

## **Foreword**

Much has changed in the Canadian Public Service workplace, the economy and the world since the Executive Group Position Evaluation Plan (EGPEP) was last reviewed and updated in 1992. Internal and external pressures have re-shaped management values and the role of the Federal Government. Globalization and international security issues have given rise to many new and more powerful international organizations requiring greater government co-ordination. The delivery of many government services has been altered, shared or transferred to other government jurisdictions or the private sector.

Executive jobs have been highly impacted by these changes and the introduction of modern management frameworks that emphasize such Public Service values as providing citizen-centred program delivery, ensuring responsible spending, ensuring innovative and timely policy development, managing for results, operating within shared management accountabilities, behaving ethically, and applying effective people management practices.

The world of work for executives is constantly evolving to both anticipate and respond to citizen expectations of better service, employee expectations of visionary leadership and the impact of new technologies. Given the scope and magnitude of change in the way executive work is performed today, it has become imperative that the benchmarks appended to the Executive Group Position Evaluation Plan be modernized.

In assessing the nature of an executive position's contribution to its organization, evaluators will need to be sensitive to the complexity, spirit and values implicit in the nature of this important work.

## **Preface**

This manual has been prepared to assist and act as a guide for all Classification Specialists and members of the Executive Group involved in the classification of Executive Group positions.

The Executive Group Position Evaluation Plan (EGPEP) is a Hay-based position evaluation plan, which has been used to evaluate EX-level positions in the Federal Public Service since 1980. The Hay Guide Chart and Profile methodology, more commonly called the Hay Plan, are widely used by hundreds of organizations around the world in both public and private sector jurisdictions.

The EGPEP's benchmark position descriptions have been reviewed and updated to reflect changes in management practices as well as the major operational and organizational shifts that have taken place since the Plan was last updated in 1992. These changes will ensure that the Plan remains current and relevant.

This manual is designed to:

Clarify the basic concepts and principles underlying the job evaluation process.

Provide guidelines that will foster consistency in the evaluation of Executive Group positions while retaining the flexibility required to properly reflect the diverse nature of these positions.

Serve as an adjunct to the materials and experience received during basic job evaluation training or refresher courses.

To assist evaluators in developing a sound and comprehensive understanding of executive jobs, it is important that Executive Group position descriptions be up-to-date, so that they accurately reflect changes in organization structure, authorities, key responsibilities and management philosophy. Most importantly, they need to clearly demonstrate the position's contribution to the organization.

This revised EGPEP manual supersedes the September 1992 edition.

## Table of Contents

FOREWORD .....	I
PREFACE .....	II
INTRODUCTION TO JOB EVALUATION .....	1
MEASURING KNOW-HOW .....	9
MEASURING PROBLEM SOLVING / THINKING .....	19
MEASURING ACCOUNTABILITY / DECISION MAKING .....	27
USING THE BENCHMARKS .....	41
APPENDIX A – EXECUTIVE (EX) GROUP DEFINITION .....	57
APPENDIX B – GUIDE CHARTS .....	61
APPENDIX C1 – BENCHMARK INDEX BY FUNCTION .....	66
APPENDIX C2 – BENCHMARK INDEX BY LEVEL .....	76
APPENDIX C3 – BENCHMARKS .....	83



## **INTRODUCTION TO JOB EVALUATION**

### ***JOB EVALUATION FUNDAMENTALS***

#### ***Purpose***

Job evaluation provides senior management with a sound basis to:

- Establish the appropriate **rank order** of jobs
- Establish the relative distance between jobs within the ranking
- Provide a systematic measurement of job size relative to other positions, to make salary comparisons possible
- Provide a source of information on the work being done in a unit prior to making restructuring decisions

#### ***Fundamental Premises***

The evaluation of Executive Group positions is based on the Hay Guide Chart Profile Method. The logic behind the Hay Method is:

- Every organization exists to produce identifiable end results
- An organization is created when more than one individual is required to accomplish the tasks to produce those end results
- Every viable job in an organization has been designed to make some contribution toward reaching those end results
- That contribution can be systematically measured

#### ***The Ranking/Validation Process***

The Hay Method identifies the relative value (or weight) of positions within an organizational unit. The relationships are based on the **relative degree to which any position, competently performed, contributes to what its unit has been created to accomplish.**

<b>Concept</b>	<b>The notion of competent performance in job evaluation</b>
<b>Application</b>	Job evaluation measures the contribution made by a position, not the contribution an incumbent may or may not make to the position. Since jobs are designed on the assumption that they can and will be competently performed, the evaluator assumes that competent performance exists and makes no judgements about performance.

The contribution the position makes to the unit is determined by measuring job content, as set out in the job description, using three measurement factors:

- Know-How
- Problem Solving / Thinking
- Accountability / Decision Making

The Hay Method uses these three factors and their sub-factors in a ranking process. The common measurement standard is the degree to which the three factors are found in one job relative to the degree to which they are found in another, with the Hay Guide Charts providing the technological tools for the ranking process. Thus, it is important to remember that there are no absolutes. It is simply a matter of determining how much more or less of each factor any job has relative to others around it. As a result, the two key activities in the evaluation process are:

<b>Ranking</b>	Looking at jobs <b>within their organizational context, not in isolation.</b>
<b>Validation</b>	Double-checking <b>the accuracy of the relative weight given to the jobs</b> for each of the three factors, through precise Benchmark comparisons.

## **OVERVIEW OF THE EVALUATION PROCESS**

### **1. *Understanding the Job***

An accurate job description is an essential component of the job evaluation process. It provides **the necessary information from which to construct an evaluation of the position.** To do that, it must provide a clear and succinct description of:

- The job's purpose and the end results for which it is accountable (found in the General and Specific Accountability statements)
- Where the job sits in organizational terms (found in the Organization Structure statement and the organization charts)
- The dimensions of the job (found in the Dimensions statement)

Two key concepts which govern the use of job descriptions in arriving at a valid evaluation are:

<b>Concept</b>	<b>The need for up-to-date job descriptions</b>
<b>Application</b>	The description should be up to date so that the job can be evaluated <b>as it is</b> , not as it was and not as it might be or could be. It should describe what is actually required of the job. Jobs change, and so it is important to have accurate, complete and current information.

<b>Concept</b>	<b>Avoiding title comparisons</b>
<b>Application</b>	The title of a position can provide a strong clue about where to look for appropriate Benchmark comparators. However, by themselves, title comparisons can distort valid evaluations, because what the job holder does and what occurs in another job with a similar title may not be the same at all. For this reason, titles are never adequate for making proper evaluations.

## **2. *Understanding the Job Context: Using the Organization Charts***

It is vitally important to avoid viewing the job as though it exists in isolation. Organization Charts show two things:

- **Where the position fits within the unit structure (its hierarchical level).** This is very important information for identifying potential Benchmark comparators.

- **The impact and influence of other jobs on the position.** Organizational interrelationships, particularly where one job provides functional guidance to another, have a strong influence on job size. Organizational interrelationships can also indicate potential overlaps or duplications, which the job descriptions, taken in isolation, could mask.

The key concept for weighing the influence of organizational relationships is:

<b>Concept</b>	<b>The need to recognize both lateral and vertical relationships</b>
<b>Application</b>	<b>Both</b> vertical <b>and</b> lateral relationships affect job size. It is a common mistake to overlook the lateral relationships between peer positions and overemphasize the vertical ones between superior and subordinate. It is important to look at both equally critically.

### 3. *Evaluating the Position: Using the Three Factors*

The three evaluation factors provide a common yardstick which makes it possible for actual job comparisons to be made. The three factors represented on the charts are:

- **Know-How**, which encompasses three scaled sub-factors:
  - Depth and range of practical/technical/specialized Know-How
  - Breadth of managerial and operational Know-How
  - Criticality of human relations
- **Problem Solving / Thinking**, which encompasses two scaled sub-factors:
  - Thinking environment
  - Thinking challenge
- **Accountability / Decision Making**, which encompasses three scaled sub-factors:
  - Freedom to act
  - Area and type of impact
  - Magnitude

Two key concepts which underlie these three evaluation factors are:



<b>Concept</b>	<b>Comparing jobs according to universal factors</b>
<b>Application</b>	It is possible to evaluate diverse jobs using the three factors of the Hay system because they incorporate the three fundamental characteristics that researchers have found are common to the nature of work and are therefore present to some degree in every job. These factors form a common "measuring stick" that can be appropriately applied to any job in order to evaluate the work done in the job.

<b>Concept</b>	<b>The need to focus on job content</b>
<b>Application</b>	The purpose of job evaluation is to establish, as objectively as possible, each job's relationship to others in terms of content and requirements. This is particularly difficult if the current classification level, rating or historical relationship is referred to during evaluation. The evaluator must take pains to ignore the related assumptions that may go with knowing the suggested organizational level of the job, the incumbent, or the (likely) salary connected with the position.

#### **4. *Using the Numbering Pattern of the Guide Charts***

The numbering system on the Guide Charts is **geometric**, with values increasing in steps of approximately 15%. Since this numbering progression runs through all three Charts, evaluations always reflect step differences of 15%. For example: 100, 115, 132, 152, 175, 200 and so on, with the value doubling every five steps.

<b>Concept</b>	<b>Step differences: the building blocks of evaluation technology</b>
<b>Application</b>	<p>The notion of step differences is critical because it provides a framework for consistent, quantified judgements to be made based on the minimum perceptible difference that well-informed and experienced evaluators can discern between jobs or elements of jobs.</p> <p>The minimum perceptible difference between factors or sub-factors has been shown to be 15%. This is why the numbering pattern used in the Charts is a progression of steps approximately 15% apart.</p>

The Charts used for Executive Group positions are a subset of the Hay Master Charts. As such, they have been "sized" to include only the relevant portions for evaluating Executive Group positions, plus a suitable floor and ceiling to provide the outer parameters for the evaluation context.

### **5. *Ranking the Position***

Once points have been assigned to all three factors, it is a straightforward matter to make a preliminary ranking of the position based on the sum of those points. The minimum and maximum points for each of the levels in the Executive Group are provided in Appendix A.

### **6. *Validation: Double Checking the Evaluation Logic***

There are two aspects to ensuring the quality of Executive Group position evaluations. The first of these quality assurance measures involves double checking that the value assigned to each factor makes evaluation sense. Factor-specific validation checks are included in the explanation of each factor in this manual.

### **7. *Validation: Reconciling the Evaluation with Others Around It***

The other aspect of quality assurance involves ensuring that the evaluation makes sense within the continuum of Executive Group evaluations. This means double checking the evaluation against those for other positions around it in the unit (based on the organization charts), and also double checking the broader validity of the evaluation against the service-wide standard of the Benchmarks.

**8.     *Documenting the Position***

The final evaluation should be supported by a written rationale (as demonstrated in Appendix C3 of this manual).

# Treasury Board of Canada Secretariat

## Executive Group Position Evaluation Plan

### KNOW-HOW

DEFINITION: Know-How is the sum total of EVERY kind of knowledge and skill, HOWEVER ACQUIRED, needed for COMPETENT JOB PERFORMANCE. Know-How has three components, the requirements for:

- **PRACTICAL, TECHNICAL, SPECIALIZED KNOW-HOW.** Varied applied skills, including those relating to human relations, knowledge of the position's environment and clientele (e.g., the public, industry, special interest groups, other governments, etc.), practical procedures, specialized techniques and/or scientific/professional disciplines.
- **MANAGERIAL AND OPERATIONAL KNOW-HOW.** The KNOW-HOW and skill involved in guiding and integrating the resources associated with an organizational unit or function in order to produce the expected results. The knowledge and skills may be exercised executively ("acting as a manager") or consultatively ("thinking as a manager"). Involved is some combination of planning, organizing, integrating, coordinating, directing, motivating and developing human resources, controlling, evaluating, and checking. This KNOW-HOW may be required in providing service to the client/customer AND/OR advice to others, and becomes more critical as the conflicting demands and priorities of clients/customers increase.
- **CRITICALITY OF HUMAN RELATIONS.** This is a measure of how relatively crucial, critical, and difficult are the various interpersonal relationships which positions must establish and maintain in order to achieve the objectives.

## GOVERNMENT OF CANADA EXECUTIVE GROUP

### GUIDE CHART FOR EVALUATING

### KNOW-HOW

**MEASURING PRACTICAL, TECHNICAL, SPECIALIZED KNOW-HOW:** This type of knowledge and skill may be characterized by breadth (variety), or depth (complexity), or both. Jobs may require some combination of: various skills; some knowledge about many things; a good deal of knowledge about a few things. Thus, to measure this kind of Know-How, the evaluator has to understand WHAT SKILLS ARE NEEDED AND HOW MUCH KNOWLEDGE IS NEEDED ABOUT HOW MANY THINGS AND HOW COMPLEX EACH OF THEM IS.

**FUNCTION** - A group of diverse activities which, because of common objectives, similar skill requirements, and strategic importance to an organization, are usually directed by a member of top management.

