

SECTION 6

CLASSIFICATION AND EMPLOYEE RELATIONS

6.01 CLASSIFICATION

AUTHORITY: CIVIL SERVICE ACT AND REGULATIONS

ADMINISTRATION: P.E.I. PUBLIC SERVICE COMMISSION

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1. PURPOSE

1.01 The purpose of this section is to outline the policies and procedures regarding the classification of positions.

2. APPLICATION

2.01 The classification process applies to all temporary, relief, and classified civil service positions.

3. POLICY

3.01 Creation and Classification of New Positions

When a department wishes to have a new position created, a position questionnaire (Attachment 4.01) is normally completed by the supervisor. The form is reviewed and signed by the human resources manager and Deputy Minister. It is then forwarded along with the HR checklist and organizational chart to the Commission at pq@gov.pe.ca requesting a classification review of the position.

The Classification Division of the Commission reviews the position questionnaire following the review process and assigns a classification level to the position.

Once a classification level has been established, the Commission forwards the request to Treasury Board on behalf of the department with a recommendation on the classification level of the position. The final decision on the establishment of the position rests with Treasury Board.

If employing authorities have valid compensation related recruitment or retention concerns specific to the salary range assigned to the classification level, they may decide to consider a Labour Market Adjustment (LMA). LMA Guidelines are attached as 4.03.

3.02 Classification Review Process of Vacant & Incumbered Positions

A classification review of a position can be requested by an employer, a permanent employee, or other eligible employee as designated by the Commission. It is important to note that it is the work of the position that is classified and not the incumbent.

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The employee or the employer (if position is vacant) completes the position questionnaire. The questionnaire is reviewed and signed by the employee (if incumbered), supervisor, human resources manager, and Deputy Minister prior to it being sent to the Commission. In certifying the questionnaire, the employee, supervisor, human resources manager, and Deputy Minister are concurring that the information is accurate and complete. Attached is a guide (Attachment 4.02) to be used when completing the position questionnaire.

The Commission will notify the employee acknowledging receipt of the position questionnaire. The effective date of the classification shall be the date the employee request was signed by the supervisor or if the position is vacant, the date an employing authority request was submitted to the Commission. The classification consultant assigned to the classification review will review the documentation on file, comparable positions, and complete the review. The consultant will only contact the employee and the department if clarification is required. The focus of the review will be to identify changes that have occurred in the position that may affect the classification ratings. The facts gathered will allow the consultant to evaluate the position using the Willis Job Evaluation System.

In the case of a classified position, once the review has been completed, a preliminary decision is forwarded by email to the department. If the Employer concurs with the recommendation, he or she is agreeing with the classification decision. Upon receipt of this departmental concurrence, the Public Service Commission notifies the employee of the decision by mail. The letter to the employee includes the classification decision, step, salary range, and effective date. It also provides information on the appeal process.

If the position is reclassified to a higher level and the employee in the position is qualified and satisfactorily performs the duties of the position, the employee may be promoted effective the date the submitted Position Questionnaire was signed by the employee's supervisor. If the department feels that the employee has been performing the duties prior to the effective date, the employer may request an earlier effective date. It shall not be more than 60 working days retroactive to the date the request was submitted to the Commission as outlined in the *Civil Service Act Regulations*.

A position classified at three or more levels higher, than when previously classified, may necessitate a staffing competition.

It should be noted that during a classification review, the position classification may be lowered as a result of changes in the duties and responsibilities. Procedures for red circling are outlined in the *Civil Service Act* Regulations, Part V. A position classified at three or more levels lower, than when previously classified, may necessitate a notice of layoff.

A similar review process is used for the classification review of a temporary position; however, a memorandum is forwarded to the department with the decision of the classification review rather than a preliminary decision by email.

3.03 Classification Appeal Process

The Classification Appeal Committee hears appeals on behalf of employees or employers when they do not agree with the decision of the Commission. The committee is made up of one member and one alternate member appointed after nomination by the employer; one member and alternate member appointed after nomination by the union; and a chairperson and alternate appointed upon the mutual nomination of the employer and the union.

Under the *Civil Service Act* Regulations section 17 the process for the appeal is as follows:

*17(1) An employer, a permanent employee or such other eligible employee as may be determined by the Commission may appeal the decision of the Commission with respect to classification of a position to the Classification Appeal Committee **within fifteen working days of receipt of the decision.***

Before filing an appeal, the employee must review the classification decision with the classification consultant from the Public Service Commission who was assigned the review.

If a decision is made to file an appeal, it must be made in writing to the Chairperson of the Appeal Committee specifying the reasons for the appeal and a copy is to be forwarded to the Public Service Commission (keeping in mind the time frame of fifteen working days after receipt of the decision).

The Committee shall review the appeal and may hold a hearing. Those present at the hearing will include the committee members, the appellant, and the classification consultant and any other attendees as approved by the Committee.

The Committee shall communicate its decision in writing, giving reasons to the parties within 30 working days of reviewing the appeal.

The Committee may:

- (a) allow the appeal by revoking the decision of the Commission and direct that the Commission re-evaluate the position and correct any errors or omissions or take other appropriate action; or
- (b) dismiss the appeal.

The Committee shall not deal with an appeal on any position which has been considered by it within the previous 12 months unless the appellant can demonstrate in writing that there has been a substantial change in the duties and responsibilities of the position since the position was last reviewed by the Committee.

For further information on the classification review process refer to the *Civil Service Act* and Regulations or contact the Public Service Commission, Classification Division at 368-4080. The position questionnaire can be downloaded to Word from the following site: psc.gpei.ca

4. ATTACHMENTS

- 4.01 Attachment - Position Questionnaire (Updated Version)
- 4.02 Attachment - Position Questionnaire Guide (Updated Version)
- 4.03 Attachment - Labour Market Adjustment (LMA) Guidelines and Checklist

ATTACHMENT 4.01 – POSITION QUESTIONNAIRE

POSITION QUESTIONNAIRE FORM (V1.2_25 Oct 2018)

Section 1 – Position Identification:

1.1 TYPE OF POSITION: Choose 1.2 VACANT: Choose	1.3 POSITION NUMBER: Click here 1.4 FTE: Click here 1.5 UNION: Choose
1.6 DEPARTMENT: Choose 1.7 DIVISION: Click here 1.8 WORK SECTION: Click here 1.9 WORK LOCATION: Click here	1.10 POSITION (WORKING) TITLE: Click here 1.11 JOB CLASSIFICATION TITLE: Click here 1.12 BILINGUAL: Choose
1.13 INCUMBENT NAME: Click here	1.14 EMPLOYEE ID: Click here

Section 2 - Purpose:

In one or two sentences state the main purpose of this job. (NOTE: It is often easier to complete this section AFTER describing the main duties and responsibilities.)

