one (1) year, up to and including two (2) years of related experience&lt;br&gt;OR&lt;br&gt;High school, plus over three (3) years, up to and including four (4) years of related experience&lt;br&gt;OR&lt;br&gt;An equivalent combination of education and experience</td>
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<td>5</td>
<td>Two-year post-secondary diploma in a related subject, or completion of CGA/CMA level 3, plus&lt;br&gt;Over two years, up to and including three (3) years of related experience&lt;br&gt;OR&lt;br&gt;High school, plus over four (4) years, up to and including five (5) years of related experience&lt;br&gt;OR&lt;br&gt;An equivalent combination of education and experience</td>
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<td>6</td>
<td>Two-year post-secondary diploma in a related subject or completion of CGA/CMA level 4, plus&lt;br&gt;Over three (3) years, up to and including four (4) years of related experience&lt;br&gt;OR&lt;br&gt;Bachelor’s degree in a related subject, plus over one (1) year, up to and including two (2) years of related experience&lt;br&gt;OR&lt;br&gt;High school, plus over five (5) years, up to and including six (6) years of related experience&lt;br&gt;OR&lt;br&gt;An equivalent combination of education and experience</td>
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<td>7</td>
<td>Two-year post-secondary diploma in a related subject, plus&lt;br&gt;Minimum of five (5) years of related experience&lt;br&gt;OR&lt;br&gt;Bachelor’s degree in a related subject, plus minimum of three (3) years of related experience&lt;br&gt;OR&lt;br&gt;High school, plus minimum of seven (7) years of related experience&lt;br&gt;OR&lt;br&gt;An equivalent combination of education and experience</td>
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**Notes:**
- Working knowledge of a second language to perform duties = one (1) year of experience
- Each completed certification level of CGA/CMA = one (1) year of post-secondary education
- Medical Office Assistant (MOA) = one (1) year of post-secondary
- One year of experience = one year of post secondary education

Degrees assigned represent a “best fit”; all parts of a degree description need not be applicable.
## Factor 2: Judgement, Authority, and Decision Making

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| 1      | • Works under direct supervision.  
         • Work is performed in accordance with detailed instructions from others providing very little, if any, freedom to exercise independent judgment.  
         • Job tasks are repetitive, requiring the application of known skills and available facts and information.  
         • Work is closely controlled through the structured nature of the tasks involved.  
         • Job tasks are very well defined with specific guidelines for decision-making.  
         • Little or no planning is required. |
| 2      | • Works under general supervision.  
         • Work is performed in accordance with established procedures and well-defined standard practices involving limited freedom to select which methods are applicable in any given situation.  
         • Job tasks are usually well defined through others, requiring the use of established guidelines where there is little or no choice of action.  
         • Some planning may be required.  
         • Performs routine duties independently. |
| 3      | • Works independently under general supervision.  
         • Work is performed in accordance with established procedures and accepted practices involving freedom to select which methods are applicable in any given situation.  
         • Job tasks are generally standardized with ability to choose action within limits defined by standard/accepted data, information and procedures.  
         • Organization of work to accomplish goals is expected. |
| 4      | • Works independently under minimal supervision.  
         • Work is performed in accordance with broadly established procedures and practices requiring initiative to plan and complete recurring assignments independently, and judgement to determine which of many methods are applicable in any given situation.  
         • There are a variety of job tasks requiring ongoing prioritization.  
         • Responsibilities and work situations are broader in scope, with limited opportunity for standardized solutions. |
| 5      | • Works independently under broad direction.  
         • Work is performed within authorized prescribed limits and/or an approved plan.  
         • Exercises independent judgement in selecting and interpreting information, and reconciling deviations from standard methods.  
         • Job tasks are governed generally by broad instructions, objectives, and policies, usually involving frequently changing conditions and priorities.  
         • Assigned tasks make it necessary to determine what data and quality of data are required to make reliable decisions. |