**SUBFUNCTION** - A major activity which is part of, and more homogeneous than, a function.

**ELEMENT** - A part of a subfunction; usually very specialized in nature and restricted in scope or impact.

		• • • MANAGERIAL and OPERATIONAL KNOW-HOW											
		II Operation of a unit with activities that are relatively similar in nature and objective, OR guidance of a sub-function(s) or several significant elements across several units.			III Operation of a large unit with activities that are noticeably different in objectives and the nature of the end results, OR guidance of a function(s) which affects all of the organization.			IV Operation of a major unit with activities which are significantly different and divergent with respect to objectives and end results, OR guidance of a strategic function(s) which significantly affects the organization's planning and operation.			V Management of all units and functions of a large organization, OR total management of the major segment of a very large organization.		
		1	2	3	1	2	3	1	2	3	1	2	3
• PRACTICAL, TECHNICAL, SPECIALIZED KNOW-HOW	• • • HUMAN RELATIONS	200	230	264	264	304	350	350	400	460	460	528	608
	E A sound understanding of and skill in several activities which involve a variety of practices and precedents with respect to the organization's processes, operation and clientele, OR a grasp of a scientific or similar discipline's theory and principles, OR both.	230	264	304	304	350	400	400	460	528	528	608	700
		264	304	350	350	400	460	460	528	608	608	700	800
	F Extensive knowledge and skill gained through a wide and/or deep exposure to the involved and/or diverse practices, processes, and issues relating to the organization and its clients, OR command of complex scientific theory, principles, and practices, OR both.	264	304	350	350	400	460	460	528	608	608	700	800
		304	350	400	400	460	528	528	608	700	700	800	920
• PRACTICAL, TECHNICAL, SPECIALIZED KNOW-HOW	G Mastery of theories, principles, and techniques, or the cumulative equivalent command, of the interrelationships, variables, and competing demands of the organization and its clients, and related programmes and other issues necessary to advise AND/OR implement programmes at the executive management or executive policy levels of the organization.	350	400	460	460	528	608	608	700	800	800	920	1056
		400	460	528	528	608	700	700	800	920	920	1056	1216
		460	528	608	608	700	800	800	920	1056	1056	1216	1400
	H Externally recognized mastery and expertise in a complex scientific field or other learned discipline	460	528	608	608	700	800	800	920	1056	1056	1216	1400
		528	608	700	700	800	920	920	1056	1216	1216	1400	1600
		608	700	800	800	920	1056	1056	1216	1400	1400	1600	1840
		• • • CRITICALITY OF HUMAN RELATIONS											
		1. Common courtesy must be employed, and an appropriate working relationship established and maintained with subordinates, colleagues and superiors in order to accomplish the position's objectives.				2. It is necessary to establish and maintain the kind of relationships in dealings with subordinates, colleagues and superiors, and in the course of some contact with clients inside AND/OR outside government, that will facilitate the acceptance and utilization of the position's conclusions, recommendations and advice.				3. Successful achievement of the position's programme AND/OR service AND/OR advisory objectives HINGES on the establishment and maintenance of appropriate interpersonal relationships in dealings with subordinates, colleagues, and superiors, and in ensuring the provision of service through substantive contact with clients inside AND/OR outside government.			

## **MEASURING KNOW-HOW**

**Know-How is the sum of every kind of knowledge and skill, however acquired, that is required for fully competent job performance.** It can be thought of as “how much skill and/or knowledge about how many things and how complex each of them is.” It has three sub-factors:

- Depth and range of practical, technical or specialized Know-How
- Breadth of managerial and operational Know-How in planning, organizing, co-ordinating, directing, developing, controlling, evaluating and checking
- The criticality of interpersonal relationships in achieving objectives

### ***PRACTICAL/TECHNICAL/SPECIALIZED KNOW-HOW***

The depth and range of Practical, Technical or Specialized Know-How required in a position is measured on the vertical axis of the Chart.

There are three important concepts to grasp in order to apply the Practical/Technical/Specialized scale correctly:

<b>Concept</b>	<b>Equivalency of depth and breadth in Practical/Technical/Specialized Know-How</b>
<b>Application</b>	It is important to recognize that the demands for Practical Know-How in operational/service positions such as line management and human resources can be as great as the Technical/Specialized knowledge requirements of professional jobs such as engineering, science, law or education.

<b>Concept</b>	<b>The Know-How required to manage specialist positions</b>
<b>Application</b>	Managers do not necessarily need the same depth of subject-specific Technical or Specialized Know-How as those working below them. This is because managers are not required to <b>do</b> their subordinates' jobs. However, they do require sufficient understanding of their subordinates' areas of expertise to be able to <b>manage their activities</b> . Note: The management skill required is measured separately under Managerial and Operational Know-How.

<b>Concept</b>	<b>Equivalency of work experience and formal education</b>
<b>Application</b>	<p>While it is true that some Know-How can only be gained formally (e.g., a PhD in physics), it is important to focus on the knowledge and skill required to do the work, not on how an incumbent might come to possess that knowledge, so as to avoid correlating Know-How level with educational level:</p> <ul style="list-style-type: none"><li>• Phrases in a Job Description such as "requires an MBA" or "requires deep understanding of corporate law" are helpful, but they can cause the evaluator to inflate the Know-How requirements.</li><li>• In addition, there are aspects of Practical/Technical/Specialized Know-How that can be gained through either formal education or work experience (e.g., selling skills) or that can be learned only through experience. For example: a Regional Director of Economic Development must understand not only the socio-economic conditions of the region but also the operations of the legislature and the government, and the names of key legislators and their political positions and issues. This Specialized Know-How cannot be learned in school but must receive its proper value.</li></ul>

## **MANAGERIAL AND OPERATIONAL KNOW-HOW**

The requirement for Managerial and Operational Know-How is measured on the horizontal axis of the Chart.

Managers in Executive Group positions must know how to do such things as plan, organize, motivate, co-ordinate, direct, develop, control, evaluate or check the results of others' work. This management skill can be required in direct activities (e.g., by line managers), through consultative activities which require thinking like a manager (e.g., by staff specialists), or both (as in positions which manage staff operations).

There are two key concepts to bear in mind when evaluating this sub-factor:

<b>Concept</b>	<b>The more complex the job, the broader the management skills required</b>	
<b>Application</b>	Four elements affect the degree to which the need for management skills increases:	
	<b>Functional Diversity</b>	The range of activities requiring integration to achieve unit objectives. For instance: the range of activities will vary for the head of a Branch, a Sector, a Division, etc.
	<b>Client Focus</b>	The management challenge of a job increases with the number and diversity of clients and the frequency and complexity of client contacts.
	<b>Timescale</b>	The complexity of the management challenge is reflected in the degree to which the job deals with long- or short-term issues. Short-term issues are tactical in nature, aimed at achieving set objectives. Longer-term issues are more strategic, concerned with <u>what</u> objectives should be achieved (i.e., policy setting, planning, etc.).
	<b>Physical Scale</b>	As the size and/or geographic dispersion of the operation that falls under, or is influenced by, the position increases, the complexity of the operations and/or the number of specialties to be integrated may also increase. This would demand greater management skills.

<b>Concept</b>	<b>Thinking like a manager</b>
<b>Application</b>	This can be summed up as the ability to look at the larger organizational picture in a situation – in effect, to put oneself in the shoes of one's superior or another manager, even though one does not have the resources available to that position. For example: the head of a financial function may have to develop plans for the entire unit but may not control the resources needed to put the plan into effect.

### ***CRITICALITY OF HUMAN RELATIONS***

Criticality of Human Relations is measured, along with Managerial and Operational Know-How, on the Guide Chart's horizontal axis. This final Know-How sub-factor integrates the assessment of the **practical** requirement for using human relations skills into the measurement of job content, that is, the degree to which establishing and maintaining effective interpersonal relationships is central to the position achieving its objectives.

The requirement for using human relations skills on the job is represented by three possible levels. For most Executive positions, because of their size and/or nature, the achievement of objectives truly **hinges** on the establishment and maintenance of effective interpersonal relations. **However, this is not the case for every Executive job.**

Therefore, evaluators should not automatically assign level 3 in Criticality to every Executive job. In assessing each Executive position, evaluators must weigh a variety of considerations in making their judgements, such as:

- The degree to which the executive values of leadership and motivation are both integral to the job and highly complex or difficult in nature.
- The importance of “service” and client contact (both internal and external) as integral elements of the job.
- The nature of the client relationship(s).

In assessing the significance of client contact, evaluators should consider such factors as the frequency and nature or intensity of these contacts. There is a significant difference in the Criticality of Human Relations between a case where contact is established simply to gather or exchange information and/or opinions and a case where contact is established



and maintained to influence decisions, processes or behaviours which are crucial to the organization successfully achieving its goals.

It is also important to relate the nature of the job's contacts to its objectives. Evaluators should avoid being misled by statements in job descriptions which ascribe contacts to a job that are not in keeping with its objectives and accountabilities.

There are three levels of Criticality:

- Level 1** Common courtesy must be employed and an appropriate working relationship established and maintained with subordinates, colleagues and superiors in order to accomplish the position's objectives. However, there is no significant need to influence others in carrying out assignments. Interaction with others is generally for the purpose of a straightforward information exchange or seeking instruction or clarification.
- Level 2** In dealing with subordinates, colleagues and superiors, and in the course of some contact with clients inside and/or outside government, it is necessary to establish and maintain the kind of relationships that will facilitate the acceptance and utilization of the position's conclusions, recommendations and advice. In order to achieve desired results, positions have to interact regularly with subordinates, colleagues and superiors and have some contact with clients. The nature of these contacts is such that tact and diplomacy beyond the demands of normal courtesy are required.
- Level 3** Successful achievement of the position's program delivery and/or service and/or advisory objectives **hinges** on the establishment and maintenance of appropriate interpersonal relationships in dealings with subordinates, colleagues and superiors and in ensuring the provision of service through substantive contact with clients inside or outside government. Skills of persuasiveness or assertiveness as well as sensitivity to the other person's point of view are essential to ensuring the delivery of service. This involves understanding the other's point of view, determining whether a behavioural change is warranted and, most importantly, causing such a change to occur through the exercise of interpersonal skills.

The key concept to remember when evaluating the Criticality of Human Relations is:

<b>Concept</b>	<b>The difference between the need for good human relations skills and the need to know human relations theory</b>
<b>Application</b>	<p>Most Executive Group positions require incumbents to interact with people. You measure the <b>practical</b> importance under Criticality of Human Relations. The focus is on putting skills into action.</p> <p>However, some highly specialized positions require that the incumbent have <b>technical</b> knowledge of human relations theory. Examples would be counselling positions. This knowledge of <b>theory</b> is measured under Practical/Technical/Specialized Know-How. However, the need to put this theory into <b>action</b> in the counselling process would be measured under Criticality of Human Relations.</p>

### COMBINING THE KNOW-HOW ELEMENTS

To this point, three independent decisions regarding Know-How have been made. For example:

	<b><u>Practical/Technical/ Specialized</u></b>	<b><u>Managerial/ Operational</u></b>	<b><u>Human Relations</u></b>
Position 1	F	II	3
Position 2	G	III	3
Position 3	G	II	2

The total weight of Know-How is derived from the combination of the three sub-factors. The values assigned to the sub-factors will lead the evaluator to a “cell” on the Chart. This cell will contain three numbers, representing three step values. For example: the F II 3 cell reads:

350
400
460

Normally, a solid fit on all three sub-factors would lead you to select the middle number in the cell. The final decision about which of these numbers to choose to represent the job's total Know-How requirement will be based on the degree of confidence in the validity of the cell selected.

Regardless of the number chosen, you should record any shadings in your evaluation (i.e., any "pulls" up or down). You can do this by using an arrow up or down beside the sub-factor, such as **F II 3(↓)**.

<b>Concept</b>	<b>Making numbering differentiations</b>
<b>Application</b>	The overlapping numbering system is designed to allow different jobs to receive equivalent points, if appropriate. The numbering system also permits the evaluator to show relative differences between jobs whose evaluations put them in the same cell. This is done by assigning a higher number from the cell to the stronger job.

<b>Concept</b>	<b>The continuum of the cells</b>
<b>Application</b>	<p>The cells on the Chart represent stages along a continuum, not discrete steps. It is possible to carefully evaluate a position on each of the sub-factors and still be aware that the cell selected does not completely reflect your final opinion. In this case, you might choose the top or bottom number in the cell, depending on whether you thought there was a "pull" up or down on the evaluation.</p> <ul style="list-style-type: none"><li>• The notion of "pull" reflects the fact that positions are dynamic and that evaluation is not an exercise in precision but rather a judgmental process, with answers in shades of grey, not black or white. Therefore, the differentiation between one level and another may not be absolutely clear. For instance: an evaluator could decide a job is <b>G IV 3</b> but recognize that it is moving towards the <b>H</b> level of Practical/Technical/Specialized Know-How. This would represent a pull up on the evaluation and would be expressed as <b>G (↑) IV 3</b>.</li></ul>

## ***CHECKING THE STEP RELATIONSHIPS OF A KNOW-HOW EVALUATION***

There are some “rules of thumb” that can assist you in making/validating your judgments. It is important to bear in mind that these are “rules of thumb,” not hard-and-fast rules. They should not be used as a substitute for thorough analysis of the job and interpretation of the Guide Charts.

As a “rule of thumb,” when you are considering a hierarchy of jobs in a job family, technical ladder or reporting structure, the number of steps in the Know-How score can give some insight into the vertical structure of the hierarchy:

<b>One-step difference</b> e.g., 460 to 528	A “one-step” difference generally indicates a point of compression in the structure, giving reason to question the need for the number of organizational “layers” found. For example: one-over-one situations where the subordinate's job is virtually a replica of the superior's job or is “just perceptibly” different.
<b>Two-step difference</b> e.g., 460 to 608	This is the typical or logical relationship/vertical distance in a reporting sequence.
<b>Three-step difference</b> e.g., 460 to 700	Three steps between levels are characteristic of reporting relationships in organizations with a broad span of control.
<b>Four-step difference</b> e.g., 460 to 800	This represents a significant difference in terms of job content on the Know-How factor, suggesting that a level may be missing in the organizational structure. Care should be taken to ensure that the void exists in reality and that it is not the result of an evaluation error.

## ***VALIDATING AGAINST THE BENCHMARKS***

The evaluation of the Know-How factor should always make sense within the continuum of Executive Group positions. There is a need to ensure that the logic of that continuum remains intact over time.

The method for validating against the continuum is to “prove” the evaluation by finding several comparable reference positions from the standardized Benchmark positions. This is the key test of the validity of an evaluation. Generally, the Benchmark validation step is done after the position has been evaluated against all three factors. The process is outlined in Appendix C3.



Treasury Board of Canada Secretariat  
Executive Group Position Evaluation Plan

**PROBLEM SOLVING / THINKING**

DEFINITION: Problem Solving/Thinking is the original, self-starting thinking required by the job to: (1) identify, (2) define, and (3) resolve a problem. "You think with what you know" - this is true of even the most creative work. The raw material of any thinking is knowledge of facts, principles and means. Ideas are put together from something already there. Therefore, Thinking is treated as a percentage utilization of Know-How. There are two components :

- **THE THINKING ENVIRONMENT:** The extent to which assistance or guidance is available from others or from past practice or precedents and the degree to which the position is required to identify situations where direction or precedents are not applicable. How well/poorly defined is the problem, issue, etc. ?
- **THE THINKING CHALLENGE:** The novelty and complexity of the thinking to be done and the time pressures within which the thinking must be done.

**GOVERNMENT OF CANADA  
EXECUTIVE GROUP**

**GUIDE CHART FOR EVALUATING  
PROBLEM SOLVING / THINKING**

**MEASURING PROBLEM SOLVING/THINKING:** Problem Solving/Thinking measures the intensity of the mental process which employs Know-How in analyzing, evaluating, creating, reasoning, arriving at and making conclusions. To the extent that Problem Solving/Thinking is circumscribed by standards, covered by precedents, or referred to others, the scope of the Problem Solving/Thinking is diminished, and the emphasis correspondingly is on Know-How.

