



SCHOOL DISTRICT NO. 35 (LANGLEY)

CUPE 1260/CUPE 1851

GENDER-NEUTRAL

JOB EVALUATION

PLAN



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INTRODUCTION

The information contained in this manual is the result of the work of a joint CUPE 1260/CUPE 1851/Langley School District committee (JJEC)

The rating manual is based upon four (4) main factors – Skill, Effort, Responsibility, and Working Conditions. Each factor has a number of sub-factors which in turn have varying degrees. These degrees are the actual measurement level within each sub-factor.

By measuring each of these compensable factors, and assigning a numerical value to them, this plan places a numerical value upon a job. The value is used for comparing jobs according to their relative worth. This consistent application of the measurement of jobs is the purpose of the job evaluation plan.

It is fundamental to the task of job evaluation that the JJEC be aware that when evaluating a position neither individual ability, performance, nor workload are considered as factors. Job content information should be found within the job questionnaire, class specification, interviews and/or work site visits.

This job evaluation plan strives to ensure that all aspects of its usage are free of gender bias. By consistently applying the factors, sub-factors and degrees of this plan in evaluating jobs, pay equity will be realized.

Factor Definitions and Notes to Raters are provided to assist JJEC members (raters), in understanding the subfactors. It is critically important to the rating process that the subfactors be clearly understood, interpreted and applied in a consistent manner. Objectivity rather than subjectivity is critically important.

In summary, the exercise of job evaluation measures the job, as it currently exists. It does not measure an individual who performs the job, the workload, nor does it measure a job as it is likely to change in the future.

JOB EVALUATION MAINTENANCE PROCESS

The following process should be used to evaluate new positions or to re-evaluate existing positions.

1. Job Analysis

a. Questionnaire (Appendix 1):

The employee and supervisor complete the appropriate sections of the questionnaire and return it to the Human Resources Department, (c/o Manager, Human Resources).

b. Additional Information

If required, additional information will be obtained through phone contact, interview(s) and/or a work site visit.

c. Class Specification

If necessary, a revised draft class specification will be prepared by the District in the standard format (Appendix 2) and distributed to the employee and supervisor for comment (Appendix 3). Further discussion resulting from the comments may occur at this point. A final draft will then be distributed to the employee, supervisor and the Union. For newly created positions the District will provide a copy of the Class Specification to the Union.

2. Job Evaluation

The Class Specification referred to in 1(c) above will then be evaluated using the job factors and subfactors. The employee, supervisor and Union will be advised of the outcome on the Rating Form (Appendix 4). The J.J.E.C. for each local will meet and evaluate the positions for their respective local.

3. Appeal Process

An employee and/or supervisor disagreeing with the rating given by the J.J.E.C. may submit a Job Evaluation Appeal Form (Appendix 5) Appeals must be submitted to the J.J.E.C. (c/o Manager, Personnel Services) within thirty (30) calendar days of receiving notice of the rating. The J.J.E.C. will arrange a meeting with the employee and supervisor to obtain additional information, if necessary.

4. The J.J.E.C. (1260 & 1851) will meet to achieve agreement on any evaluation or reclassification. The matter will be handled in accordance with the Grievance Procedure should there be any disagreement.

SKILL FACTOR

SUBFACTOR 1 - KNOWLEDGE

DEFINITION:

This subfactor measures the general knowledge and specialized or vocational training necessary to perform the job duties in a satisfactory manner and has no relationship to the academic achievement of an employee. The degree levels are normally expressed in terms of formal education or equivalent. Similar levels of achievement can be obtained through related experience, courses or self-improvement.

DEGREES:

1. Up to and including completion of Grade 10 or equivalent.
2. Completion of Grade 10 plus additional program of up to and including six months or equivalent.
3. Completion of Grade 10 plus an additional program of up to and including one year, or completion of Grade 11 or equivalent.
4. Completion of Grade 11 plus additional program of up to and including six months or equivalent.
5. Completion of Grade 11 plus an additional vocational program of up to and including one year or Grade 12 graduation or equivalent.
6. Completion of Grade 12 plus additional program of up to and including six months or equivalent.
7. Grade 12 graduation plus an additional program of up to and including one year or equivalent.
8. Grade 12 graduation plus an additional program of over one and up to and including two years or equivalent.
9. Grade 12 graduation plus an additional program of over two years and up to and including three years or equivalent.
10. Four year degree.
11. Master's Degree
12. Master's Degree and a second language.

SKILL FACTOR

SUBFACTOR 1 - KNOWLEDGE

Notes to Raters

1. Use today's educational levels and standards. It is the level of knowledge normally required using "today's" standards which must be measured, not the educational background of the incumbent.
2. When rating the knowledge subfactor, reference should be made to the experience subfactor. Failure to do so could result in double counting.
3. The most common source of education is through formal education, such as grade school, secondary school, vocational centre, community college, university, etc.
4. To qualify as more than a six month program, the training must be a minimum of 9 hours per week for the duration of the year.
5. Additional specialized courses needed to carry out the requirements of the position taken after recognizing a Journeyman Certificate justifies one degree higher than indicated by the length of the apprenticeship program.
6. The degree level may bear no relation to the hiring practice of the District.
7. *knowledge is equivalent - 6 month*
Advanced or expert knowledge of computers is equivalent to a six-month program.
8. Office procedures, typing, working knowledge of computers and basic bookkeeping is equivalent to a six-month program (or 3 of the 4 is equivalent to a six-month program).
9. **Computer Knowledge**

BASIC KNOWLEDGE

Use of mainframe/network terminal for data search and entry; use of electronic mail; demonstrating or supervising the use of elementary programs.

Knowledge credit – nil

WORKING KNOWLEDGE

General use of word processing, database, spreadsheet software

- Use of: MS Word, Excel, Access
- To: Create and modify documents, create mailing labels and form letters, create spreadsheets using basic formatting and/or arithmetic formulas.