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| 1      | Job duties are of a well-established nature.  
- Pattern of work and application of techniques are prescribed by the nature of the tasks (e.g. filing, photocopying).  
- Little or no need to resolve problems  
- Little or no opportunity to improve work methods. |
| 2      | Job duties are of a straightforward procedural nature.  
- Assembles and maintains data and/or information and ensures its reliability and quality.  
- Resolves routine problems and refers other problems to senior staff.  
- Some opportunity for improvement of work methods that are of a straightforward procedural nature. |
| 3      | Job duties cover work of a minor interpretive and/or technical and/or analytical nature.  
- Compiles, manipulates, and performs calculations on data.  
- Compiles, interprets, and evaluates information to occasionally resolve moderately complex problems.  
- Tasks require some artistic creativity.  
- Ideas developed result in minor changes to existing procedures, practices, standards, specifications, services, or projects. |
| 4      | Job duties cover work of an intermediate technical and/or analytical nature.  
- Uses initiative, interpretation, and/or ingenuity to identify potential or actual problems, investigate causes, and resolve problems.  
- Frequently resolves moderately complex problems, and occasionally resolves complex problems, in specialized areas, including for other staff.  
- Tasks require a moderate degree of artistic creativity.  
- Ideas developed result in moderate changes to existing procedures, practices, standards, specifications, services, or projects. |
| 5      | Job duties cover work of an advanced technical and/or analytical nature.  
- Frequently resolves complex problems in specialized areas, including for other staff.  
- Tasks require considerable artistic creativity.  
- Uses initiative, interpretation, and/or ingenuity to develop, implement, and evaluate innovative procedures, practices, standards, specifications, services, or projects. |

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Factor 4: Responsibility for the Work of Others

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| 1      | • Is not required to supervise.  
        | • May explain work procedures to new or inexperienced staff. |
| 2      | • Formally trains new staff on work procedures, and/or  
        | • Oversees work of students and/or temporary staff. |
| 3      | • Supervises up to and including one (1.0) FTE ongoing, permanent staff member, and/or up to and including five (5) temporary staff, students, and/or volunteers.  
        | o Coordinates and schedules day-to-day work.  
        | o Monitors performance and provides feedback to manager.  
        | o Provides input and makes recommendations for recruitment and selection of staff.  
        | o Formally trains new staff on work procedures.  
        | o Resolves personnel issues. |
| 4      | • Supervises more than one (1.0) FTE, up to and including two (2.0) FTE ongoing, permanent staff members, and/or more than five (5) temporary staff, students, and/or volunteers.  
        | o Coordinates and schedules day-to-day work.  
        | o Monitors performance and provides feedback to manager.  
        | o Provides input and makes recommendations for recruitment and selection of staff.  
        | o Formally trains new staff on work procedures.  
        | o Resolves personnel issues. |
| 5      | • Supervises more than two (2.0) FTE ongoing, permanent staff members.  
        | o Coordinates and schedules day-to-day work.  
        | o Monitors performance and provides feedback to manager.  
        | o Provides input and makes recommendations for recruitment and selection of staff.  
        | o Formally trains new staff on work procedures.  
        | o Resolves personnel issues. |

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## Factor 5: Interpersonal Skills

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| 1      | Basic interpersonal skills are required.  
• Exchanges routine information.  
• Responds to basic requests for information.  
• Provides information that is easily accessible within the work area. |
| 2      | Moderate interpersonal skills are required.  
• Verifies, explains, and/or exchanges detailed/specialized information.  
• Selects information from more than one source.  
• Responds to basic complaints. |
| 3      | Considerable interpersonal skills are required.  
• Builds rapport and defuses tense situations with people who may be difficult or challenging.  
• Actively listens, and probes for information to clarify requests.  
• Uses tact and discretion when discussing problems and eliciting sensitive or confidential information.  
• Provides interpretation of a routine to moderately complex nature.  
• Makes informal demonstrations or presentations in areas of expertise. |
| 4      | A high level of interpersonal skill is required.  
• Provides assistance and emotional support to individuals who are under stress or in crisis, showing empathy and sensitivity.  
• Actively listens, and probes for information to clarify complex requests.  
• Provides interpretation of a complex nature.  
• Makes informal demonstrations or presentations in areas of expertise.  
• Provides training and/or instruction of a routine nature in areas of expertise. |
| 5      | Advanced interpersonal skills are required.  
• Requires diplomatic persuasiveness, sensitivity, and the ability to motivate desired behaviour and secure cooperation and acceptance of decisions.  
• Negotiates to gain best value, or to gain agreement in hostile, emotional, or controversial situations.  
• Makes formal presentations, including facilitating workshops, in areas of expertise.  
• Provides training and/or instruction of a complex nature in areas of expertise. |