The information provided in this questionnaire will be used to evaluate and classify this position. Suggestions to consider in completing the questionnaire and location of Position Questionnaire Guide are provided on the last page of this document. The Position Questionnaire Guide has been prepared to assist you. Contact your HR Manager if there are areas of this questionnaire you are unable to complete.

Section 3 – Certification Signatures:

(NOTE: The signatures below provide concurrence that the information contained within this position questionnaire is accurate, clear, complete and correct and that the document is a true reflection of the duties, responsibilities, and body of knowledge required for the position)

3.1 EMPLOYEE CERTIFICATION:

DATE: _____ SIGNATURE: _____

3.2 SUPERVISOR CERTIFICATION:

[Click here](#)

[Click here](#)

NAME (print): _____

POSITION NUMBER: _____

[Click here](#)

POSITION TITLE: _____

DATE: _____ SIGNATURE: _____

3.3 HUMAN RESOURCE MANAGER/OFFICER CERTIFICATION:

DATE: _____ SIGNATURE: _____

3.4 DEPUTY HEAD / CAO CERTIFICATION:

[Click here](#)

NAME (print): _____

DATE: _____ SIGNATURE: _____

RETURN COMPLETED FORMS TO:

PEI PUBLIC SERVICE COMMISSION, BOX 2000, CHARLOTTETOWN, PE
C1A 7N8, TELEPHONE: 368-4306 FAX: 368-4383

Section 4 – Significant Changes:

(NOTE: Identify any of the duties or responsibilities which have been added to or deleted from this position; is the knowledge or any of the position requirements for the duties new or has it changed; have there been any changes to the leadership, supervision or guidance requirements; have there been any changes in resource control; have there been any changes to the responsibility for making decisions or the nature and frequency of interaction with others)

NOTE: Before this section is completed, consider and answer the following questions. If this is a NEW position that was not previously classified, then select “NO” for each of the questions below:

4.1 Have any duties or responsibilities been added to or deleted from the position?	Choose
4.2 Supervision of staff – new role or changed?	Choose
4.3 Knowledge and/or education required for the duties – new or changed?	Choose
4.4 Is the position now required to manage a facility, a program, service or operation – new or changed?	Choose
4.5 Have there been any changes in budgetary responsibilities or resource control?	Choose
4.6 Responsibility for making decisions – new or changed?	Choose
4.7 Has the nature and frequency of interaction with others changed?	Choose
4.8 Have there been any changes to the organizational structure of the work unit, section, division?	Choose

4.9 SIGNIFICANT CHANGES: Choose **4.10 IF “YES” SUMMARIZE BELOW (How does this Position Questionnaire differ from the Position Questionnaire that was previously classified?):**

[Click here](#)

Section 5 - Duties:

(NOTE: This section describes the key activities, duties and responsibilities of the position. Consider the full range of job duties undertaken over the year. Most positions can be described in three (3) to five (5) duties or key work activities. For each duty or key work activity, provide a duty title or statement (a few words or short phrase) and the frequency of the duty. The total of all duties or key work activities should equal but not exceed 100% (for example: ½ day every day per year = 50%; 3 months per year = 25%; 2 ½ weeks per year = 5%) For each duty / key work activity, provide a list of associated activities / tasks that answers questions such as “what work is done?”, “how often is the work done?”, “by when is the work done (deadlines)?”, and “what is the outcome?”

5.1a **DUTY 1:** **5.1b FREQUENCY (%):** [Click here](#)

DUTY STATEMENT

[Click here](#)

5.1c **ASSOCIATED ACTIVITIES / TASKS (please list):**

5.1d **HAS THIS DUTY CHANGED:** Choose **IF “YES”, PROVIDE SPECIFIC DETAILS BELOW:**

5.2a **DUTY 2:** **5.2b FREQUENCY (%):** [Click here](#)

DUTY STATEMENT

[Click here](#)

5.2c **ASSOCIATED ACTIVITIES / TASKS (please list):**

5.2d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.3a **DUTY 3:** 5.3b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.3c ASSOCIATED ACTIVITES / TASKS (please list):

5.3d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.4a **DUTY 4:** 5.4b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.4c ASSOCIATED ACTIVITES / TASKS (please list):

5.4d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.5a **DUTY 5:** 5.5b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.5c ASSOCIATED ACTIVITES / TASKS (please list):

5.5d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.6a **OTHER DUTIES:** 5.6b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.6c ASSOCIATED ACTIVITES / TASKS (please list):

5.6d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

Section 6 – Position Requirements:

This section gathers information on the minimum level of completed formal education, skills, training, knowledge, and experience required for a new person being hired into this position. The total minimum level of completed schooling or formal training should include all classroom, laboratory, practicum, clinical, or apprenticeship, time required prior to graduation or certification.

6.1 MINIMUM QUALIFICATIONS (list in bullet form):

6.2 OTHER QUALIFICATIONS (list in bullet form):

6.3 LANGUAGE REQUIREMENTS FOR DESIGNATED BILINGUAL POSITIONS:

Choose **Minimum requirement for Bilingual proficiency is ADVANCED oral proficiency or higher.**

Choose **Minimum requirement for this position would be ADVANCED reading and writing skills in both French and English.**

6.4 HAVE ANY OF THE POSITION REQUIREMENTS LISTED ABOVE CHANGED FROM WHEN THE POSITION WAS PREVIOUSLY CLASSIFIED: Choose

IF “YES”, PROVIDE SPECIFIC DETAILS BELOW AND THE REASONS FOR THE CHANGE:

[Click here](#)

Section 7 – Leadership / Supervision / Guidance:

This section gathers information on the requirements to supervise others, lead others, and/or provide functional guidance or technical direction to enable them to carry out their work. (NOTE: Supervision includes responsibility for training employees, for scheduling and assigning their work, administering discipline, approving/denying leaves of absence, and for evaluating employee performance.)