Knowledge credit – nil

DETAILED KNOWLEDGE

Thorough use of word processing, database, spreadsheet, bookkeeping, graphics software

- In-depth use of **one** of MS Word, Excel, Access, PageMaker, FileMaker, PowerPoint, MYOB/One Write, Windsor/Columbia, BCeSIS.
- To: Create and modify complex, multi-sectioned documents, create new database layouts, apply complex arithmetic and logical formula, apply complex formatting.

Knowledge credit – three months

ADVANCED KNOWLEDGE

Thorough use of word processing, database, spreadsheet, graphics software

- In-depth use of **at least two** of MS Word, Excel, Access, PageMaker, FileMaker, PowerPoint, Windsor/Columbia.
- To: Create and modify complex, multi-sectioned documents, create new database layouts, apply complex arithmetic and logical formula, apply complex formatting.

Knowledge credit – six months

EXPERT KNOWLEDGE

Thorough use of word processing, database, spreadsheet, graphics software

- Use of most of the functions of **at least three** of MS Word, Excel, Access, PageMaker, FileMaker, PowerPoint.
- To: Create and modify complex, linked documents; use and apply complex macros; do extensive desktop publishing; prepare statistical analysis; and/or develop complex database
-

Knowledge credit – one year

Notes:

1. The specific software packages noted are provided for illustrative purposes only and are not intended to be all-inclusive.
2. Additional knowledge credit has been given to class specifications whose knowledge factor does not include formal computer training but computer knowledge and use is a requirement.
3. Extra knowledge credit has been assigned, where mainframe/network applications are concerned, to the individual that controls the parameters that effect system outputs.
4. For jobs coming from an apprenticeship programme, only the actual classroom time is measured in this subfactor. time spent learning on-the-job is measured under the Experience subfactor.

SKILL FACTOR

SUBFACTOR 2 – EXPERIENCE

DEFINITION:

This subfactor should be considered when the degree of knowledge is established. It serves as a scale of measurement for the amount of practical experience that an average individual having the appropriate theoretical knowledge, special education and specialized training, would require to be able to perform the job duties. It includes the sum of (a) and (b):

- a) Experience in any related work or work in lesser positions and other relevant work and life experiences (e.g. homemaking, child rearing), which is necessary for performance of the job.
- b) The period of training required once in the job.

DEGREES:

- 1. Up to and including one month
- 2. Over one month, up to and including three months
- 3. Over three months, up to and including six months
- 4. Over six months, up to and including one year
- 5. Over one year, up to and including two years
- 6. Over two years, up to and including three years
- 7. Over three years, up to and including four years
- 8. Over four years, up to and including five years
- 9. Over five years, up to and including 6 years
- 10. Over 6 years, up to and including 7 years
- 11. Over 7 years, up to and including 8 years

SKILL FACTOR

SUBFACTOR 2 – EXPERIENCE

Notes to Raters

1. Experience covers the time required to learn the practical application of theoretical knowledge to work problems, to learn the necessary techniques, methods, practices, procedures, use of forms, routines, etc.
2. It includes the years spent in an apprenticeship or similar training program excluding formal classroom time.
3. When evaluating the amount of experience required by a trade position for which an apprenticeship program exists, care should be taken to consider both the work experience required after obtaining journeyman status and work experience obtained during the apprenticeship program. Work experience obtained during the apprenticeship program includes all paid time spent implementing classroom instruction into practice.
4. Field time required for membership in a professional organization, designation, or requirements for a licence should be considered under this subfactor.
5. When ranking the experience subfactor, reference should be made to the knowledge factor. Failure to do so could result in double counting.
6. This subfactor does not measure the actual experience of the incumbent(s) and may bear no relation to the hiring practice of the District.
7. Items such as learning timelines, where schools are, layouts of schools, who people are, where supplies/equipment/systems (which schools/facilities have which heating, security systems, etc.) are considered part of orientation and are not evaluated under experience.
8. When evaluating on the job training, only the time required to learn the activity is considered, no consideration is given to the time outside of training while waiting for the activity to occur – i.e. year end accounting procedures.
9. Life experiences to include categories such as homemaking, child rearing, participation in sports, clubs, volunteer work, etc.

SKILL FACTOR

SUBFACTOR 3 – JUDGEMENT

DEFINITION:

This subfactor measures the choice of action required in applying methods, procedures, or policies to complete the task.

DEGREE:

1. Tasks are clearly defined. Little or no latitude exists for exercising judgement. Most problems are referred to supervisor.
2. The job requires the application of established methods or procedures. Work may involve a choice of methods.
3. The job is covered by established methods and procedures, however, some initiative is required in adapting these guidelines to obtain the desired end results. Direction is sought when apparent solutions to problems are not within the intent of established practices.
4. The job requires modifying established methods or procedures or devising new courses of action within the intent of existing programs or legislation. Difficult problems may be discussed with supervisor.
5. The job requires the development of procedures.
6. The job requires that changes be recommended to established policies. (Note: This refers to departmental policies and not Board of School Trustee Policies.)

SKILL FACTOR

SUBFACTOR 3 – JUDGEMENT

Notes to Raters

1. This subfactor deals with the range of choice of action which is within the scope of the job duties, and does not deal with the responsibility for decisions which is dealt with under the "accountability" factor.
2. Consider the initiative required in problem solving, analysis of situations and problems, the application of fundamental principles and the extent to which judgement must be exercised in deciding upon the appropriate choices of action.
3. Evaluate the judgement permitted within the parameters and constraints of the position. No consideration is given to the capabilities of the incumbent.

EFFORT FACTOR

SUBFACTOR 4 – DEGREE OF CONCENTRATION

DEFINITION:

This subfactor measures the period of time wherein concentrated mental, visual and/or aural attentiveness is required on the job. Both the frequency and duration of the effort are to be considered.

DEGREES:

1. Occasional periods of short duration.
-

2. Frequent periods of short duration
Occasional periods of intermediate duration. OR
-

3. Continuous periods of short duration;
Frequent periods of intermediate duration. OR
Occasional periods of long duration. OR
-

4. Frequent periods of long duration.
Continuous periods of intermediate duration. OR
-

5. Continuous periods of long duration.

EFFORT FACTOR

SUBFACTOR 4 – DEGREE OF CONCENTRATION

Notes to Raters

1. **Frequency** relates to work carried out on a regular basis throughout the year.

