



# PERFORMANCE AND REMUNERATION POLICY

## SANTROPOL ROULANT

April 2022

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# Performance Evaluation

The Roulant strives to provide an environment where all employees understand the impact that their contributions have on the achievement of our shared goals as well as providing them the opportunity for ongoing personal growth. One way we can accomplish this goal is through a strong performance management program that culminates in an annual performance review.

The performance management process is continuous as we plan, manage, review, and reward performance upon contract renewal. This process is in place so that staff have a clear understanding of the work expected from them, so they may receive ongoing feedback about how they are doing, to reward them for good performance at contract renewal, to identify development opportunities in line with their goals, and to help identify any performance problems, should they exist. This system also empowers staff to have influence on their place at the Roulant and allows supervisors to acknowledge staff contributions based upon criteria agreed in advance. The performance evaluation should take into account all the steps needed to make the Roulant a welcoming and inclusive workplace for all employees, regardless of their background, their values or their belief systems. This means special attention needs to be paid to personal biases and ensure a sense of inclusion when evaluating performance and focus specifically on the purpose of this program: an opportunity to set goals, maintain accountability, meet commitments, reward excellence and retain talent.

## Scope and Terms

This policy applies to all staff at the Roulant, however a separate process happens for the executive director under the direction of the board of directors. The terms used in the performance management system are described below.

**Goals** help to define what is expected of staff members in their current position in relation to the overall program goals (or organization's goals for those roles working in the administrative working group). These are individual goals and objectives that are set for the performance period. Goals that are SMART (specific, measurable, achievable, relevant, and time based) help motivate staff and commitment to reaching their goals, leading to greater performance, productivity and learning. Goals take three forms in the process: learning goals, work goals and development goals.

**Learning conversation competencies** are the key capabilities, characteristics, and behaviors that all Roulant staff need to develop and demonstrate in order to drive great work performance.

**Learning goals** are objectives that are set in relation to the results of the learning conversation.

**Work goals** are objectives set in line with program goals, strategy and medium-term projects.

**Development goals** are objectives that overlap organizational talent needs and professional development aspirations of each staff member. For seasonal staff, development goals are to be aligned with developing skills in program coordination or management for the program in which they are hired.

**Skills inventories** are assessments of the skills and experience that staff have already, as well as their interest in developing specific skills in our field of work. Skills inventories when taken with the development goals determine which staff are suitable for promotion internally, both in knowing which roles interest staff, what skills they possess already and the skills they would like to develop.

**Promotion** may take place under a number of different circumstances, such as staff members leaving the organization, or changes in the structure of jobs. These offers will be informed to the greatest extent possible by way of the information collected via the performance management system. In cases where information is missing about professional development, the regular hiring process should take place to assess internal candidates.

**Ratings** are quantitative scores given while evaluating ourselves, our peers, our supervisors and those we supervise. These are not aggregated nor tabulated into a final score, but act as key indicators for a decision to be reached by managers and the direction. The competencies and goals employees establish in the system will be rated on a four point scale (Exceptional, Good, Satisfactory, and Unsatisfactory).

**Bias** is a tendency that all people have to prefer and judge things based on their experience, attitudes and preferences. Efforts should be made to address and acknowledge personal biases. This is done by starting the process with a review of the kinds of bias that exist when evaluating others. We can never remove our biases because they are part of us, but we can acknowledge them and seek to mitigate the effect that biases play on our assessment of others.

## Online System

The performance goals established by managers and the staff they supervise will be tracked in BambooHR. This system will allow both staff and their managers to update and track progress on the goals throughout the year with regular reminders and invitations to all staff to offer and receive feedback.

## Responsibilities

### Staff

All staff are responsible for sharing peer feedback, following self-reflection, working towards their goals and meeting their contractual responsibilities.

### Managers

As the direct supervisor of program coordinators and program staff, they play the role of process leaders for their respective programs: meals on wheels, kitchen, our agriculture programs and the fundraising team.

## Human Resources

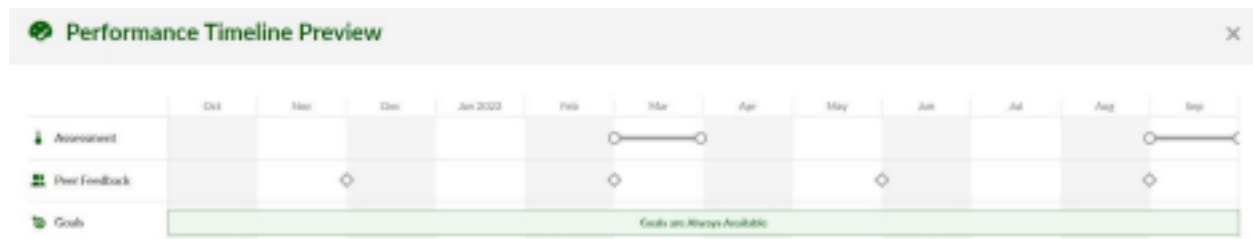
Human resources is responsible for ensuring the process takes place, for training on bias, the learning conversation and this policy, and assisting supervisors and the executive director in the process of quarterly reviews, goal tracking and annual performance reviews.

## Executive Director

As the direct supervisor of program managers, and a number of coordinators, they also play the role of the process leader for managers and directors. Managers will meet with the executive director and make their suggestions for performance based increases, upon which the executive director will assign a final decision on performance-based increases.

## Procedure

The Roulant's performance review process consists of a four-phase cycle happening at the end of each quarter.



### Phase 1

Occurs in March. Following a review of the handout on bias, permanent staff will begin a learning conversation, a discussion between the staff member and their supervisor which is followed by an assessment. At the same time, staff will have an opportunity to gather some feedback from their peers and offer feedback about their supervisor. Staff will also complete a skills inventory. Following this the supervisor, with the support of human resources, will set learning goals, work goals and development goals with the staff member.

### Phase 2

Occurs in June and is a quarterly review of progress. This offers another opportunity to share and receive supervisor and peer feedback, make suggestions, and discuss progress with supervisors. It is also at this time that newly hired seasonal workers would establish their goals for the season.

### Phase 3

Occurs in September, and is similar to Phase 1. All staff review the biases form, and return to their learning goals, followed by another learning conversation, self-reflection and review with their supervisor, as well as another quarterly peer review. This is also a moment where seasonal

workers would get a chance to review the goals that they set near the beginning of the season, as well as give and receive feedback.