7.1 Do any of the duties of this position include having the responsibility for the work of others (for example: employees, temporary /casual staff, students, volunteers , committee members, consultants, etc)?

Choose

7.2 If “YES” to the question above, is it “FORMAL” (supervisory / management) or “INFORMAL” (team, committee, project, policy, regulatory, etc).

Choose

7.3 Select YES for all that apply below and provide examples:

(a) Lead a project team or committee, prioritize tasks, assign work, monitor progress to achieve planned outcome(s).

Yes No

Example:

[Click here](#)

(b) Provide technical direction as an expert in a field in order for others to carry out their primary responsibilities.

Yes No

Example:

[Click here](#)

(c) Provide training / education to staff.

Yes No

Example:

[Click here](#)

(d) Coordinate replacement and/or scheduling of employees.

Yes No

Example:

[Click here](#)

(e) Directly supervise a work group; assign work to be done, methods to be used, and take responsibility for all of the group.

Yes No

Example:

[Click here](#)

(f) Directly oversee & evaluate the daily work, practices and procedures of a defined program, section or division.

Yes No

Example:

[Click here](#)

(g) Complete Employee Performance Reviews.

Yes No

Example:

[Click here](#)

(h) Administer discipline.

Yes No

Example:

[Click here](#)

(i) Conduct workplace investigations / interventions on various HR related issues.

Yes No

Example:

[Click here](#)

(j) Approve / Deny Leaves of Absence.

Yes No

Example:

[Click here](#)

(k) Support management in strategic planning initiatives, program/service evaluation, development and implementation.

Yes No

Example:

[Click here](#)

(l) Manage multiple resources, strategic planning and evaluation, organizational design and operational direction of a section or division.

Yes No

Example:

[Click here](#)

(m) Other (Specify).

Yes No

Example:

[Click here](#)

7.4 Total Number of Staff that are supervised: [Click here](#) **7.5 Number of FTE:** [Click here](#)

7.6 List the Position(s) that directly report to this position:

7.7 Worksite: [Choose](#) **If "Multiple" worksites, specify below:**

[Click here](#)

7.8 Has there been a change in leadership / supervision / guidance? [Choose](#) **If "YES", provide specific details below:**

[Click here](#)

Section 8 – Resource Control:

This section gathers information on the resources (financial, capital, and material) that the position has direct or indirect control / influence over.

8.1 Financial Resources:

8.1a Budget

Budget Type	Budget Amount	Please Specify
Salary	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here

8.1b Signing Authority: Choose **If “YES”, what is the maximum limit? \$ [Click here](#)**

Example:

[Click here](#)

8.2 List the material resources controlled (for example, equipment, facilities, supplies, inventory):

8.3 Has there been a change in resource control? Choose **If “YES”, provide specific details below:**

[Click here](#)

Section 9 – Specialized Equipment, Instruments, or Computer Programs Used:

This section gathers information on any specialized equipment, instruments, or computer programs used and the frequency with which they are used (Daily/Weekly/Monthly/Yearly).

Equipment / Instruments / Computer Programs Used	Frequency Used (Daily, Weekly, Monthly, Yearly)

Section 10 – Decision Making and Independent Judgement:

This section provides a series of situations that may be encountered requiring decision making before taking action and gathers information on the extent to which the position exercises independent action.

10.1 Do any of the duties for this position involve any of the following and what is the likelihood of your actions having an impact on an outcome (i.e. financial loss or gain, effect on operations, delivery of programs / services, change in policy or strategic direction):

10.1a Problem Solving Choose

Example and Impact:

[Click here](#)

10.1b Recommendations Choose

Example and Impact:

[Click here](#)

10.1c Conflict Resolution Choose

Example and Impact:

[Click here](#)

10.1d Influencing Choose

Example and Impact:

[Click here](#)

10.1e Critical Thinking Choose

Example and Impact:

[Click here](#)

10.1f Negotiating Choose

Example and Impact:

[Click here](#)

10.1g Working with Limited Resources Choose

Example and Impact:

[Click here](#)

10.2 Please indicate the response that most appropriately describes the position; provide examples where requested and add any additional examples under "Other".

In this position, most often:

- Duties are routine with limited options in how the work is completed. Instructions / procedures are specific and work is closely supervised.
- Duties are less routine and work priorities are determined by the incumbent. Clearly defined procedures and methods are followed and work is frequently reviewed
- Duties tend to be varying and complex and there is a high degree of independent decision making. Some freedom in modifying or changing department methods or procedures but stay within program on legislative boundaries. Work is reviewed after the fact.
- Duties are broadly outlined with the work focused on setting departmental policies, goals and strategic direction. This position is ultimately accountable for departmental / division resources including human, financial, material and capital. The highest level of decision making in the organization rests with these positions. Work is completed independently with direction sought only when required.

Example:

[Click here](#)

10.3 All positions require some independent action, but to varying degrees. Some positions are highly structured and have many formal procedures, while others require exercising judgment or taking actions that have no precedents to serve as a guide.

Consider the type and level of guidance provided to this position. Guidance can come from rules, instructions, established procedures, defined methods, manuals, policies, professional standards, leadership from others and direct supervision.

10.3a To what extent does this position control its own work as opposed to being guided by influences such as rules, procedures, policies, supervisory presence or instructions directing actions required?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

- Most position requirements (to the extent possible) are set out within structure and rules and/or readily understood schedules to guide job tasks/duties required.
- Some restrictions apply, but the control over setting work priorities and pace of work is contained within the position.
- There are minimal restrictions, leaving significant control over the work being carried out within the scope of the position.
- Other

If "Other", please explain below:

[Click here](#)

10.3b To what extent does this position exercise judgment to determine how the work is to be done?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

- Work done is repetitive and predictable with little need for judgement.
- Work may present some unusual circumstances that require judgement or choices to be made.
- Work presents difficult choices or unique situations that require judgement.