Occasional	Once in a while, most days.
Frequent	Several times a day or at least four days per week
Continuous	Almost all working hours (except coffee and meal breaks) for at least an average of four days per week.

2. **Duration** of time is interpreted as follows:

Short	Up to and including one hour.
Intermediate	Over one hour, and up to and including two hours.
Long	In excess of two hours (excluding coffee and meal breaks)

3. **Subfactor Chart**

	Short	Intermediate	Long
Occasional	1	2	3
Frequent	2	3	4
Continuous	3	4	5

4. Consider the degree of concentration required for the whole job rather than just individual tasks.

i.e. some attention to detail level 1 and 2
moderate attention to detail level 3
high attention to detail level 4 and 5

5. **Attentiveness is required for all jobs; rate tasks requiring concentration.**

6. **Concentration includes activities such as listening, interpreting, reading, watching, driving, inputting data, or when a combination of the five senses, sight, taste, smell, touch and hearing are required in the course of doing the job that result in mental/sensory fatigue.**

7. **Consider components such as interruptions and the requirements for simultaneous processing of information, (i.e. maintaining concentration despite frequent interruptions or changes in work priorities).**

EFFORT FACTOR

SUBFACTOR 5 – PHYSICAL EFFORT

DEFINITION:

This subfactor measures the physical activity by the type and duration required to perform the duties

DEGREES:

1. Light activity of short duration.

2. Light activity of intermediate duration;
Medium (moderate) activity of short duration. OR

3. Light activity of long duration;
Medium (moderate) activity of intermediate duration. OR
Heavy activity of short duration. OR

4. Medium (moderate) activity of long duration;
Heavy activity of intermediate duration. OR

5. Heavy activity of long duration.

EFFORT FACTOR

SUBFACTOR 5 – PHYSICAL EFFORT

Notes to Raters

Each item is considered separately (i.e. sitting for one hour and walking for one hour would be short for each rather than combined for intermediate).

1. Types of physical exertion:

Light	Sitting, driving, walking on even surfaces, lifting weights not exceeding 10kg.
Medium	Standing, climbing stairs, walking on uneven surfaces, lifting weights of 10-20kg.
Heavy	Stooping, kneeling, crouching, lifting weights exceeding 20kg.

2. Duration of time is interpreted as follows:

Short	Up to and including one hour.
Intermediate	Over one hour, and up to and including two hours.
Long	In excess of two hours (excluding coffee and meal breaks)

3. Subfactor Chart

	Short	Intermediate	Long
Light	1	2	3
Medium	2	3	4
Heavy	3	4	5

Note: In rating this factor, consider restriction of movement.

EFFORT FACTOR

SUBFACTOR 6 – DEXTERITY

DEFINITION:

This subfactor measures the level of dexterity required by a job. The levels of manual dexterity are determined by considering the elements of speed and/or accurate hand/eye or hand/foot coordination. Movements can be either fine or coarse.

DEGREES:

1. Job requires tasks that demand minimal accurate coordination of fine or coarse movements. The required manual tasks are such that above average speed is not required.
2. Job requires tasks that demand the accurate coordination of coarse movements, where above average speed is a secondary consideration.
3. Job requires tasks that demand the accurate coordination of coarse movements, where speed is a major consideration or tasks that demand the accurate coordination of fine movement, where speed is a secondary consideration.
4. Job requires tasks that demand the accurate coordination of fine movements where speed is an important consideration (50-60 w.p.m.)
5. Job requires tasks that demand the accurate coordination of fine movements, where speed is a major consideration (70+ w.p.m.)

EFFORT FACTOR

SUBFACTOR 6 – DEXTERITY

Notes to Raters

1. Examples of **coarse** movements are: using long handled tools such as mops and shovels, floor polishers, lawn mowers; stocking shelves, loading and unloading of trucks, folding laundry, sorting and delivering mail, etc.
2. Examples of **fine** movements are: keyboard skills, arc welding, giving injections, drafting, repairing fine instruments/equipment, and dispensing oral medications.

3. Subfactor Chart

DEXTERITY MOVEMENT	SPEED CONSIDERATION		
	MINOR	MODERATE	MAJOR
Coarse	1	2	3
Coarse/fine ²	3	4	
Fine	3	4	5

4. Speed consideration is determined by the necessity of performing tasks within a specific period of time.

Minor – Speed is not a significant requirement when undertaking tasks.

Moderate – Speed matters in undertaking tasks but other considerations are at least as important.

Major – The speed with which tasks are undertaken is central to the nature of the work.

RESPONSIBILITY FACTOR

SUBFACTOR 7 – ACCOUNTABILITY

DEFINITION:

This subfactor measures the effect of actions on others and covers the relationship between the nature of the work, the loss of time and resources and the effect of the work.

DEGREES:

1. Actions would have minimal impact. (under 1 hour – under \$100).
2. Actions could result in minor loss of time or resources. (over 1 and up to 4 hours - \$101 to \$1000).
3. Actions could result in moderate loss of time our resources (4 to 8 hours - \$1,001 to \$5,000).
4. Actions could result in significant loss of time, resources, or cause some embarrassment within the department or organization (2 to 5 days - \$5,001 - \$10,000).
5. Actions could result in serious loss of time or resources, or cause significant embarrassment within the organization and have limited impact on its public image. (6 to 10 days - \$10,001 to \$50,000).
6. Actions could result in major loss of time or resources, or cause severe embarrassment within the organization and have serious impact on its public image. (over 10 days - \$50,000+).

Note: Information in () is a guideline only.