**N.B.** The evaluation of PROBLEM SOLVING/THINKING should be made without reference to the job's freedom to make decisions or take action; the scope and nature of the job's decisions are measured on the ACCOUNTABILITY/DECISION MAKING Chart.

		•• THINKING CHALLENGE		
		3. Differing situations requiring search for solutions within the area of known things. Appropriate action selected based on experience. Some use of judgement required.	4. Variable situations requiring analytical, interpretative, evaluative, and/or constructive thinking, often on short notice.	5. Novel or non-recurring, pathfinding situations in complex administrative or research situations requiring the development of new concepts and imaginative approaches, usually under some pressure.
• THINKING ENVIRONMENT	D Thinking within clear but substantially diversified procedures; precedents covering many situations, and/or access to assistance.	29%	38%	50%
		33%	43%	57%
	E Thinking within a well-defined frame of reference and towards specific objectives, in situations characterized by specific policies, practices, and precedents.	33%	43%	57%
		38%	50%	66%
	F Thinking within a general frame of reference toward objectives, in situations with some nebulous, intangible, or unstructured aspects.	38%	50%	66%
• THINKING ENVIRONMENT		43%	57%	76%
	G Thinking within concepts, principles, and broad guidelines toward the organization's objectives or goals; many nebulous, intangible, or unstructured aspects to the environment.	43%	57%	76%
		50%	66%	87%
	H Thinking within organization philosophy and/or natural laws and/or principles governing human affairs.	50%	66%	87%
		57%	76%	

## MEASURING PROBLEM SOLVING / THINKING

**Problem Solving / Thinking is the opportunity, need or requirement on the part of the position to put Know-How to use in original, self-starting thinking in order to deal with issues and solve problems on the job.**

Measuring Problem Solving / Thinking involves evaluating the intensity of the mental processes required by the position. Activities include employing Know-How to analyze, identify, define, evaluate, draw conclusions about and resolve issues. To the extent that thinking is circumscribed by standards, covered by precedents or referred to others, the Problem Solving / Thinking requirement of the job is diminished.

The raw material of any Problem Solving / Thinking is knowledge of facts, principles and means. Ideas are put together from something already there: "You think with what you know." This is true of even the most creative work.

However, this mental manipulation of Know-How is different from the straight application of skill measured by the Know-How factor. For this reason, not all of the Know-How required in a job will necessarily be utilized in the Problem Solving / Thinking elements of that job. Problem Solving / Thinking is therefore treated and measured as a **percentage** of Know-How, and the numbering pattern on the chart is comprised of a series of percentages rather than point values.

Problem Solving / Thinking has two dimensions:

- **Thinking Environment** (vertical axis) — how much assistance is available to help the incumbent do the thinking required.
- **Thinking Challenge** (horizontal axis) — the complexity and novelty of the thinking required and the time pressures within which the thinking must be done.

### **THINKING ENVIRONMENT**

The first step in evaluating a job's Problem Solving / Thinking element involves considering the amount of **help** available to the job holder. That help can come from precedents, people, and service-wide, department-wide or functional goals, policies, objectives, procedures, instructions or practices. In general:

- Goals, policies and objectives provide help by describing the "what" of a subject matter.
- Procedures detail the steps necessary to follow through on a policy (how, where, when, and by whom).
- Instructions and practices outline the specific how-to's.

The degree to which help is available to job holders varies. For example: help from functional specialists and superiors may be less readily available to managers in geographically remote or organizationally isolated areas. The degree to which help is available is evaluated along the vertical axis of the Chart. There are no hard-and-fast rules. However, here are some guidelines:

- At the D level, **what** has to be done is often defined. **How** things have to be done is less defined.
- At the E and F levels, thinking is more about **what** has to be done. Naturally, **how** things are to be done is also not clearly defined.
- At the G and H levels, thinking is more about **why** things should be done. The **what** is generally less defined, and **how** things are done is not defined at all.

The key concept to remember when evaluating the Thinking Environment is as follows:

Concept	The relationship between the Know-How level and the Problem Solving level
Application	Logically, jobs do not require the incumbent to think beyond the limit of the Know-How required for the job. Therefore, the Thinking Environment level (as designated by its letter) should generally be no deeper than the depth of the Practical/Technical/Specialized Know-How level/letter previously assigned. (Example: When Practical/Technical/Specialized Know-How is at the F level, the Thinking Environment will probably be E or F — but <b>not</b> G).

### **THINKING CHALLENGE**

Thinking Challenge, the second dimension of Problem Solving / Thinking, measures the **complexity** of the thought processes required of the job holder. It addresses the questions, “How tough are the things that come the job holder’s way in terms of the thinking to be done?” and, “How quickly must the thinking be done?” The various levels of “Thinking Challenge” appear across the top of the Problem Solving / Thinking chart.

There are three key concepts to bear in mind when evaluating Thinking Challenge:



<b>Concept</b>	<b>The definition of "problems"</b>
<b>Application</b>	"Problems" in this context refer to the wide range of challenges confronting job holders. The concept is not restricted to things that have gone wrong, although such things must certainly be considered.

<b>Concept</b>	<b>Equivalency of technical and management issues in measuring Thinking Challenge</b>
<b>Application</b>	It is a common mistake to pay too much attention to technical issues when considering Thinking Challenge and too little attention to management issues. Both are equally valid when considering this sub-factor.

<b>Concept</b>	<b>The difference between Thinking Environment and Thinking Challenge</b>
<b>Application</b>	<p>Thinking Environment measures the <b>context</b> in which problem solving takes place, and its main constraint is the amount of help available in that context.</p> <p>Thinking Challenge measures the <b>inherent difficulty</b> of the thinking required, and its main constraint is the novelty of the issues being considered.</p>

	PROBLEM SOLVING POINTS ARE AT THE INTERSECTION OF THE COLUMN FOR THE KNOW-HOW SCORE AND THE ROW FOR THE PROBLEM SOLVING PERCENTAGE																										
<div><div><div>% PS</div></div></div>	<div><div><div></div><div>Know-How Points</div><div></div></div></div>																										<div><div><div>% PS</div></div></div>
	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1216	1400		
87%	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1216	87%	
76%	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	76%	
66%	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	66%	
57%	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	57%	
50%	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	50%	
43%	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	43%	
38%	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	38%	
33%	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	33%	
	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1216	1400		

Most Likely	<input type="text"/>
Less Likely	<input type="text"/>
Unlikely	<input type="text"/>

### **COMBINING THE PROBLEM SOLVING / THINKING SUB-FACTORS**

The result of making independent judgements for each of the two Problem Solving / Thinking sub-factors is that the evaluation falls within a cell which contains two percentage step values.

50	
	57

Your choice of which specific Problem Solving / Thinking percentage to use to represent the job's total Problem Solving / Thinking requirements will be a judgment, based on your "feel" for the strength or weakness of the job's fit in relation to the Chart definitions of the two sub-factors. Generally, a "solid" fit in relation to the definitions should result in your choosing the **lower** number in the cell. A "pull" to a higher Thinking Environment or Thinking Challenge would change the choice to the higher percentage. For example:

**Problem Solving / Thinking Evaluation = F4**    50%..... 'solid fit choice  
57%..... "pull" to G and/or 5

To determine Problem Solving / Thinking points, you can use the chart on the facing page. Simply locate the Problem Solving / Thinking percentage in the left column and the Know-How points along the top or bottom. The resulting Problem Solving / Thinking points are found at the intersection.

### **CHECKING THE PROBLEM SOLVING / THINKING EVALUATION**

Evaluators should take the time to review their Problem Solving / Thinking evaluations. Since Problem Solving / Thinking is the application of Know-How, experienced evaluators have found that the relationship between the two factors tends to fall into patterns. These patterns are shown by the shadings on the chart on the facing page. They will serve as a general guide for checking the Problem Solving / Thinking evaluation:

- Normally, an evaluation should fall in the Most Likely areas.
- An evaluation can fall in the Less Likely areas **as long as it can be supported by sound reasons.**

- If an evaluation falls in the Unlikely shaded areas, the evaluation of both the Know-How and the Problem Solving / Thinking factors should be re-checked. It is possible that the body of knowledge the incumbent is expected to have is insufficient for thinking at the level indicated by the Problem Solving / Thinking evaluation, or that too much knowledge is expected of the position given the degree to which it will be put to use, as indicated by the Problem Solving / Thinking evaluation.

### ***VALIDATING AGAINST THE BENCHMARKS***

The most important test of the validity of the evaluation is finding comparable reference evaluations in the standardized continuum of the Benchmarks, as outlined in Appendix C3.



Treasury Board of Canada Secretariat  
Executive Group Position Evaluation Plan

ACCOUNTABILITY / DECISION MAKING

GENERAL: Accountability/Decision Making is the measurement of the degree to which a job is responsible for achieving results and the importance of those results to the organization. There are three components IN THE FOLLOWING ORDER OF IMPORTANCE:

- **FREEDOM TO ACT:** The degree to which a job, through delegation or empowerment, acts independently to achieve end results before seeking advice or direction as defined in the left-hand column of the next page.
- **IMPACT:** As defined.
- **MAGNITUDE:** The size, relative to the whole Public Service, of the unit or function most clearly affected by the decisions AND/OR recommendations of the job. The process for determining Magnitude is described in Measuring Accountability / Decision Making.

N.B. Magnitude and Impact must fit together; neither can be final or meaningful without being related to the other.

GOVERNMENT OF CANADA  
EXECUTIVE GROUP

GUIDE CHART FOR EVALUATING

ACCOUNTABILITY / DECISION MAKING

**IMPACT** — The degree to which the job affects or brings about the results expected of the unit or function being considered.

**INDIRECT (I)** — Supportive and ancillary services, where activities are noticeably removed from final decisions and assistance is modified or merged with other support before the end result stage.

**CONTRIBUTORY (C)** — Interpretative, advisory or facilitating services, for use by others in taking action, which are influential and closely related to action or decisions by others OR measurable contribution, as a member of a team, in achieving end results.

**SHARED (S)** — Equal, joint, and significant control, with (usually only one) another position(s) (except own subordinates and superior), over the activities and resources which produce the results, OR control of what are clearly many (but not all) of the significant variables in determining results.

**PRIMARY (P)** — Controlling Impact — The position has *effective control* over the significant activities and resources which produce the results, and is the sole position (at its level of Freedom to Act) which must answer for the results.

		• • • MAGNITUDE ➡ (Constant Dollars)	1. VERY SMALL (under \$100K)				2. SMALL (\$100K to \$1 Million)				3. MEDIUM (\$1 to \$10 Million)				4. MEDIUM – LARGE (\$10 to \$100 Million)				5. LARGE (\$100 Million to \$1 Billion)				6. VERY LARGE (\$1 to \$10 Billion)				7. LARGEST (over \$10 Billion)			
		• • IMPACT ➡	I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P
• FREEDOM TO ACT	D	These jobs are subject, wholly or in part, to practices and procedures covered by precedents or well-defined policies; supervisory review, usually after the fact.	38	50	66	87	50	66	87	115	66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460
			43	57	76	100	57	76	100	132	76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528
			50	66	87	115	66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608
	E	These jobs, by their nature or size, are subject to broad practices and procedures covered by functional precedents and policies; achievement of a circumscribed operational activity; direction from well-defined objectives.	57	76	100	132	76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	700
			66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	800
			76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	700	400	528	700	920
	F	These jobs, by their nature or size, are broadly subject to functional policies and goals; managerial direction of a general nature.	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	800	460	608	800	1056
			100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	700	400	528	700	920	528	700	920	1216
			115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	800	460	608	800	1056	608	800	1056	1400
	G	These jobs, by reason of their size, independent complexity and high degree of effect on department results, are subject only to general guidance from top-most management.	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	700	400	528	700	920	528	700	920	1216	700	920	1216	1600
			152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	800	460	608	800	1056	608	800	1056	1400	800	1056	1400	1840
			175	230	304	400	230	304	400	528	304	400	528	700	400	528	700	920	528	700	920	1216	700	920	1216	1600	920	1216	1600	2112

## **MEASURING ACCOUNTABILITY / DECISION MAKING**

**Accountability / Decision Making measures the degree to which a job is responsible for action and the consequences of that action. It is the measured effect of the job on end results.**

Up to this point, judgments have been made about the total Know-How required for fully competent job performance, and the degree of mental intensity employed in Problem Solving / Thinking. Now the task is to consider the job's ability to bring about, or assist in bringing about, some specific end results. This includes considering the Magnitude of, and Impact on, those results.

The Accountability / Decision Making Guide Chart shows three sub-factors:

- **Freedom to act:** The freedom the incumbent has to make decisions and carry them out. This is the most important sub-factor.
- **Impact on end results:** How direct the job's influence is on the end results of a unit, function or program.
- **Magnitude (or result area impacted):** The general size of the unit, function or program affected. This is the least important sub-factor.

### ***FREEDOM TO ACT***

Freedom to Act is the most important of the three Accountability / Decision Making sub-factors. By examining the nature and extent of the controls — or the lack of the controls — that surround the job, it directly addresses the question of the job's freedom to take action or implement decisions. Because of its importance, this sub-factor carries the most quantitative weight in the evaluation of a position's total Accountability / Decision Making.

The controls placed on the position's Freedom to Act can be supervisory or procedural, or both. A key concept to keep in mind when considering Freedom to Act is:

<b>Concept</b>	<b>The difference between Freedom to Act and Thinking Environment</b>
<b>Application</b>	<p>It is a common mistake to confuse the <b>restraints</b> placed on Freedom to Act with the <b>help available</b> in the Thinking Environment:</p> <ul style="list-style-type: none"><li>• Freedom to Act is concerned with action or decisions about action.</li><li>• Thinking Environment is concerned with mental manipulation.</li></ul>

Since controls tend to diminish as you rise in the organization, Freedom to Act increases with organizational rank. However, while it is true that no job can have as much Freedom to Act as its superior, the evaluator should be wary of automatic slotting according to organization level alone.

Here are some broad guidelines that can help in assessing Freedom to Act:

- At the D level, positions are relatively free to decide **how** to achieve predetermined results under some direction from superior management. Positions at this level are subject to managerial approval of tactical objectives and periodic evaluation of results, generally on a quarterly or annual basis.
- At the E and F level, positions are relatively free to determine **what** the general results are to be. Managerial direction will be general in nature. Assessment of end results must be viewed over longer time spans (e.g., six months to a year or longer).
- At the G level, the **what** is communicated only in very general terms. Positions become subject to guidance rather than direction or control. Any job evaluated here is subject only to broad policy.

