

## Section 1: The Skill Criterion

### According to the *Equal Wages Guidelines, 1986*:

*Skill:*

3. *For the purposes of subsection 11(2) of the Act, intellectual and physical qualifications acquired by experience, training, education or natural ability shall be considered in assessing the skill required in the performance of work.*
4. *The methods by which employees acquire the qualifications referred to in section 3 shall not be considered in assessing the skill of different employees.*

### General Tips for Selecting, Creating and Adapting Factors Relating to the Skill Criterion

Ensure that factors:

- fit (i.e., are appropriate to) the skill criterion
- are not gender biased
- are able to differentiate jobs
- do not overlap with others
- measure job content
- are clearly written
- reflect what is valued in the organization

**Skill:**

- refers to abilities required to perform the job
- should relate to mental or physical capabilities
- usually includes variables such as complexity, difficulty, speed, depth and breadth of knowledge, co-ordination

Inappropriate variables include importance, duration and frequency.

When evaluating jobs according to Skill factors, jobs should get credit for their highest skill requirements. These will not necessarily be the most commonly used skills, but those which must be available at all times. If a job could be ranked in more than one slot on the matrix due to different skill requirements, it should be given credit for the higher requirements.

## How to Recognize or Identify a Skill Factor

A job requirement that demands training or practice to achieve or maintain a competency level, is usually considered a skill factor.

<b>Criterion 1: Skill</b>	
<b>Component A:</b>	<b>Component B:</b>
<b>Intellectual Skill</b>	<b>Physical Skill</b>
<b>Sample Factors</b> Job Knowledge Product Knowledge Contextual Knowledge Communication Interpersonal Skill Analytical Skill Numeric Skill	<b>Sample Factors</b> Sensory Skill Physical Skill

## A Summary of the Skill Factors that Follow

### Component A: Intellectual Skill

#### 1. Job Knowledge

This factor measures the level of knowledge required to perform the job, i.e., how much employees must know to do the job. The variables relating to this factor are the depth and breadth of knowledge required to perform the job.

#### 2. Product Knowledge

This factor measures the level of product knowledge required to perform the job. The variables to be considered are the depth and breadth of product knowledge required to perform the job.

#### 3. Contextual Knowledge

This factor measures the extent to which employees require knowledge of contextual issues in order to do the job. It looks at how much knowledge is required (depth) and at how many aspects must be known (breadth). It looks at how much employees must know about their organization's goals, purpose, policies, and politics in order to perform their jobs.

#### 4. Communication

This factor measures the communication requirements from a Skill perspective. The variables relating to this factor are complexity of the information being communicated from the perspective of providing (speaking and writing) and receiving information (listening and reading).

#### 5. Interpersonal Skill

This factor measures the skill jobs require for interacting with people and communicating. It focuses on the *how* of communication not the *what*. It differentiates jobs according to the way people interact — not the words being used but the actions, body language and so on. The variables relating to this factor are the type and complexity of communication that employees provide and receive.

## **6. Analytical Skill**

This factor measures the complexity of analysis required by the job. The variables relating to this factor are complexity of information or data, and the variety of analytical methods or procedures the job involves.

## **7. Numeric Skill**

This factor measures the numeric or mathematical skills required by jobs. The two variables relating to this factor are complexity of numeric tasks and the depth of knowledge the job involves.

### **Component B: Physical Skill**

#### **1. Sensory Skill**

This factor measures the requirement to use various senses. Many jobs require use of senses, but to varying degrees; some jobs involve focused sensory tasks, while other jobs require a number of senses to be used at the same time. The two variables for this factor are the difficulty of the sensory task and the availability of the stimuli to the senses.

#### **2. Physical Skill**

This factor measures the amount of physical skill including manual dexterity, hand-eye or hand-foot coordination required to perform the job functions. Manual dexterity refers to hand and finger manipulations requiring coordination and sometimes speed. The variables associated with this factor are speed and co-ordination.

## Job Knowledge Notes for Evaluators

This factor is a Skill factor because it measures how much knowledge and skill employees require to perform their jobs. It looks at aspects of work that require training and practice and varying levels of skill differentiated according to depth and breadth of knowledge.

This factor measures the level of job knowledge required to perform the job itself at a satisfactory level. When using this factor it is very tempting to think in terms of the qualifications of the current employee or those of the ideal candidate. An extreme example of why not to do so is the job of ditch digger; the person doing it may have scientific knowledge of rock formations, but that does not mean the job requires it, unless this is an archaeological dig.

This factor focuses on the skills required rather than where and how an employee might have attained the skills for the very reason that the focus is on the job requirements not individual employees' characteristics. The other important issue to remember when applying all the Skill factors and most clearly with respect to job knowledge, is that ranking jobs on these factors is an exercise in relativity. A Level Five job in one organization may have been only a Level Three in another because of the range of skills required for the jobs in the two companies.

*This factor measures the highest level of skill required by jobs. It does not consider how often these skills are used.* Many skills are required in certain jobs. However, these skills must be available when they are needed. For example, flight attendants need to know emergency first-aid techniques; accountants need to know how to prepare an organization's tax returns or prepare financial statements. It may also be important to consider the difference between knowledge that must be available at all times and accessible to one's thinking at a moment's notice in the case of some sort of crisis, for example, a knowledge of emergency procedures. This is different from knowing where to find information within a reasonable time, for example a precedent ruling on a similar set of circumstances.

### Variables

#### 1. Depth

Depth refers to how much an employee must know about particular elements of a job.

#### Sample Definitions

- *Minimal:* What to do, e.g., which routine procedure (mostly memory knowledge)
- *Moderate:* May require some questioning and application of complex procedures
- *Extensive:* Why and how to accomplish tasks using understanding of tasks and goals

## 2. Breadth

Breadth refers to how many procedures or elements of a job an employee must know. Some employees need to know a little bit about many things, and others need to know a lot about a few things. It may also be helpful to think about the difference between general practitioners and medical specialists. General practitioners require significant breadth of knowledge, while specialists such as a heart specialists need significant depth of knowledge.

### Sample Definitions

- *Narrow*: Very few procedures or elements that are restricted to the work unit
- *Moderate*: Average number of procedures or elements still restricted to work unit
- *Broad*: Many procedures or elements that may be interrelated to other work units
- *Extremely Broad*: A very large number of procedures or elements which may interrelate to many work units

## Job Knowledge Factor

This factor measures the level of knowledge required to perform the job, i.e., how much employees must know to do the job. It does not matter how skills were or are obtained, for example, school or life experience. Do not assume that the current employee's qualifications are necessarily synonymous with what the job requires. Current employees may have more or less than what would normally be considered the minimum requirements to perform the job at a satisfactory level. The variables relating to this factor are the depth and breadth of the knowledge required to perform the job.

Depth	Breadth			
	Narrow	Moderate	Broad	Extremely Broad
Minimal	Level 1	Level 2	Level 3	Level 4
Moderate	Level 2	Level 3	Level 4	Level 5
Extensive	Level 3	Level 4	Level 5	Level 6

### Level One

- Job requires very little job specific knowledge.
- Job requires *minimal* knowledge of a narrow range of duties and procedures.

### Level Two

- Job requires a small amount of job-specific knowledge.
- Job requires *minimal* knowledge of a *moderately* broad range of duties and procedures, or job requires *moderate* depth of knowledge of a narrow range of job duties and procedures.