RESPONSIBILITY FACTOR

SUBFACTOR 7 – ACCOUNTABILITY

Notes to Raters

1. Consider the nature of the more serious errors of the job (regardless of the type or cause), at what stage errors would be detected and their effect.
2. Error is defined as an inappropriate or incorrect action/decision.
3. Consider accountability in terms such as:
 - Handling money
 - Damage or loss involving equipment, supplies or property
 - Disruption or delay of service
 - Loss of time in detecting and correcting an error
 - Inaccuracy of reports or records
 - Safeguarding of restricted information
 - Morale of others
 - The seriousness of an error
 - Embarrassment to the organization, department
4. In evaluating accountability, do not rate an extreme circumstance where the risk of a specific situation occurring is unlikely.
5. What is the potential for something to go wrong and if it does go wrong how serious would it be.
6. Consider the amount of independence accorded the position and what checks and balances are in place to prevent errors.

RESPONSIBILITY FACTOR

SUBFACTOR 8 – SAFETY OF OTHERS

DEFINITION:

This subfactor measures the degree of care required to prevent injury or harm to others:

DEGREE:

1. Minimal degree of care required to prevent injury or harm to others.
2. Some degree of care required to prevent injury or harm to others.
3. Moderate degree of care required to prevent injury or harm to others.
4. Considerable degree of care required to prevent injury or harm to others.
5. High degree of care required to prevent injury or harm to others.

RESPONSIBILITY FACTOR

SUBFACTOR 8 – SAFETY OF OTHERS

Notes to Raters:

1. This subfactor is not to be seen as conflicting with any and all Health and Safety Regulations in the workplace, nor is it an evaluation of such regulations. Minimal degree of care does not mean an employee does not have an obligation to adhere to all applicable health and safety regulations nor not to follow safe work practices. It is recognized that all incumbents have a self-disciplined responsibility to students, their fellow employees and the public's welfare. However, some jobs and their locations have more potential hazards than others and it is in this context that the relative differences of "minimal", "some", "moderate", "considerable" and "high" are used.

This factor refers to the carrying out of duties rather than as a result of the completed work, which would be evaluated under accountability.

Definitions:

Minimal	no first aid required (i.e. closing of file drawer)
Some	first aid required but no loss of time from school or work (i.e. posting of wet floors, signs, stacking supplies)
Moderate	medical care required, no loss of time from school or work beyond that required for medical care (i.e. supervision on playground, working with students using hand tools)
Considerable	medical care required, short loss of time from school or work, up to five days (i.e. putting up bed rails, use of heavy equipment, yard duty)
High degree	large time loss from school or work, fatal (i.e. use of hazardous materials, administering medication, driving a school bus)

RESPONSIBILITY FACTOR

SUBFACTOR 9 – SUPERVISION OF OTHER EMPLOYEES

DEFINITIONS:

This factor measures the extent of which an employee is required to supervise the work of others such as work experience students, volunteers, employees (full-time, part-time, casual, etc.) of the employer or employees of other organizations.

DEGREES:

1. Supervisory responsibility is not normally part of the job requirement, but there may be a requirement to show others how to perform tasks or duties.
2. The job requires the employee to periodically assume some of the normal supervisory responsibilities over others.
3. The job requires the employee, on a continuing basis, to assume some of the normal supervisory responsibilities over others.
4. The job requires the employee to assume, on a continuing basis, the normal supervisory responsibilities over others. May perform some duties similar to those of the employees supervised.
5. The job requires the employee to assume, on a continuing basis, the normal supervisory responsibilities over others. The work is typified as a full-time supervisor.

RESPONSIBILITY FACTOR

SUBFACTOR 9 – SUPERVISION OF OTHER EMPLOYEES

Notes to Raters:

1. "Periodically" as used in the 2nd degree means intermittently but with reasonable regularity.
2. To qualify for the 3rd or higher degree under this subfactor, supervisory responsibility must be a definitely established part of the job requirement and must not be just transient or experimental.
3. Normal supervisory responsibilities must include a **portion** of each of the following:
 - a. Planning, organizing, scheduling, coordinating of work
 - b. Assigning of work and/or personnel
 - c. Maintaining quality, accuracy, quantity of work
 - d. Giving advice, guidance, instructions, direction
 - e. Developing of work methods, work procedures, work standards

RESPONSIBILITY FACTOR

SUBFACTOR 10 – CONTACTS

DEFINITION:

This subfactor measures the contacts necessary in communicating with others, be they co-workers, members of the public or clients. These communications may be in writing, or oral, including sign language, and carrying varying degrees of responsibility for the handling of contacts tactfully and harmoniously.

DEGREES:

1. Courtesy and tact required in obtaining and/or handing out data or information.
2. Courtesy and tact required in explaining and exchanging data or information.
3. Tact and discretion required to deal with or settle requests, complaints or clarification of information.
4. Tact and diplomacy are required when handling contacts of a difficult or specialized nature, for the discussion and resolution of problems by presenting or obtaining detailed information.
5. Tact and diplomacy are required for frequent contacts of a difficult, specialized or sensitive nature for such purposes as influencing, persuading, motivating or securing the cooperation of others and in dealing with highly sensitive issues.

Contacts are a major element of the job requiring considerable communication and human relations skills.

RESPONSIBILITY FACTOR

SUBFACTOR 10 – CONTACTS

Notes to Raters

1. *Contacts of a normal supervisory nature are not considered under this subfactor*
 2. *It is important to analyze the purpose of the contact in conjunction with the nature of the contact. The level of the person contacted is relevant to the extent that it serves as check on the nature and purpose of the contact (i.e. a file clerk might very well provide information to a department head but it is extremely unlikely that this file clerk would be required to explain or follow-up on matters calling for persuasiveness or negotiating skills).*
 3. *Contacts of a "difficult or specialized nature" are those dealing with a subject area that is complex and typically requires specialized formal training or extensive experience to enable the participants to communicate in a meaningful fashion.*
 4. *Communication skills include such skills as oral presentation skills, writing skills, (reports, correspondence) listening and observation skills.*
 5. *Human relations skills include such skills as empathy, sensitivity, understanding of human and organizational behaviour, motivational techniques and counselling skills.*
 6. *Discretion relates to knowing, in relation to sensitive information, who or when to provide this information.*
-

Guide

Level 1	Only interacting with co-workers
Level 2	Interacting with external contacts / providing information that is common knowledge
Level 3	Listening to a complaint and not having to be the one to resolve it. (Expectation that the employee will try to resolve the problem but there is not an absolute requirement to resolve it.
Level 4	Resolving problems where your specialized knowledge is used as a factor of the resolution.
Level 5	Dealing with difficult people and using your specialized knowledge to deal with (resolve) complaints. Primary focus of this job is communication.