## **IMPACT**

While the explanation of how to evaluate Impact and Magnitude is presented sequentially, these two sub-factors should always be considered together.

The Impact sub-factor measures the directness of the position's effect on end results. The Impact levels are as follows:



- **I — Indirect:** The position provides information, recording or other supportive services for use by others. Activities are noticeably removed from final decisions / end results. The position's contribution is modified by or merged with other support before the end result stage.
- **C — Contributory:** The position provides interpretative, advisory or facilitating services for use by others or by a team in taking action. The position's advice and counsel are influential and closely related to actions or decisions made by others. Such an Impact is commonly found in staff or support functions which significantly influence decisions related to various units or programs. For example:
  - A senior labour relations specialist makes recommendations and administers policies and practices which affect the use of the unionized human resources of a unit. Note: The Magnitude of these resources might be represented by the human resources costs (payroll) of the unit.
- **S — Shared:** The position is jointly accountable with others (usually one other) for taking action and exercising a **controlling** Impact on end results. Positions with this type of Impact have noticeably more direct control over action than positions evaluated at the Contributory level, but do not have total control over all the variables in determining the end result. In addition, Shared Accountability can be used to indicate that a position makes an extremely strong contribution to end results (stronger than its peers) but does not have a Primary Impact.

**A basic rule is that Shared Impact does not exist vertically in an organization** (i.e., between superior and subordinate). However, Shared Impact can exist between peer jobs within the same organization or with a position from outside the organizational unit. Shared Impact suggests a degree of partnership in, or joint Accountability for, the **total result**. In this way it differs from Contributory Impact, where the position is only accountable for a **portion** of the end result.

- The departmental Project Manager could be considered to have a Shared Impact on all design and construction activities carried out by Public Works and Government Services Canada in the construction of a major facility.

Note: There are few situations in the Public Service where true shared accountability exists.

- **P — Primary:** The position has **controlling** Impact on end results, and the accountability of others is subordinate. Such an Impact is commonly found in managerial positions which have line accountability for key end result areas, be they large or small. For example:
  - The Director of a research unit may have Primary Impact upon the research activities done by all sections of the unit. A subordinate Manager within the

unit may be accountable for the research activities in a section of the unit. Both positions could be evaluated at the Primary level, but the level of Magnitude (the size of the unit or function or activity) would vary.

<b>Concept</b>	<b>The relation between control and Primary Impact</b>
<b>Application</b>	<p>The relative size of the unit is not an issue in deciding whether or not the position has Primary Impact on its results. The key is that:</p> <ul style="list-style-type: none"><li>• The position controls the end results of the unit</li><li>• That control is not shared with others ("the buck stops here")</li></ul>

## ***MAGNITUDE***

Magnitude measures the size of the area affected by a position. While it does give an indication of the “weight” to be assigned to the position, it is the least important of the three sub-factors used to determine the overall Accountability / Decision Making evaluation.

For measuring Executive Group positions, a common, quantifiable means or “proxy” for representing the diverse units, functions and programs that could be affected by the position must be identified. Dollars have proven to be the most widely applicable “proxy” for measuring the Magnitude to be assigned to a given position.

However, to make a logical, rational determination of Magnitude, the evaluator must remember that dollars are simply a proxy, not an absolute measure. The key concept behind this is:

<b>Concept</b>	<b>Dollars are only a proxy to represent Magnitude</b>
<b>Application</b>	<p>Dollars are the most convenient measure of the size of the unit or function affected by a job. However, this does not mean that jobs impact on dollars. Jobs impact on functions, programs or operations of organizational units.</p>

Dollar ranges on the Guide Chart correspond to varying alignments of Magnitude/Impact/Freedom to Act. The Benchmarks provide evaluators with a wide variety of examples of different levels of Magnitude to assist them in the determination of this sub-factor.

The Magnitude continuum has seven degrees, from “Very Small” to “Largest.” These headings provide a rough idea of the appropriate Magnitude for the subject position. References to the appropriate Benchmarks will help refine this initial determination. In this way, evaluators can arrive at a reasonable determination of Magnitude and avoid jumping immediately to a premature consideration of budget dollars.

Evaluators should use the following process for applying the proxy to establish the appropriate Magnitude:

- Determine and describe (in words) what part(s) and/or function(s) of the organization the job affects, and the nature of the job’s effect on each of them. For example: the position controls a Branch.
- Once the part(s) and/or function(s) most appropriate to the job have been identified, think about the relative size of the part(s) or function(s) under consideration and describe these in words. For example: the Branch is very small, small, large, very large, etc.
- Once these relationships have been articulated, verify them and the “size” selected for the job against the dimensions of the Benchmark positions.

### ***Use of the Accountability Magnitude Index to Adjust for Inflation***

To maintain consistency over time, the Magnitude proxies of the Benchmarks use constant dollars. To make comparisons between a subject job’s proxy dollars (which are expressed in current dollars) and the constant dollars in the Benchmarks, it is necessary to convert the current dollars into constant dollars. The annual Accountability/Magnitude Index (AMI) provides the factor used for this purpose.

The AMI is based on the implicit price deflator used by Statistics Canada to produce GNP data in constant dollars. To convert to constant dollars, divide current dollars by the current AMI. For example: if an operating and maintenance budget of \$4 million were selected to represent the Magnitude of a position, you would divide this amount by the current AMI to arrive at constant dollars [ $\$4 \text{ million} \div 6.50 = \$615,385 \text{ (constant)}$ ].

The current AMI is updated periodically by the Public Service Human Resources Management Agency. The AMIs from financial year 1980/81 to September 2002 are as follows:

Accountability Magnitude Index 1980–2002			
1980/81	2.45	1991/92	4.50
1981/82	2.77	1992/93	4.60
1982/83	3.06	1993/94	4.70
1983/84	3.41	1994/95	4.80
1984/85	3.61	1995/96	5.00
1985/86	3.72	1996/97	5.00
1986/87	3.83	1997/98	5.00
1987/88	3.91	1998/99	5.20
1988/89	4.03	1999/2000	5.40
1989/90	4.17	Sept. 2000	6.00
1990/91	4.37	Sept. 2002	6.50

### ***“Pass-Through Dollars”***

Many positions may appear to have a very large Magnitude, but the dollars being used to measure the unit are “Pass-Through Dollars.” (Transfer payments to individuals or other jurisdictions under social programs which are controlled largely by legislation, regulation or formula fall into this category. An example would be Canada Pension Plan payments.) The key to handling Pass-Through Dollars is as follows:

<b>Concept</b>	<b>Pass-Through Dollars are not an appropriate Magnitude proxy</b>
<b>Application</b>	In cases of Pass-Through Dollars, the position deals with the <b>process</b> of payment but has practically no impact on determining whether payments should be made or what payments should be made. <b>These dollars do not properly represent the Magnitude of the position. A more appropriate proxy should be found.</b>

### ***CHOOSING THE CORRECT IMPACT/MAGNITUDE COMBINATION***

An evaluation score may differ depending on the combination of Impact and Magnitude used. For instance:

- A function head (e.g., a Director General of Human Resources) may be seen to have a Contributory Impact on the operations of the Department or a Primary Impact on the operations of the Human Resources Branch.
- Very often the point totals available in these two slots will be the same. Where they are not the same, it is advisable to use the higher score to properly reflect the full job size **as long as you are confident that your reasoning is correct.**

The key is to find the combination of Impact and Magnitude that results in the highest **legitimate** evaluation. This is because it is vital to get the **fullest, most complete** measure of the position for these two sub-factors so as to properly reflect the job size. Table 1 on the following pages provides some guidelines for evaluating certain types of expenditures when these are used as the proxy.

**TABLE 1**  
**EXAMPLES OF IMPACT FOR VARIOUS DIMENSIONS**

<b>Dimensions</b>	<b>Impact of Operating Management</b>	<b>Impact of Staff or Support Function</b>	<b>Comments</b>
1. Salary, operating and maintenance budget (used to represent an organizational unit)	Primary	Contributory or Indirect	<p>The Impact of operating management is Primary because the main accountability for unit or program end results rests with operating management.</p> <p>The Impact of staff depends on the significance of the advisory and facilitating role (i.e., Policy Advisor could be C or I).</p>
2. Capital budget (used to represent a capital program)	Primary or Shared	Contributory, Indirect or None	<p>The Impact of operating management is Primary when feasibility, design, construction, installation and utilization are controlled by a single manager (which is rarely the case). It is less (e.g., Shared) when a department project manager acts as a "knowledgeable" client for a specific project. The Impact of functional staff depends on the significance of the advisory and facilitating role.</p>
3. Human resources costs (used to represent the human resources function)	Contributory or Indirect	Contributory or Indirect	<p>The number of positions which play a role in designing and/or implementing this function (e.g., central agencies, departmental managers, departmental Human Resources jobs) means that no one or two positions control the significant activities necessary for Primary or Shared.</p>

### **COMBINING THE ACCOUNTABILITY / DECISION MAKING SUB-FACTORS**

The result of evaluating the three sub-factors is that the evaluation falls within a cell with three possible point values, each representing one step up in size.

350
400
460

The number chosen from the cell will depend upon your assessment of the relative strength of the job's fit to sub-factor definitions. However, unlike the sub-factors of Know-How and Problem Solving/Thinking (which have a more or less equal weight in determining the factor's score), in the case of Accountability / Decision Making, the fit of the Freedom to Act sub-factor is the most important one to consider.

There is a propensity for evaluators to forget this hierarchy of values and use Magnitude to drive the selection of the number in the cell. This is inappropriate. Considerations of Impact and Magnitude (the least important sub-factor) should be used to **confirm** the direction of the overall evaluation, as determined by considerations of Freedom to Act.

**TABLE 1 (Continued)**  
**EXAMPLES OF IMPACT FOR VARIOUS DIMENSIONS**

<b>Dimensions</b>	<b>Impact of Operating Management</b>	<b>Impact of Staff or Support Function</b>	<b>Comments</b>
4. Purchased materials and equipment (used to represent the purchasing function)	Shared, Contributory or Indirect	Shared, Contributory or Indirect	<p>The Impact of Department of Public Works and Government Services people would be Contributory for the normal supply &amp; service role, or Shared where their role is one of heavy involvement in determining specifications, in addition to the normal supply &amp; service role.</p> <p>The extent to which departmental functional staff (e.g., head of informatics) act as the department's purchasing agents will affect the Impact recognized in the evaluation.</p>
5. Grants and contributions (used to represent a program)	Contributory or Indirect	Indirect	<p>The Impact could range from Contributory to Indirect depending on the degree of:</p> <ol style="list-style-type: none"> <li>1. Discretion in grant or contribution amounts.</li> <li>2. Control over the end results expected from the grant or contribution.</li> </ol>
6. Transfer payments (used to represent a program)	Indirect or None	None	<p>When transfer payments are determined by a formula with no discretion, the Impact would likely be none. Where there is some discretion in determining amount and/or use, the Impact would likely be Indirect because the position has some effect on the program.</p>



## **CHECKING THE ACCOUNTABILITY / DECISION MAKING EVALUATION**

### ***Up, Down and Level Profiles***

The evaluation score of a position gives an indication of its size, relative to other jobs. It answers the question, “How big is this job?” However, the relationship between the scores for the Problem Solving / Thinking and the Accountability / Decision Making factors is indicative of the **shape** of the job and answers the questions, “What sort of job is this?” “Is it characterized by thinking (Problem Solving) or action (Accountability), or is the balance about equal?”

- **An action-oriented job** is primarily oriented toward generating end results. Problem Solving takes a secondary position in this position. Therefore, the points given to Accountability / Decision Making will be higher than those for Problem Solving / Thinking. This relationship is known as an Up, or “A,” Profile.
- **A thinking job** exists to apply Know-How in the analysis, investigation and identification of situations. The Problem Solving / Thinking points will be greater than those for Accountability / Decision Making. This is known as a Down, or “P,” Profile.
- **A balanced or level job** is one in which the Accountability / Decision Making and Problem Solving / Thinking points are the same. The position will be staff-oriented and have responsibility for managerial or supervisory functions. This is known as a Level, or “0,” Profile.

While there are no hard-and-fast rules, particular types of jobs do tend to have predictable profiles:

<b>Down Profiles</b>	<b>P4 P3</b> Problem Solving / Thinking points exceed Accountability / Decision Making points by four or three steps, respectively. Jobs with these profiles will tend to be concerned with basic or pure research, with little orientation to, or regard for, development aspects. P4 Jobs will rarely be found outside a university.
	<b>P2 P1</b> Problem Solving / Thinking points exceed Accountability / Decision Making points by two steps or one step, respectively. Applied research or policy development jobs will tend to have these profiles.

**TABLE 1 (Continued)**  
**EXAMPLES OF IMPACT FOR VARIOUS DIMENSIONS**

<b>Dimensions</b>	<b>Impact of Operating Management</b>	<b>Impact of Staff or Support Function</b>	<b>Comments</b>
7. Revolving funds (represents payment received from clients for services rendered)	None	None	<p>Individual positions do not have sufficient impact on what is to be measured. That is, the impact is less than Indirect.</p> <p>Payments received should not be double-counted against corresponding expenditures, nor should they be used to reduce operating expenditures to a net figure.</p>
8. Dimensions lying outside the Public Service such as value of the GNP	None or Contributory or Indirect	None or Indirect	<p>The relationship of Public Service positions to these dimensions is, in most cases, too remote for the measurement of any Impact. Where influence can be clearly identified, the Impact of operating management positions is normally Indirect and is typically exerted through legislative, regulatory or enforcement authorities. Contributory Impact could apply to operating management positions in which the degree of control over end results is considerable. Indirect Impact could apply to staff or support functions when the degree of control or influence over end results is considerable.</p> <p>In all these instances, the incumbent <b>must</b> be identified in the job description and the performance review process as answerable for results.</p>

<b>Level Profiles</b>	<b>L</b> Problem Solving / Thinking points equal Accountability / Decision Making points. Jobs with these profiles will tend to involve providing support services in staff functions or supervisory positions such as financial analysts or heads of functional specialties.
<b>Up Profiles</b>	<p><b>A1</b> Accountability / Decision Making points exceed Problem Solving / Thinking points by one step. Jobs with A1 profiles are often hybrid jobs with significant people management responsibilities (such as human resources managers), line management positions, or jobs which receive a significant degree of direction from functional units, such as project managers or regional directors of administrative services.</p> <p><b>A2 A3</b> These profiles are found in line management jobs which have a clear and well defined responsibility for achieving results, such as regional director for operations.</p> <p><b>A4</b> Examples of this profile are unusual but can occur where the Accountability for results is high but the Problem Solving or Know-How content of the job is relatively low.</p>

Up, Down and Level profiling allows the validity of evaluations to be checked against typical job profiles. Discrepancies, if found, may indicate an incorrect evaluation. However, they might also indicate an inappropriately structured job. Therefore, it is important to avoid letting profiles drive the evaluation process.