## Phase 4

Occurs in December, and is similar to Phase 2, focused on peer review and reviewing goals.

Then, we return to Phase 1 and the cycle begins again. Phase 1 for permanent employees also includes a performance evaluation that makes reference to the previous learning conversation goals, feedback from peers, progress to date on work and development goals, and culminating in an evaluation of performance. This evaluation is conducted by supervisors and with the executive director's final approval, a performance-based incentive may be offered.

If SMART goals have been set (during the spring learning conversations and reviewed in the fall) and ongoing communication and goal reviews with supervisor and peer feedback each quarter, the overall outcome of the annual review should come as no surprise to the employee.

Regular communication between the manager and staff member is critical during all phases of the performance management cycle, and this is why the peer feedback function is so important. Through formal and informal conversations, both parties are kept up to date of progress towards the successful completion of learning, work and development goals and meeting expectations set out at the beginning of the contract, or at the different points in the cycle.

These discussions, which are tracked in BambooHR also enable the supervisor to provide timely feedback and coaching as the year unfolds. Because the performance cycle spans several months, it is important for managers and program staff to keep track of key performance highlights and challenges that occur during the year. These notes will help immensely when it's time to prepare the annual review in March.

## Learning Conversation

Born from a tradition at the Roulant, the learning conversation is a moment for staff after spending some time working at the Roulant, where they can reflect on their journey so far, set learning goals and share those with others. While it's changed over the years, it still includes self-reflection, an opportunity for peers to share what they believe is good and might need improvement, as well as review with the supervisor.

## Learning Goals

Following the first learning conversation, key highlights from the self-reflection and the review from peers, the staff member supervised and their supervisor will establish the learning goals for the year. These goals are short-term (within the next 3-6 months), and linked to the learning conversation competencies below. If a staff member is struggling in an area related to our learning conversation competencies, the learning conversation is a great learning opportunity to identify these, and set goals on improvement in collaboration with the supervisor. Learning goals should focus on one or two areas for learning and stem from both self-reflection and the

feedback received from peers during the learning conversation. Areas of excellence should also be identified and celebrated.

The following learning areas will be the focus of discussion with everyone at the Roulant.

<b>Attendance and Timeliness</b>	Arrives on time, ready to start work, schedules activities and time off in advance and keeps to these schedules, follows organization protocols for absence and presence. Manages time well.
<b>Honesty and Integrity</b>	Demonstrates trustworthiness, keeps promises and commitments, respects confidentiality and speaks respectfully of and to others. Accepts responsibility for one's mistakes and shortcomings. Maintains vigilance and mindfulness of rules and follows them.
<b>Interpersonal Relationships</b>	Builds and maintains collaborative working relationships with others - both internal and outside the organization. Takes a positive and productive approach to resolving any conflicts which may arise. Exemplifies commitment to the Roulant value of treating people as gifts and contributing to an inclusive environment, treating everyone equitably.
<b>Effective Communications</b>  <b>Community Care</b>  <b>Producing Results</b>	<p>Able to express ideas in a clear, concise, and effective manner, whether speaking or in writing. Uses correct grammar and sentence structure in communications. Is a good listener, even when differing viewpoints are expressed. Openly shares information and keeps all relevant parties updated.</p> <p>Makes relationship building at top priority and constantly seeks to improve client and volunteer experience. Is responsive to changes in what people want and need. Delivers on promises made to community members and follows up appropriately.</p> <p>Assignments and projects are consistently completed in a timely manner with the desired level of quality and quantity. Follows up on the outcome of work efforts to ensure desired results.</p>
<b>Decision Making</b>	Able to analyze situations fully and accurately and reach productive decisions. Consults appropriate parties when necessary and identifies the key concerns or issues that need to be addressed in order to make the best decision possible.
<b>Job Knowledge</b>	Demonstrates the professional, administrative, supervisory, and technical knowledge required to perform their job successfully. Continuously strives to further improve job knowledge. Serves as a reliable resource for other employees regarding areas of expertise.



## Work Goals

These focus on specific areas related to the staff member's job description, and are tied to medium-term goals for the area in which the staff member works. It could be developing a process, leading a campaign, building a network, reaching a target or the elaboration of a strategy. These goals are linked to program work and are working priorities with and from one's supervisor and are linked to the mandate of the organization, our strategic plan and other strategies set out by the general direction of the Roulant. These goals are medium-term (6 months to a year). Work goals shouldn't include daily elements of a role, nor aspects of the learning conversation, and should be specific, measurable, achievable, relevant, and time based.

## Development Goals

These focus on creating opportunities for staff to develop new skills or areas of competency that meet two criteria: they match with a staff member's desire to develop new skills, and they respond to the Roulant's needs in terms of talent. A skills assessment form will be available for staff to complete once per year at the beginning of the cycle, beginning in April. These goals will aid staff, supervisors and the direction to collaborate on the areas for development to the mutual benefit of all parties. During the management review process, program and organizational goals will be set, and staff will be able to select a development track. Following this selection, an annual development goal will be set and followed in the regular performance management process.

Work and Development goals are not evaluated the same way as the learning goals. Throughout the year and with regular feedback and consultation with supervisors and the direction, regular progress is tracked and landmarks are reached. Similarly, no peer feedback is requested regarding these goals. At each phase in the performance review process, work and development goals are revisited across the organization.

## Performance Increases

When determining a performance increase, overall performance of the current cycle following the learning conversation, progress on work goals and initiative shown on pursuing development goals in collaboration with supervisors and the direction will be considered.

When performance increases are available, employees may receive an increase to their annual base pay as a reward for good, or in exceptional cases, excellent performance. It is important to remember that performance increases should be differentiated between employees based upon their overall performance ratings and, in general, top performers should receive an excellence increase. Remember that in the global remuneration policy, all employees, regardless of performance will receive an increase of 1.5% or an index to inflation, whichever is higher.