WORKING CONDITIONS FACTOR

SUBFACTOR 11 – DISAGREEABLE CONDITIONS

DEFINITION:

This subfactor measures the type and frequency of disagreeable conditions under which an employee is required to carry out the job duties.

DEGREES:

1. Minor conditions with little exposure

2. Minor conditions with occasional exposure

3. Minor conditions with frequent exposure

4. Minor conditions of continuous exposure

5. Major conditions of little exposure

6. Major conditions of occasional exposure

7. Major conditions of frequent exposure

8. Major conditions of continuous exposure

	little	occasional	Frequent	continuous
minor	1	2	3	4
major	5	6	7	8

WORKING CONDITIONS FACTOR

SUBFACTOR 11 – DISAGREEABLE CONDITIONS

Notes to Raters

1. Raters should consider the many and varied conditions that prevail in the workplace. The types of disagreeable conditions are as follows:

Minor	a) Minor conditions of dust (normal office situations not considered dusty), dirt, fumes, heat, cold, obnoxious odours, noise, vibration, poor lighting, lack of privacy, travel, radiation from equipment, inclement weather, poor ventilation, congested workspace, interruptions.
	b) Minor health and accident hazards including the possibility of lost time accidents (carpal tunnel / repetitive strain).
Major	a) Extreme conditions of dust, dirt, fumes, heat, cold, obnoxious odours, noise, vibration, poor lighting, inclement weather, poor ventilation, congested workspace, lack of privacy, travel, radiation from equipment.
	b) Exposure to verbal and physical abuse (must be directed at employee), behaviourally difficult students, parents, members of the public, etc.
	c) Health and accident hazards of a serious nature involving aggressive clients, dangerous equipment or procedures of work with hazardous materials, Exposure to infectious disease, serious injuries which require medical attention and involves lost time.

2. Do not consider conditions which are recognized and provided for under the terms of the Collective Agreement (such as shift work).
3. The frequency of exposure to undesirable working conditions must be related to work carried out on a regular basis throughout the year.

Little	Condition/hazard seldom occurs
Occasional	Condition/hazard occurs once in a while (i.e. once in a while on a daily basis or several times daily, but not every day)
Frequent	Condition/hazard occurs often (i.e. several times daily, not constantly exposed)
Continuous	Condition/hazard occurs almost every day (consistently exposed almost all of the time)

GLOSSARY OF TERMS

Degree Level	The actual measurement levels within each subfactor
Duty	Is made up of a number of tasks
Factors	The four major criteria used to measure jobs are skill, effort, responsibility and working conditions
Gender-Neutral	Any practice or programme that does not discriminate between men and women
Increment	One of a series of fixed rates on a salary range
Incumbent	An employee assigned to a job
Job	Is made up of duties, responsibilities and qualifications that may be assigned to the same job title and held by a single incumbent or a number of incumbents
Job Analysis	The process of determining and recording the tasks and duties of a job and the required skill, effort, responsibility, and working conditions involved in the performance of that job through the use of questionnaires, interviews and work-site observation
Job Analysis Questionnaire	The instrument used to collect and record job data and forms part of the job documents
Job Description	The written description of a job that includes a summary and a listing of the major duties and responsibilities
Job Evaluation	A process which measures the value of jobs in relation to each other, this value is expressed in points
Job Evaluation Plan	A measuring tool used to rate jobs. It contains subfactor definitions with corresponding degree levels and notes to raters
Joint Job Evaluation Committee	The Committee responsible for the implementation of the job evaluation plan and which is made up of equal representatives from union and management
New Job	A job which is added to the workforce that is sufficiently different from work currently being performed in the workplace that it cannot be assigned to an existing job
Equal Pay for Work of Equal Value	Means paying equal wages for work performed which is of equal value regardless of whether the worker is male or female

GLOSSARY OF TERMS

(Continued)

Gender Predominance A definition of a category of workers that is male dominated or female dominated

Pay Equity Means a pay practice based primarily on the relative value of work performed whether the worker is male or female.

Employment Equity Is the provision of equal opportunity to men and women for all employment practices such as hiring, training, job promotion, compensation

APPENDIX I
JOB ANALYSIS QUESTIONNAIRE

IDENTIFICATION

1. LAST NAME:	FIRST NAME:	2. TITLE OF POSITION:
3. DEPARTMENT:	4. LOCATION OF WORK:	

5. EMPLOYEE STATUS:	a) PERMANENT	<input type="checkbox"/>
	b) PROBATIONARY	<input type="checkbox"/>
	c) TEMPORARY	<input type="checkbox"/>

6. HOURS OF WORK / SHIFT / WEEK:	7. WORK TELEPHONE NUMBER:

8. NAME AND TITLE OF YOUR IMMEDIATE NON-UNION SUPERVISOR / ADMINISTRATIVE OFFICER:
9. DO YOU REPORT TO ANYONE ELSE: (Name and Title) (e.g. Leadhand, Head Custodian, Head Secretary, Foreman, Teacher, etc.)

JOB ANALYSIS QUESTIONNAIRE

PART "A" - JOB DESCRIPTION

PREAMBLE

In order for your job description (class specification) to reflect accurately the position you currently occupy, it is essential that you **describe clearly and precisely** all the elements of your job. Do not include any duties you volunteer to do.
(Please use an additional sheet of paper if required)

1. List the duties you regularly perform EACH DAY, indicating for each the number of hours. Please list the most important duty first and the least important last.