### Level Three

- Job requires a moderate amount of job knowledge.
- Job requires *moderate* knowledge of a *moderately* broad range of duties and procedures, or job requires *extensive* knowledge of a *narrow* range of duties and procedures, or *minimal* knowledge of a *broad* range of duties and procedures.

**Level four**

- Job requires a large amount of job knowledge.
- Job requires *extensive* knowledge of a *moderately* broad range of duties and procedures, **or** job requires *moderate* knowledge on a *broad* range of duties and procedures, **or** *minimal* knowledge of an *extremely broad* range of duties and procedures.

**Level Five**

- Job requires a significant amount of job knowledge.
- Job requires *extensive* knowledge of a *broad* range of duties and procedures, **or** *moderate* knowledge of an *extremely broad* range of duties and procedures.

**Level Six**

- Job requires a very significant amount of job knowledge.
- Job requires *extensive* knowledge of an *extremely broad* range of duties and procedures.



## Job Knowledge Questions for Job Information

All jobs require some knowledge. The following questions are designed to determine the kind and level of knowledge required to do a job. This factor looks at all the knowledge required to perform the current job at a satisfactory level and ignores how the knowledge was acquired, i.e., through education or experience.

1. The following is a **sample** list of knowledge/skill areas that your job may have required on the day you started working. In the space provided below, you will be asked to describe your job's knowledge/skill requirements for the areas that apply to you:

audio/video techniques	instrumentation electronics/automation
bookkeeping/general accounting	insurance claim preparation/negotiations
building maintenance	keyboard arrangement
building codes and fire regulations	mathematical principles/theories
calibrating equipment	medical documentation
carpentry	medical procedures
chemistry and chemical properties	opinion poll analysis/techniques
contracting - law and procedures	pest-control methods
data analysis techniques	photography
drafting	plant biology and physiology
economic analysis	printing
electrical theories/practices	project control
emergency first aid procedures	quotation techniques
employment standards laws/rules	report preparation/presentation
equipment maintenance	research procedures
export documentation	safe work practices
financial accounting, reporting procedures	sales techniques
food preparation procedures	sales contracting
freight cost analysis: R/R, water, trucking	sanitation methods/products/standards
grain-sampling or testing techniques	scheduling and production planning
graphics	scientific investigation
grievance handling	social policy principles
hazardous substances (WHMIS, etc.)	statistical analysis techniques
health and safety rules	tax laws
health education programs	traffic routings and travel times
industrial relations	weather forecasting
installation procedures	work-flow scheduling techniques

Please provide details on each of the knowledge/skills required in your job:

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2. The following is a **sample** list of knowledge/skills that you may have been required to learn on the job with respect to your organization's formal and informal policies and procedures:

- |   |   |
|---|---|
| acts, legislation, regulations                | medical procedures                        |
| approvals process for projects and programs   | office procedures                         |
| benefits administration                       | order-processing documentation            |
| buying protocol, e.g., supplies, assets       | payment policies                          |
| client service standards                      | payroll policies and procedures           |
| control panel configuration                   | personnel policies                        |
| customer service policies                     | processing tests                          |
| customer specifications                       | public relations/media protocol           |
| customs declaration assistance                | quality control testing techniques        |
| dispatch                                      | record keeping                            |
| disposing of waste                            | recording data                            |
| documenting result deviations                 | repair practices                          |
| emergency procedures                          | report writing                            |
| information-gathering policies/procedures     | safety practices                          |
| inputting sample data                         | sales procedures/protocol                 |
| instrument storage/maintenance                | shipping/receiving protocol/procedures    |
| interviewing process                          | test methods and standards                |
| inventory control/storage policies/procedures | tool inspection techniques/procedures     |
| knowing functions of the various departments  | transporting samples                      |
| knowing organization personnel names/titles   | verification processes                    |
| library services                              | weather conditions required for clearance |
| life skills programming                       |   |

Please describe the organization-specific knowledge/skills required in your job:

For example: (Refer to the list noted above, and fully explain each item chose.)

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3. a) What tasks are you required to perform with computers or word processors (check as many as appropriate):

- inputting
- accessing
- coding
- analyzing
- programming
- n/a

b) Explain each:

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c) Please list the software used, indicate if your job requires Basic applications or Advanced applications and then describe some typical applications performed:

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4. What equipment are you required to operate/monitor/repair? For example:

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|------------------------------|---------------------------|
| aerial ladder                | locomotive                |
| aircraft                     | mail meter/scale          |
| audio/visual equipment       | microscope                |
| calibrator                   | moisture meter            |
| camera equipment             | oven                      |
| computer                     | overhead crane            |
| dispatch radio               | photocopier               |
| editing equipment            | printing press            |
| electrocardiogram            | reach truck               |
| electrotherapeutic equipment | sewing machine            |
| emergency medical equipment  | ship                      |
| emergency vehicle            | switchboard               |
| fax                          | transcriber               |
| fork lift                    | transport truck           |
| grain equipment              | weigh scale               |
| graphics generator           | welding machine           |
| heat sensor                  | word processing equipment |
| hypodermic needles           | x-ray machines            |
| kiln                         |                           |
| laundry equipment            |                           |

Please list equipment and type of involvement (if any):

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## Product Knowledge Notes for Evaluators

This factor is a Skill factor because it measures how much knowledge employees must have about the products of their organization to perform their jobs. It looks at aspects of work that require training and practice and varying levels of knowledge which can be differentiated according to depth and breadth of knowledge. This factor looks at how much knowledge is required (depth) and at how many aspects must be known (breadth).

The organization will need to edit the questions to fit its specific requirement context. It is important to understand that products mean more than simply the consumer end products. Products are created along the way by various departments and may be only indirectly related to the end product, but needed by the organization in its day-to-day operation for other reasons.

When thinking about what knowledge is required, consider knowledge requirements very broadly. This knowledge is not always just about the products that employees are formally required to work with or deliver. It may also be about those that are indirectly related to these products. If employees provide information about products they are not formally recognized as needing to know about, it is important that the committee not discount this information. Check why the employee needs to have this knowledge to do the job in question. This factor may provide some surprising insights. It may make skills visible that were previously overlooked. For example, secretaries may need a lot of knowledge about the products of their department in order to fulfil their proofreading and co-ordinating functions. Shippers may need to know about product durability or geometry in order to pack crates in the most efficient way and to ensure product safety and minimize damage.

**Products** are usually tangible or touchable things. **Products** (broadly defined) include grain, research papers, text for speeches, health care products, annual reports, medical tests, investigations.

### Variables

#### 1. Depth

Depth refers to how much employees must know about products.

### Sample Definitions

- *Minimal*: Which product or service to provide (mostly memory knowledge)
- *Moderate*: May require some questioning and application of complex procedures
- *Extensive*: Why and how to accomplish tasks using understanding of product purpose and design

## 2. Breadth

Breadth refers to how many product elements an employee must know — whether a little about many products, or a lot about a few.

### Sample Definitions

- *Narrow*: A limited number of product elements (restricted to the work unit)
- *Moderate*: Numerous product elements (still restricted to work unit)
- *Broad*: Many product elements (interrelated with other work units)
- *Extremely Broad*: Infinite number of product elements (encompasses many work units)

## Product Knowledge Factor

This factor measures the level of product knowledge required to perform the job. When using this factor, consider all forms of product knowledge required. The variables relating to this factor are the depth and breadth of the product knowledge required to perform the job.