### ***VALIDATING AGAINST THE BENCHMARKS***

The most important test of the validity of the evaluation is finding comparable reference evaluations in the standardized continuum of the Benchmarks, as outlined in Appendix C3.



## **USING THE BENCHMARKS**

The Benchmark reference positions have two critical roles to play in the job evaluation process:

- **They provide the necessary discipline of a constant set of reference points.**

The Benchmark evaluations have been thoroughly checked to ensure that the job evaluation method was applied consistently and appropriately. As a result, they provide a constant standard against which to evaluate positions, making them the key tool for ensuring consistency in the application of the Guide Chart methodology, over time, throughout the federal government.

- **They allow for flexibility within a disciplined framework.**

Given the number and complexity of Executive Group positions to be evaluated, it would be both impossible and counter-productive to attempt to provide hard-and-fast solutions for every possible situation. By providing a sufficient number of constant Benchmark positions, but allowing evaluators to use their common sense in using them, both flexibility and discipline can be built into the process.

Copies of the Benchmark reference positions are found in Appendix C3.

### ***PROCESS FOR SELECTING SUITABLE BENCHMARKS***

#### ***1) How Benchmarks are arranged***

The Benchmarks are sorted in two different ways:

- The Benchmark Job Descriptions are arranged into groups based on job function (Appendix C1).
- There is a second listing of the positions by level, in descending order of total points (Appendix C2).

#### ***2) Information needed about the subject position***

In order to select suitable Benchmarks, the evaluator first needs to know:

- Where the subject position fits in the organization (e.g., number of levels from the Deputy Head)
- The job function (e.g., financial, operational, human resources)

- The basic nature of the job (e.g., to think deeply, as in research positions, to think broadly, as in policy development, to direct activities, as in field operations, or to administer policies and practices, as in staff positions)
- Whether the position is line or staff, regional or located at headquarters

All this information should be in the Job Description.

### **3) *Selecting Suitable Benchmarks***

Two or three Benchmark comparisons should be sufficient for testing the validity of an evaluation. A strong comparator is one in which the organizational context, the overall evaluation and the evaluations of the three factors are all similar to that of the subject position (i.e., fewer than three steps away on any one factor).

However, on occasion, it may be difficult to find a Benchmark that fits the subject position on all three factors. For example, one Benchmark might provide a close fit on the Know-How factor but not work well on the Accountability / Decision Making factor. The best thing to do would be to try to find other, more suitable, Benchmarks since the imbalance affects the profile fit of the two positions. However, if a good, overall fit cannot be found with any of the Benchmarks, the evaluator should look for an additional Benchmark position which provides a good fit for the missing factor (in the above example, Accountability / Decision Making).

## BENCHMARK COMPARISONS EXAMPLE A

### GENERAL ACCOUNTABILITY

<b>Subject Position</b>	Is accountable for the proper and effective management and administration of all operations programs in the Region to ensure the provision of economic support, pension, medical examinations, social well-being and health care to qualified veterans and their dependants. Is accountable for the operation of the Saskatoon Veterans Home.
<b>Benchmark 7-A-2</b>	Is accountable for directing and managing regional operational functions essential to conducting the Agency's statistical programs, and for developing the overall strategic framework and business plans for the regional operations to enhance the Agency's capacity to provide Canadians with statistical information.
<b>Benchmark 6-A-2</b>	Is accountable for the efficient and effective direction of regional operations and programs designed to assist inmates and parolees with their reintegration into civil society.
<b>Benchmark 5-A-1</b>	Is accountable for providing a regional lens in the conception, development and delivery of national programs to promote good nutrition and informed use of drugs, food and natural health products, and to maximize the safety and efficacy of pharmaceutical drugs, food, natural health products, medical devices, biologics and related biotechnology products in the Canadian marketplace and health system to promote and protect the health of Canadians.

## ***SAMPLE VALIDATIONS USING BENCHMARKS***

Below are two examples of the process for using Benchmarks. Descriptive statements from the job description of the subject position and the sample Benchmarks are shown on this and the following facing pages. These statements are not the only relevant differentiating considerations. They are presented simply to illustrate the thinking process involved in using Benchmarks.

### **Sample Validation: Example A**

<b>EXAMPLE A</b>					
<b>Subject Position</b>	<b>Regional Director General Prairie Region</b>				
<b>Evaluation</b>	Know-How	F III 3	608		
	Problem Solving / Thinking	F 4 (50%)	304		
	Accountability / Decision Making	F 3 P	400		
			<u>1312</u>		
<b><u>Benchmarks Selected</u></b>					
<b>7-A-2</b>		<b>6-A-2</b>		<b>5-A-1</b>	
<b>Director General, Regional Operations</b>		<b>Assistant Deputy Commissioner, Operations</b>		<b>Regional Director, Health Products and Food</b>	
G III 3	700	F III 3	608	F III 3	528
F 4 (57%)	400	F 4 (50%)	304	F 4 (50%)	264
F 4 P	528	F 2 P	350	F 2 P	304
	<u>1628</u>		<u>1262</u>		<u>1096</u>



## **BENCHMARK COMPARISONS EXAMPLE A**

### **MAJOR CHALLENGE**

#### **Subject Position**

The position is expected to negotiate with provincial authorities to ensure an equitable distribution of contract beds for the priority use of veterans, and achieve an optimum care/cost ratio within the framework of provincial standards in Manitoba, Saskatchewan and Alberta.

#### **Benchmark 7-A-2**

The position must build national consensus for the implementation of policies and procedures that respond to the changing needs of clients. In meeting this challenge, the incumbent must balance increasing demands for quality information with public and political concern regarding invasion of privacy, response burden, voluntary participation and respondent refusal or mistrust.

#### **Benchmark 6-A-2**

The position leads the cooperative development of innovative programs with community support organizations or spiritual and cultural leaders to help offenders benefit from a broad range of programs and services, and assist them in successfully reintegrating into the community.

#### **Benchmark 5-A-1**

The position fosters a spirit of cooperation, collaboration, teamwork and partnership between the Department and the communities, through contacts with senior officials such as the Deputy Minister or Minister, Assistant Deputy Ministers, Presidents or Directors in provincial health, social services and education departments or agencies.

**Example A Explanation: The Know-How Factor**

<b>Subject Job</b>	7-A-2	6-A-2	5-A-1
	Director General, Regional Operations	Assistant Deputy Commissioner, Operations	Regional Director, Health Products and Food
<b>F III 3 608</b>	G III 3 700	F III 3 608	F III 3 528

- 1) One consideration for relating the Know-How of the subject position to the Benchmarks is the management structure above each position. There are the same number of layers between the Deputy Minister and the position holders in all four cases.
- 2) Another consideration is the diversity of the programs managed. While the program mixes of the subject position and the three Benchmark positions are relatively homogeneous in end results, the national role of Benchmark 7-A-2, the variety of its clientele and the ad-hoc nature of the demands placed upon it warrant a higher degree of specialized and practical skills and knowledge than the subject position and the other two Benchmark positions.
- 3) A number of variables must be considered when evaluating Know-How: cultural diversity of the publics served, geographic dispersion of the territory managed, and size and type of staff managed. Benchmark 7-A-2 is accountable for the department-wide provision of products and services to a paying clientele with varied interests in and purposes for the products requested, and it manages a larger staff than the subject position and the other two Benchmark positions.
- 4) The subject position and Benchmarks 6-A-2 and 5-A-1 are all responsible for managing the delivery of direct client services within a specific geographic area, whereas Benchmark 7-A-2 leads the management of service delivery nationally in all regions, which adds to the depth of procedures, techniques and disciplines required and the variety of environments and clienteles.
- 5) The subject position is considered comparable to Benchmark 6-A-2 as both positions require a similar breadth and depth of knowledge to direct the delivery of the full range of departmental services at the regional level, whereas Benchmark 5-A-1 reports to a corporate ADM at National Headquarters and requires knowledge and skill related to one departmental business line.

## BENCHMARK COMPARISONS EXAMPLE A

### DIMENSIONS (Constant Dollars)

<b>Subject Position</b>	Employees:	317
	Operating budget:	\$3.3 million
	Grants and Contributions:	\$15.0 million
<b>Benchmark 7-A-2</b>	Employees (both Public Service and Statistics Act):	3,012 (Non-census year) 49,645 (Census year)
	Operating budget:	\$12.6 million (Non-census Year) \$30.3 million (Census Year)
	Annual Sales:	\$ 1.2 million
<b>Benchmark 6-A-2</b>	Employees:	52
	Operating budget:	\$438,500
<b>Benchmark 5-A-1</b>	Employees:	32
	Operating budget:	\$310,000

**Example A Explanation: The Problem Solving / Thinking Factor**

<b>Subject Job</b>	7-A-2	6-A-2	5-A-1
	Director General, Regional Operations	Assistant Deputy Commissioner, Operations	Regional Director, Health Products and Food
<b>F4 (50%) 304</b>	F 4 (57%) 400	F 4 (50%) 304	F 4 (50%) 264

- 1) The geographic dispersion, the nation-wide leadership, the specific requirements of the clientele and the revenue-generating function create discernible differences between the complexity of programs managed by Benchmark 7-A-2 and those delivered by the subject position and the other two Benchmark positions.
- 2) The difference in geographic areas serviced by the subject position and Benchmarks 6-A-2 and 5-A-1 is not considered to require significantly different innovative thinking.

**Example A Explanation: The Accountability / Decision Making Factor**

<b>Subject Job</b>	7-A-2	6-A-2	5-A-1
	Director General, Regional Operations	Assistant Deputy Commissioner, Operations	Regional Director, Health Products and Food
<b>F 3 P 400</b>	F 4 P 528	F 2 P 350	F 2 P 304

- 1) The subject position and the Benchmark positions appear to have a similar degree of latitude and authority to act on behalf of the department within the scope of their delivery responsibilities in their respective areas.
- 2) Benchmark 7-A-2 is viewed as making a noticeably more significant contribution to the achievement of the department's end results than the subject position, hence a push to the middle number of the magnitude range of the Benchmark position. The other two Benchmark positions and the subject position are viewed as having a similar degree of contribution within their respective magnitude ranges.

## BENCHMARK COMPARISONS EXAMPLE B

### GENERAL ACCOUNTABILITY

**Subject Position**

Is accountable for managing the development, implementation and maintenance of departmental financial and accounting policies, systems and procedures to meet the operational needs of management and to conform with the requirements of government acts, statutes and regulations, and for providing non-transfer payment accounting services and advice to responsibility centre managers across the Department.

**Benchmark 6-O-2**

Is accountable for establishing the Agency's strategic and corporate guidelines in the sectors of modern comptrollership, human resources, financial resources and administrative services management, in order to achieve maximum effectiveness in the use of the Department's human, financial and material resources.

**Benchmark 5-M-1**

As the senior full-time financial officer and comptroller, is accountable for the financial policies, systems, procedures, operations and accounting activities to ensure effective control and stewardship of the financial resources appropriated, and for ensuring the introduction and acceptance of modern accounting and financial management standards and practices.

**Benchmark 4-O-3**

Is responsible for the proper and effective management of the finance, materiel management, information systems, contract administration, and administration functions in the Department's Atlantic Region.

**Sample Validation: Example B**

EXAMPLE B					
Subject Position		Director Financial Policies, Systems and Accounting			
Evaluation		Know-How	F III 3	460	
		Problem Solving / Thinking	E 4 (50%)	230	
		Accountability / Decision Making	E 5 C	264	
				<hr/> 954	
<u>Benchmarks Selected</u>					
6-O-2 Director General, Resource Management		5-M-1 Director, Financial Management		4-O-3 Regional Manager, Finance & Administration	
G III 3	608	F III 3	528	F II 3	460
F 4 (57%)	350	E 4 (50%)	264	E 4 (43%)	200
F 2 P	350	E 5 C	264	E 2 P	230
	<hr/> 1308		<hr/> 1056		<hr/> 890

## BENCHMARK COMPARISONS EXAMPLE B

### MAJOR CHALLENGE

#### Subject Position

A major challenge for the Director is to provide management with an integrated accounting and financial systems operation that has effective accounting mechanisms and control, and at the same time meets the requirements of Parliament and Central Agencies with respect to departmental initiatives in the areas of Economic Development and Trust and Loan Fund Management.

#### Benchmark 6-O-2

The position is expected to provide corporate leadership in the development, dissemination and implementation of policies, systems, processes, services and control mechanisms for the seamless implementation of the management reform underpinning the modern comptrollership and modern management functions affecting the management of the Agency's financial, material and human resources.

#### Benchmark 5-M-1

The position's challenge is to ensure the continued integrity of the financial management data, systems and procedures while ensuring the successful implementation of significant changes in financial management practices, information systems and accounting procedures arising out of the Modern Comptrollership Initiative and other financial modernization initiatives.

#### Benchmark 4-O-3

The position guarantees the integrity and reliability of budgetary control and reporting systems in the Region to ensure that probity and prudence are duly exercised in the handling of regional resources.

**Example B Explanation: The Know-How Factor**

<b>Subject Job</b>	6-O-2	5-M-1	4-O-3
	Director General, Resource Management	Director, Financial Management	Regional Manager, Fin. & Admin.
<b>F III 3 460</b>	<b>G III 3 608</b>	<b>F III 3 528</b>	<b>F II 3 460</b>

- 1) While the subject position and Benchmark 5-M-1 are both rated F III 3, the Benchmark is a senior full-time financial officer and is thus seen as requiring higher degrees of professional and operational knowledge. Benchmark 6-O-2 reflects a degree of mastery required to provide executive direction at the first managerial level for the management of all the infrastructure support functions across the department. The subject position and Benchmark 4-O-3 reflect the depth of professional expertise required to provide executive level support in the delivery of the department's programs.
- 2) The managerial expertise required for the subject position is less than that required for Benchmarks 6-O-2 and 5-M-1, which have department-wide functional responsibilities. The department-wide role of the subject position and the focus of its end results, although rated higher, are weighed as comparable with the regional focus of Benchmark 4-O-3 and receive the same numerical value.