Approx hrs/day	DUTY

JOB ANALYSIS QUESTIONNAIRE

2. Duties you regularly perform **EACH WEEK** indicating for each the number of hours per week.

Approx hrs/day	DUTY

3. Duties you regularly perform **EACH MONTH** indicating for each the number of days per month.

Approx hrs/day	DUTY

4. Duties you perform **ONCE A YEAR** or **OCCASIONALLY** indicating for each the number of days per year.

Approx hrs/day	DUTY

JOB ANALYSIS QUESTIONNAIRE

In a FEW words, provide a brief summary of your job.

JOB ANALYSIS QUESTIONNAIRE

PART "B" – JOB ANALYSIS

Where the options infrequent, occasional, frequent, and continuous appear throughout this questionnaire, please refer to the following definitions:

Infrequent	Once in a while
Occasional	Once in a while, most days
Frequent	Several times a day on a daily basis, or at least four times per week
Continuous	Almost all working hours (except coffee and meal breaks) for at least an average of four days per week.

QUESTION NO. 1 KNOWLEDGE

A) EDUCATIONAL LEVELS: *(check the appropriate level(s))*. What formal education level do you consider is required to do your job?

	Grade 10 or less
	Grade 10 plus a special program – Specify:
	Grade 11
	Grade 11 plus a special program – Specify:
	Grade 12
	Grade 12 plus a special program – Specify:
	College – Specify: 1 year _____ 2 year _____ 3 year _____
	University – Specify program title and length:
	Other: Specify:
B) Please explain why you believe this level of education is required to do your job.	
C) What formal education level(s) have you completed?	

JOB ANALYSIS QUESTIONNAIRE

D) **TRAINING:** Are there any licences / certificates required for your position? If so, please specify the name of the licence and requirements to obtain the licence (length of program, name of program, where available)

E) **ADDITIONAL TRAINING:** What additional training is **required** to do your job?

	Accounting / Bookkeeping		First Aid
	Blueprint reading		Fluency (written and spoken) in a second language
	Building Service Worker		Hydraulics
	Computer: Specify		Mechanics
	Diesel mechanics		Office procedures / equipment
	Drafting		Signing for Hearing Impaired
	Driver's Licence – Class		Stenography
	Electronics		Welding
	Equipment Operator		Word Processing
	Other - Specify:		Other - Specify:

Please describe why this training is required; how it is obtained (i.e. name and length of program) and what certificate(s), if any, are required:

F) **MATHEMATICAL SKILLS:** Does your job usually involve?

		Never	Infrequent	Occasional	Frequent	Continuous
	Adding, subtracting, multiplying, dividing					
	Calculation of percentages, ratios or averages					
	Identification and application of a wide range of mathematical or statistical concepts					

Give an example of the mathematical work you do.

JOB ANALYSIS QUESTIONNAIRE

G) TECHNICAL AND PROFESSIONAL KNOWLEDGE: Does your job usually require?

	General knowledge for the completion of a variety of forms (reports)
	The performance of tests, procedures, and/or the use of work methods, requiring some training
	The performance of somewhat complex tests, procedures, and/or the application of work methods requiring an understanding of the methods used
	The performance of complex tests, procedures, and/or the development of work methods, requiring a thorough knowledge of the work methods and specialized training
Please give examples:	

QUESTION NO. 2 EXPERIENCE

A) How much previous experience would a person hired/transferred to your job need?

	One month		Over 2 up to 3 years
	Over 1 up to 3 months		Over 3 up to 4 years
	Over 3 up to 6 months		Over 4 up to 5 years
	Over 6 months up to 1 year		Over 5 years – specify:
	Over 1 year up to 2 years		
Please explain:			

JOB ANALYSIS QUESTIONNAIRE

B) How long does it take for people in your job to learn to perform the job duties adequately after they start the job?

<input type="checkbox"/>	Up to one month	<input type="checkbox"/>	Six months to one year
<input type="checkbox"/>	One to three months	<input type="checkbox"/>	One to two years
<input type="checkbox"/>	Three to six months	<input type="checkbox"/>	More than two years
Please explain:			

QUESTION NO. 3 INITIATIVE, JUDGEMENT AND CHOICE OF ACTION

A) Does your job require:

	Never	Infrequent	Occasional	Frequent	Continuous
The application of pre-established procedures?					
The choice and application of work methods or processes according to pre-established procedures?					
The choice of procedures and the adaptation of work methods or processes?					
The participation in or recommendation of necessary changes to procedures and the linking of various work methods?					
The participation in or recommendation of necessary changes to policies?					
Please explain the methods, procedures and manuals you use in carrying out your job duties:					

JOB ANALYSIS QUESTIONNAIRE

B) Does your job require you to develop new work methods, procedures or manuals?

	Yes
	No
If yes, please explain your answer by providing a specific example:	

C) When there is a situation I have not come across before:

	Never	Infrequent	Occasional	Frequent	Continuous
I ask my immediate supervisor what to do.					
I ask co-workers for help in deciding what to do.					
I read manuals and figure out what to do.					
My supervisor and I together decide what to do.					
I decide what to do based on my previous experience as well as checking guidelines and precedent.					
I get advice with problems from a more senior staff and other sources.					
Other (specify):					
Please give examples:					

D) How often is your immediate supervisor (Foreman, Head Secretary, Principal, etc.) at your workplace?

	Usually at your workplace
	Not usually at your workplace
	Rarely at your workplace

JOB ANALYSIS QUESTIONNAIRE

E) When your supervisor is not at your workplace, how are you in contact with him/her?

	By telephone
	By radio
	No contact
Other – Specify:	

F) List up to five (5) examples of decisions that you make without reference to your immediate supervisor (Foreman, Head Secretary, Principal, etc.)

JOB ANALYSIS QUESTIONNAIRE

G) List up to five (5) examples of duties or assignments that require, and/or need consultation, or approval:

H) How is your work checked?

Daily ☐

Weekly ☐

Monthly ☐

Periodically ☐

Please explain: What part of your job is checked and the purpose of the check.

JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 4 PHYSICAL EFFORT

A) Not taking into account exceptional circumstances, does your job require?