Depth	Breadth		
	Narrow/Specific	Moderate	Broad/ Comprehensive
Minimal	Level 1	Level 2	Level 3
Moderate	Level 2	Level 3	Level 4
Extensive	Level 2	Level 4	Level 5

### Level One

- Job requires very little product knowledge.
- Job requires *minimal* knowledge of a *narrow* range of product elements.

### Level Two

- Job requires a small amount of product knowledge.
- Job may require *moderate* knowledge of a *narrow* range of product elements, or *minimal* knowledge of a *moderately* broad range of product elements.

### Level three

- Job requires a moderate amount of product knowledge.
- Job may requires *extensive* knowledge of a *narrow* range of product elements, or *moderate* knowledge of a *moderately* broad range of product elements, or *minimal* knowledge on a *broad* range of product elements.

### Level Four

- Job requires a large amount of product knowledge.
- Job may require *extensive* knowledge of a *moderately* broad range of product elements, or *moderate* knowledge of a *broad* range of product elements.

### Level Five

- Job requires a significant amount of product knowledge.
- Job requires *extensive* knowledge of a *broad* range of product elements.

## Product Knowledge Questions for Job Information

Most jobs involve creating some kind of product. The level of product knowledge required to do the job varies according to the role in creating or delivering that product. The following questions are designed to determine the level of knowledge or skill required in jobs in order to create or deliver various products. This factor is not restricted to the end product of an organization. Instead, it considers all of the products that go into making one end product. The following questions are designed to measure the requirements of your job related to product knowledge.

1. The following are some **samples** of products (might be called deliverables or results) that may require knowledge or skill. In the space provided, please describe the products and the nature of your involvement with them:

annual reports	radio/television series/specials
chequing/savings accounts	research papers/reports
communication publications	route schedules
foreign currency	safety brochures
health care products	speeches
health benefits	surveys
investment portfolios	telephones
job evaluation results	test results
mortgage and other loans	
quality grain	training/seminars

2. The following are some **sample** areas of knowledge required for various products:

advertising options	organization goals, policies, procedures
colours	prices/availability/options
constituents	printing requirements
costs	product return and exchange policy
current trends	public opinion and preferences
deadlines	quality requirements
delivery options	quality/price trade-offs
distribution	risk/pay-off factors
format policies	safe storage rules
legal requirements, regulations	safety features
marketing concepts	safety issues
order specifications	seat options
	target audience



Please describe the products your job is involved with, the nature of the involvement and what you are required to know to fulfil your job requirements regarding the product(s):

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## Contextual Knowledge Notes for Evaluators

All jobs require some degree of knowledge of their context, but the degree can vary. Although individuals may differ in their interest in context, the knowledge *actually required* is the issue to be measured by this factor. Some jobs require understanding only a sub-unit's policies and rules; other jobs, understanding how the organization fits into a much larger context. For example, some jobs require processing paperwork for funding payments for a sub-unit; other jobs, writing budget proposals for a share of the organization's funds, and still others, seeking out and finding funding sources using any and all possible avenues. *Jobs should, however, always be rated according to the highest skill requirements.*

### Variables

#### 1. Depth

This variable refers to how much an employee must know about elements of context, such as rules, policies, events and circumstances.

#### Sample Definitions

- *Minimal:* Must know the where's, when's and what's of rules, policies, events, circumstances, application of the rules as instructed
- *Moderate:* Must know which policy or rule to apply and when they need to be questioned
- *Thorough:* Must know the how's and why's of the policies, rules, events and when they need to be changed or broken

#### 2. Breadth

Breadth refers to how many elements of context an employee must know.

#### Sample Definitions

- *Narrow:* Work-unit circumstances, rules, policies
- *Moderate:* Organization circumstances, rules, policies
- *Broad:* Organization in relationship with outside forces, other organizations, outside events

## Contextual Knowledge Factor

This factor measures the extent to which employees require knowledge of contextual issues in order to perform their jobs. All jobs operate within a context, but some require significant knowledge of their context, while others are independent. The context can also be either more or less straightforward, or complicated with varying levels of issues to consider.

Depth	Breadth		
	Narrow	Moderate	Broad
Minimal	Level 1	Level 2	Level 3
Moderate	Level 2	Level 3	Level 4
Thorough	Level 3	Level 4	Level 5

### Level One

- Job requires very little knowledge of context.
- Job requires employee to have only *minimal* knowledge of context, and context is *narrowly* defined around specific job duties.

### Level Two

- Job requires a small amount of knowledge of its context.
- Job requires employee to have *moderate* depth of knowledge of the context, where the context is *narrowly* defined, **or** *minimal* knowledge of the context, where the context has *moderate* breadth in terms of the issues concerned and other departments.

### Level Three

- Job requires moderate knowledge of context.
- Job requires employee to have a *thorough* knowledge of the contextual circumstances, which are *narrowly* defined, i.e., specific rules, **or** *moderate* depth of knowledge of the context, which is defined with *moderate* breadth, **or** *minimal* depth of knowledge of the context which is *broadly* defined.

**Level Four**

- Job requires significant knowledge of context.
- Job requires employee to have a *thorough* understanding of the contextual issues where the context has *moderate* breadth, or *moderate* depth of knowledge where the context is *broadly* defined.

**Level Five**

- Job requires very significant knowledge of context.
- Job requires employee to have a *thorough* knowledge of the context, and the context is *broadly* defined.

## Contextual Knowledge Questions for Job Information

All jobs require some degree of knowledge of the context in which they work. Employees in some jobs must know everything about their work unit. Others may require knowledge of the interactions and relationships between their own and other units, or more broadly, between their organization and other organizations. The following questions are designed to measure how much you must know about the context in which you work. Please describe the contextual knowledge requirements that represent the highest demands for your job.

1. The following are **sample** statements of knowledge requirements for various jobs:
  - must know the rules and policies for processing accounts payable
  - must have thorough understanding of approval protocol for departmental spending and budgeting and must be aware of current priorities for funding
  - must determine the most cost-effective sources for materials purchased, which involves researching the options

Please describe the types of knowledge requirements for your job, providing details:

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2. a) What acts, regulations, and legislation must you know to perform your job?

**Examples:** *Canadian Human Rights Act, Canada Labour Code  
Hazardous Substances Act, Waste Bill 141*

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b) For each act, regulation or legislation listed, please indicate if you must have a thorough knowledge or only an awareness of it, i.e., advanced or basic knowledge. Please describe your job's knowledge requirements and the level of knowledge or the circumstances where the knowledge might be required in your job.

3. What policies and procedures are you required to know? Please describe the policies and procedures and indicate if these relate to your sub-unit only; your work unit; other work units or other governments; other countries; other organizations.

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4. Please describe any knowledge requirements in your job in relation to a contextual rule. Then indicate whether it relates to your work unit, department, organization or a relationship between your organization and others (i.e., outside context).

## Communication Notes for Evaluators

This factor is a Skill factor because it measures varying levels of complexity and the degree to which particular skills are required in order to carry out the type of communications demanded by these jobs.