**Example B Explanation: The Problem Solving / Thinking Factor**

<b>Subject Job</b>	6-O-2	5-M-1	4-O-3
	Director General, Resource Management	Director, Financial Management	Regional Manager, Fin. & Admin.
<b>E 4 (50%) 230</b>	<b>F 4 (57%) 350</b>	<b>E 4 (50%) 230</b>	<b>E 4 (43%) 200</b>

- 1) As the senior functional position in the department, Benchmark 6-O-2 is clearly involved in more demanding, extensive and varied issues than are the subject position or the other two Benchmark positions.
- 2) The departmental functional roles of the subject position and of Benchmark 5-M-1 are viewed as requiring a higher degree of innovation, creativity and integration than Benchmark 4-O-3.



## BENCHMARK COMPARISONS EXAMPLE B

### DIMENSIONS (Constant Dollars)

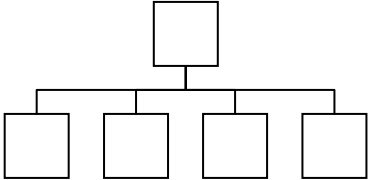
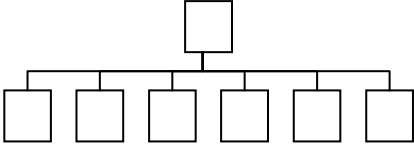
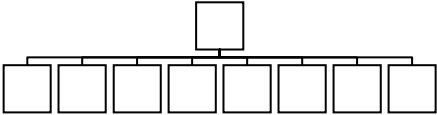
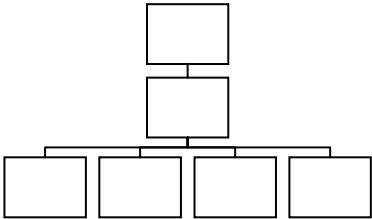
<b>Subject Position</b>	Division Employees:	50
	Division Operating Budget:	\$500,000
	Departmental Operating Budget	\$885 million
<b>Benchmark 6-O-2</b>	Branch Employees:	30
	Department Employees:	380
	Branch Operating Budget:	\$800,000
	Agency Operating Budget:	\$6.7 million
<b>Benchmark 5-M-1</b>	Division Employees:	48
	Division Operating Budget:	\$484,000
	Department Operating Budget:	\$177 million
<b>Benchmark 4-O-3</b>	Region Employees:	1,370
	Division Employees:	133
	Region Operating Budget:	\$49 million
	Division Salary Budget:	\$866,000

**Example B Explanation: The Accountability / Decision Making Factor**

<b><u>Subject Job</u></b>	6-O-2	5-M-1	4-O-3
	Director General, Resource Management	Director, Financial Management	Regional Manager, Fin. & Admin.
<b>E 5 C 264</b>	F 2 P 350	E 5 C 264	E 2 P 230

- 1) The ratings reflect the higher level of empowerment and contribution of Benchmark 6-O-2 in the achievement of expected end results and departmental objectives.
- 2) Note that while the magnitude levels of the subject position and Benchmark 5-M-1 could warrant a difference in their respective numerical ratings, their contribution to the achievement of the department's goals is viewed overall as being of equal value.

**Executive Group Position Evaluation Plan**

DESIGNATION	UNIT DIAGRAM	COMMON CHARACTERISTICS	LIKELY STEP DIFFERENCES		
			KNOW HOW	% PROBLEM SOLVING	ACCOUNT-ABILITY
“Normal” Superior/Subordinate Relationship		<ul style="list-style-type: none"> <li>• Reasonable span of control</li> <li>• Clear channels of communication</li> <li>• Balance between subordinates</li> <li>• Management delegation</li> </ul>	2	1	3
Lean Staff		<ul style="list-style-type: none"> <li>• Broad span of control</li> <li>• Communication processes fuzzy</li> <li>• Imbalance between subordinate positions</li> <li>• Management and decision-making centralized</li> </ul>	3	1 or 2	3 to 5
Missing Level		<ul style="list-style-type: none"> <li>• Large span of control</li> <li>• Communication of tasks only</li> <li>• Large differentials in subordinate positions</li> <li>• Management and decision-making highly centralized</li> </ul>	4	2	5 to 7
One Over One		<ul style="list-style-type: none"> <li>• One subordinate</li> <li>• Superior and subordinate function as a team</li> <li>• Usually a temporary “grooming” position for subordinate prior to taking over the top position</li> <li>• Appropriate where criticality of top job dictates (i.e., CEO) or where there is a need for a split between external focus and internal focus</li> </ul>	1	1	2



## **ORGANIZATION CHECK**

A crucial test of the validity of the evaluation is whether it fits with the evaluations for other positions in the unit. This means that when you isolate each factor, the step differences between the subject job and the supervisor, peer and subordinate positions for each factor all make sense.

A common evaluation error is over-emphasizing the differences between peer positions and under-emphasizing the differences between superior and subordinate. Note, however, that there are no rules for determining the proper relationship between levels in an organization. Each case must be assessed on its own.

**For example:** the chart on the facing page shows four organizational structures with very different superior/subordinate relationships. In each case, the step differences between the factors for the two levels change. However, these examples should not be taken as hard and fast rules. They simply serve to demonstrate:

- a variety of superior/subordinate relationships that can make sense
- the importance of looking at the reality of the actual departmental structure when testing the validity of a new evaluation

<p><b>In the final analysis, as throughout the evaluation process, informed common sense should be the tool for making and checking all judgments.</b></p>
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## **APPENDIX A – EXECUTIVE (EX) GROUP DEFINITION**

The Executive Group comprises positions located no more than three hierarchical levels below the Deputy or Associate Deputy level and that have significant executive managerial or executive policy roles and responsibilities or other significant influence on the direction of a department or agency. Positions in the Executive Group are responsible and accountable for exercising executive managerial authority or providing recommendations and advice on the exercise of that authority.

### **Inclusions**

Notwithstanding the generality of the foregoing, it includes positions that have, as their primary purpose, responsibility for one or more of the following activities:

1. Managing programs authorized by an Act of Parliament, or an Order-in-Council, or major or significant functions or elements of such programs;
2. Managing substantial scientific or professional activities;
3. Providing recommendations on the development of significant policies, programs or scientific, professional or technical activities; and
4. Exercising a primary influence over the development of policies or programs for the use of human, financial or material resources in one or more major organizational units or program activities in the Public Service.

### **Exclusions**

Positions excluded from the Executive Group are those whose primary purpose is included in the definition of any other group.

***CLASSIFICATION LEVELS: EXECUTIVE GROUP***

The total points assigned through the evaluation process will determine the classification level for a newly evaluated position. Positions within the assigned point bands fall into compensation levels from EX-1 to EX-5. The bands are as follows:

<b>EXECUTIVE GROUP CLASSIFICATION LEVELS</b>		
<b><u>Classification Level</u></b>	<b><u>Minimum Points</u></b>	<b><u>Maximum Points</u></b>
EX-5	2448	N/A
EX-4	1868	2447
EX-3	1560	1867
EX-2	1262	1559
EX-1	920	1261



## APPENDIX B – GUIDE CHARTS

### KNOW-HOW

DEFINITION: Know-How is the sum total of EVERY kind of knowledge and skill, HOWEVER ACQUIRED, needed for COMPETENT JOB PERFORMANCE. Know-How has three components, the requirements for:

- **PRACTICAL, TECHNICAL, SPECIALIZED KNOW-HOW.** Varied applied skills, including those relating to human relations, knowledge of the position's environment and clientele (e.g., the public, industry, special interest groups, other governments, etc.), practical procedures, specialized techniques and/or scientific/professional disciplines.
- **MANAGERIAL AND OPERATIONAL KNOW-HOW.** The KNOW-HOW and skill involved in guiding and integrating the resources associated with an organizational unit or function in order to produce the expected results. The knowledge and skills may be exercised executively ("acting as a manager") or consultatively ("thinking as a manager"). Involved is some combination of planning, organizing, integrating, coordinating, directing, motivating and developing human resources, controlling, evaluating, and checking. This KNOW-HOW may be required in providing service to the client/customer AND/OR advice to others, and becomes more critical as the conflicting demands and priorities of clients/customers increase.
- **CRITICALITY OF HUMAN RELATIONS.** This is a measure of how relatively crucial, critical, and difficult are the various interpersonal relationships which positions must establish and maintain in order to achieve the objectives.

### GOVERNMENT OF CANADA EXECUTIVE GROUP

#### GUIDE CHART FOR EVALUATING KNOW-HOW

**MEASURING PRACTICAL, TECHNICAL, SPECIALIZED KNOW-HOW:** This type of knowledge and skill may be characterized by breadth (variety), or depth (complexity), or both. Jobs may require some combination of: various skills; some knowledge about many things; a good deal of knowledge about a few things. Thus, to measure this kind of Know-How, the evaluator has to understand WHAT SKILLS ARE NEEDED AND HOW MUCH KNOWLEDGE IS NEEDED ABOUT HOW MANY THINGS AND HOW COMPLEX EACH OF THEM IS.

**FUNCTION** - A group of diverse activities which, because of common objectives, similar skill requirements, and strategic importance to an organization, are usually directed by a member of top management.

**SUBFUNCTION** - A major activity which is part of, and more homogeneous than, a function.

**ELEMENT** - A part of a subfunction; usually very specialized in nature and restricted in scope or impact.

		••• HUMAN RELATIONS												
		II			III			IV			V			
		Operation of a unit with activities that are relatively similar in nature and objective, OR guidance of a sub-function(s) or several significant elements across several units.			Operation of a large unit with activities that are noticeably different in objectives and the nature of the end results, OR guidance of a function(s) which affects all of the organization.			Operation of a major unit with activities which are significantly different and divergent with respect to objectives and end results, OR guidance of a strategic function(s) which significantly affects the organization's planning and operation.			Management of all units and functions of a large organization, OR total management of the major segment of a very large organization.			
		1	2	3	1	2	3	1	2	3	1	2	3	
PRACTICAL, TECHNICAL, SPECIALIZED KNOW-HOW	E	A sound understanding of and skill in several activities which involve a variety of practices and precedents with respect to the organization's processes, operation and clientele, OR a grasp of a scientific or similar discipline's theory and principles, OR both.	200	230	264	264	304	350	350	400	460	460	528	608
			230	264	304	304	350	400	400	460	528	528	608	700
			264	304	350	350	400	460	460	528	608	608	700	800
	F	Extensive knowledge and skill gained through a wide and/or deep exposure to the involved and/or diverse practices, processes, and issues relating to the organization and its clients, OR command of complex scientific theory, principles, and practices, OR both.	264	304	350	350	400	460	460	528	608	608	700	800
			304	350	400	400	460	528	528	608	700	700	800	920
			350	400	460	460	528	608	608	700	800	800	920	1056
	G	Mastery of theories, principles, and techniques, or the cumulative equivalent command, of the interrelationships, variables, and competing demands of the organization and its clients, and related programmes and other issues necessary to advise AND/OR implement programmes at the executive management or executive policy levels of the organization.	350	400	460	460	528	608	608	700	800	800	920	1056
			400	460	528	528	608	700	700	800	920	920	1056	1216
			460	528	608	608	700	800	800	920	1056	1056	1216	1400
	H	Externally recognized mastery and expertise in a complex scientific field or other learned discipline	460	528	608	608	700	800	800	920	1056	1056	1216	1400
			528	608	700	700	800	920	920	1056	1216	1216	1400	1600
			608	700	800	800	920	1056	1056	1216	1400	1400	1600	1840

••• CRITICALITY OF HUMAN RELATIONS		
1. Common courtesy must be employed, and an appropriate working relationship established and maintained with subordinates, colleagues and superiors in order to accomplish the position's objectives.	2. It is necessary to establish and maintain the kind of relationships in dealings with subordinates, colleagues and superiors, and in the course of some contact with clients inside AND/OR outside government, that will facilitate the acceptance and utilization of the position's conclusions, recommendations and advice.	3. Successful achievement of the position's programme AND/OR service AND/OR advisory objectives HINGES on the establishment and maintenance of appropriate interpersonal relationships in dealings with subordinates, colleagues, and superiors, and in ensuring the provision of service through substantive contact with clients inside AND/OR outside government.

# **PROBLEM SOLVING / THINKING**

DEFINITION: Problem Solving/Thinking is the original, self-starting thinking required by the job to: (1) identify, (2) define, and (3) resolve a problem. "You think with what you know"... this is true of even the most creative work. The raw material of any thinking is knowledge of facts, principles and means. Ideas are put together from something already there. Therefore, Thinking is treated as a percentage utilization of Know-How. There are two components:

- **THE THINKING ENVIRONMENT:** the extent to which assistance or guidance is available from others or from past practice or precedents and the degree to which the position is required to identify situations where direction or precedents are not applicable. How well/poorly defined is the problem, issue, etc.?
- **THE THINKING CHALLENGE:** the novelty and complexity of the thinking to be done and the time pressures within which the thinking must be done.

## **GOVERNMENT OF CANADA EXECUTIVE GROUP**

### **GUIDE CHART FOR EVALUATING PROBLEM SOLVING / THINKING**

**MEASURING PROBLEM SOLVING/THINKING:** Problem Solving/Thinking measures the intensity of the mental process which employs Know-How in analyzing, evaluating, creating, reasoning, arriving at and making conclusions. To the extent that Problem Solving/Thinking is circumscribed by standards, covered by precedents, or referred to others, the scope of the Problem Solving/Thinking is diminished, and the emphasis correspondingly is on Know-How.

**N.B.** The evaluation of PROBLEM SOLVING/THINKING should be made without reference to the job's freedom to make decisions or take action; the scope and nature of the job's decisions are measured on the ACCOUNTABILITY/DECISION MAKING Chart.

