



**DEFINITION:** Know-How is the total of every kind of knowledge and skill, however, acquired, needed for competent job performance. Know-How has three dimensions ... the requirements for:

- **Content Know-How.** Operational and practical procedures, specialized methods/techniques, professional or scientific knowledge of the job's changing environment and clients. The total job content is measured in terms of "How much knowledge and skills (depth), how many things (breadth) and how complex they are".
- **Leadership and Business Know-How.** The activities required to produce the results expected of group(s) or function(s). The directive or consultative activities involve some combinations of visioning, creating, planning, organizing, integrating, evaluating, coaching, staffing and meeting client needs in a continuous improvement environment.
- **Human Relations Skills.** Various interpersonal skills required to successfully achieve job objectives.

**ALBERTA GOVERNMENT  
MANAGEMENT GROUP**

**GUIDE CHART FOR EVALUATING  
KNOW-HOW**

		•• LEADERSHIP AND BUSINESS KNOW-HOW								
		I Performance or direction of activities which are similar as to content and objectives with appropriate awareness of other activities.			II Direction of a group with varied activities and objectives OR guidance of a function(s) or several important responsibilities across several groups.			III Direction of a large group with functional diversity and variety within a department OR guidance of a function(s) which significantly affects all or most of the Alberta public/private sector(s).		
		1	2	3	1	2	3	1	2	3
••• HUMAN RELATIONS SKILLS <										
• CONTENT KNOW-HOW	D Accomplished in implementing practical procedures or systems which are moderately complex and/or specialized skills which require some technical knowledge (usually non-theoretical) to apply.	115	132	152	152	175	200	200	230	264
		132	152	175	175	200	230	230	264	304
		152	175	200	200	230	264	264	304	350
	E A sound understanding of and skill in several activities which involve a variety of practices and precedents, OR a working understanding of the theory and principles in a professional/scientific discipline.	152	175	200	200	230	264	264	304	350
		175	200	230	230	264	304	304	350	400
		200	230	264	264	304	350	350	400	460
	F Extensive knowledge and skill gained through broad or deep experience which requires a command of EITHER involved, diverse practices and precedents OR scientific theory and principles, OR both.	200	230	264	264	304	350	350	400	460
		230	264	304	304	350	400	400	460	528
		264	304	350	350	400	460	460	528	608
	G Recognized expertise in theories, principles and complex techniques OR the diverse, cumulative equivalent gained through broad seasoning and/or special development.	264	304	350	350	400	460	460	528	608
		304	350	400	400	460	528	528	608	700
		350	400	460	460	528	608	608	700	800

**Shading:**  
 Dark – unlikely combination.  
 Light – less likely combination.

••• HUMAN RELATIONS SKILLS		
1	Courtesy and effectiveness in dealing with others.	3
2	Understanding and influencing others are important requirements in the job.	Alternative or combined skills in understanding and motivating others are important in the highest degree.

**DEFINITION:** Problem Solving is the amount and nature of the thinking required in the job in the form of analyzing, reasoning, evaluating, creating, using judgement, forming hypothesis, drawing inferences and arriving at conclusions. Problem Solving measures the degree to which thinking processes must be applied to the required knowledge in order to obtain the results expected of the job. Therefore, Problem Solving is a percentage of Know-How.

Problem Solving has two dimensions:

- **Thinking Environment.** The environment in which the thinking takes place. The extent to which assistance or guidance is available from others or from past practice or precedents.
- **Thinking Challenge.** The novelty and complexity of the thinking to be done. The greater the existence of prescribed processes, the more the thinking challenge is diminished.

Note: The job's freedom to make decisions or take action is measured on the Accountability Chart.

**ALBERTA GOVERNMENT  
MANAGEMENT GROUP**

**GUIDE CHART FOR EVALUATING  
PROBLEM SOLVING**

		•• THINKING CHALLENGE			
		3. Differing situations requiring search for solutions within area of known things. (New Systems)		4. Variable or path-finding situations requiring analytical, interpretative, evaluative, and/or developmental thinking. (Trail Breaker)	
Thinking guided and bound by:					
• THINKING ENVIRONMENT	<b>D</b> Thinking within clear but substantially diversified procedures, precedents covering many situations AND/OR access to assistance.	29%	33%	38%	43%
	<b>E</b> Thinking within a well defined frame of reference and toward specific objectives, in situations characterized by functional practices and procedures.	33%	38%	43%	50%
	<b>F</b> Thinking within a general frame of reference toward functional objectives, in situations with some nebulous, intangible or unstructured aspects.	38%	43%	50%	57%
	<b>G</b> Thinking within concepts, principles and broad guidelines towards the organization's objectives or functional goals, many nebulous, intangible or unstructured aspects to the environment.	43%	50%	57%	66%