Example:

[Click here](#)

Section 11 – Principal Contacts and Working Relationships:
This section gathers information on the typical contacts or working relationships that are necessary in performing the duties of the position.

11.1 Excluding the supervisor and any employees supervised, give typical examples of key personal contacts and the purpose of each.

	Contact	Purpose	Frequency
1.			Choose
2.			Choose
3.			Choose
4.			Choose
5.			Choose
6.			Choose

11.2 The following provides a series of situations that the position may encounter. Please choose the response that fits best for each situation:

IN PERFORMING THE DUTIES OF THE POSITION, HOW OFTEN IS IT REQUIRED TO:

11.2a Tell people things they DO NOT want to hear?

- (i) Other employees Choose
- (ii) Clients / patients / residents / families Choose
- (iii) The general public Choose
- (iv) Other (specify) Choose

Examples of those selected:

[Click here](#)

- 11.2b Have contact with very upset or angry:**
- (i) **Employees** Choose
 - (ii) **Management** Choose
 - (iii) **Clients / patients / residents / families** Choose
 - (iv) **Members of the general public** Choose
 - (v) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2c Have contact with clients / patients / residents / families to:**
- (i) **Get information from them** Choose
 - (ii) **Inform them** Choose
 - (iii) **Counsel them** Choose
 - (iv) **Devise mutual goals / objectives with them** Choose
 - (v) **Check on their progress** Choose
 - (vi) **Influence and persuade them** Choose
 - (vii) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2d Have contact with the general public to:**
- (i) **Provide information** Choose
 - (ii) **Respond to questions** Choose
 - (iii) **Make presentations** Choose
 - (iv) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

11.2e Have contact with supervisors, supervisors of programs, departments or services, physicians to:

- | | | |
|---------------|---|---------------|
| (i) | Get information from them | Choose |
| (ii) | Inform them | Choose |
| (iii) | Influence / persuade them | Choose |
| (iv) | Get advice from them on work procedures | Choose |
| (v) | Devise mutual goals / objectives with them | Choose |
| (vi) | Arrange for services | Choose |
| (vii) | Lead meetings | Choose |
| (viii) | Other (specify) | Choose |

Examples of those selected:

[Click here](#)

11.2f Have contact with other employees to:

- | | | |
|--------------|--|---------------|
| (i) | Get information from them | Choose |
| (ii) | Inform them | Choose |
| (iii) | Influence / persuade them | Choose |
| (iv) | Get advice from them on work procedures | Choose |
| (v) | Give them advice on work procedures | Choose |
| (vi) | Get cooperation from other parts of the organization on projects and programs | Choose |
| (vii) | Other (specify) | Choose |

Examples of those selected:

[Click here](#)

- 11.2g Have contact with vendors, contractors, consultants, other government organizations / agencies / community groups and other external groups or organizations to:
- (i) Get information from them Choose
 - (ii) Inform them Choose
 - (iii) Confer with peer professionals Choose
 - (iv) Devise mutual goals / objectives with them Choose
 - (v) Arrange for services Choose
 - (vi) Lead meetings Choose
 - (vii) Check on their progress Choose
 - (viii) Influence / persuade them Choose
 - (ix) Other (specify) Choose

Examples of those selected:

[Click here](#)

Section 12 – Adverse Working Conditions:

This section gathers information on the physical effort, visual effort, environmental conditions, hazards, psychological / emotional challenges, or other conditions and unusual factors associated with the position.

12.1 SENSORY DEMANDS:

Requirement for extended concentration: Choose

Comments / Examples:

[Click here](#)

12.2 PHYSICAL DEMANDS (Working Positions):

- 12.2a Sitting: Choose
- 12.2b Walking: Choose
- 12.2c Bending: Choose
- 12.2d Driving: Choose
- 12.2e Lifting: Choose
- 12.2f Standing: Choose

Comments / Examples:

[Click here](#)

12.3 ENVIRONMENTAL FACTORS:

- 12.3a Adverse Temperatures (Heat / Cold): Choose
- 12.3b Odour: Choose
- 12.3c Noise: Choose
- 12.4d Weather: Choose
- 12.2e Other (specify): Choose

Comments / Examples:

[Click here](#)

12.4 **HAZARDS:** Choose

Comments / Examples:

[Click here](#)

12.5 **EMOTIONAL CHALLENGES / STRESS:** Choose

Comments / Examples:

[Click here](#)

12.6 **UNUSUAL WORKING PERIODS OR WORK SCHEDULES:** Choose

Comments / Examples:

[Click here](#)

12.7 **OTHER:** Choose

Comments / Examples:

[Click here](#)

Suggestions to consider in completing the Questionnaire:

- Please refer to the position Questionnaire Guide for assistance in completing this form. It is located on the PSC website at <https://psc.gpei.ca>
- Before beginning, read through the entire questionnaire carefully. This will give a better understanding of the information required.
- Tell the facts about what work is actually performed and give specific examples to make it clear. Describe the job so that a person unfamiliar with it will be able to understand what is required in this position.
- For assistance feel free to contact your supervisor, HR Manager or PEI Public Service Commission at 368-4306.

Your cooperation and timely response are gratefully acknowledged.