	<p>Very slight effort (push-button work; work in a seated position; observation; assembly and adjustment of very light instruments, etc.)</p> <p>Examples:</p>
	<p>Slight effort (use of light manual tools such as a saw, pliers, hammer, etc. and handling of light materials (less than 10 kg); driving of a truck, tractor, car; operation of the controls of a machine; sweeping, cleaning, shoveling of light materials, etc.)</p> <p>Examples:</p>
	<p>Moderate effort (use of moderate weight tools such as an asphalt rake, etc. and handling of materials of moderate weight (over 10 kg up to 20 kg); climbing and working from a ladder; pushing or pulling of students in a wheelchair; other similar tasks requiring a moderate degree of physical exertion).</p> <p>Examples:</p>
	<p>Considerable effort (use of heavy tools such as a sledge hammer; handling of heavy materials (over 20 kg); operation of pneumatic tools; pushing or holding large equipment; helping to lift students; working in a difficult position (leaning, crouching, etc.); other similar tasks requiring considerable physical exertion).</p> <p>Examples:</p>
	<p>Extreme effort (lifting, pushing or pulling with extreme effort; the holding or lifting of students / handicapped students; the pushing or holding of heavy equipment or materials; other similar tasks requiring extreme physical exertion).</p> <p>Examples:</p>

JOB ANALYSIS QUESTIONNAIRE

B) During the course of a working day or shift, what period of time are you required to

	Never	Infrequently	Occasionally	Frequently	Continually
Sitting at a desk or machine, etc.					
Walking					
Standing at counter, or machine, etc					
Stooping down, crouching, kneeling					
Crawling					
Climbing up and down stairs					
Lifting / Carrying					
Pushing / Pulling					
Please explain (i.e. working in an awkward position, maintaining one position for a long period of time) Specify:					

QUESTION NO. 5 MENTAL EFFORT

A) Please describe those duties of your job which require periods of mental, aural (listening) and visual attentiveness such as operating a word processor or computer, fine electrical or mechanical work, monitoring dials, taking dictation, taking telephone messages, driving vehicles, etc.

ACTIVITY / DUTY	Infrequently	Occasionally	Frequently	Continually

JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 6 DEXTERITY

- A) Does your job require accurate hand/eye or hand/foot coordination? This can be a fine or course movement such as keyboarding, using long-handled tools, floor polishing, drafting, welding, etc.

Please give examples of duties in your job.

- B) Is speed an additional requirement for the accurate coordination of your work?
Please check the box which best represents the majority of your work.

<input type="checkbox"/>	My work requires average speed to perform the tasks involving accurate coordination.
<input type="checkbox"/>	My work requires above average speed to perform the tasks involving accurate coordination.

- C) Please describe the tasks that require speedy, accurate coordination in your work.

JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 7 ACCOUNTABILITY

It is recognized that errors can happen when carrying out job duties.

A) Which statement best describes the likely consequences of an error in doing your work.

<input type="checkbox"/>	An error would have little or no direct consequences on others.
<input type="checkbox"/>	An error would have minor consequences on others.
<input type="checkbox"/>	An error would have significant consequences on others.
<input type="checkbox"/>	An error would have major consequences on others.

Please explain your answer:

JOB ANALYSIS QUESTIONNAIRE

- B) What would be the effect of errors on others in terms of the loss of time, the effect on the work or the impact on the public image of the most serious errors that could be committed in the carrying out of your job duties? Do not report an extreme circumstance where the risk of a specific situation occurring is unlikely.

Give specific examples of errors and explain their impact.

- C) How would such errors be discovered and resolved?

JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 8 SAFETY OF OTHERS

The work place, machines, tools and equipment must be safe and employees must observe safety rules.

A) Do you work:

	Alone
	As part of a work team or group (with other employees, whether or not they belong to your organization).
How many people are in your team/group?	

B) What injuries could you inflict on employees or others?

NATURE OF INJURY	
	Cut
	Scrape / Bruise
	Burn
	Electrocution
	Other
Please explain your answer by describing the nature and seriousness of the injury that may occur.	

C) What *precautions* need to be taken to prevent injury to others?

Please give examples:

JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 9 TOOLS AND EQUIPMENT

- A) Please indicate the type of tools, equipment, machines, etc., you are required to use or operate in carrying out your job duties.

When listing, indicate whether tools/equipment are power operated and the type.

- B) Are you required to clean, maintain, adjust, service or repair any of the tools, equipment or machines you have listed above?

- C) Does your work involve the use of computers or word processors?

Yes ☐

No ☐

If yes, what type of work is involved?

	Data Base		Columbia
	Data Entry		Desktop Publishing
	Report Production		MAC School
	Spreadsheet		Timetabling
	Template Production		TURBO School
	Word Processing		Windsor
	Other: Specify		Other: Specify:

Give examples:

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JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 10 SUPERVISION OF OTHERS

A) i. Does your job include any supervisory responsibility for staff?

Yes ☐

No ☐

How many staff do you supervise?

Title(s) of position(s) which report directly to you:

ii. Does your job include:

		Regularly	Occasionally
	Planning, organizing, scheduling, coordinating work of staff		
	Assigning of work and/or personnel		
	Maintaining quality, accuracy, quantity of work		
	Giving advice, guidance, instructions, direction		
	Developing of work methods, work procedures, work standards		
Other – Specify:			

iii. Which statement best describes your responsibility for supervision of staff?

	Have no responsibility for supervision
	Supervise others who do essentially the same work
	Supervise others who hold different positions within the same area of activity
	Supervise others who hold different positions within different areas of activity

B) Does your job include supervision of persons other than employees (e.g. students, volunteers, contractors, etc.)? If so, please explain.

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JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 11 INTERPERSONAL SKILLS

Please indicate the contacts you are required to make in your job and the purpose of the contacts using the following codes. Check the appropriate levels.

