



THOMPSON RIVERS
UNIVERSITY

Support Staff Job Evaluation Plan

*Thompson Rivers University
and
CUPE Local 4879*

November 2014

JOB EVALUATION PLAN

RATING SCALE

INTRODUCTION

The Rating Scale is comprised of four main categories: skill, effort, responsibility and working environment. Each category has been divided into factors and each factor divided into degrees for which point values have been established.

This rating scale is used to determine the relative worth of the jobs. An evaluation of the various components of the job determines an appropriate point value for each factor. Total point value is used to determine the appropriate pay band.

The consistent application of the rating scale will ensure fairness and equity in the measurement of jobs.

It is critically important that the factors be clearly understood and interpreted in a consistent manner, objectively rather than subjectively. In order to help in the understanding of the factors, rating guidelines have been provided.

SKILL CATEGORY

EDUCATION
EXPERIENCE

EFFORT CATEGORY

CONCENTRATION
PHYSICAL EFFORT
DEXTERITY

RESPONSIBILITY CATEGORY

JUDGEMENT AND DECISION MAKING
ACCOUNTABILITY/IMPACT OF DECISIONS
COMMUNICATION AND CONTACTS
COORDINATION/SUPERVISION OF OTHERS

WORK ENVIRONMENT CATEGORY

WORKING CONDITIONS

EDUCATION

DEFINITION

This factor measures the amount of theoretical knowledge, specific education and specialized training which is required as a basis for learning and performing the job. These prerequisites may be met by formal or independent education.

DEGREE 1

Position requires Grade 10 or equivalent.

DEGREE 2

Position requires Grade 10 plus additional training and/or education.

DEGREE 3

Position requires Grade 12 or equivalent.

DEGREE 4

Position requires Grade 12 plus specialized courses under 6 months in duration, or equivalent

DEGREE 5

Position requires Grade 12 plus specialized program 6 months and up to and including 1 year, or equivalent

DEGREE 6

Position requires Grade 12 plus: a post-secondary diploma over 1 year and up to and including 2 years, or formal trades apprenticeship, or equivalent.

DEGREE 7

Position requires Grade 12 plus over 2 years and up to and including 3 years of post-secondary program or equivalent.

DEGREE 8

Position requires an undergraduate university degree or equivalent.

DEGREE 9

Position requires an undergraduate university degree plus up to and including 1 year education post-graduation, leading to a certification/designation.

DEGREE 10

Position requires an undergraduate university degree plus over 1 year and up to and including 2 years education post-graduation, leading to a certification/designation.

EDUCATION RATING GUIDELINES

1. Examples of short specialized courses:
 Medical terminology, shorthand, word processing, spreadsheets.

2. Examples of one year program:
 Microcomputer Certificate Program, Horticulture Program, Administrative Assistant Certificate

3. Examples of two year program:
 Electronic Publishing, Library Technician, Apprenticeship Training, Associate Degree, Executive Assistant Diploma

4. Examples of three year program:
 Three years towards an accounting designation

5. Apprenticeship / Trade:
 Credit for education is given as follows:
 3 years apprenticeship equals 1 year education, 2 years' experience
 4 years apprenticeship equals 2 years education, 2 years' experience
 [Note: If more education is required, it must be clearly identified as "additional education"]

6. Use today's educational levels and standards. It's the level of knowledge normally required using today's standards that must be measured, not the educational background of the incumbent.

EXPERIENCE

DEFINITION

This factor measures the amount of practical experience that an individual, having the appropriate theoretical knowledge, specific education and specialized training, would require to be able to perform the job duties.

DEGREE 1

Position requires up to and including 6 months of experience.

DEGREE 2

Position requires over 6 months and up to and including 1 year of experience.

DEGREE 3

Position requires over 1 year and up to and including 2 years of experience.

DEGREE 4

Position requires over 2 years and up to and including 3 years of experience.

DEGREE 5

Position requires over 3 years and up to and including 4 years of experience.

DEGREE 6

Position requires over 4 years and up to and including 5 years of experience.

DEGREE 7

Position requires over 5 years and up to and including 6 years of experience.

DEGREE 8

Position requires over 6 years and up to and including 7 years of experience.