Excellent (4)	7 - 8% increase along the salary scale (+ 1.5%/index to inflation)
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Good (3)	3 - 4% increase along the salary scale (+ 1.5%/index to inflation)
Satisfactory (2)	No performance increase (+ 1.5%/index to inflation)
Unsatisfactory (1)	No performance increase (+ 1.5%/index to inflation)

## Global Remuneration

### Application

This remuneration policy replaces the previous salary policy (2012), and integrates elements from the human resources policy (2006, 2016) that specify other indirect benefits, such as cash transfers, wellness benefits, investments, remunerated time off, remote work allowances and any other benefits in the total remuneration package offered to staff of Santropol Roulant. It includes a description of salary ranges and rates for different pay grades, cash transfers, indirect benefits, and any paid time off including vacation rates, mobile time, paid leaves, and any other financial benefits.

### Exclusions

The remuneration policy does not include details related to takeback (time owed and time owing), scheduling and work hours for individual programs, nor the training and development program. These processes are elaborated in the human resources policy (2021).

### Transparency

This policy can be shared and viewed both internally and externally, and includes the job evaluation plan, the scoring matrices, and the salary ranges for all job families and pay grades. The information linked to grade determinations by the human resource committee, as well as individual conversations and determinations about performance and pay rates will be kept confidential.

### Seniority

This policy attempts to share benefits evenly with all staff, regardless of the length of their tenure as employees of Santropol Roulant more than making provisions for seniority. All other benefits extended to full-time permanent staff are extended to part-time and temporary staff. The exception to this is vacation rates, which are calculated from the moment of hire and increase with tenure. This is described in greater detail in the section on complementary advantages.

### Contract Anniversary

Contractual adjustments to salaries and other benefits will occur at an organizational anniversary, in the spring of each year on April 1st. As the Roulant's financial year ends in

December and audits happen throughout January, and the AGM occurs following this in March, the Roulant will arrange for contract discussions to occur through the month of April before the beginning of the agricultural season.

## Advantage Retention Clause

The possibility exists whereby the re-evaluation of positions results in a lower gross annual salary. In these instances, concerned staff will benefit from a frozen rate to ensure, at minimum, the same gross annual pay after total remuneration is taken into consideration.

## Wellness Program

The policy stipulates a wellness transfer in the following section on complementary advantages. However, pending future research and approval, this measure may be replaced by a comprehensive extended health care plan.

## Financial Capacity

Salary increases are subject to the financial capacity of Santropol Roulant, and the administration reserves the right to limit, freeze or reduce rates in the instance of financial hardship to the organization.

## Retention and Attractivity Risk Clause

In some instances, the executive director, in consultation with the human resources committee of the board and the human resource director, may deem certain talent within the organization is at risk, specifically in areas where salaries fail to be competitive. The assessment of high demand skills will include the following elements :

- Skills that the Roulant has had difficulty attracting in the past
- Technical skills that are not transferable or transversal
- Skills that we cannot develop within the Roulant
- Skills that are highly remunerated and in high demand outside the Roulant

In instances where two or more of these features exist, the executive director reserves the right to advance current staff along the salary scale and add levels to the salary scale, in an effort to enhance Roulant's ability to attract and retain that talent. Determinations shall be made as needed, and led by the executive director with at least one other impartial party in the evaluation.

## Job Evaluation Plan

The job evaluation plan is the starting point for setting remuneration. This tool is used to evaluate the respective education and experience, dexterity, creativity, communication, judgment, level of accountability, coordination of others, and working conditions of a given position. This tool is not intended for use to evaluate the performance of job holders.

## Committee Composition and Membership

The human resources committee of the board under the supervision of the human resource director examines the job description and evaluates all of these dimensions within the policy. The executive director as well as at least one other impartial party will participate in the job evaluation exercise.

In instances where appropriate, a member of the board will act as a third analyst. A minimum of three job analysts is required, rating the jobs without undue influence on one another, to ensure impartiality. Once cross-referenced, the human resource director corrects the scores following feedback from the committee, and a pay grade is assigned for a position. In instances where a new position is created between the re-evaluation exercises for the whole organization, only two analysts will be required.

## Forced Grades

During evaluation, a minute possibility exists that a job may fall between categories. In these instances, the human resource director will consult with the human resource committee of the board and either adjust the job description, reducing or increasing the responsibility in alignment with organizational needs. This will clarify the ranking in the job evaluation plan, as required of a job.

## Organizational Review

In the instance of a newly created job, the human resource committee of the board will meet and evaluate the position as described in this policy. Intermittent review of positions will happen organizationally, with all positions being scored and assigned at the same time, and as such staff may not request that their roles be re-evaluated individually.

## Matrices

While some factors are scored simply among levels, such as dexterity, others are scored on a matrix. These can be found in the appendix of the job evaluation plan.

## Out of Scope Factor Scores

Certain factor levels, while beyond the organizational working context, are included in the rubric in the instance that they may be required by a future job or working context. However, some factors in the job evaluation plan do not apply to the current working context (the factor of 'Conditions of Work' provides numerous such examples).

## Regularity

Factors are scored on the basis of frequency, regularity, and pertinence to the required work related to a given position. It is critical that evaluation of jobs be based on what is required of a position to successfully accomplish their regular work. The job evaluation plan outlines factors at the beginning of each section as well as the frequency of various factors, and special attention

needs to be paid to this element.

## Interpretation

Positions that score low on creativity, communication and responsibility do not suggest that these elements are not generally required of a given position. All positions require the exercise of all factors in various contexts. These factors measure the requisite level, in spite of what an individual additionally brings to a position.

## Job Enrichment

Similarly, elements of job enrichment (participating on a committee, coordinating an event, working closely with interns or coordinating skilled volunteers) are not taken into account when scoring the factors in the job evaluation tool. The committee members are scoring the job description and the related work that would be the focus of the position, not ancillary or extraordinary tasks or assignments which are composite elements of interesting work.

## Conflict of Interest

In the instance of the evaluation of the human resource director's role, the executive director and a board member score the factors to arrive at the final score.

## Grades

### Rubric

The salary grid is divided into two separate categories: grades and job families. Job families are clusters of jobs with similar working conditions, tasks, deliverables, and skills required to perform the position. For the Roulant, these are *administrative*, *culinary* and *agricultural* job families. Grades are the level of skill and experience required to successfully accomplish a particular job:

#### *Entry (Grade A)*

The responsibilities at this level require enthusiasm and interest, but little relevant experience, and incumbents report to program leads. These roles are supportive in nature, and require doing the bulk of daily tasks within a program following clearly outlined procedures with the support of program staff.