CODES	
A	Little or no exchange
B	Exchange of factual or everyday information
C	Explanation and interpretation of information or ideas
D	Discussion of problems with a view to obtaining consent or cooperation
E	Negotiation of agreements in which cooperation is difficult to achieve

CONTACTS		PURPOSE OF CONTACT CODES				
		A	B	C	D	E
1	Business representatives					
2	Volunteers					
3	Contractors					
4	Employees in the same department as yours					
5	Employees in other departments					
6	Family / Guardian					
7	General public					
8	Heads of departments or services (other than yours). Please specify					
9	Principal / Vice-Principal					
10	Senior Administrative staff (Supt., Director of Schools, etc.)					
11	Representatives of professional agencies, governments or other health and social service establishments					
12	Salespersons / Suppliers					
13	Students					
14	Teachers					
15	Trainee					
Other – Specify:						

JOB ANALYSIS QUESTIONNAIRE

QUESTION NO. 12 DISAGREEABLE CONDITIONS

A) Is there some degree of unpleasantness in the day-to-day activities of your job? For each condition which is applicable, check only one frequency level.

		Never	Infrequent	Occasional	Frequent	Continuous
1	Acid					
2	Chemicals					
3	Dust					
4	Extreme temperatures					
5	Grease					
6	Inadequate ventilation					
7	Inadequate lighting					
8	Inclement weather					
9	Infectious disease					
10	Interruptions					
11	Lack of privacy					
12	Lack of work space					
13	Body fluids / waste					
14	Noise					
15	Odour					
16	Oil					
17	Smoke					
18	Steam					
19	Vibration					
20	Head lice					
21	Hazardous waste – specify:					

Other – Specify:

JOB ANALYSIS QUESTIONNAIRE

B) Do you work:

	Year Round	Summer	Winter	Fall	Spring
Equally indoors and outdoors					
Always outdoors					
Always indoors					
Outdoors more often					
Indoors more often					

D) What injuries or hazards are common to your work?

Nature of Injury or Hazard		Seriousness			
		None	Minor	Major	Fatal
Cut					
Scrape					
Break					
Burn					
Back Injury					
Exposure to Infectious Disease					
Other – Specify:					
Other – Specify:					

Please explain your answer by describing the nature of the injury that can occur:

JOB ANALYSIS QUESTIONNAIRE

D) What precautions do you need to take to avoid a work injury?

Explain:

E) Are you exposed to any of the following conditions?

	Foul language
	Physical danger
	Threats
	Parents, students, users, general public etc. who are difficult to deal with
	Others: Specify:

Explain:

Signature of Employee:

Date:

Please forward completed questionnaire to your immediate non-union supervisor / administrative officer for review and comments.

JOB ANALYSIS QUESTIONNAIRE

PART "C" – IMMEDIATE SUPERVISOR NON-UNION

It is important that supervisors look over this questionnaire as their understanding of the position may differ from that of the employee. ***Do not change the employee's description of his/her position.*** Indicate the number of the question to which your comments pertain. Remember that the sole purpose of the questionnaire is to provide information to be used by the Job Evaluation Committee to write job descriptions. Discrepancies between your viewpoint and that of the employee will be reconciled at later stages of the project. The information provided in the previous pages must not be used to evaluate the employee's performance, and your comments must not concern performance.

YOUR COMMENTS MUST BE CONCERNED SOLELY WITH JOB CONTENT.

(Please use additional sheets of paper if required)

[illegible]

Please forward to the Joint Job Evaluation Committee c/o Wendy Robson, Human Resources Department.

SCHOOL DISTRICT NO. 35 (LANGLEY)

JOB TITLE:

DEPARTMENT:

DATE:

SUMMARY:

DUTIES AND RESPONSIBILITIES:

REQUIRED QUALIFICATIONS AND EXPERIENCE:

COMMENT SHEET ON DRAFT CLASS SPECIFICATIONS

JOB/CLASS TITLE: _____

EMPLOYEE'S NAME: _____
(Please Print)

We have reviewed the draft class specification and:

- ☐ Agree with the content (employee and administrator please sign below)
- ☐ Disagree with the content (specific reasons must be listed below and be signed by employee and administrator / supervisor) – attach additional page(s) if necessary.

Employee's reasons for disagreement: _____

Administrator's / Supervisor's comments: (may be confirmation of and/or comments on employee's reasons, or other reasons for disagreement).

Date _____

Date _____

Employee's Signature _____

Administrator's / Supervisor's Signature _____

JOINT JOB EVALUATION PROCESS

**SCHOOL DISTRICT #35 (LANGLEY)
AND
CANADIAN UNION OF PUBLIC EMPLOYEES LOCALS 1260 & 1851**

ADVICE OF RATING

EMPLOYEE NAME:

JOB TITLE:

LOCATION:

DATE:

This is to advise that the rating for the class specification for your position is as follows: (copy attached)

JOB RATING

FACTOR	Knowledge	Experience	Judgement	Degree of Concentration	Physical Effort	Dexterity	Accountability	Safety Of Others	Supervision of Other Employees	Contacts	Working Conditions
DEGREE											

NOTE: Any employee and/or supervisor or the Union or the Employee who disagrees with the rating established for the job, may request reconsideration of the rating by completing a Job Evaluation Appeal Form (attached) and submitting it to the Joint Job Evaluation Committee by _____.

Reasons for disagreeing with the rating should be included on the Job Evaluation Appeal Form.

RATING SHEET									
JOB TITLE:			JOB CODE:			DEPARTMENT:			
DATE:			RATING COMMITTEE INITIALS:						
SUBFACTOR		SUBSTANTIATING DATA					DEGREE		POINTS
1	KNOWLEDGE								
2	EXPERIENCE								
3	JUDGEMENT								
4	MENTAL EFFORT								
5	PHYSICAL ACTIVITY								
6	DEXERITY								
7	ACCOUNTABILITY								
8	SAFETY OF OTHERS								
9	SUPERVISION OF OTHERS								
10	CONTACTS								
11	DISAGREEABLE CONDITIONS								
								Total Points	
APPROVED ON BEHALF:		UNION				EMPLOYER:			