EXPERIENCE RATING GUIDELINES

1. APPRENTICESHIP TRADE:

Credit for experience is given as follows:

- 3 year apprenticeship equals 1 year education, 2 years' experience
- 4 year apprenticeship equals 2 years education, 2 years' experience
- [Note: If more experience is required, it must be clearly identified as "additional experience"]

CONCENTRATION

DEFINITION

This factor measures the period of time wherein concentration and/or visual attentiveness is required on the job. Both the frequency and duration of the effort are to be considered.

DEGREE 1

Occasional periods of short duration.

DEGREE 2

Frequent periods of short duration OR occasional periods of intermediate duration.

DEGREE 3

Continuous periods of short duration OR frequent periods of intermediate duration OR occasional periods of long duration.

DEGREE 4

Frequent periods of long duration OR continuous periods of intermediate duration.

DEGREE 5

Continuous periods of long duration.

CONCENTRATION RATING GUIDELINES

1. Attentiveness is required for all jobs, rate tasks requiring concentration.
2. Concentration is the sustained uninterrupted attentiveness required to complete one task or function.
3. Consider components where the job requires maintaining concentration where frequent interruptions or changes in tasks make it difficult to maintain concentration.
4. 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.
5. Duration of time is interpreted as follows:

Short	Up to and including 1 hour.
Intermediate	Over 1 hour and up to and including 2 hours.
Long	In excess of 2 hours.

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

Occasional	1 to 3 times per week
Frequent	2 to 3 times per day for at least 3 days per week.
Continuous	At least 3 times a day for 4 days

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

PHYSICAL EFFORT

DEFINITION

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

DEGREE 1

Light activity of short duration

DEGREE 2

Light activity of intermediate duration OR medium activity of short duration.

DEGREE 3

Light activity of long duration OR medium activity of intermediate duration OR heavy activity of short duration.

DEGREE 4

Medium activity of long duration OR heavy activity of intermediate duration OR light activity of continuous duration.

DEGREE 5

Heavy activity of long duration.

PHYSICAL EFFORT RATING GUIDELINES

1. Type of activity:

Light	Sitting, driving, walking on even surfaces, lifting weights not exceeding 5 kg.
Medium	Standing, climbing stairs, walking on uneven surfaces, lifting weights not exceeding 10 kg.
Heavy	Stooping, kneeling, crouching, lifting weights exceeding 10 kg.

2. Duration of time is interpreted as follows:

Short	Up to and including 1 hour.
Intermediate	Over 1 hour and up to and including 2 hours.
Long	Over 2 hours and up to and including 1/2 of all working hours.
Continuous	Almost all working hours

Note: Consider the cumulative effect of heavy physical activity (i.e. the impact of lifting loads throughout the day) when assessing the duration.

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

DEXTERITY

DEFINITION

This factor measures the level of dexterity required by the job. The levels of manual dexterity are determined by considering the elements of speed and coordination. Movements can be either fine or coarse.

DEGREE 1

Employee is required to perform tasks that demand minimal accurate coordination of fine or coarse movements. The speed of required manual tasks is such that above average dexterity is not required.

DEGREE 2

Employee is required to perform tasks that demand the accurate coordination of coarse movements.

DEGREE 3

Employee is required to perform tasks that demand the accurate coordination of fine movements, where speed is a secondary consideration.

DEGREE 4

Employee is required to perform tasks that demand the accurate coordination of fine movements, where speed is a major consideration.

DEXTERITY RATING GUIDELINES

1. Examples of coarse movements are using: long handled tools such as mops and shovels, floor polishers, hand lawn mowers, etc.
2. Examples of fine movements are: keyboard skills, hand tools, writing, drawing, etc.
3. When using the speed requirement, frequency should be considered.
4. Speed consideration is determined by the necessity of performing tasks within a specific period of time.

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

Speed is secondary – Speed matters in undertaking the task but other considerations are at least as important.

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

JUDGEMENT & DECISION MAKING

DEFINITION

The factor measures the level of judgment and difficulty of decisions the incumbent is required to make.

DEGREE 1

Little or no choice of action is required.

DEGREE 2

Choice of action is required usually in determining work sequence.

DEGREE 3

Choice of action is required in applying established work methods and or guidelines.

DEGREE 4

Choice of action is required in adapting established work methods and or guidelines.

DEGREE 5

Choice of action is required in applying broad guidelines to accomplish the work.