POSITION QUESTIONNAIRE GUIDE (V1.2_25 Oct 2018)	
Section 1 – 1.1 TYPE C 1.2 VACAN 1.6 DE Choose 1.7 DIVISION: Click here 1.8 W 1.9 W 1.13 INCUM	<p>This section identifies the position described in the Position Questionnaire Form. All sub-sections 1.1 – 1.14 must be completed.</p> <p>If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.</p> <p>PLEASE NOTE:</p> <p>It is important that all “Choose” drop-down boxes are selected, even if the answer is “NO” or “Not Applicable” and all “Click here” text boxes contain text even if it is “Not Applicable”. If “Choose” drop-down boxes are not selected and “Click here” text boxes are empty, we will assume that information is missing and the PQ will be returned.</p>
Section 2 - Purpose: In one or two sentences state the main purpose of this job. (NOTE: It is often easier to complete this section AFTER describing the main duties and responsibilities.)	
<p>This should be a one-paragraph statement summarizing the duties and defining the overall role of the position. (E.g. “Under the guidance of the HR Manager, this position is responsible for coordinating human resource management services/programs relating to the unclassified division and provides assistance to managers and staff for a range of human resource issues including staffing, classification, payroll, benefits, pension administration and labor relations”)</p>	
Position Questionnaire Guide has been prepared to assist you. Contact your HR Manager if there are areas of this questionnaire you are unable to complete.	
Section 3 – Certification Signatures: (NOTE: The signatures below provide concurrence that the information contained within this position questionnaire is accurate, clear, complete and correct and that the document is a true reflection of the duties, responsibilities, and body of knowledge required for the position)	
3.1 EMPLOYEE CERTIFICATION: DATE: _____ SIGNATURE: _____	
3.2 SUPERVISOR CERTIFICATION: <div style="display: flex; justify-content: space-between;"> Click here Click here </div> NAME (P POSITIO DATE: _____	
<p>This section is used to ensure that the employee, supervisor, HR manager and deputy head have agreed that the Position Questionnaire is accurate and complete. All portions of this section must be completed, including all signatures and dates.</p> <p>If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.</p>	
3.3 DATE: _____	
3.4 Click here NAME (print): _____ DATE: _____ SIGNATURE: _____	

RETURN COMPLETED FORMS TO: PEI PUBLIC SERVICE COMMISSION, BOX 2000, CHARLOTTETOWN, PE C1A 7N8, TELEPHONE: 368-4306 FAX: 368-4383

Section 4 – Significant Changes:

(NOTE: Identify any of the duties or responsibilities which have been added to or deleted from this position; is the knowledge or any of the position requirements for the duties new or has it changed; have there been any changes to the leadership, supervision or guidance requirements; have there been any changes in resource control; have there been any changes to the responsibility for making decisions or the nature and frequency of interaction with others)

NOTE: Before this section is completed, consider and answer the following questions. If this is a NEW position that was not previously classified, then select “NO” for each of the questions below:

4.1 Ha	<p>This section is used to identify the significant changes to the position that have occurred since it was previously reviewed. All sub-sections 4.1 – 4.8 must be completed first and if any of the answers are “YES” please list and provide applicable information about the changes in sub-section 4.9. It is important to note that the significant changes that you identify in sub-section 4.9 are reflected as applicable throughout the remainder of the PQ as required in Section 5 (Duties), Section 6 (Position Requirements), Section 7 (Leadership/Supervision/Guidance), Section 8 (Resource Control).</p> <p>If this is a NEW position that was not previously classified, then select “NO” for sub-sections 4.1 – 4.9</p> <p>If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.</p>	ose
4.2 Su		ose
4.3 Kn		ose
4.4 Is change		ose
4.5 Ha		ose
4.6 Re		ose
4.7 Ha		ose
4.8 Ha		ose
4.9 Question		Position

Click here

Section 5 - Duties:

(NOTE: This section describes the key activities, duties and responsibilities of the position. Consider the full range of job duties

und wor key wee “wh	<p>This section should describe in more detail the key activities, duties and responsibilities of the position. Most positions can be described into 5 to 6 general duties or key work activities. Each of those general duties should include (a) a brief <i>Duty Statement</i> describing the duty; (b) the <i>Frequency</i> of the duty and; (c) the <i>Associated Activity /Task List</i> for that duty. Together, these 3 elements should provide a clear picture of the purpose of the job, the scope of the work involved and what outputs or results must be accomplished.</p>
5.1a	
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5.1b	
5.1c	
5.1d	
5.2a	
DU	
Cl	
5.2b	

DUTY STATEMENT: Describe what is done in clear and precise language.

For example: *“Financial Administration”*.

Unless the duty statement is obvious, explain the expected outcome of the duty.

For example: *“Financial Administration - Administer the payment of accounts, approval of purchases, approval of revenue for the Department, ensuring compliance with the Financial Administration Act, Purchasing Act, approved appropriations, approved signing authorities, revenue budgets and departmental policies.”*

FREQUENCY: Indicate the percentage of time this duty takes to complete. The frequency total for all duties should equal 100%.

ASSOCIATED ACTIVITIES / TASKS : List the tasks required by the duty to illustrate the complexity of the work. These are the tasks that need to be done in order to complete the duty.

For example:

- *“Provide advice and assistance to staff on financial administration matters;*
- *Approve accounts payable and purchasing transactions in accordance with legislation, policies, procedures and guidelines including classification of accounts, signing authority limits, and purchasing thresholds;*
- *Audit the receipt of revenue for accuracy and approval”*

Section 6 – Position Requirements:

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This section identifies the minimum education, skills, experience, training, as well as language requirements for the position.

- 6.1 **MINIMUM QUALIFICATIONS (list in bullet form):**
- Must have Grade 12 or equivalent.
 - Considerable experience operating nursery equipment including trucks, forklifts, skid steers, and tractors.
 - Must have experience performing daily maintenance and minor repairs on equipment.
 - Must have previous supervisory experience.
 - Knowledge of pests, pest control and pesticide handling experience is required along with the Pesticide Applicators Certificate.

- 6.2 **OTHER QUALIFICATIONS (list in bullet form):**
- Additional relevant education and experience will be considered an asset.
 - Knowledge of greenhouse operations would be an asset

6.3 **["Preferred"]** (defined as – referring to education, experience, skills or knowledge that may be favored over another in order to perform the duties and responsibilities of the position), **["Asset"]** (defined as – referring to education, experience, skills or knowledge that may be useful to perform the duties and responsibilities of the position but not a necessity or preference) or **["Required"]** (defined as – referring to education, experience, skills or knowledge that is absolutely necessary in order to perform the duties and responsibilities of the position) which may vary depending on the position); [Some Experience = 3mos – 1yr; Experience = 1 – 3 yrs; Considerable Experience = 3 – 5 yrs; Extensive Experience = 5+ yrs]

Cho

Sub-section 6.3 is to be completed based on the language requirements for a designated bilingual (English and French) position.