#### *Coordination (Grade B)*

The responsibilities at this level are specific to a program which requires some knowledge and experience. These roles report to a program lead or the general direction, and their work requires managing specific processes, and maintaining standards, procedures and guidelines to ensure that their area of work functions well and has the intended impact. They are often the responsible party for accomplishing most of the work in their task cluster, however this depends

on the size of the program. Administrative staff that work across programs doing a specific function or a related basket of tasks of a similar nature would also fall into this category.

### *Management 1 (Grade C)*

A group of tasks which requires knowledge of program, project and people management, and coordinates personnel in all areas of a given program, including taking responsibilities for the key deliverables, managing, scheduling and supporting their program staff, and driving performance to ensure that program deliverables and overall objectives of the Roulant are met through the team's effort.

### *Management 2 (Grade D)*

A group of tasks which requires working with all programs and staff, with a focus on supporting program leads, to ensure the successful delivery of strategic alignment, financial accountability, legal compliance, general management and ensuring best practice in their respective field of expertise and impact.

### *Management 3 (Grade E)*

The top grade, this grade is accorded the executive director who is responsible for approving the creation or elimination of all positions and programs and answers directly to the board of directors. Currently, the executive director's salary is set by the board of directors and as such is beyond the scope of this policy.

## Setting Pay Rates

Each pay grade has a minimum and a maximum pay rate. The maximum rate is the highest that a position can be paid within a grade, however annual cost of living increase will continue to be applied for as long as a staff member is in a role.

### *New Hire Salaries*

The lowest rate in a pay grade would be accorded a new staff member with some relevant experience as a default. In instances of a candidate having extensive experience directly pertinent to the position, the hiring committee may accord the next rate in the pay grade. Only under exceptional circumstances and the approval of the executive director may a higher salary be given to a new staff member, however it must fall within the pay grade at which the position is ranked and this reduces the opportunities for performance based increases in the future for the employee so long as they occupy the same role.

### *Cost of Living Increases*

All staff are accorded a cost of living increase every year, and these increases will apply to the base rate even for new staff. The annual cost of living increases will apply at the organizational anniversary date at the rate of inflation of the previous year, or 1.5%, whichever is highest.

### *Performance-Based Increases*

This policy does create provisions for performance-based increases over time, however it does

not contain information on how these determinations are made. Each year, staff will be subject to a performance review under the leadership of the executive director. Staff members who successfully deliver on their objectives and succeed in their current role will receive a performance-based increase. This will be determined by seeking feedback from direct team members, supervisors and the administration. Conversely staff who are not performing in their roles sufficiently will not receive a performance-based increase. Additional details of this will be articulated in the human resources policy on performance evaluation (2021).

## Salary Grid

Below is a breakdown of the salary grades for each job family.

	Administrative Culinary Agricultural
<b>Grade A</b> Hire Range	\$17.40 - 18.27 \$16.56 - 17.40 \$16.74 - 17.57
Range Cap (Max)	\$19.18 \$18.27 \$18.17
<b>Grade B</b> Hire Range	\$19.89 - 20.67 \$19.78 - 20.56 \$18.24 - 18.97
Range Cap (Max)	\$23.26 \$23.13 \$22.18
<b>Grade C</b> Hire Range	\$21.82 - 22.79 \$22.97 -23.66 \$21.20 - 22.15
Range Cap (Max)	\$25.00 \$ \$24.86 \$23.45
<b>Grade D</b> Hire Range	\$27.61 - 30.44 Range Cap (Max) \$33.54

*Updated: April 1st, 2022*

## Reasoning

The above grid was based on a market analysis of administrative, kitchen and agriculture jobs in the non-profit sector in Montréal in 2019. The starting salary has been set well-above market, and graduation up the levels of the grid allow for 15% increases on average before reaching the grade cap maximum. With the base line and cap ranges taken into consideration, the direct pay (salaries before complementary advantages) will fall on average in the 70th percentile.

## Full-Time Contract Threshold

The organizational maximum for hours worked will be 35 hours per week. The details on

scheduling will vary for each job family. Scheduling details are determined within programs, and more information on this can be found in the human resources policy.

## Complementary Advantages

While there are differences in pay rates based on the knowledge, skill and experience required of a given job, all staff are extended the same complementary advantages. Because of differences between full and part-time employees, as well as between permanent and temporary employees, hours and transfer amounts may vary but the percentages applied will be for all intents and purposes, equal. For this reason, the advantages are accorded using rates rather than dollars or time. Benefits paid out are taxable and as a result are subject to normal deductions.

## Vacation Rates

In their first year as staff of the Roulant, employees are accorded 4% vacation, or two weeks, in their first (1st) year. Vacations cannot be taken in the first three months of a contract. Staff returning from a temporary contract in the previous year are afforded the rate of a second year employee.

In their second year, staff are accorded 6%, or three weeks in the instance of full-time employees, until their fifth (5th) year, upon which they are accorded 8%, or four weeks for full-time employees.

Unused vacation days can be taken in the following year, however vacation will be lost if not taken 24 months following the date of its accumulation.

## Mobile Days

Staff are afforded 6%, or 15 days in the instance of full-time employees, in mobile days that can be taken for wellness, illness, personal days, family or community support, elder care, activism, moving, professional or official appointment and for other personal reasons. In the instance of emergencies, illness or family support, these days can be taken the day-of by duly informing the team and human resources of their absence. All other dates known in advance should be requested and approved in coordination with supervisory staff and human resources.

## Holiday of Choice Clause

The Roulant serves a vulnerable and isolated population during the winter, and remains open during the holiday season. While some staff, volunteers and clients observe Christmas, many others do not. As such, full-time staff are entitled to take any one consecutive week off to observe a social, cultural, political or religious holiday of their choice, and this is made possible by offering three paid days off and using the two closest statutory holidays where applicable by law. In instances where two statutory holidays cannot be accorded, vacation days will be



assigned. Part-time staff are also permitted one week consecutive time off under this benefit, with the payment equal to 60% of their regular contract salary and two statutory indemnities. The holiday of choice is non transferable and must be taken within the contract year (April 1 - March 31) or it is lost.

## Vacation and Mobile Day Transfer Clause

Staff wishing to use mobile days to extend their vacations have the option of doing so by arranging far in advance. Similarly, staff wanting to take advantage of a greater number of mobile days may transfer vacation days to mobile days, however this transfer policy does not apply to the holiday of choice clause.