When applying this factor, consider the typical as well as the more difficult communication requirements involved in the job. This factor, as with all other Skill factors, ignores how often the job requires communication. Rather, it looks at only the degree of complexity of the communication skills. Complexity refers to the words used and the concepts being expressed. It may be helpful to think of this factor as measuring the level of language proficiency needed to perform the various job requirements. This assumes that if a job requires certain reading, writing, speaking or listening tasks to be performed, the communication skills must be available and the employee must have them regardless of how often they are used. When looking at the communication requirements of jobs, it is important to *look at the job requirements not the employee's capabilities*. For example, note that many jobs may have complex reading requirements but, although the employees may be capable of complex writing, the job may not require it.

Language can be very technical or specialized for a specific topic, making it more complex than everyday language. This factor measures two aspects of communication skills according to two variables — providing and receiving:

### Variables

#### 1. Providing (writing and speaking)

This aspect should be measured according to the highest level of *complexity of the information* that an employee must provide. Evaluators should also consider the additional level of difficulty for jobs that require taking *complex information and providing it in simple* terms for lay people or novices rather than experts in a particular issue or specialty. Evaluators may consider adding more levels to the *providing* (or outward communication) scale for such jobs. Note that it does not require as much communication skill to provide information to people such as suppliers or colleagues who speak a similar language, complete with similar jargon, as it does to translate complex information into user-friendly information.

### Sample Definitions

- *Simple*: Fact-oriented, small words, everyday language
- *Complex*: Conceptual, bigger words, still everyday language
- *Very Complex*: Conceptual, specialized terminology, must use correct and precise terminology

## 2. Receiving (reading and listening)

This aspect should be measured according to the highest level of *complexity of the information* that must be understood. The committee should also consider adding an additional level if the information tends to be written in ways that require interpretation or translation to be understood and used. Some jobs may require reading or listening to information in ambiguous or vague terminology and then translating it into useable information to guide behaviour. The information may have multiple meanings or interpretations, for example, in law, physiotherapy, or accounting.

### Sample Definitions

- *Simple*: Fact-oriented, small words, everyday language
- *Somewhat Complex*: Fact-oriented, bigger words, still everyday language
- *Complex*: Conceptual, specialized terminology, usually precise and clear
- *Very Complex*: Conceptual, specialized terminology, often vague with multiple meanings which need to be interpreted



## Communication Factor

This factor measures the communication requirements from a Skill perspective. The variables for this factor are complexity of the information being communicated in terms of both providing (speaking and writing) and receiving information (listening and reading).

Providing	Receiving (Reading/Listening)			
(Writing/ Speaking)	Simple	Somewhat Complex	Complex	Very Complex
Simple	Level 1	Level 2	Level 3	Level 4
Moderately Complex	Level 2	Level 3	Level 4	Level 5
Very Complex	Level 3	Level 4	Level 5	Level 6

### Level One

- Job requires little or no communication skill.
- Job may require employee to provide *simple* information and receive *simple* information.

### Level Two

- Job requires some communication skill.
- Job may require employee to provide *moderately complex* information and receive *simple* information, or provide *simple* information and receive *somewhat complex* information.

### Level Three

- Job requires moderate communication skill.
- Job may require employee to provide *very complex* information and receive *simple* information, or provide *moderately complex* information and receive *somewhat complex* information, or provide *simple* information and receive *complex* information.

**Level Four**

- Job requires strong communication skills.
- Job may require employee to provide *very complex* information and receive *somewhat complex* information, **or** provide *moderately complex* information and receive *complex* information, **or** provide *simple* information and receive *very complex* information.

**Level Five**

- Job requires very strong communication skills.
- Job may require employee to provide *very complex* information and receive *complex* information, **or** provide *complex* information and receive *very complex* information.

**Level Six**

- Job requires extremely strong communication skills.
- Job may require employee to provide *very complex* information and receive *very complex* information.

## Communication Questions for Job Information

All jobs require some level of communication skill. Communication is required in varying degrees. The nature of the communication also varies. The following questions relate to different kinds of communication requirements and the degree of complexity involved.

1. The following is a **sample** list of items that might require reading. These sample items are listed in order to help remind you of the kind of things that you must read as part of your job. Note examples of facts, concepts and specialized terminology (e.g., jargon). In addition to the complexity of the items that you are required to read, indicate whether it is usually clearly written or unclearly/vaguely written.

briefing reports

contracts

customer specifications

drawings and blueprints

economic analysis

forms

instructions

labels

legislation

letters

manuals

news releases

newspaper clippings

opinion surveys

reports

requests for proposals

test results

Please describe your job requirements and give a few **examples** of the most complex items you are required to read:

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2. The following is a **sample** list of items that might require writing or composing. These sample items are listed to help remind you of the kind of things that you must write as part of your job. Note examples of facts, concepts and specialized terminology (e.g., jargon).

- |                           |                             |
|---------------------------|-----------------------------|
| advertising copy          | news releases               |
| briefing notes            | policies                    |
| consultation papers       | presentations               |
| contracts                 | proposals                   |
| fill in predesigned forms | reports                     |
| instructions              | speeches                    |
| letters/memos             | training/procedures manuals |

Please describe your job requirements and give a few **examples** of the most demanding items you are required to write or compose:

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3. Are you required to edit or proofread documents of any type?  yes  no

Please describe the types of documents and what you proofread for:

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4. The following is a **sample** list of verbal demands your job might entail. These items are listed to help remind you of these demands. It is important to describe the complexity of any items indicated, particularly noting examples of facts, concepts and specialized terminology (e.g., jargon).

counselling	negotiating
emergency response questions	presenting
explaining	reporting
giving testimony	selling
instructing	speeches/press conferences
interviewing	teaching

Please describe your job requirements and give a few **examples** of the most demanding verbal requirements:

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5. Are you required to make formal or informal presentations?  yes  no
6. If presentations are required, under what circumstances, and what is the subject matter?
7. The following is a **sample** list of listening requirements your job might entail. These items are listed to help remind you of these requirements. It is important to describe the complexity of any items indicated, particularly noting examples of facts, concepts and specialized terminology (e.g., jargon).

candidate answers	meeting proceedings
client/customer needs	names/routine information
complaints	presentations
credit requests	product enquiries
dictation	specifications
explanations	union views
incident reports	vendor proposals
instructions/assignments	work priority questions
media reports	

Please describe your job requirements and give **examples** of the most demanding listening requirements:

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8. Does your job require communication in more than one language (e.g., a second language — bilingual English/French; various languages other than English and French; sign language; braille; computer programming languages)?  yes  no

9. If yes, please describe your reading requirements (i.e., type of materials/documents):

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a) Writing requirements (i.e., type of materials/documents):

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b) Speaking requirements (i.e., circumstances, types of issues):

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c) Listening requirements (i.e., circumstances, types of issues):

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d) Translating and interpreting requirements:

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10. Are you required to translate complex information into simple terms, e.g., plain language editing or complex terminology into simple terms for users?  yes  no

11. If yes, please describe and give examples.

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## Interpersonal Skill Notes for Evaluators

This Skill factor measures job requirements relating to dealing directly with other people, whether co-workers, clients or users of the service, or suppliers. Almost all jobs require some interaction with people. However, for some jobs, interpersonal interaction is central.

