

## BROCK UNIVERSITY JOB EVALUATION FACTORS

Mandatory Evaluation Criteria	Job Requirements Measured By Hay	Grading Scale (ranges from ... to)
<b>SKILL</b>	<b>Technical Know How</b> - What are the combined levels (or equivalent) of education and experience needed to perform the job at a competent level?	ability to follow instructions to being a recognized expert in a complex discipline
	<b>Management Know How</b> - what requirement is there to think or act like a manager?	ability to perform a straightforward task to ability to direct and integrate the work of multi-function units
	<b>Human Relations</b> - what requirement is there to use human relations skills in the day to day performance of the job?	requirement to exercise the normal level of expected courtesy and cooperation in dealing with others to the requirement to motivate and be fully sensitive to others' feelings
<b>EFFORT</b>	<b>Problem Solving</b> - what mental effort is required to solve problems? Considers the following two factors:	considers the amount and kind of thinking required; for example, the requirement to analyze, evaluate, reason, define and resolve problems
	1. What is the <b>Thinking Environment</b> ? What help is available to the job incumbent in the form of policies, procedures, instructions for the job incumbent to follow?	strict routine to being guided by organizational policies

	2. What is the <b>Thinking Challenge</b> ? What is the independence, complexity, novelty of the thinking required by the job?	repetitive problems where choice of solutions is limited to requirement to define problem, search for solutions and develop alternatives
	<b>Physical Effort</b> - what physical effort does the job require which causes fatigue or physical stress?	light work where the job incumbent is mostly sitting and is free to move about to continuous movement such as walking and lifting
<b>RESPONSIBILITY</b>	<b>Accountability</b> - what are the end results expected of the job incumbent? Considers the following three factors:	
	<b>Freedom to Act</b> (or commit others to action) - what limits the job incumbent's freedom to make independent decisions? Consider the significance of precedents, standard practices, regulations, supervisor's role, etc.	jobs which receive detailed instruction in the form of policies and procedures to jobs which receive general guidance in the form of broad organizational policies and legislative limits
	<b>Magnitude</b> - what part (in terms of size) of the University is most clearly affected by the job?	a very small unit comprising only one or two employees to very large units where the work of the job incumbent has an effect on many employees

	<b>Impact</b> - what effect does this job have?	ranges from performing tasks which contribute to the functioning of the University to having primary control over the major activities of a unit
<b>WORKING CONDITIONS</b>	<b>Physical Effort</b> - see Effort Section above	
	<b>Physical Environment</b> - what unavoidable physical and environmental factors increase the risk of accident, ill-health and discomfort?	ranges from generally comfortable indoor conditions to extreme discomfort or substantial risk of accident or ill-health
	<b>Sensory Attention</b> - what is the requirement for seeing, hearing, smelling, tasting, touching? are these senses used separately, or in coordination with one another?	normal use of senses to jobs which demand the concentrated use of several senses and the need to coordinate their use
	<b>Mental Stress</b> - what factors inherent in the environment/job increase tension and anxiety?	ranges from jobs which would normally produce minimal mental stress (such as work which has few if any deadlines or other pressures) to jobs which would normally produce extreme mental stress (such as work which involves dangerous situations or is very disruptive to family/social life)