## Cash Out Clause

Staff are entitled to cash out up to one third of unused mobile days per year at the end of the contract year however staff are strongly encouraged to use their mobile days. Staff cannot transfer vacation days to mobile days to permit a larger cash out, nor can they cash out the holiday of choice clause.

## Paid Lunch Hour

Staff are entitled to one paid lunch hour. Lunch hours may not be skipped, nor used to reduce the length of the day worked, nor accorded in situations of take back time or part days worked. Similarly unused lunch hour time cannot be added to the hours worked, paid out, or accumulated over time. All staff are required to take a one hour break per day, and can arrange among themselves and their teams to ensure that this time is taken each day, if necessary before or after the regular 12h30-13h30 lunch time (regardless of the program).

## Special Leave: Bereavement or Grave Illness

In the instance of the loss of a family member or a close one, or a serious illness of such a person, staff are entitled up to 2% of worked time, or one week for full-time employees, of paid time, and up to five consecutive days off to attend funeral rites and to grieve. Absence can be extended upon request as unpaid time away from the Roulant.

## Wellness Transfer

Santropol has a wellness program, and this currently takes the form of an indemnity that is paid out on a quarterly basis. The intent of this policy is to support staff in meeting their health and wellness needs, whether that be for mental, emotional or physical health. As such, staff are encouraged to use this benefit to establish health lifestyles, wellness routines, wellness practice and to take responsibility for improving their state of well-being.

Staff are entitled to a wellness transfer of *approximately* \$25 per year for every contract hour worked, that is to say their regular weekly contract hours.

Contract Maximum (35 hours per week) \$1000 per year
Part-Time Hours (24 hours per week) \$685 per year
Part-Timer Hours (16 hours per week) \$450 per year

Wellness transfers are distributed four times per year, at the pay period beginning a financial quarter. These are taxable benefits, and are processed with regular payroll deductions.

As mentioned above in the preamble, this policy and any wellness amounts mentioned in this policy would be used to fund an eventual comprehensive program, and if so instated in the future, would effectively end the transfer process. The administration will investigate more fully a program and determine if it would respond to the needs of staff (2021).

### Investment and Leisure Transfer

In addition to the wellness transfer, there will be an investment and leisure transfer to all staff on a quarterly basis. Upon initial evaluation of programs for investment transfers, it was clear that an investment program would place limits on how staff could benefit from matched contributions, requiring staff to invest to benefit. Similarly an optic on investment that focuses solely on a financial portfolio may not appeal to many staff. With this in mind, the Roulant will accord quarterly cash transfers to staff to be used in a way which improves their quality of life. Staff are entitled to an investment transfer of approximately \$25 per year for every contract hour worked.

Contract Maximum (35 hours per week) \$1000 per year
Part-Time Hours (24 hours per week) \$685 per year
Part-Timer Hours (16 hours per week) \$450 per year

The purpose of this transfer is to create opportunities for staff to invest in leisure, education, travel, financial investment, child rearing activities, vacation costs, plastic surgery, miniature toy collectables, entertainment, and transportation. The Roulant encourages staff to make use of this transfer in the spirit of the policy.

### Remote Work and Operational Allowance

Different job families have different working contexts. For example, a staff member with an administrative job can do their work remotely with a greater sense of ease, whereas those working in the culinary and agricultural job families have less latitude for organizing remote

work. In lieu of being to access the flexibility for remote work, the following advantages are extended those working in culinary and agricultural context:

Administrative Jobs	Culinary Jobs Agricultural Jobs	
Work from Home 10% No Equipment Allowance	Work from Home 5%  \$250 Personal Equipment  Allowance	Work from Home 0-5%  \$250 Personal Equipment  Allowance   \$250 Transportation Allowance (Farm Workers)

Equipment and transportation allowances will be processed once every six months and paid out as taxable income. These allowances are calculated on an annual basis for culinary workers and on a seasonal basis agricultural workers, prorated to the amount of time in their contracts. Cash amounts top up existing benefits extended to all staff in the quarterly investment and leisure transfers.

## Job Evaluation Plan

### About the Job Evaluation Plan

Welcome to the Job Evaluation Plan of the Global Remuneration Policy at Santropol Roulant. A commonplace strategy used in many organizations, job evaluation plans function to rate jobs and determine the level of remuneration for each position in the organization. It is similar to what the CNESST expects during a determination of *équité salariale* for an organization - in fact, equity depends on ensuring that differences in pay are not arbitrary and linked to bonafide differences, if and when a difference in pay exists. This tool is meant to help the administration fairly and routinely set salaries. To do this, we must first begin by determining the knowledge and experience, responsibilities, required effort and conditions of a given job.

This tool isn't just for anyone to use. Not only does it require careful consideration and comparison between jobs, it bears consequences that are not everyone's to bear. Ranking jobs can have huge consequences. Underpaying employees may lead to difficulties in attracting talent as well as reward dissatisfaction which can lead to high staff turnover and disengagement. There are also risks for overpaying employees, undercutting our programs and mismanaging our organizational resources as well as creating feelings of distributive injustice among staff. That said, we need to be transparent with all organizational members about the key reasons for a difference in pay wherever one exists. The varying weights of factors in this tool should neither be adapted or changed too dramatically to suit our organizational context or the preferences of administrators or staff. As the different weights are tied as much to internal and external conditions, we need to keep an eye on the differences between jobs and their

relative value outside the organization, and in particular in the local labour market. One of the key purposes of this updated version of the Jobs Evaluation Plan is to reestablish some of the values of the different factors and subfactors to align to a more standardised weighting for the different elements.

## How to Use the Job Evaluation Tool

There are a few required steps in using this tool. The first requirement is an up-to-date job description that outlines the key responsibilities, the required skills, the required education, the required experience and the working conditions. The job description should include a few key elements for the purposes of using this policy. Otherwise, it won't be possible to use this tool to evaluate the position in question with good accuracy.

Users of this tool may ask themselves: well don't all jobs imply creativity, experience, responsibility or judgment? With great vigilance, one must observe the categories "Definitions" and "Application", as they are stated without stretching our interpretation or generalizing. The definitions act to clarify what is meant to be measured and delineate levels in each category.