Interpersonal skill refers to the way in which communication is carried out. It's mostly the result of how, not what, information is communicated. It includes tone, inflection, body language, and other non-verbal forms of communication. When jobs are on the receiving end of communication, employees may require varying levels of understanding for nonverbal language. Depending on the job, employees may or may not be required to understand how information is being transmitted. For example, the other person may send certain non-verbal cues, but the receiver may not need to be concerned with them. An employee who is counselling someone must be able to understand non-verbal messages, but an employee receiving payment for a ticket does not need to be concerned about non-verbal cues that may indicate the other person is tired or has other concerns.

Consider the issue of power or authority. Jobs that have formal power or authority may not require interpersonal skill to get things accomplished. However, jobs without power or authority usually do require interpersonal skills to get things accomplished successfully. A job example could be customs officers who are expected to watch travellers and decide whom to investigate or question further and whom to let pass. They must watch for body language and tone-of-voice cues. From this information they can determine whether to pursue the traveller further or not.

### Variables

#### 1. Communication provided

##### Sample Definitions

- *Superficial/Factual*: Contact with people is straightforward, accomplished with little difficulty; others are at a similar level of authority and ability or with easily accommodated needs; it is assumed that the information provided can be understood without difficulty
- *Moderate*: Job requires interaction with others in difficult situations, to either assist in the resolution of problems, or provide encouragement, advice and support to staff or clients; skills required to ensure that the information provided is actually understood



- *Multi-level/Complex*: Required to communicate information that is difficult to understand to people in complex ways; attentiveness of client group impacted because of difficult or stressful situations; skills required to understand responses and to respond; ability to comfort and counsel clients in distress

## 2. Communication received

### Sample Definitions

- *Straightforward/Direct*: Information received is generally easily understood; any hidden agendas or non-verbal communications can be ignored in the performance of required duties
- *Difficult*: Information is not always presented in a clear fashion; skills are required to understand what is being said, and what is actually meant or to determine whether there is any reason to doubt the accuracy or completeness of the information received; requires ability to be attentive to non-verbal clues or to signs of confusion or distress
- *Complete/Deep*: Required to understand difficult, personal information; to read complex non-verbal clues and translate accurately; to establish trusting relationship with clients on ongoing basis in order to enable exchange of information and to bring about change

## Interpersonal Skill Factor

This factor measures the skills jobs require for interacting with people and communicating. It focuses on the *how* of communication, not the *what*. It differentiates jobs according to the way people interact — not the words being used but the actions, body language and so on. Interaction is two-way, as in the communication factor, so this factor must measure *how* jobs require one to provide communication and receive communication.

Communication Provided	Communication Received		
	Straightforward/ Direct	Difficult	Complete/Deep
Superficial/Factual	Level 1	Level 2	Level 3
Moderate/Regular	Level 2	Level 3	Level 4
Mulyi-level/ Complex	Level 3	Level 4	Level 5

### Level One

- Job requires minimal interpersonal skills.
- Job requires employee to provide *superficial/factual* communication and to receive *straightforward/direct* communication, neither of which have any hidden or indirect meaning that employees must deal with.

### Level Two

- Job requires some interpersonal skills.
- Job may require employee to provide *regular* communication and receive *straightforward/direct* communication, or provide *superficial/factual* communication and receive *difficult* communication.

### Level Three

- Job requires moderate interpersonal skills.
- Job may require employee to provide *multi-level/complex* communication and receive *straightforward/direct* communication, or provide *regular* communication and receive *difficult* communication, or provide *superficial/factual* communication and receive *complete/deep* communication.

**Level Four**

- Job requires strong interpersonal skills.
- Job may require employee to provide *multi-level/complex* communication and receive *difficult* communication, or provide *regular* communication and receive *complete/deep* communication.

**Level Five**

- Job requires very strong interpersonal skills.
- Job requires employee to provide *multi-level/complex* communication and receive *complete/deep* communication.

## Interpersonal Skill Questions for Job Information

The following questions are designed to determine the degree and extent of the interpersonal skills required in your job. Although all jobs require some degree of interaction with others, the degree to which jobs require interpersonal skill in their interactions varies. Some jobs require minimal interaction with people, and the interaction tends to be a superficial exchange of factual information such as credit account balances or directions for locating a particular individual (e.g., patient or employee). At the other extreme, some jobs require employees to have extensive interactions with people and involve exploring peoples' innermost feelings, including some the individual may not even understand.

1. The following is a **sample** list of words for describing types of interpersonal skills and interactions. Check to see which ones are applicable to your job:

accommodating	explaining
advising	interviewing
assessing	investigating
bathing	leading
behaviour modification	motivating
client-needs assessment	negotiating/selling
comforting/consoling	nurturing
coaching/guiding	persuading/influencing
contract negotiations	questioning/probing
counselling	role playing
crisis intervention	sales
customer complaints	serving
document translation	teaching
evaluating	testing

Please describe the type of interpersonal interactions and skills required in your job and the circumstances where they would be used:

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2. The nature of the interaction is (you may choose more than one and explain):

- simple/straightforward
- complex
- sensitive (e.g., collections, medical history)
- technical
- same kind of information
- different issue each time
- uncomfortable (e.g., complaints, upset family member)
- other:

Please describe these interactions:

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3. Does your job require receiving and understanding non-verbal communication which could be taken to mean a feeling or perception of events or personalities? This requirement could include reading body language or other signs. For example, are you required to read:

body movements, e.g., hands  
body posture, position  
eyes

facial expression  
tone of voice

**Sample situations:**

- interpreting non-verbal communication of children
- reading a group's need to have a break based on their posture and body movements
- seeing interest in a potential customer based on tone of voice and facial expressions
- sensing distress from a patient's family from their facial expressions and the look in their eyes and knowing when to offer information
- understanding the meaning of silence in different circumstances such as patient counselling, employee performance review
- traveller at customs check point
- understanding non-verbal signals from the point of view of another culture

Please describe:

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4. Does your job require providing communication in more than just words with any particular skill in order to communicate to others. For example, are you required to use:

body movements, e.g., hands  
body posture, position  
eye contact  
facial expression

physical proximity  
speech patterns to make an impression such as  
pacing for enthusiasm or calmness  
tone of voice

Please describe:

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## Analytical Skill Notes to Evaluators

This factor is a Skill factor because it measures the complexity and breadth of knowledge required to perform analysis. Analytical skill is designed to measure the level of analysis through the use of analytical techniques and methods, i.e., to manipulate or question or evaluate data and information.

This factor, as with all other Skill factors, is not measuring frequency of use. It does, however, ignore analytical requirements that are used outside of the job requirements and which, if performed at all, are incidental. Many employees may be asked at times to solve problems if they can, e.g., to use common sense to fix a piece of equipment that has just broken even though it is not their job to do so. This is not the kind of analysis and problem-solving that is being measured here. Instead, analysis and problem-solving must be part of the regular job requirements.

### Variables

#### 1. Variety of Methods

Variety refers to the number and the degree of similarity or difference of analytical methods that are required to do a job. Some jobs require the same analytical method to be used all the time, while others require employees to know and use many different methods. Analysis is usually done either to solve problems or make sense of things that were previously not understood, or to find patterns and so on. The analytical methods may be statistical, mathematical, scientific, administrative, computer-driven or manual, predictive or explanatory, mechanical or theoretical.