Cho

Sub-section 6.4 is used to identify any position requirements that have changed since the position was previously classified. (e.g. Previously required a diploma plus extensive experience and it now requires a degree plus considerable experience)

- 6.4 **If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.**

[Click here](#)

Section 7 – Leadership / Supervision / Guidance:

This section gathers information on the requirements to supervise others, lead others, and/or provide functional guidance or technical direction to enable them to carry out their work. (NOTE: Supervision includes responsibility for training employees, for

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This section provides the opportunity to identify and provide examples of the leadership, supervision and guidance requirements of the position. Not all subsections will apply. Sub-sections 7.1 and 7.2 must be answered. For each statement in sub-section 7.3 that applies, it requires an example to explain how/why it is accomplished.

7.1

- 7.2 **If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.**

Choose

7.3 Select YES for all that apply below and provide examples:

- (a) Lead a project team or committee, prioritize tasks, assign work, monitor progress to achieve planned outcome(s).

Yes No

Example:

Cl

(b) Provide technical direction as an expert in a field in order for others to carry out their primary responsibilities.

Yes No

Example:

Click here

Ongoing role such as a senior position providing direction to junior positions. Does not include new employee orientation

(c) Provide training / education to staff.

Yes No

Example:

Click here

Describe the type and frequency of formal training provided by this position

(d) Coordinate replacement and/or scheduling of employees.

Yes No

Example:

Click here

Describe the level of involvement in scheduling staff replacements for vacations, personal time and sick time.

(e) Directly supervise a work group; assign work to be done, methods to be used, and take responsibility for all of the group.

Yes No

Example:

Click here

Describe how this position directly supervises staff to ensure day-to-day work is completed.

(f) Directly oversee & evaluate the daily work, practices and procedures of a defined program, section or division.

Yes No

Example:

Click here

Describe the level of involvement in overseeing and evaluating the daily work

(g) Complete Employee Performance Reviews.

Yes No

Example:

Click here

Position is responsible for seasonal and/or annual performance plans of subordinate staff

(h) Administer discipline.

Yes No

Example:

Click here

Describe the level of involvement of administering discipline (verbal warning, written, suspension or discharge)

(i) Conduct workplace investigations / interventions on various HR related issues.

Yes No

Example:

Click

Describe the level of involvement in conducting workplace investigations (harassment, misconduct, insubordination)

(j) Approve / Deny Leaves of Absence.

Yes No

Example:

Click

Include sick, vacation, personal leaves of absence

(k) Support management in strategic planning initiatives, program/service evaluation, development and implementation.

Yes No

Example:

Click

Supportive role to management in operational and/or strategic planning and evaluation (not leading but more assisting role)

(l) Manage multiple resources, strategic planning and evaluation, organizational design and operational direction of a section or division.

Yes No

Example:

Click

Typically management level positions with full responsibility in leading/coordinating planning and evaluation of initiatives.

(m) Other (Specify).

Yes No

Example:

Click

If there are other Leadership/Supervision/Guidance requirements that are not specified above, specify here and provide examples.

7.4 Total Number of Staff that are supervised: [Click here](#)

7.5 Number of FTE: [Click here](#)

7.6 List the Position(s) that directly report to this position:

7.7 Work

Provide a list which includes the position number, job title, and the name of the employee. All these positions should appear on the organizational chart submitted with the Position Questionnaire as part of the Checklist

[Click here](#)

7.8 Has there been a change in leadership / supervision / guidance ? [Choose](#) If "YES", provide specific details below:

Click

E.g. " I now supervise 10 staff but previously I supervised 20." NOTE: If there has been a change identified here, this needs to be included in Section 4, sub-section 4.9

Section 8 – Resource Control:

This section gathers information on the resources (financial, capital, and material) that the position has direct or indirect control / influence over.

8.1 Financial

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

8.1a Budget

Budget Type	Budget Amount	Please Specify
Salary	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here

8.1b Signing Authority: [Choose](#)

If "YES", what is the maximum limit? \$ [Click here](#)

Example:

[Click here](#)

8.2 List the material resources controlled (for example, equipment, facilities, supplies, inventory):

8.3 Has there been a change in resource control? [Choose](#)

If "YES", provide specific details below:

[Click](#)

NOTE: If there has been a change identified here, this needs to be included in Section 4, sub-section 4.9

Section 9 – Specialized Equipment, Instruments, or Computer Programs Used:

This section gathers information on any specialized equipment, instruments, or computer programs used and the frequency with which they are used (Daily/Weekly/Monthly/Yearly).

Equipment / Instruments / Computer Programs Used	Frequency Used (Daily, Weekly, Monthly, Yearly)

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

Section 10 – Decision Making and Independent Judgement:

This section provides a series of situations that may be encountered requiring decision making before taking action and gathers information on the extent to which the position exercises independent action.

10.1 Do an
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If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

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change in

10.1a Problem Solving Choose

Example and Impact:

Click here

Describe typical problems encountered and how they will be solved.

10.1b Recommendations Choose

Example and Impact:

Click here

Describe the types of recommendations made and to whom

10.1c Conflict Resolution Choose

Example and Impact:

Click here

Describe conflicts encountered in your work and how they are resolved.

10.1d Influencing Choose

Example and Impact:

Click here

Describe who you are influencing and for what purpose.

10.1e Critical Thinking Choose

Example and Impact:

Click here

Describe situations where you are required to consider and evaluate a variety of information in order to make a decision on your own.

10.1f Negotiating Choose

Example and Impact:

Click here

Describe situations where you are required to negotiate with another party.

10.1g Working with Limited Resources Choose

Example and Impact:

Click here

10.2 Please indicate the response that most appropriately describes the position; provide examples where requested and add any additional examples under "Other".

In this position, most often:

Duties are routine with limited options in how the work is completed. Instructions / procedures are specific and work is closely supervised.

Duties are less routine and work priorities are determined by the incumbent. Clearly defined procedures and methods are followed and work is frequently reviewed

Duties tend to be varying and complex and there is a high degree of independent decision making. Some freedom in modifying or changing department methods or procedures but stay within program on legislative boundaries. Work is reviewed after the fact.

Duties are broadly outlined with the work focused on setting departmental policies, goals and strategic direction. This position is ultimately accountable for departmental / division resources including human, financial, material and capital. The highest level of decision making in the organization rests with these positions. Work is completed independently with direction sought only when required.