When assessing a category, factor or sub-factor, it is important to bear in mind the likelihood and frequency of execution. Would the job require the skill level for the satisfactory completion of the key responsibilities? It is not helpful to think in terms of special cases or circumstances but rather the normal, daily and regular elements linked to a job.

A caution: we should not try to describe jobs as they find themselves organically within the system. This tool should be used to both align jobs with fair levels of remuneration as much as to align jobs with the needs of the Roulant. The Job Evaluation Plan is just that - an evaluation tool with strategic implications, a tool to be used to restructure and realign positions and responsibilities in service of the strategic direction of the organization and its mission while remunerating both fairly and competitively.

## Competencies

### Sub-Factor: Body of Knowledge (20%)

#### Education (*alpha* $\alpha$ ) and Experience (*beta* $\beta$ ) Matrix

##### **Definition**

This sub-factor is used to measure the body of knowledge necessary to perform the job satisfactorily. The body of knowledge includes studies within the Canadian education system. Experience gained outside of a typical program of study, but through which the incumbent possesses all the skills and knowledge necessary to perform their job is also taken into account. When important aspects of the job can only be learned on the job, this factor includes an estimate of the time required to master them.

### **Application**

The first step is to determine the education required to perform the tasks satisfactorily. Next, we will take into account the experience (in months) required to master the essential additional skills and knowledge, which the institutional education system does not provide. If applicable, indicate the estimated period required to achieve reasonable control of the tasks. The intersection of the vertical axis of education and the horizontal axis of experience determines the value of the factor.

Please see the matrices in the appendices (pp. 30-31)

## **Sub-Factor: Dexterity (6%)**

### **Definition**

This sub-factor measures the degree of manual and visual coordination as well as the required muscular coordination necessary to execute a task.

### **Application**

The degrees of this subfactor are set considering the motor fitness demanded as well as the speed of execution and the required precision that the job entails, as well as the frequency and duration that these activities are performed.

#### **1st degree**

The work requires sufficient manual and visual coordination or muscle control to be able to use tools or devices of common use, requiring little speed or precision.

#### **2nd degree**

The work requires sufficient manual and visual coordination or muscle control to be able to use tools or devices requiring a certain speed or precision. This activity is one of the main tasks of the job, but the job may require that other tasks be performed;

OR the work requires sufficient manual and visual coordination or muscle control to be able to use tools or devices quickly and precisely for short periods of time.

#### **3rd degree**

The work requires sufficient manual and visual coordination or muscle control to be able to use tools or devices both quickly and precisely. This activity represents an important part of the main tasks of the job;

#### **4th degree**

The work requires sufficient manual and visual coordination and muscle control to be able to perform very minute tasks with extreme precision;

OR

The work requires sufficient manual and visual coordination and muscle control to be able to perform very precise and synchronized operations in a context where speed and thoroughness are crucial.

## Effort

### Sub-Factor: Judgment (11%)

#### Definitions

This sub-factor serves to measure the level of necessary intellectual effort required in making decisions or choices inherent in the job.

#### Application

The degree is based on the framework provided by usual practices, standards and procedures established according to processes, production or administrative policies.

In applying this sub-factor, account should be taken of the information normally available, the nature of the choices to be made and the room for maneuver available.

**1st degree:** The decisions to be taken are elementary; they generally relate to choices to be made as to how to perform the requested work safely and on time. The decisions are framed by verbal or written instructions which leave little room for interpretation. Advice and directions are immediately available from a team leader, supervisor or resource person.

**2nd degree:** The decisions to be made relate to choices which can have an impact on the quality and precision of the work of the employee or the team and on the respect of deadlines. They generally consist of choosing which standards, policies or established production or administrative procedures should be followed. Tips and guidelines are available.

**3rd degree:** The decisions to be taken consist in choosing the way in which the defined procedures or policies should be applied without violating production standards. Advice and guidance may be available.

**4th degree:** Decisions are made following the analysis of management principles, as well as established precedents, standards, policies and procedures. Advice and guidance may be available.

**5th degree:** The decisions to be taken consist of major choices as to the method, conduct or policy to follow; they may need to be taken off the cuff. The incumbent is often seen as an authority on the matter and, therefore, must make decisions independently.

**6th degree**

The decisions to be made consist in developing concepts. They often create precedents because of the innovative interpretation of production or administrative standards or policies and procedures. When the decision involves a possible departure from established standards, policies or procedures, the views and approval of management should be sought.

## Sub-Factor: Creativity (15%)

### Definitions

This subfactor serves to measure the innovation and artistic sense required to execute the work.

### Application

The degrees are established so as to highlight the level of adaptation, foresight, conceptualization and innovation necessary to resolve problems inherent in the work. It is important to take into consideration the variety and the complexity of the elements to evaluate, to elaborate and to analyse, or any problems to resolve as well as the nature and amount of information available.

**1st degree:** The work requires the use of equipment, or the implementation of techniques or processes for which basic information must be known and considered. It is often necessary to multitask and exercise foresight and adaptability.

**2nd degree:** The work occasionally requires creative solutions to solve problems related to the use of equipment or the implementation of techniques or procedures. Guidelines exist, but original solutions must be sought to organize and carry out the work or to solve operational problems.

**3rd degree:** The work requires a capacity for innovation in evaluation and analysis relating to the implementation of existing methods and techniques. Standards exist, but an intellectual effort is required to perfect processes, techniques or concepts; there is information on the subject, but innovative solutions are being considered.

**4th degree:** The work requires an innovative contribution, a spirit of analysis and conceptualization in order to create, develop or improve processes, techniques or ideas concerning a well-defined concept;

**5th degree:** The complexity and diversity of the work requires a great capacity for innovation in order to create and develop processes, techniques or ideas from a basic concept.

**6th degree:** The work requires the highest level of innovative contribution as well as the highest

level of creativity in order to develop and develop innovative concepts, techniques or processes that could have a significant impact on nature and quality services, operations activities (non-applicable)

## Sub-Factor: Physical Effort (7%)

### Definitions

This subfactor serves to measure the nature and the level of effort inherent in the work, and in particular the physical effort, the auditory and visual concentration and non-habitual body movements.