#### Sample Definitions

- *No Variety*: Always the same method
- *Similar*: A variety of similar methods
- *Different*: A variety of different methods

#### 2. Complexity of Information/Data

This variable refers to the difficulty or novelty of the information. The information or data may be regular or unusual.

### Sample Definitions

- *Straight Facts*: Do not need to be questioned, manipulated or analyzed
- *Somewhat Complex*: Mostly known but some unknown aspects, possibly some hidden meanings that need to be understood
- *Moderately Complex*: Somewhat specialized data or information which requires some interpretation before it is useable; tends to be conceptual information
- *Very Complex*: Highly specialized information or data; many unknowns or a lot of ambiguity; requires much interpretation and questioning before it is useable; usually data or conceptual information that appears unconnected

Other variables that could be used for measuring analytical skills are: depth and breadth of skills; complexity of methods/methods; variety/scope of information/data.



## Analytical Skill Factor

This factor measures the complexity of analysis required by the job. Some jobs involve tasks that have little to no possibility of posing problems; others, involve identifying, quantifying or characterizing problems. Still others involve solving problems. The variables in this factor are the complexity of information or data and the variety of analytical methods or procedures required. Please note that it is expected that some jobs will require **no** analytical skill. Therefore, Level One would apply.

Variety of Methods	Complexity of Information/Data			
	Straight Facts	Somewhat Complex	Moderately Complex	Very Complex
No Variety (Always the Same)	Level 1	Level 2	Level 3	Level 4
Similar	Level 1	Level 3	Level 4	Level 5
Different	Level 1	Level 4	Level 5	Level 6

### Level One

- Job requires little to no analytical skill.
- Job involves dealing with *straight facts* that do not require any manipulation or questioning, i.e., no analysis.

### Level Two

- Job requires some analytical skill.
- Job requires analytical tasks always using the *same* method on *somewhat complex* information or data.

### Level Three

- Job requires moderate analytical skill.
- Job may require analytical tasks involving *similar* methods for dealing with *somewhat complex* information or data, or analytical tasks involving the *same* method for dealing with *moderately complex* information or data.

**Level Four**

- Job requires high degree of analytical skill.
- Job may require analytical tasks involving *different* methods for dealing with *somewhat complex* information or data, or use of *similar* methods for dealing with *moderately complex* information or data or the *same* method for *very complex* information or data.

**Level Five**

- Job requires a very high degree of analytical skill.
- Job may require analytical tasks involving *different* methods for dealing with *moderately complex* information or data, or analytical tasks involving *similar* methods for *very complex* information or data.

**Level Six**

- Job requires an extremely high degree of analytical skill.
- Job requires analytical tasks involving *different* methods for dealing with *very complex* information or data.

## Analytical Skill Questions for Job Information

The following questions are designed to determine the type and degree of analytical skills you must have in order to do your job. This factor looks at the complexity of data or information requiring analysis and the degree of analysis required by the job. The analytical methods may, for example, be statistical, mathematical, scientific, administrative, computer-driven or manual, predictive or explanatory, mechanical or theoretical.

- The following is a **sample** list of types of data or information that may require analysis. These examples should remind you of the things that you might have to analyse as part of your job.

accounting records	nutritional needs
artistic compositions	patient symptoms
budget/projections	payroll
computer programs	product prices
curriculum	product dimensions
engineering calculations	profit/loss figures
environmental data	quality specifications
financial formulae	safety conditions
inventory levels	site characteristics
machine-run specifications	statistical formulae
materials classification	test input or results

Please describe the type of data you work with (if this does not apply, leave it blank):

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2. The following is a **sample** list describing the types of analytical tasks performed with data:

- |                                    |                               |
|------------------------------------|-------------------------------|
| analyzing results                  | ingredient, chemical analysis |
| assessment                         | inputting                     |
| calculations                       | interpreting                  |
| checking results against standards | investigating problems        |
| compiling                          | monitoring                    |
| conducting tests                   | prescribing                   |
| costing                            | pricing                       |
| designing programs                 | scheduling                    |
| determining needs                  | scheduling work flow          |
| diagnosing                         | sorting                       |
| estimating requirements            | statistical analysis          |
| formulating products               | verification                  |
| identifying clients                |                               |

Please describe your job requirements (if this does not apply, leave it blank):

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3. Please indicate if the methods used in these tasks are:

- the same from one time to the next
- similar methods
- different methods

Please explain the pattern of analytical methods used:

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4. The following is a sample list of types of information and problems requiring analysis:

- |                              |                             |
|------------------------------|-----------------------------|
| accuracy analysis            | personality characteristics |
| communication campaigns      | product specifications      |
| customer complaints          | quality standards           |
| installation problems        | speech patterns             |
| machine malfunction problems | survey results              |
| marketing programs           | symptoms of diseases        |

Please describe the type of information and problems you work with (if this does not apply, leave it blank):

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5. The following is a sample list describing the types of tasks performed with the information:

- |  |                                       |
|--|---------------------------------------|
| determine remedial action needs            | use survey results to set policy      |
| determine effectiveness of programs        | determine controls for experiments    |
| determine causal relationships             | search for missing reasons            |
| determine purchasing patterns and profiles | test theories                         |
| isolate the important variables            | track personality profiles            |
| develop data base of profiles              | track consumption patterns            |
| determine best differentiating criteria    | investigate legitimacy of allegations |

Please describe your job requirements for analysis (if this does not apply, leave it blank):

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6. Please indicate if the methods used in these problem analyses are:

- the same from one time to the next
- similar methods
- different methods

Please explain the pattern of analytical methods used:

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## Numeric Skill Notes to Evaluators

This factor measures only those numeric skills that the job requires. Note that it ignores individual capabilities or skills, because many employees will have learned numeric skills in school or from experience that are not required on the specific job they are required to perform. *Evaluate only job requirements not employee capabilities.*

This factor, as with other Skill factors, does not consider frequency of use. If a job requires certain numeric knowledge, then this fact must be captured — regardless of how often the employee has to use this knowledge on the job. It must, however, be a job requirement and not done as a volunteer or extracurricular exercise or simply because a certain employee has the skill.

### Variables

#### 1. Depth of Knowledge

This refers to how much skill which a job requires in numbers and numeric operations from arithmetic to statistical computation and scientific formulae.

#### Sample Definitions

- *Nil*: Numeric skills not required for the job
- *Minimal Understanding*: Needs to perform numerical functions but not required to understand logic or know how to deal with irregularities
- *Working Knowledge*: Must understand the logic and the various possibilities of common numerical problems and their solutions
- *Thorough Understanding*: Must understand the whole concept and the various component parts, including how to solve the various numerical problems that may occur

#### 2. Complexity

This variable refers to how many skills relating to numbers and numerical operations a job requires.

### Sample Definitions

- *Rudimentary*: Includes requirements to add, subtract, multiply and divide; simple calculations; examples might include calculating travel expenses, mixing paint, or cooking according to a recipe
- *Moderately Complex*: Common statistical, algebraic, mathematical concepts or theories
- *Complex*: Higher level of mathematics including calculus and more specialized and conceptual theories and complex scientific formulae
- *Extremely Complex*: Very conceptual theories; includes very technical formulae

Examples are intended to be used as a guideline. Representative examples will depend on the line of business, the types of jobs and, consequently, the range of skills required.