Example:

Click here

Select one of the choices above and provide an example

10.3 All positions require some independent action, but to varying degrees. Some positions are highly structured and have many formal procedures, while others require exercising judgment or taking actions that have no precedents to serve as a guide.

Consider the type and level of guidance provided to this position. Guidance can come from rules, instructions, established procedures, defined methods, manuals, policies, professional standards, leadership from others and direct supervision.

10.3a To what extent does this position control its own work as opposed to being guided by influences such as rules, procedures, policies, supervisory presence or instructions directing actions required?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

Select one of the choices below

Most position requirements (to the extent possible) are set out within structure and rules and/or readily understood schedules to guide job tasks/duties required.

Some restrictions apply, but the control over setting work priorities and pace of work is contained within the position.

There are minimal restrictions, leaving significant control over the work being carried out within the scope of the position.

Other

If "Other", please explain below:

Click here

10.3b To what extent does this position exercise judgment to determine how the work is to be done?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

- Work done is repetitive and predictable with little need for judgement.
- Work may present some unusual circumstances that require judgement or choices to be made.
- Work presents difficult choices or unique situations that require judgement.

Example:

Click here

Select one of the choices above and provide an example

Section 11 – Principal Contacts and Working Relationships:
This section gathers information on the typical contacts or working relationships that are necessary in performing the duties of the position.

11.1

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pu

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Complete the table below, excluding the supervisor and any employees supervised.

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

	Contact	Purpose	Frequency
1.			Choose
2.			Choose
3.			Choose
4.			Choose
5.			Choose
6.			Choose

11.2 The following provides a series of situations that the position may encounter. Please choose the response that fits best for each situation:

IN PERFORMING THE DUTIES OF THE POSITION, HOW OFTEN IS IT REQUIRED TO:

11.2a Tell people things they DO NOT want to hear ?

- (i) Other employees Choose
- (ii) Clients / patients / residents / families Choose
- (iii) The general public Choose
- (iv) Other (specify) Choose

Examples of those selected:

In each of the situations, select one word from the drop-down list that best fits for each one. Choices in the drop-down list include "Not Applicable", "Almost Never", "Sometimes", "Often", or "Most of the Time". Also provide examples that best describe the situation.

Click here

- 11.2b Have contact with very upset or angry :**
- (i) **Employees** Choose
 - (ii) **Management** Choose
 - (iii) **Clients / patients / residents / families** Choose
 - (iv) **Members of the general public** Choose
 - (v) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2c Have contact with clients / patients / residents / families to :**
- (i) **Get information from them** Choose
 - (ii) **Inform them** Choose
 - (iii) **Counsel them** Choose
 - (iv) **Devise mutual goals / objectives with them** Choose
 - (v) **Check on their progress** Choose
 - (vi) **Influence and persuade them** Choose
 - (vii) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2d Have contact with the general public to :**
- (i) **Provide information** Choose
 - (ii) **Respond to questions** Choose
 - (iii) **Make presentations** Choose
 - (iv) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

11.2e Have contact with supervisors, supervisors of programs, departments or services, physicians to :

- | | | |
|---------------|---|--------|
| (i) | Get information from them | Choose |
| (ii) | Inform them | Choose |
| (iii) | Influence / persuade them | Choose |
| (iv) | Get advice from them on work procedures | Choose |
| (v) | Devise mutual goals / objectives with them | Choose |
| (vi) | Arrange for services | Choose |
| (vii) | Lead meetings | Choose |
| (viii) | Other (specify) | Choose |

Examples of those selected:

[Click here](#)

11.2f Have contact with other employees to :

- | | | |
|--------------|--|--------|
| (i) | Get information from them | Choose |
| (ii) | Inform them | Choose |
| (iii) | Influence / persuade them | Choose |
| (iv) | Get advice from them on work procedures | Choose |
| (v) | Give them advice on work procedures | Choose |
| (vi) | Get cooperation from other parts of the organization on projects and programs | Choose |
| (vii) | Other (specify) | Choose |

Examples of those selected:

[Click here](#)

11.2g Have contact with vendors, contractors, consultants, other government organizations / agencies / community groups and other external groups or organizations to:

- (i) Get information from them Choose
- (ii) Inform them Choose
- (iii) Confer with peer professionals Choose
- (iv) Devise mutual goals / objectives with them Choose
- (v) Arrange for services Choose
- (vi) Lead meetings Choose
- (vii) Check on their progress Choose
- (viii) Influence / persuade them Choose
- (ix) Other (specify) Choose

Examples of those selected:

[Click here](#)

Section 12 – Adverse Working Conditions:

This section gathers information on the physical effort, visual effort, environmental conditions, hazards, psychological / emotional challenges, or other conditions and unusual factors associated with the position.

12.1

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This section is used to identify working conditions associated with the position. In sub-section 12.7, there is an opportunity to identify other challenges that are specific to the position.

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

12.2 **PHYSICAL DEMANDS (Working Positions):**

- 12.2a **Sitting:** Choose
- 12.2b **Walking:** Choose
- 12.2c **Bending:** Choose
- 12.2d **Driving:** Choose
- 12.2e **Lifting:** Choose
- 12.2f **Standing:** Choose

Comments / Examples:

[Click here](#)

12.3 ENVIRONMENTAL FACTORS:

12.3a Adverse Temperatures (Heat / Cold): Choose

12.3b Odour: Choose

12.3c Noise: Choose

12.4d Weather: Choose

12.2e Other (specify): Choose

Comments / Examples:

[Click here](#)

12.4 HAZARDS: Choose

Comments / Examples:

[Click here](#)

12.5 EMOTIONAL CHALLENGES / STRESS: Choose

Comments / Examples:

[Click here](#)

12.6 UNUSUAL WORKING PERIODS OR WORK SCHEDULES: Choose

Comments / Examples:

[Click here](#)

12.7 OTHER: Choose

Comments / Examles:

[Click here](#)

Suggestions to consider in completing the Questionnaire:

- Please refer to the position Questionnaire Guide for assistance in completing this form. It is located on the PSC website at <https://psc.gpei.ca>
- Before beginning, read through the entire questionnaire carefully. This will give a better understanding of the information required.
- Tell the facts about what work is actually performed and give specific examples to make it clear. Describe the job so that a person unfamiliar with it will be able to understand what is required in this position.
- For assistance feel free to contact your supervisor, HR Manager or PEI Public Service Commission at 368-4306.