•• THINKING CHALLENGE				
• THINKING ENVIRONMENT		3. Differing situations requiring search for solutions within the area of known things. Appropriate action selected based on experience. Some use of judgement required.	4. Variable situations requiring analytical, interpretative, evaluative, and/or constructive thinking, often on short notice.	5. Novel or non-recurring, pathfinding situations in complex administrative or research situations requiring the development of new concepts and imaginative approaches, usually under some pressure.
	D Thinking within clear but substantially diversified procedures; precedents covering many situations, and/or access to assistance.	29%	38%	50%
		33%	43%	57%
	E Thinking within a well-defined frame of reference and towards specific objectives, in situations characterized by specific policies, practices, and precedents.	33%	43%	57%
		38%	50%	66%
	F Thinking within a general frame of reference toward objectives, in situations with some nebulous, intangible, or unstructured aspects.	38%	50%	66%
•		43%	57%	76%
	G Thinking within concepts, principles, and broad guidelines toward the organization's objectives or goals; many nebulous, intangible, or unstructured aspects to the environment.	43%	57%	76%
		50%	66%	87%
	H Thinking within organization philosophy and/or natural laws and/or principles governing human affairs.	50%	66%	87%
		57%	76%	

**ACCOUNTABILITY / DECISION MAKING**

GENERAL: Accountability/Decision Making is the measurement of the degree to which a job is responsible for achieving results and the importance of those results to the organization. There are three components IN THE FOLLOWING ORDER OF IMPORTANCE:

- **FREEDOM TO ACT:** The degree to which a job, through delegation or empowerment, acts independently to achieve end results before seeking advice or direction as defined in the left-hand column of the next page.
- **IMPACT:** As defined.
- **MAGNITUDE:** The size, relative to the whole Public Service, of the unit or function most clearly affected by the decisions AND/OR recommendations of the job. The process for determining Magnitude is described in Measuring Accountability / Decision Making.

N.B. Magnitude and Impact must fit together; neither can be final or meaningful without being related to the other.

**GOVERNMENT OF CANADA  
EXECUTIVE GROUP**

**GUIDE CHART FOR EVALUATING**

**ACCOUNTABILITY / DECISION MAKING**

**IMPACT** — The degree to which the job affects or brings about the results expected of the unit or function being considered.

**INDIRECT (I)** — Supportive and ancillary services, where activities are noticeably removed from final decisions and assistance is modified or merged with other support before the end result stage.

**CONTRIBUTORY (C)** — Interpretative, advisory or facilitating services, for use by others in taking action, which are influential and closely related to action or decisions by others OR measurable contribution, as a member of a team, in achieving end results.

**SHARED (S)** — Equal, joint, and significant control, with (usually only one) another position(s) (except own subordinates and superior), over the activities and resources which produce the results, OR control of what are clearly many (but not all) of the significant variables in determining results.

**PRIMARY (P)** — Controlling Impact — The position has *effective control* over the significant activities and resources which produce the results, and is the sole position (at its level of Freedom to Act) which must answer for the results.

			• • • MAGNITUDE ➡ (Constant Dollars)	1. VERY SMALL (under \$100K)				2. SMALL (\$100K to \$1 Million)				3. MEDIUM (\$1 to \$10 Million)				4. MEDIUM – LARGE (\$10 to \$100 Million)				5. LARGE (\$100 Million to \$1 Billion)				6. VERY LARGE (\$1 to \$10 Billion)				7. LARGEST (over \$10 Billion)					
				I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P		
• FREEDOM TO ACT			• • IMPACT ➡																														
	D	These jobs are subject, wholly or in part, to practices and procedures covered by precedents or well-defined policies; supervisory review, usually after the fact.	38	50	66	87	50	66	87	115	66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	200	264	350	460
			43	57	76	100	57	76	100	132	76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	230	304	400	528
			50	66	87	115	66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	264	350	460	608
	E	These jobs, by their nature or size, are subject to broad practices and procedures covered by functional precedents and policies; achievement of a circumscribed operational activity; direction from well-defined objectives.	57	76	100	132	76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	304	400	528	700
			66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	350	460	608	800
			76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	700	400	528	700	400	528	700	920
	F	These jobs, by their nature or size, are broadly subject to functional policies and goals; managerial direction of a general nature.	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	800	460	608	800	460	608	800	1056
			100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	700	400	528	700	920	528	700	920	528	700	920	1216
			115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	800	460	608	800	1056	608	800	1056	608	800	1056	1400
	G	These jobs, by reason of their size, independent complexity and high degree of effect on department results, are subject only to general guidance from top-most management.	132	175	230	304	175	230	304	400	230	304	400	528	304	400	528	700	400	528	700	920	528	700	920	1216	700	920	1216	700	920	1216	1600
			152	200	264	350	200	264	350	460	264	350	460	608	350	460	608	800	460	608	800	1056	608	800	1056	1400	800	1056	1400	800	1056	1400	1840
	175		230	304	400	230	304	400	528	304	400	528	700	400	528	700	920	528	700	920	1216	700	920	1216	1600	920	1216	1600	920	1216	1600	2112	





## APPENDIX C1 – BENCHMARK INDEX BY FUNCTION

### *Executive Group*

#### **Program/Service Delivery to Canadians**

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
10-A-1	Vice-President, Operations	GIV3	1056	G4(66)	700	G4P	800	2556	A1
9-A-1	Assistant Deputy Minister / Regional Executive Head, Ontario	GIV3	920	G4(66)	608	G5P	920	2448	A3
8-A-1	Deputy Commissioner, Prairies	GIV3	800	G4(57)	460	G4P	700	1960	A3
7-A-1	Executive Director, Canada Business Service Centres	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-A-2	Director General, Regional Operations	GIII3	700	F4(57)	400	F4P	528	1628	A2
6-A-1	District Director, Metropolitan Montreal	FIII3	608	F4(50)	304	F3P	350	1262	A1
6-A-2	Assistant Deputy Commissioner, Operations	FIII3	608	F4(50)	304	F2P	350	1262	A1
5-A-1	Regional Director, Health Products and Food	FIII3	528	F4(50)	264	F2P	304	1096	A1
4-A-1	Director, Human Resources Centre Canada	FIII3	460	E4(50)	230	E2P	230	920	0
4-A-2	Director, Housing and Equipment	FIII3	460	F4(50)	230	E3P	264	954	A1

## Corporate Leadership to Programs/Services

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
10-B-1	Assistant Deputy Minister, Claims and Indian Government	GIV3	1056	G4(66)	700	G6C	700	2456	0
9-B-1	Assistant Deputy Minister, Operations	GIV3	920	G4(66)	608	G4P	800	2328	A2
9-B-2	Assistant Commissioner, Operations and Programs	GIV3	920	G4(66)	608	G5C	608	2136	0
8-B-1	Assistant Deputy Minister, Oceans	GIII3	800	G4(57)	460	G3P	608	1868	A2
7-B-1	Director General, Primary Health Care and Public Health	GIII3	700	F4(57)	400	F3P	460	1560	A1
6-B-1	Director General, Interregional Interventions and Partnerships	FIII3	608	F4(57)	350	F2P	350	1308	0
5-B-1	Director, Trade Integration	FIII3	528	F4(50)	264	F4I	230	1022	P1
4-B-1	Director, Operations and Regional Coordination	FII3	460	E4(50)	230	E2P	230	920	0

## Representing Canada's Interests Abroad

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
10-C-1	Head of Mission	GIV3	1056	G4(66)	700	G7I	800	2556	A1
9-C-1	Vice-President, Asia	GIII3	920	G4(57)	528	G4P	700	2148	A2
7-C-1	Head of Mission / Ambassador	GIII3	700	F4(50)	350	F4C	350	1400	0
6-C-1	Counsellor / Program Manager, Political and Economic	FIII3	608	F4(50)	304	F5I	350	1262	A1
5-C-1	Program Manager, Immigration	FIII3	528	F4(50)	264	F2P	304	1096	A1
4-C-1	Director, Circumpolar Affairs	FII3	460	F4(50)	230	F1P	230	920	0

## Intergovernmental

		Know-How		Problem Solving		Accountability		Total	Profile
10-D-1	Assistant Deputy Minister, Federal-Provincial Relations and Social Policy	GIV3	1056	G4(66)	700	G6C	920	2676	A2
7-D-1	Director General, Intergovernmental Affairs	GIII3	700	F4(57)	400	F6C	460	1560	A1
5-D-1	Director, Federal/Provincial/Territorial Relations	FIII3	528	F4(50)	264	E6I	230	1022	P1
4-D-1	Chief Negotiator	FIII3	460	E4(50)	230	E4C	230	920	0
4-D-2	Regional Director, Intergovernmental Affairs and Operational Policy	FII3	460	E4(50)	230	E2P	230	920	0

## Safety of Canadians

		Know-How		Problem Solving		Accountability		Total	Profile
10-E-1	Senior Assistant Deputy Minister, National Security	GIV3	1056	G4(66)	700	G5C	700	2456	0
8-E-1	Executive Director, Pest Management Regulatory Agency	GIII3	800	G4(66)	528	G3P	608	1936	A1
8-E-2	Director General, Civil Aviation	GIII3	800	F4(57)	460	F3P	460	1720	0
7-E-1	Director General, Food	GIII3	700	F4(57)	400	F3P	460	1560	A1
6-E-1	Director, Environmental Assessment	FIII3	608	F4(50)	304	F5C	350	1262	A1
6-E-2	Regional Director, Civil Aviation, Atlantic Region	FIII3	608	F4(50)	304	F2P	350	1262	A1
4-E-1	Regional Director, National Crime Prevention Centre, B.C. Region	FII3	460	F4(50)	230	F3S	264	954	A1



## Research

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
10-F-1	Assistant Deputy Minister, Research	GIV3	1056	G4(66)	700	G4P	800	2556	A1
8-F-1	Director General, Bioproducts and Bioprocesses National Science Program	GIII3	800	F4(57)	460	F3P	400	1660	P1
7-F-1	Director General, Northern Forestry Centre	GIII3	700	F4(57)	400	F3P	460	1560	A1
6-F-1	Regional Director, Geological Survey of Canada (GSC) - Quebec	GII3	608	F4(50)	304	F2P	350	1262	A1
4-F-1	Manager, St. Lawrence Centre	FII3	460	E4(50)	230	E2P	230	920	0

## Leading Projects

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
7-G-1	Executive Director, Modern Comptrollership Initiative	GIII3	700	F4(57)	400	F7I	460	1560	A1
5-G-1	Director, Service Integration	FIII3	528	F4(50)	264	F2P	264	1056	0
4-G-1	Project Manager, Canadian Frigate Life Extension Project	FII3	460	F4(50)	230	E2P	230	920	0
4-G-2	Director, Seniors Cluster	FII3	460	F4(50)	230	F2P	264	954	A1

## Public Service Direction and Services

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
10-H-1	Assistant Deputy Minister, Real Property	GIV3	1056	G4(66)	700	G4P	800	2556	A1
10-H-2	Assistant Deputy Minister, International Trade and Finance	GIV3	1056	G4(66)	700	G7I	920	2676	A2
9-H-1	Chief Executive Officer, Translation Bureau	GIV3	920	G4(66)	608	G4P	700	2228	A1
8-H-1	Assistant Secretary, Senior Personnel and Special Projects	GIII3	800	F4(57)	460	F6C	608	1868	A2
8-H-2	Assistant Secretary to the Cabinet (Machinery of Government)	GIV3	800	G4(66)	528	F7C	608	1936	A1
7-H-1	Director General, Banking and Cash Management	GIII3	700	F4(57)	400	F4P	460	1560	A1
6-H-1	Director, Research, Strategic Planning and Policy Development	GIII3	608	F4(57)	350	F4C	304	1262	P2
5-H-1	Director, Internal Audit Policy and Special Reviews	FIII3	528	F4(50)	264	E6I	264	1056	0
4-H-1	Director, Seized Property Management	FII3	460	E4(50)	230	E3P	264	954	A1
4-H-2	Director, Central and Public Accounting	FII3	460	E4(50)	230	E2P	230	920	0

## Policy and Planning

		Know-How		Problem Solving		Accountability		Total	Profile
10-I-1	Assistant Deputy Minister, Policy	GIV3	1056	G4(66)	700	G3P	700	2456	0
9-I-1	Assistant Deputy Minister, Policy	GIV3	920	G4(66)	608	G5C	608	2136	0
8-I-1	Director General, Strategic Policy Planning and Intergovernmental Relations	GIII3	800	F4(57)	460	F5C	460	1720	0
6-I-1	Director, Policy, Planning and Partnerships	FIII3	608	F4(50)	304	F4C	350	1262	A1
6-I-2	Director General, Policy and Planning	GIII3	608	F4(57)	350	F5C	400	1358	A1
5-I-1	Director, Policy and Initiatives	FIII3	528	F4(50)	264	F2P	264	1056	0
4-I-1	Director, Heritage Policy	FII3	460	E4(50)	230	E2P	230	920	0
4-I-2	Director, Strategic Operations Planning	FII3	460	F4(50)	230	F2P	264	954	A1
4-I-3	Director, Science Policy	FII3	460	E4(50)	230	E2P	230	920	0
4-I-4	Director, Strategic and Operational Planning	FII3	460	F4(50)	230	F3C	264	954	A1

## Audit and Evaluation

		Know-How		Problem Solving		Accountability		Total	Profile
8-J-1	Director General, Audit and Ethics	GIII3	800	G4(57)	460	G5C	528	1788	A1
7-J-1	Director General, Audit and Evaluation	GIII3	700	F4(57)	400	F5C	400	1500	0
5-J-1	Director, Evaluation	FIII3	528	F4(50)	264	F4C	304	1096	A1
4-J-1	Director, Audit and Evaluation	FIII3	460	E4(50)	230	E5C	230	920	0
4-J-2	Director, Sector Operations Audit	FII3	460	E4(43)	200	E2P	200	860	0

## Knowledge Management

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
10-K-1	Assistant Deputy Minister, Information Management	GIV3	1056	G4(66)	700	G5P	920	2676	A2
9-K-1	Assistant Chief Statistician, Methodology and Informatics	GIV3	920	G4(66)	608	G4P	700	2228	A1
9-K-2	Executive Director, Departmental Information Products / Chief Information Officer	GIV3	920	G4(66)	608	G3P	700	2228	A1
7-K-1	Director General, Informatics	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-K-2	Director General, Information Management and Technologies, and Chief Information Officer	GIII3	700	F4(57)	400	F3P	460	1560	A1
6-K-1	Director General, e-Government	FIII3	608	F4(57)	350	F5I	350	1308	0
5-K-1	Director, Telecommunications and Spectrum Engineering and Support	FIII3	528	F4(50)	264	E4P	304	1096	A1
4-K-1	Director, Information Management	FII3	460	E4(50)	230	E2P	230	920	0
4-K-2	Director, Business Systems	FII3	460	E4(50)	230	E2P	230	920	0