### Application

The degrees are established according to the frequency and characteristics of physical activity, auditory or visual concentration, and the execution of non-habitual body movements. The levels of physical activity, hearing or visual concentration, or unusual body movements are described below. They are then reproduced in an equivalence table which makes it possible to determine the degree of the factor. Most positions have only one effort subcategory. If the position includes more than one subcategory, the highest degree will be used. The terms continuously, regularly and occasionally are also defined.

Continually	More than 50% of the time	More than 20 hours per week
Regularly	25% to 50% of the time	Between 10-20 hours per week
Occasionally	Less than 25% of the time	10 hours or less per week



### *Visual and Auditory Concentration (Delta $\delta$ )*

**$\delta 1$ :** The work requires occasionally exercising great visual or auditory attention in the execution of tasks in order to avoid or detect errors.

**$\delta 2$ :** The work requires regular exercise of great visual or auditory attention in the execution of its tasks in order to avoid or detect errors; **OR** occasionally observe or listen carefully to certain aspects to arrive at very precise results or to detect very subtle imperfections or errors.

**$\delta 3$ :** The work requires continuous exercise of great visual or auditory attention in the execution of tasks in order to avoid or detect errors; **OR** regularly, to observe or listen carefully to certain aspects to arrive at very precise results or to detect the most subtle imperfections or errors.

**$\delta 4$ :** The work continually requires observing or listening carefully to certain aspects in order to arrive at very precise results or to detect the most subtle imperfections or errors.

### *Unhabitual Body Movements (Theta $\theta$ )*

**$\theta 1$ :** The work requires occasional unusual movements, bending, turning or maintaining unusual or uncomfortable positions in the performance of tasks.

**$\theta 2$ :** The work requires regular unusual movements, bending, turning or maintaining unusual or uncomfortable positions in the performance of tasks

**$\theta 3$ :** The work requires you to continually make unusual movements, bend over, turn around or maintain unusual or uncomfortable positions in the performance of tasks.

### *Physical Activity (Lambda $\lambda$ )*

**$\lambda 1$ :** The work requires lifting, transporting or occasionally moving light items (less than 10 kg).

**$\lambda 2$ :** The work requires lifting, transporting or moving light items (less than 10 kg) regularly OR lifting, transporting, handling or occasionally moving items weighing 10 kg and more.

**$\lambda 3$ :** The work requires continuously lifting, transporting or moving light items (less than 10 kg). OR to regularly lift, transport, handle or move heavy items (10 kg and over).

**$\lambda 4$ :** The work requires lifting, transporting, handling or moving heavy items (10 kg and over) continuously.

Please see the Effort matrix in the appendices (pp.30)

## Responsibility

### Sub-Factor: Accountability (15%)

#### Définitions

This sub-factor measures the consequences of the execution of the work on the activities of the Roulnt in terms of time, costs, service, reputation or value of our programs and services.

#### Application

Degrees are established based on the magnitude and consequences of errors and inappropriate decisions and the likelihood of them occurring, as well as the nature and degree of supervision normally available.

**1st degree:** Errors lead to minor inconveniences or delays. They are easily and quickly detected, generally by the holder. The work is normally subject to close supervision.

**2nd degree:** Errors can lead to service interruptions, material damage or financial loss, but are generally limited to a particular field of activity. Errors are easily detected. The work is subject to general supervision.

**3rd degree:** Errors or inappropriate decisions result in an interruption of service, material damage, financial loss, prestige or value of the organization. They can affect the work of other departments or industries. Mistakes can be difficult to spot. Work is normally subject to minimal supervision.

**4th degree:** Errors or inappropriate decisions damage the reputation of the Roulant and considerably damage the value of the organization. They can affect one or more services or sectors of activity in terms of time, service or costs. Opportunities to correct errors are weak or non-existent. The result of the work is assessed according to the Roulant's policies, procedures and standards.

**5th degree:** Errors or inappropriate decisions damage the prestige of the Roulant and considerably damage the value of the relationships and reputation of the Roulant. They have repercussions on other services or sectors of activity in terms of time, service or costs. Often their consequences are measured over time.

## Sub-Factor: Communication (15%)

### Definitions

This sub-factor is used to measure the type of oral or written communication, internally to the Roulant or those outside the community.

### Application

The degrees are established according to the type of information exchanged, the nature of the communications and the context in which they take place.

The diversity and complexity of the information transmitted or received, as well as its importance, must be taken into account.

**1st degree:** The information transmitted or received is factual and related to the work. The information exchanged is usually routine, but precision and attention to detail are required. Communications are generally internal, but external contacts are possible yet of a routine nature.

**2nd degree:** The information transmitted or received often needs to be clarified. An important part of communications is ensuring that the information transmitted and received is clearly understood. Communications can be internal and external and may involve the transmission of basic information or instructions or the presentation of factual information to users or members.

**3rd degree:** In general, the information transmitted is detailed and subject to interpretation. Communication involves conducting discussions aimed at collecting, analyzing, organizing or participating in various and sometimes complex information. The purpose of communications can be to advise, guide or influence people, acquire resources, or describe and present topics for dissemination.

**4th degree:** The information exchanged is detailed, complex and transmitted with a view of obtaining the cooperation or participation of people through discussions on points of common interest;

**OR**

detailed, complex and important information is analyzed and presented in public in a clear and consistent manner.

**5th degree:** Communications consist in presenting, through elaborate presentations, detailed and very complex information in order to persuade people or organizations to follow a certain course of action. Discussions generally relate to decisions that have a large impact on resources or operating revenues or have a potential impact on its activities; **OR** communications are improvised, in person or in public settings, to luminaries and opinion leaders on regional, national or international issues of importance, or on extremely sensitive subjects;

**6th degree:** Communications consist of discussions, debates or negotiations on sensitive and sensitive subjects in order to reach decisions and consensus on important gestures or objectives of projects or programs. These discussions, debates or negotiations normally involve the interpretation of the policies and priorities of the Roulant.

## Sub-Factor: Coordinating Work (6%)

### Définitions

This sub-factor measures the nature and extent of responsibility for the work of others.

### Application

The degrees are established according to the organizational responsibility inherent in the position and the number of immediate subordinates. They can also correspond to the degree of self-management involved in the job according to various constraints.

We must take into account the diversity of the work of other people, the degree of intervention of the incumbent and the importance of the constraints.