### Numeric Skill

#### Factor

This factor measures the numeric or mathematical skills required in jobs. The two variables for this factor are complexity of numeric tasks and the depth of knowledge required. Please note it is expected that some jobs will require no numeric skill and, as a result, Level One would apply.

Depth of Knowledge	Complexity			
	Rudimentary	Moderately Complex	Complex	Extremely Complex
No Numeric Skill Required	Level 1	Level 1	Level 1	Level 1
Minimal Understanding	Level 2	Level 3	Level 4	Level 5
Working Knowledge	Level 3	Level 4	Level 5	Level 6
Thorough Understanding	Level 4	Level 5	Level 6	Level 7



**Level One**

- Job does not require numeric skills.

**Level Two**

- Job requires minimal numeric skills.
- Job requires a *minimal understanding* of *rudimentary* arithmetic calculations.

**Level Three**

- Job requires some numeric skills.
- Job may require a *working knowledge* of *rudimentary* arithmetic calculations, **or** *minimal understanding* of *moderately complex* mathematical concepts.

**Level Four**

- Job requires moderate numeric skills.
- Job may require a *thorough understanding* of *rudimentary* mathematical concepts, **or** a *working knowledge* of *moderately complex* mathematical concepts, **or** a *minimal understanding* of *complex* mathematical concepts.

**Level Five**

- Job requires a high level of numeric skills.
- Job may require a *thorough understanding* of *moderately complex* mathematical concepts, **or** a *minimal understanding* of *extremely complex* mathematical concepts, **or** a *working knowledge* of *complex* mathematical concepts.

**Level Six**

- Job requires a very high level of numeric skills.
- Job may require a *thorough understanding* of *complex* mathematical concepts, **or** a *working knowledge* of *extremely complex* mathematical concepts or scientific formulae.

**Level Seven**

- Job requires an extremely high level of numeric skills.
- Job requires a *thorough understanding* of *extremely complex* mathematical concepts or scientific formulae.

## Numeric Skill Questions for Job Information

The following questions are designed to determine job requirements for numeric skills. This factor measures the degree to which the knowledge is required, i.e., the depth of knowledge and the complexity of the mathematical tasks required in jobs.

1. The following are some examples of mathematical functions:

- accounting principles, e.g., inventory options, depreciation, credit/debit
- algebra, e.g., displacement quantities, speed/distance formulae, height/slope requirements for bridges, load weights for aircraft and distribution patterns to ensure balance
- amortization to determine value
- chemical quantities and interaction qualities
- colour spectrum quantities
- financial formulae, e.g., pay back period, return on investment, profit/loss calculations
- geometry, e.g., room dimensions for renovations
- interest rate options
- metric conversion, e.g., customs documentation for or from other countries
- monetary conversion and financial transactions with other countries
- patient weight/medication dose balance
- physics for research, e.g., rules of gravity
- quality thresholds, e.g., thickness, size, sound, resistance, elasticity
- regression analysis, e.g., determining wage gap
- temperature and weather characteristics

Please describe the numeric skills required in your job and the circumstances under which they are required:

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2. For every item described above, please describe the extent to which you are required to know and use the numeric function or interpret results. **For example:**

- Item 1 I must perform calculations, interpret the results and provide the synopsis with a recommendation to my boss.
- Item 2 I must review the results and know when to question their validity.
- Item 3 I must know how to ask for the calculations but not required to do them.
- Item 4 I use a calculator or computer to perform calculations. It is not necessary to know the formula, just how to use the function keys on the calculator or computer.

Please provide details:

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## Sensory Skill Notes for Evaluators

This factor measures a Skill because some jobs require the employee to use the five senses in performing job duties. The factor measures the level of sensory skill according to the difficulty of the tasks and the difficulty of the stimuli (or thing to be noticed) to be sensed.

This factor measures a skill and, therefore, it is appropriate to look at the degree of difficulty. This factor is likely to elicit skills that quite often go unnoticed as being either “just part of the job”, or intrinsic to the employees, or performance-oriented — rather than as being particular job requirements. This factor does not cover the sensory skill needed to pick up non-verbal communication. That skill is covered under Interpersonal Skill. If Interpersonal Skill is not selected as a factor, it may be appropriate to capture that sensory skill in this factor.

### Variables

#### 1. Degree of Stimuli Availability to Senses

This variable looks at how apparent the stimuli are — from the obvious and clear, to the very subtle. For example, quality control employees may encounter product defects that are easily seen; other defects may be subtle.

#### Sample Definitions

- *Obvious/Readily Available*: Not hidden, available to the untrained senses; readily perceptible
- *Average/Moderate*: Not readily perceptible; difficulty arises from extent, speed, mix of stimuli
- *Subtle/Hidden*: Difficult to detect; subtlety stems from low incidence, high speed, unusual character, or interconnectedness of stimuli

#### 2. Difficulty of Sensory Task

This variable refers to the degree to which the senses in question must be educated or honed. Some sensory skills are easy to perform, while others require training, experience or practice. For example, while all people can taste food and determine if they like it, a chef needs to have an educated palate to know which spice to add and how much to get the food to taste the way it is supposed to. Quality control positions also often require a more acute sense for detecting product faults than would equipment operators. There may be levels of checkers requiring different degrees of sensitivity to quality.

**Sample Definitions**

- *Somewhat Difficult*: Must use natural senses, usually one at a time
- *Moderately Difficult*: Must use trained senses to accomplish tasks, requiring more than one sense
- *Very Difficult*: Must use highly trained or experienced senses to determine problems and possible solutions, requiring use of several or multiple senses

### Sensory Skill Factor

This factor measures the requirement to use various senses. Many jobs require the use of senses, but to varying degrees; some jobs involve focused sensory tasks, while other jobs require that a number of senses be used at the same time. This factor measures sensory skill according to two variables: difficulty of sensory task and the availability of the stimuli to the senses.

Difficulty of Sensory Task	Degree of Stimuli Availability to Senses		
	Obvious/Readily Available	Average/ Moderate	Subtle/ Hidden
Somewhat Difficult	Level 1	Level 2	Level 3
Moderately Difficult	Level 2	Level 3	Level 4
Very Difficult	Level 3	Level 4	Level 5

#### Level One

- Job requires little to no sensory skill.
- Job may involve *somewhat difficult* sensory tasks, and the stimuli are usually *obvious* to the sense(s).

#### Level Two

- Job requires some sensory skill.
- Job may involve *moderately difficult* sensory tasks, and the stimuli are usually *obvious* in nature, **or** *somewhat difficult* sensory tasks, and the stimuli are of *average/moderate* availability to the sense(s).

#### Level Three

- Job requires moderate sensory skill.
- Job involves *very difficult* sensory tasks, and the stimuli are obvious, **or** *moderately difficult* sensory tasks, and the stimuli are of *average/moderate* availability, **or** *somewhat difficult* sensory tasks, and the stimuli are usually *subtle/hidden* from the sense(s).

**Level Four**

- Job requires significant sensory skill.
- Job involves *very difficult* sensory tasks, and the stimuli are of *average/moderate* availability, **or** *moderately difficult* sensory tasks, and the stimuli are usually *subtle/hidden* from the sense(s).

**Level Five**

- Job requires very significant sensory skill.
- Job involves very difficult sensory tasks, and the stimuli are usually *subtle/hidden* from the sense(s).