## Communications and Public Engagement

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
8-L-1	Assistant Deputy Minister, Communications and Consultations	GIV3	800	G4(57)	460	G3P	608	1868	A2
7-L-1	Director General, Communications	GIII3	700	F4(57)	400	F3P	460	1560	A1
5-L-1	Director, Communications Analysis and Policy Development	FIII3	528	F4(50)	264	E2P	230	1022	P1
4-L-1	Director, Public Affairs	FII3	460	E4(50)	230	E2P	230	920	0

## Finance

		Know-How		Problem Solving		Accountability		Total	Profile
8-M-1	Corporate Comptroller	GIII3	800	G4(57)	460	G5C	528	1788	A1
7-M-1	Director General, Finance	GIII3	700	F4(57)	400	F5C	460	1560	A1
5-M-1	Director, Financial Management	FIII3	528	E4(50)	264	E5C	264	1056	0
4-M-1	Director, Financial Operations and Accounting Services	FII3	460	E4(50)	230	E2P	230	920	0

## Human Resources

		Know-How		Problem Solving		Accountability		Total	Profile
8-N-1	Assistant Commissioner, Human Resources	GIII3	800	G4(57)	460	G3P	608	1868	A2
7-N-1	Director General, Human Resources	GIII3	700	F4(57)	400	F3P	460	1560	A1
6-N-1	Director General, Regional Civilian Human Resources Services	FIII3	608	F4(57)	350	F3P	400	1358	A1
6-N-2	Director General, Human and Corporate Services	GIII3	608	F4(57)	350	F2P	350	1308	0
4-N-1	Director, Civilian Human Resources Service Centre, National Capital Region	FIII3	460	E4(50)	230	E3P	264	954	A1
4-N-2	Regional Manager, Human Resources	FII3	460	E4(43)	200	E2P	230	890	A1

**Executive Group Position Evaluation Plan**

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**Management and Secretariat Services**

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
8-O-1	Assistant Commissioner, Corporate Services	GIV3	800	G4(57)	460	G5C	608	1868	A2
6-O-1	Director General, Corporate Management and Review	FIII3	608	F4(57)	350	F5C	350	1308	0
6-O-2	Director General, Resource Management	GIII3	608	F4(57)	350	F2P	350	1308	0
4-O-1	Director, Corporate Secretariat	FII3	460	E4(50)	230	E5I	230	920	0
4-O-2	Regional Director, Management Services (Ontario)	FII3	460	E4(50)	230	E3P	264	954	A1
4-O-3	Regional Manager, Finance and Administration	FII3	460	E4(43)	200	E2P	230	890	A1
4-O-4	Corporate Secretary	FII3	460	E4(43)	200	E2P	200	860	0



## APPENDIX C2 – BENCHMARK INDEX BY LEVEL

### *Executive Group Position Evaluation Plan*

#### **EX-05**

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
10-D-1	Assistant Deputy Minister, Federal-Provincial Relations and Social Policy	GIV3	1056	G4(66)	700	G6C	920	2676	A2
10-H-2	Assistant Deputy Minister, International Trade and Finance	GIV3	1056	G4(66)	700	G7I	920	2676	A2
10-K-1	Assistant Deputy Minister, Information Management	GIV3	1056	G4(66)	700	G5P	920	2676	A2
10-A-1	Vice-President, Operations	GIV3	1056	G4(66)	700	G4P	800	2556	A1
10-C-1	Head of Mission	GIV3	1056	G4(66)	700	G7I	800	2556	A1
10-F-1	Assistant Deputy Minister, Research	GIV3	1056	G4(66)	700	G4P	800	2556	A1
10-H-1	Assistant Deputy Minister, Real Property	GIV3	1056	G4(66)	700	G4P	800	2556	A1
10-B-1	Assistant Deputy Minister, Claims and Indian Government	GIV3	1056	G4(66)	700	G6C	700	2456	0
10-E-1	Senior Assistant Deputy Minister, National Security	GIV3	1056	G4(66)	700	G5C	700	2456	0
10-I-1	Assistant Deputy Minister, Policy	GIV3	1056	G4(66)	700	G3P	700	2456	0
9-A-1	Assistant Deputy Minister / Regional Executive Head, Ontario	GIV3	920	G4(66)	608	G5P	920	2448	A3



## EX-04

		Know-How		Problem Solving		Accountability		Total	Profile
9-B-1	Assistant Deputy Minister, Operations	GIV3	920	G4(66)	608	G4P	800	2328	A2
9-H-1	Chief Executive Officer, Translation Bureau	GIV3	920	G4(66)	608	G4P	700	2228	A1
9-K-1	Assistant Chief Statistician, Methodology and Informatics	GIV3	920	G4(66)	608	G4P	700	2228	A1
9-K-2	Executive Director, Departmental Information Products / Chief Information Officer	GIV3	920	G4(66)	608	G3P	700	2228	A1
9-C-1	Vice-President, Asia	GIII3	920	G4(57)	528	G4P	700	2148	A2
9-B-2	Assistant Commissioner, Operations and Programs	GIV3	920	G4(66)	608	G5C	608	2136	0
9-I-1	Assistant Deputy Minister, Policy	GIV3	920	G4(66)	608	G5C	608	2136	0
8-A-1	Deputy Commissioner, Prairies	GIV3	800	G4(57)	460	G4P	700	1960	A3
8-E-1	Executive Director, Pest Management Regulatory Agency	GIII3	800	G4(66)	528	G3P	608	1936	A1
8-H-2	Assistant Secretary to the Cabinet (Machinery of Government)	GIV3	800	G4(66)	528	F7C	608	1936	A1
8-B-1	Assistant Deputy Minister, Oceans	GIII3	800	G4(57)	460	G3P	608	1868	A2
8-H-1	Assistant Secretary, Senior Personnel and Special Projects	GIII3	800	F4(57)	460	F6C	608	1868	A2
8-L-1	Assistant Deputy Minister, Communications and Consultations	GIV3	800	G4(57)	460	G3P	608	1868	A2
8-N-1	Assistant Commissioner, Human Resources	GIII3	800	G4(57)	460	G3P	608	1868	A2
8-O-1	Assistant Commissioner, Corporate Services	GIV3	800	G4(57)	460	G5C	608	1868	A2

## EX-03

		Know-How		Problem Solving		Accountability		Total	Profile
8-J-1	Director General, Audit and Ethics	GIII3	800	G4(57)	460	G5C	528	1788	A1
8-M-1	Corporate Comptroller	GIII3	800	G4(57)	460	G5C	528	1788	A1
8-E-2	Director General, Civil Aviation	GIII3	800	F4(57)	460	F3P	460	1720	0
8-I-1	Director General, Strategic Policy Planning and Intergovernmental Relations	GIII3	800	F4(57)	460	F5C	460	1720	0
8-F-1	Director General, Bioproducts and Bioprocesses National Science Program	GIII3	800	F4(57)	460	F3P	400	1660	P1
7-A-2	Director General, Regional Operations	GIII3	700	F4(57)	400	F4P	528	1628	A2
7-A-1	Executive Director, Canada Business Service Centres	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-B-1	Director General, Primary Health Care and Public Health	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-D-1	Director General, Intergovernmental Affairs	GIII3	700	F4(57)	400	F6C	460	1560	A1
7-E-1	Director General, Food	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-F-1	Director General, Northern Forestry Centre	FIII3	700	F4(57)	400	F3P	460	1560	A1
7-G-1	Executive Director, Modern Comptrollership Initiative	GIII3	700	F4(57)	400	F7I	460	1560	A1
7-H-1	Director General, Banking and Cash Management	GIII3	700	F4(57)	400	F4P	460	1560	A1
7-K-1	Director General, Informatics	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-K-2	Director General, Information Management and Technologies, and Chief Information Officer	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-L-1	Director General, Communications	GIII3	700	F4(57)	400	F3P	460	1560	A1
7-M-1	Director General, Finance	GIII3	700	F4(57)	400	F5C	460	1560	A1
7-N-1	Director General, Human Resources	GIII3	700	F4(57)	400	F3P	460	1560	A1

## EX-02

		Know-How		Problem Solving		Accountability		Total	Profile
7-J-1	Director General, Audit and Evaluation	GIII3	700	F4(57)	400	F5C	400	1500	0
7-C-1	Head of Mission / Ambassador	GIII3	700	F4(50)	350	F4C	350	1400	0
6-I-2	Director General, Policy and Planning	GIII3	608	F4(57)	350	F5C	400	1358	A1
6-N-1	Director General, Regional Civilian Human Resources Services	FIII3	608	F4(57)	350	F3P	400	1358	A1
6-B-1	Director General, Interregional Interventions and Partnerships	FIII3	608	F4(57)	350	F2P	350	1308	0
6-K-1	Director General, e-Government	FIII3	608	F4(57)	350	F5I	350	1308	0
6-N-2	Director General, Human and Corporate Services	GIII3	608	F4(57)	350	F2P	350	1308	0
6-O-1	Director General, Corporate Management and Review	FIII3	608	F4(57)	350	F5C	350	1308	0
6-O-2	Director General, Resource Management	GIII3	608	F4(57)	350	F2P	350	1308	0
6-A-1	District Director - Metropolitan Montreal	FIII3	608	F4(50)	304	F3P	350	1262	A1
6-A-2	Assistant Deputy Commissioner, Operations	FIII3	608	F4(50)	304	F2P	350	1262	A1
6-C-1	Counsellor / Program Manager, Political and Economic	FIII3	608	F4(50)	304	F5I	350	1262	A1
6-E-1	Director, Environmental Assessment	FIII3	608	F4(50)	304	F5C	350	1262	A1
6-E-2	Regional Director, Civil Aviation, Atlantic Region	FIII3	608	F4(50)	304	F2P	350	1262	A1
6-F-1	Regional Director, Geological Survey of Canada (GSC) - Quebec	GII3	608	F4(50)	304	F2P	350	1262	A1
6-H-1	Director, Research, Strategic Planning and Policy Development	GIII3	608	F4(57)	350	F4C	304	1262	P2
6-I-1	Director, Policy, Planning and Partnerships	FIII3	608	F4(50)	304	F4C	350	1262	A1

## EX-01

		Know-How		Problem Solving		Accountability		Total	Profile
5-A-1	Regional Director, Health Products and Food	FIII3	528	F4(50)	264	F2P	304	1096	A1
5-C-1	Program Manager, Immigration	FIII3	528	F4(50)	264	F2P	304	1096	A1
5-J-1	Director, Evaluation	FIII3	528	F4(50)	264	F4C	304	1096	A1
5-K-1	Director, Telecommunications and Spectrum Engineering and Support	FIII3	528	F4(50)	264	E4P	304	1096	A1
5-G-1	Director, Service Integration	FIII3	528	F4(50)	264	F2P	264	1056	0
5-H-1	Director, Internal Audit Policy and Special Reviews	FIII3	528	F4(50)	264	E6I	264	1056	0
5-I-1	Director, Policy and Initiatives	FIII3	528	F4(50)	264	F2P	264	1056	0
5-M-1	Director, Financial Management	FIII3	528	E4(50)	264	E5C	264	1056	0
5-B-1	Director, Trade Integration	FIII3	528	F4(50)	264	F4I	230	1022	P1
5-D-1	Director, Federal/Provincial/Territorial Relations	FIII3	528	F4(50)	264	E6I	230	1022	P1
5-L-1	Director, Communications Analysis and Policy Development	FIII3	528	F4(50)	264	E2P	230	1022	P1
4-A-2	Director, Housing and Equipment	FIII3	460	F4(50)	230	E3P	264	954	A1
4-E-1	Regional Director, National Crime Prevention Centre, B.C. Region	FII3	460	F4(50)	230	F3S	264	954	A1
4-G-2	Director, Seniors Cluster	FII3	460	F4(50)	230	F2P	264	954	A1
4-H-1	Director, Seized Property Management	FII3	460	E4(50)	230	E3P	264	954	A1
4-I-2	Director, Strategic Operations Planning	FII3	460	F4(50)	230	F2P	264	954	A1
4-I-4	Director, Strategic and Operational Planning	FII3	460	F4(50)	230	F3C	264	954	A1
4-N-1	Director, Civilian Human Resources Service Centre, National Capital Region	FIII3	460	E4(50)	230	E3P	264	954	A1
4-O-2	Regional Director, Management Services (Ontario)	FII3	460	E4(50)	230	E3P	264	954	A1
4-A-1	Director, Human Resources Centre Canada	FIII3	460	E4(50)	230	E2P	230	920	0
4-B-1	Director, Operations and Regional Coordination	FII3	460	E4(50)	230	E2P	230	920	0
4-C-1	Director, Circumpolar Affairs	FII3	460	F4(50)	230	F1P	230	920	0
4-D-1	Chief Negotiator	FIII3	460	E4(50)	230	E4C	230	920	0

4-D-2	Regional Director, Intergovernmental Affairs and Operational Policy	FII3	460	E4(50)	230	E2P	230	920	0
4-F-1	Manager, St. Lawrence Centre	FII3	460	E4(50)	230	E2P	230	920	0
4-G-1	Project Manager, Canadian Frigate Life Extension Project	FII3	460	F4(50)	230	E2P	230	920	0
4-H-2	Director, Central and Public Accounting	FII3	460	E4(50)	230	E2P	230	920	0
4-I-1	Director, Heritage Policy	FII3	460	E4(50)	230	E2P	230	920	
4-I-3	Director, Science Policy	FII3	460	E4(50)	230	E2P	230	920	0
4-J-1	Director, Audit and Evaluation	FIII3	460	E4(50)	230	E5C	230	920	0
4-K-1	Director, Information Management	FII3	460	E4(50)	230	E2P	230	920	0
4-K-2	Director, Business Systems	FII3	460	E4(50)	230	E2P	230	920	0
4-L-1	Director, Public Affairs	FII3	460	E4(50)	230	E2P	230	920	0
4-M-1	Director, Financial Operations and Accounting Services	FII3	460	E4(50)	230	E2P	230	920	0
4-O-1	Director, Corporate Secretariat	FII3	460	E4(50)	230	E5I	230	920	0

## Below 920

		<b>Know-How</b>		<b>Problem Solving</b>		<b>Accountability</b>		<b>Total</b>	<b>Profile</b>
4-N-2	Regional Manager, Human Resources	FII3	460	E4(43)	200	E2P	230	890	A1
4-O-3	Regional Manager, Finance and Administration	FII3	460	E4(43)	200	E2P	230	890	A1
4-J-2	Director, Sector Operations Audit	FII3	460	E4(43)	200	E2P	200	860	0
4-O-4	Corporate Secretary	FII3	460	E4(43)	200	E2P	200	860	0