**1st degree:** The work does not involve any task of coordinating the work of other people. It may require familiarizing others with their tasks however

**2nd degree:** The work involves tasks of coordinating the work of other people such as volunteers. It usually requires familiarizing others with their tasks and distributing the tasks so that the job is done; **OR** the work requires coordination of interns, where the functions and tasks are limited, routine, clearly outlined and unambiguous.

**3rd degree:** The work consists of planning, distributing and reviewing the work of a group of staff whose tasks are similar or interrelated;

**4th degree:** The work consists of planning, distributing and revising the work of a group (10 people or more) whose tasks are similar or interrelated,

**OR**

the work consists of planning, distributing and revising the work of a group of people whose tasks are very different;

Please see the matrix in the appendices (pp.30-31)

## Working Conditions (5%)

### Définitions

This factor is used to measure the level of interference or discomfort associated with the environment in which the person normally does their work.

### Application

Four aspects of working conditions - the general context including potential hazards, time constraints, interference and the need to travel are described below. The descriptions are then displayed in a corresponding grid where the contextual conditions - work context and need to travel - are presented on one axis and the constraints - deadlines and interference - on the other. To use this grid, you must first define the degree of the predominant conditions, then follow the horizontal or vertical axis to determine to what extent, if any, these conditions are modified by the other set of conditions.

## General Context ( $\Pi$ )

**$\pi$ 1:** The work is normally done in a clean and well-lit environment. Dangers, if there are any, are easy to detect and avoid.

**$\pi$ 2:** The work is generally done in the production environment (kitchen, workshop, gardens, greenhouses and fields), in the presence of noise or a crowd, or in a confined space.  **$\pi$ 3:** The work is generally done outdoors, exposed to weather conditions, or indoors, in the presence of dust, smoke or unpleasant odors, or in both situations. There is a low risk of danger, for example from cuts by sharp tools or burns caused by an iron or a glue gun.  **$\pi$ 4:** The work is done continuously in extreme climatic conditions - temperature differences, wind, rain or snow. He can also understand regular exposure to serious dangers caused by the use of dangerous chemicals, electric tools or by the risk of falling objects (non-applicable)  **$\pi$ 5:** The work consists of regularly performing high-risk or life threatening activities (non-applicable).

## Pressure ( $\Phi$ )

**$\phi$ 1:** The deadlines are well planned and generally realistic. If something goes wrong, someone else usually decides what to do next.

**$\phi$ 2:** The work must be done according to fixed deadlines and requires you to choose which tasks to undertake in order to accomplish everything within the stipulated time. There is usually enough room in the process to ensure compliance with established priorities.  **$\phi$ 3:** The work requires regularly making crucial decisions to meet imminent deadlines.  **$\phi$ 4:** Work often requires making immediate decisions, following unforeseen or uncontrollable events.

## Interferences (Psi $\psi$ )

**$\psi$ 1:** Weak: The job may include adding additional tasks or interrupting work to perform other tasks. The transition is usually managed in an orderly fashion.

**$\psi$ 2:** Medium: The work regularly includes adding additional tasks or interrupting work to perform other tasks. There is flexibility to manage changes in priority, which usually have a disruptive effect.

**$\psi$ 3:** High: The job continually includes adding additional tasks or interrupting work to perform other tasks. There is little or no leeway to manage changes in priority, which usually have a very disruptive effect.

## Travel Required (Omega $\omega$ )

**$\omega$ 0:** Work does not usually require travel

**$\omega$ 1:** The work requires traveling, but usually for the day and over short distances or for extended trips that are reasonably well planned.

**$\omega$ 2:** The work requires traveling often on short notice and for variable durations (non-applicable).

**$\omega$ 3:** The job requires to leave unexpectedly and urgently abroad or to places that do not offer the comfort usually found in large North American cities, and this for extended periods.

Please see the Working Conditions matrix in the appendices (pp.30)

# Matrices

## Matrix: Body of Knowledge

Experience ( $\alpha$ ) ----- --- Education ( $\beta$ )	0 m ( $\alpha_0$ ) )	6 m  12 m  24 m  36m  48m  ( $\alpha_1$ )  ( $\alpha_2$ )  ( $\alpha_3$ )  ( $\alpha_4$ )  ( $\alpha_5$ )	60m ( $\alpha_6$ )	84m ( $\alpha_7$ )	120 m + ( $\alpha_8$ )
High School ( $\beta_1$ )	30	50 70 90 100 110	120	140	160
College ( $\beta_2$ )	60	80 100 120 130 140	150	170	190
Bachelor's Degree ( $\beta_3$ )	80	100 120 140 150 160	170	190	210
Graduate Degree ( $\beta_4$ )	90	110 130 150 160 170	180	200	220

## Matrix: Effort

Effort					
Judgment		Creativity		Physical Effort	
1	20	1	25	$\delta_1-\lambda_1$ 15	
2	35	2	50	$\delta_2-\theta_1-\lambda_2$ 25	
3	55	3	80	$\lambda_3-\theta_2$ 50	
4	75	4	105	$\delta_3-\lambda_4$ 55	
5	95	5	130	$\delta_4-\theta_3$ 65	
6	115	6	160		

**Submatrix: Physical Effort**

**Matrix: Physical Effort**

Degré	Sous-catégories Pondération
1er degré	$\delta_1, \lambda_1$ 14
2e degré	$\delta_2, \theta_1, \lambda_2, 28$
3e degré	$\lambda_3, \theta_2$ 49
4e degré	$\delta_3, \lambda_4$ 56
5e degré	$\delta_4, \theta_3$ 63

**Matrix: Responsibility**

**Matrix: Responsibility**

Accountability		Communications Coordinating Work		
1	30	1	25 1	0
2	60	2	50 2	20
3	90	3	75 3	50
4	120	4	100 4	90
5	150	5	125	
		6	150	

**Matrix: Working Conditions**

Pression ( $\phi$ ) / Interférences ( $\psi$ )

	$\phi_1/\psi_1$ $\psi_2$ $\phi_2$ $\phi_3/\psi_3$	$\phi_4$
Contexte générale ( $\pi$ ) / Voyages requis ( $\omega$ )	$\pi_1$ 5 10 15 20	
	$\pi_2/\omega_1$ 15 20 25 35	45
	$\pi_3/\omega_2$ 35 40 45 55	65
	$\pi_4/\omega_3$ 45 50 55 65	
	$\pi_5$ 55 60 70	