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## Factor 6: Working Conditions

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| 1      | • Standard office environment, or  
         • Seldom exposure to minor disagreeable conditions, or  
         • Workplace interruptions are expected, and do not create undue stress in task completion with known and predictable deadlines. |
| 2      | • Occasional exposure to minor disagreeable conditions, or  
         • Seldom exposure to major disagreeable conditions, or  
         • Interruptions are an expected part of the work, and re-prioritization and/or rescheduling of tasks is required for work completion. |
| 3      | • Frequent daily exposure to minor disagreeable conditions, or  
         • At least once daily exposure to major disagreeable conditions, or  
         • Work pressures, peak periods, multiple demands, deadlines or interruptions moderately impact task completion ability. |
| 4      | • Continuous exposure to minor disagreeable conditions, or  
         • Frequent daily exposure to major disagreeable conditions, or  
         • Work pressures, peak periods, multiple demands, deadlines or interruptions severely impact task completion ability. |

**Minor disagreeable conditions** include:
- correctable dust, dirt, fumes, heat, cold, poor lighting, noise, humidity, noxious odours;
- rudeness and/or profanity and/or demanding interaction with others
- health and accident hazards requiring treatment;

**Major disagreeable conditions** include:
- non-correctable dust, dirt, fumes, heat, cold, poor lighting, noise, humidity, noxious odours;
- verbal and/or physical aggression
- health and accident hazards requiring hospital treatment or lost time.

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### Factor 7: Physical and Sensory Effort

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| 1      | No undue fatigue:  
  - No requirement for heavy physical demands, such as pulling, pushing, and lifting heavy objects (over 35 lbs, or 16 kg).  
  - A variety of sitting, standing, and/or walking.  
  - Attentiveness is required for everyday activities, and additional effort is required occasionally. |
| 2      | Minor fatigue:  
  - Occasional requirement for heavy physical demands, such as pulling, pushing, and lifting heavy objects (over 35 lbs, or 16 kg).  
  - Moderate periods of sitting and/or standing in one position, with limited opportunity to move or change position.  
  - Extra attentiveness is required for performance of some detailed tasks requiring consistency and accuracy; the incumbent may change to alternative tasks requiring less sensory effort. |
| 3      | Moderate fatigue:  
  - Frequent requirement for heavy physical demands, such as pulling, pushing, and lifting heavy objects (over 35 lbs, or 16 kg).  
  - Extended periods of sitting and/or standing in one position, with limited opportunity to move or change position.  
  - Extra attentiveness is required for performance of many detailed tasks requiring consistency and accuracy; the incumbent may change tasks, but most tasks have similar sensory demands. |
| 4      | Significant fatigue:  
  - Continuous requirement for heavy physical demands, such as pulling, pushing, and lifting heavy objects (over 35 lbs, or 16 kg).  
  - Continuous requirement to sit and/or stand in one position, with limited opportunity to move or change position.  
  - Extra attentiveness is required for performance of most tasks, which are complex and/or lengthy, and/or for which maintenance of accuracy is critical and challenging; the incumbent often does not have the freedom to change tasks because one or more task must be completed within a critical time frame, and/or because the incumbent alone must complete key parts of processes. |

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