Your cooperation and timely response are gratefully acknowledged.

ATTACHEMENT 4.03 – LABOUR MARKET ADJUSTMENT (LMA) GUIDELINES

1.0 Overview

The following outlines a process that can be used in applying economic adjustments/ incentives to address recruitment and retention issues. In this case, it is used to identify positions and determine their eligibility for labour market adjustments.

2.0 Objective

- 2.1 As part of broader workforce planning activities, the primary objective of the labour market adjustment is to maintain the existing qualified workforce and to enhance recruitment efforts.
- 2.2 The analysis of classifications experiencing recruitment and retention difficulties will provide employers and the Public Service Commission (PSC) with an opportunity to investigate and address retention and recruitment issues.

3.0 Guiding Principles

- 3.1 The LMA must contribute to retaining and recruiting qualified individuals in hard-to-fill positions.
- 3.2 The LMA will be implemented only in cases where recruitment and retention difficulties can be directly linked to compensation.
- 3.3 The LMA must be fiscally responsible and beneficial to the future of the public service workforce and maintain established internal equity.
- 3.4 The LMA will form part of the employer's human resources planning and the PSC's overall workforce planning initiatives.

4.0 Methodology

4.1 Phase 1 - Identification:

The identification process involves the preliminary analysis of a position to determine eligibility for validation. This activity includes gathering summary HR statistics and evidence of recruitment/retention experiences to determine if a full labour market analysis is warranted.

Positions being considered must satisfy two of the following criteria to be eligible for validation (all criteria should be explored):

- A. Evidence of elevated non-retirement turnover over a 12 month period; specifically,

- exits for better paying employment opportunities outside of the PEI public service sector, and;
 - positions experiencing greater than 10% turnover over a 12 month period.
- B. Evidence supporting an anticipated substantive increase in turnover over the next fiscal year due to rates of pay being offered (e.g., directed recruitment campaigns from competitors in other jurisdictions).
- C. Evidence of unsuccessful recruitment attempts over the past 12 months (60+ calendar days), where the primary reason can be linked to non-competitive compensation.

When a position meets the eligibility requirements, it moves to a more detailed validation process where the employer and PSC will further investigate the reasons for recruitment and retention difficulties.

4.2 Phase 2 - Validation:

The validation process involves a comprehensive analysis of eligible positions through internal and external labour market analyses. The findings from this investigation provide a basis for recommendations to Treasury Board on eligibility for a LMA and a calculation of the adjustment the position(s) should receive.

Internal Analysis

- A. Gather internal human resource data on recruitment efforts, exits (retirement and non-retirement), and other relevant human resource information;
- B. Interviews (where appropriate) with staff and managers;
- C. Gather support documents such as reports, memos, letters, and exit interviews.

External Analysis

- A. Identify main competitors (public/private);
- B. Identify comparable positions (internal/external; private/public; Atlantic Canada/ Maritime Provinces/Canada);
- C. Analysis of available supply of qualified candidates (education/training institutions);
- D. Compare positions (maximum to maximum rates) based on average rates of pay;
- E. Calculate the wage gap considering evidence relating to traditional “lag” or “lead”, and the age of the data;

- F. Make recommendations on appropriate adjustment. Consider and address:
- Internal equity issues
 - External equity issues
 - Wage gap at maximum level

4.3 Phase 3 - Recommendations:

Recommendations to apply a LMA will only be made in cases where a classification considerably lags the comparable market weighted average and where evidence indicates that a LMA will assist in the recruitment and/or retention of qualified individuals.

4.4 Phase 4 - Implementation Process:

- A. Initial consideration for a LMA will be raised by the employer with the PSC's Director of HR Management and Labour Relations.
- B. The PSC will work with the employer to determine eligibility to continue on to the validation process (4.2 - above).
- C. At the conclusion of the validation process, the employer and PSC will determine whether to prepare a claim submission for Treasury Board which includes:
- the rationale for the recommendation;
 - the recommended adjustment;
 - calculations supporting the recommended adjustment;
 - the cost of implementing the adjustment (fiscal year); and
 - addresses the potential impact of the adjustment on internal equity.
- **Note:** *Additional non-compensation issues identified through the validation process related to recruitment/retention will be referred to the employer and designated human resources representative.*
- D. The claims for positions recommended for a LMA will go to Treasury Board for final decision.
- E. Consultations and negotiations will be held between employers and the unions (possible memorandum of understanding) relating to the rationale for decisions, and regarding implementation.

4.5 Phase 5 – Review:

The PSC and Employer (contingent upon agreements with the union) will conduct an annual review to determine whether the LMA remains valid. The review will include a:

- A. Internal recruitment and human resource statistics; and
- B. An update of labour market comparison data.

5.0 Definitions

Hard-to-fill Positions:

Hard-to-fill positions are positions within a job series where there is evidence of difficulty filling the position internally and/or externally with qualified candidates. This evidence includes the time lapsed from requisitioning to filling a position is greater than sixty (60) calendar days.

Job Series:

Job series refers to a position possessing a particular job code.

Non-Retirement Turnover:

Non-retirement turnover refers to the movement of employees in and out of a particular position for reasons other than retirement.

Turnover:

Turnover refers to the movement of employees in and out of a particular position.

Unsuccessful Recruitment Attempts:

Unsuccessful recruitment attempts where the time lapsed from requisitioning to filling a position.

Wage Gap:

The initial wage gap between a civil service job and a comparable position in a comparable labour market is arrived at by taking the maximum wage rate (top step) for a position and calculating the percentage difference between that wage rate and the wage rate for a comparable position in a comparable jurisdiction.

However, in determining the true percentage wage gap, analysts may consider:

- other compensation such as health benefits, bonuses, education allowances, licensing fees, etc.;
- hours of work;
- traditional market lag - e.g., the position has traditionally lagged the private sector by 5-10%.