TO FIND PROBLEM SOLVING POINTS, READ OFF WHERE KNOW-HOW SCORE AND PROBLEM SOLVING % INTERSECT



↓ % PS ↓																											↓ % PS ↓		
	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1216	1400		
87%	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1216	1400	87%
76%	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1056	1400	76%
66%	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	920	1400	66%
57%	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	800	1400	57%
50%	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	700	1400	50%
43%	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	608	1400	43%
38%	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	528	1400	38%
33%	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	460	1400	33%
29%	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	400	1400	29%
25%	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	350	1400	25%
22%	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	304	1400	22%
19%	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	264	1400	19%
16%	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	230	1400	16%
14%	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	200	1400	14%
12%	4	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	175	1400	12%
10%	3	4	5	6	7	8	9	10	12	14	16	19	22	25	29	33	38	43	50	57	66	76	87	100	115	132	152	1400	10%

38 43 50 57 66 76 87 100 115 132 152 175 200 230 264 304 350 400 460 528 608 700 800 920 1056 1216 1400

Most Likely	000
Less Likely	000
Unlikely	000

<b>STEP VALUES</b>	
- 1600 -	
1400	
1216	
1056	
920	
- 800 -	
700	
608	
528	
460	
- 400 -	
350	
304	
264	
230	
- 200 -	
175	
152	
132	
115	
< 100 -	
87	
76	
66	
57	
- 50 -	
43	
38	
33	
29	
- 25 -	
22	
19	
16	
14	
- 12 -	
10	
9	
8	
7	
- 6 -	

**DEFINITION:** Accountability is the degree a job is responsible for achieving results and the importance of those results to the organization. There are three components. First, look at the Freedom to Act in the organizational context of the job. Then look at the Magnitude and Impact and how they fit together.

- **Freedom to Act.** The degree to which personal or procedural control and guidance exists.
- **Impact.** As defined at upper right.
- **Magnitude.** The extent to which stakeholders are affected by outputs of product or services.

## ALBERTA GOVERNMENT MANAGEMENT GROUP

### GUIDE CHART FOR EVALUATING ACCOUNTABILITY

•• **Impact.** The role the job plays in bringing about the results.

**I - Indirect:** Providing information or supplementary assistance in support of others.

**C - Contributory:** Providing interpretive, advisory or other important support services for use by others in achieving results.

**S - Shared:** In partnership with others, has equal and joint control of activities and resources which produce the results OR control of what are clearly most but not all of the variable which are significant in bringing about the results.

**P - Primary:** Controlling impact - solely accountable for significant activities and/or resources to achieve results.

		••• MAGNITUDE															
		(1) - Small Results are internally focused and affect a unit of the department AND/OR are externally focused and affect a limited segment of clients and stakeholders				(2) - Medium Results are generally internally focused and may affect several units within the department AND/OR are externally focused and affect a significant clientele within a program or functional area.				(3) - Large Results typically affect an entire department AND/OR are externally focused and affect a large clientele within a program or functional area.				(4) - Very Large Results achieved typically affect an entire large department AND/OR are externally focused and affect a province wide or public service wide clientele within a variety of program or functional areas.			
		I	C	S	P	I	C	S	P	I	C	S	P	I	C	S	P
<b>• FREEDOME TO ACT</b>	<b>D</b> These jobs are guided by defined regulations AND/OR clear precedents and past practices. There is supervisory review of results.	38	50	66	87	50	66	87	115	66	87	115	152	87	115	152	200
		43	57	76	100	57	76	100	132	76	100	132	175	100	132	175	230
		50	66	87	115	66	87	115	152	87	115	152	200	115	152	200	264
	<b>E</b> These jobs are subject to broad practices and regulations AND/OR functional precedents or well defined policies. There is managerial direction toward achievement of specified results.	57	76	100	132	76	100	132	175	100	132	175	230	132	175	230	304
		66	87	115	152	87	115	152	200	115	152	200	264	152	200	264	350
		76	100	132	175	100	132	175	230	132	175	230	304	175	230	304	400
	<b>F</b> These jobs are guided by broad organizational functional direction. There is managerial direction of a general nature toward goals or functional objectives.	87	115	152	200	115	152	200	264	152	200	264	350	200	264	350	460
		100	132	175	230	132	175	230	304	175	230	304	400	230	304	400	528
		115	152	200	264	152	200	264	350	200	264	350	460	264	350	460	608