## Sensory Skill Questions for Job Information

1. Which of the five senses, if any, does your job require that you use beyond everyday usage?  
(You may select more than one.)

Hearing  Sight  Taste  Touch  Smell

2. If you checked **hearing**, what does your job require you to do? **Examples:**

- act on various sound indicators, e.g., bells, screams, cries, audio-based indicators for diagnosis
- be selective in order to tune out distractions and tune into relevant sounds
- detect sound differences
- dictation
- listen to and analyse equipment sounds
- hear phone ringing while away from desk doing other tasks, in order to respond in time
- hear call indicators from rooms, announcement system for instructions or emergencies
- criticize musical compositions
- hear sound detectors for security scanning
- test hearing equipment
- take verbatim evidence for transcripts

Describe any tasks or situations that require you to use your sense of hearing:

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3. If you checked **taste**, what does your job require you to do? **Examples:**

- detect taste differences
- flavour food to accomplish desired taste, e.g., recipe development
- judge quality of taste



Describe any tasks or situations that require you to use your sense of taste:

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4. If you checked **smell**, what does your job require you to do? **Examples:**

- detect smell differences
- judge quality
- use to indicate action necessary, e.g., diaper should be changed, spoiled food should be discarded, animals should be bathed, ingredients should be added or changed to produce desired aroma

Describe any tasks or situations that require you to use your sense of smell:

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5. If you checked **sight**, what does your job require you to do? **Examples:**

- choose or design buildings and offices with visual aesthetics as criteria
- detect patient discomfort, infection
- detect visual differences
- judge quality
- drive
- read roadway signs and symbols
- replicate or recreate something, e.g., paint a picture based on a previously experienced scene
- scan documents for desired text
- word process

Describe any tasks or situations that require you to use your sight:

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6. If you checked **touch**, what does your job require you to do? **Examples:**

- administer needles
- detect differences in touch, texture
- detect problems, e.g., medical problem, machine problem, by touch
- graphic design
- massage therapy
- product assembly
- read braille
- touch type/keyboard

Describe any tasks or situation that require you to use your sense of touch:

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7. Does your job require use of combined sensory skills? **Examples:**

- cold symptoms in a child: hot forehead (touch), runny nose (sight), persistent coughing (hearing)
- use hearing to know when a machine is not operating quite right, sense of touch and vision in combination to know where a problem is located and when it has been corrected

Describe any tasks or situations where combinations of sensory skills are used:

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## Physical Skill Notes for Evaluators

This factor measures the physical skills required to perform the job. Some jobs have requirements to do intricate or detailed work. Others may be required to perform repetitive movements needing hand/eye or hand/foot co-ordination. Physical skills look at the combination of co-ordination and speed. This factor, like all other factors, ignores individual performance and looks only at what the job requires for satisfactory performance.

Physical skills are often related to the operation of equipment or machinery or the use of tools, such as a sewing machine, cash register, winding machine, word processor, lathe, scissors, syringes. Other manual manipulations include: picking out defective products from a moving line, arranging or mixing food, assembling parts and components.

This factor does not consider the strain of the physical activities in terms of energy required. This would be considered under Effort. (Certain tasks may require a high degree of skill, but they are not in the least bit tiring, or little skill but they are exhausting.)

### Variables

#### 1. Speed

This variable relates to the skill of being able to process quickly or perform tasks at varying degrees of speed. Some jobs, such as in surgery or painting, require precise movements with a high level of co-ordination, but not speed because precision cannot be compromised. In other jobs, co-ordination for precise movements is not a priority but maintaining a high speed of processing is — for example, pulling defective parts off a conveyor belt.

#### Sample Definitions

- *Minor*: Speed is not important or only average, natural speed is required
- *Major*: Speed is important and training is usually necessary to develop the speed

#### 2. Degree of Co-ordination

This variable relates to the degree of dexterity or control over motor activities required. The motor activities may involve one or more of fingers, hands, feet, arms or legs, and their co-ordination.

### Sample Definitions

- *N/A*: Tasks do not require any particular co-ordination; this usually means equipment is not used or need not be used with any degree of precision of movement
- *Moderate*: Tasks require some specialized movements or combination of body parts to be moved together
- *Advanced*: Tasks require highly specialized and usually somewhat unnatural body part movements or combination of parts moving together in a precise manner

Other possible variables for this factor could be:

- Degree of Accuracy (Acceptable, Accurate, Precise)
- Level of Difficulty of Physical Operation (Simple, Average, Difficult, Very Difficult)

Questions would need to be adjusted to capture these other variables.

## Physical Skill Factor

This factor measures the amount of physical skill including manual dexterity, hand-eye or hand-foot co-ordination required to perform the job functions. Manual dexterity refers to hand and finger manipulations requiring co-ordination and sometimes speed. Consider both fine and coarse movements. The variables for this factor are speed and co-ordination.

Degree of Co-ordination	Speed	
	Minor	Major
N/A	Level 1	Level 2
Moderate	Level 2	Level 3
Advanced	Level 3	Level 4

### Level One

- Job requires little to no particular physical skill.
- Job involves tasks unrelated to physical requirements, i.e., co-ordination is not a factor at all.

### Level Two

- Job requires some physical skill.
- Job requires *moderate* co-ordination with speed a *minor* issue.

### Level Three

- Job requires a moderate degree of physical skill.
- Job may require *advanced* co-ordination with *minor* speed requirements, or *moderate* co-ordination requirements with *major* speed requirements.

### Level Four

- Job requires a high degree of physical skill.
- Job requires *advanced* co-ordination and *major* speed requirements.

## Physical Skill Questions for Job Information

Many jobs require physical skills to perform the functions assigned. The category of physical skills comprises manual skills, hand-eye and hand-foot co-ordination. Speed and precision are usually elements required to varying degrees within jobs needing physical skills. The following questions are designed to find out about how you use your hands, fingers, feet to perform your job.

1. The following is a **sample** list of machinery or equipment that might require some kind of physical skill to operate:

anthropometric equipment	manual tools
audio-visual equipment	overhead crane
calculator	power tools
camera: still/video	power equipment
computer graphics	reach truck
computer	sewing machine
computer keyboard	switchboard
control panel knobs	syringe
cooking utensils	transcriber
design instruments	typewriter
electric stimulator	ultrasonic equipment
electromyographic machine	vacuum cleaner
fork lift	vehicle
glucoscan	x-ray equipment
internal radio system	welding machines

Please list equipment requirements for your job, and describe the physical operation you are required to perform. Indicate if you are required to maintain a high speed while using the equipment or machinery:

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2. a) Does your job require intricate or finely detailed work?  yes  no

If yes, describe:

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b) If yes to 2a, are you required to maintain a certain speed?  yes  no

If yes, how quickly are you required to work?

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3. a) Does your job require fine or detailed assembly work or putting parts together?  
 yes  no

If yes, describe:

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b) If yes to 3a, are you required to maintain a certain speed?  yes  no

If yes, how quickly are you required to work?

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4. Describe any repetitive movement requirements (e.g., typing) and indicate speed requirements:

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5. Describe any co-ordination requirements (e.g., hand/eye — typing, administering needles; hand/foot/eye — operating equipment and vehicles) and indicate speed requirements:

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6. Describe any other requirements for physical skill not already indicated:

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