DEGREE 6

Choice of action is required in the independent analysis of situations/projects in order to plan, develop and apply solutions.

JUDGEMENT AND DECISION MAKING RATING GUIDELINES

1. This factor does not measure 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 judgment permitted within the parameters and constraints of the position. No consideration is given to the capabilities of the incumbent.

ACCOUNTABILITY/IMPACT OF DECISIONS

DEFINITION

This factor measures the possibility for and effect of errors. It also recognizes the availability of supervision to detect errors promptly and the amount of dependence placed on the accuracy with which the task is performed. The impact of actions is measured in the loss of time or resources and the effect on public image.

DEGREE 1

Actions would have little or no effect.

DEGREE 2

Actions could result in minor loss of time or resources, OR minor disruption in the department.

DEGREE 3

Actions could result in significant loss of time or resources, OR cause some disruption within the organization.

DEGREE 4

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.

DEGREE 5

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.

ACCOUNTABILITY/IMPACT OF DECISIONS RATING GUIDELINES

1. Consider the nature of the more typical errors of the job versus the more serious errors (regardless of the type or cause), at what stage errors would be detected and their effect.
2. Errors may be mechanical or errors in judgment.
3. Consider accountability in terms such as:
 - monetary effect
 - damage or loss involving equipment or supplies
 - safeguarding of restricted information
 - length of time to correct an error
 - embarrassment to the organization, department
 - impact on clients (students or others)
 - safety of others

COMMUNICATION AND CONTACTS

DEFINITION

This factor measures:

- 1) the extent to which contacts are a part of the job
- 2) the amount of responsibility required of the incumbent in dealing with the contacts.

DEGREE 1

Contacts are of a Level 1 type on an occasional basis.

DEGREE 2

Contacts are of a Level 1 type on a frequent basis OR a Level 2 type on an occasional basis.

DEGREE 3

Contacts are of a Level 1 type on a regular basis OR a Level 2 type on a frequent basis OR a Level 3 type on an occasional basis.

DEGREE 4

Contacts are of a Level 1 type on a continuous basis OR a Level 2 type on a regular basis OR a Level 3 type on a frequent basis.

DEGREE 5

Contacts are of a Level 2 type on a continuous basis OR a Level 3 type on a regular basis.

DEGREE 6

Contacts are of a Level 3 type on a continuous basis.

COMMUNICATION AND CONTACTS RATING GUIDELINES

1. LEVEL 1 COMMUNICATION AND CONTACTS

Common courtesy is required.

- a. Discussing work with other employees.
- b. Providing general information.
- c. Responding to routine inquiries.
- d. Answering phone calls.

2. LEVEL 2 COMMUNICATION AND CONTACTS

Tact and courtesy are required.

- a. Providing specific information and instructions.
- b. Gathering detailed information.
- c. Assisting with the operation of equipment or completion of forms.

3. LEVEL 3 COMMUNICATION AND CONTACTS

Discretion is required.

- a. Dealing with difficult situations and/or clients.

4. Frequency

Occasional	< 1 hour a day.
Frequent	> 1 hour a day and up to 3.5 hours a day.
Regular	> 3.5 hours a day for at least 3 days per week.
Continuous	> 6 hours a day for at least 4 days per week.

	OCCASIONAL	FREQUENT	REGULAR	CONTINUOUS
LEVEL 1	1	2	3	4
LEVEL 2	2	3	4	5
LEVEL 3	3	4	5	6

COORDINATION/SUPERVISION OF OTHERS

DEFINITION

This factor measures the extent to which an employee is required to coordinate the work of others such as students, volunteers and/or employees (full-time, part-time, casual, etc.)

Direct Supervision: May include responsibilities for employees, contributes to evaluations, assists in interview process, makes recommendations on training and development for employees in addition to assigning their work.

DEGREE 1

Occasionally shows another employee how to perform a task.

DEGREE 2

Assigns and checks specific tasks and provides instructions.

DEGREE 3

Schedules and checks work, provides instructions and handles difficulties.

DEGREE 4

Plans, schedules and monitors work and handles difficulties.

DEGREE 5

Responsibility for project management leading a team, including scheduling, assigning and checking work of staff and/or contractors.

DEGREE 6

Direct supervisory responsibilities of staff who are performing similar functions to the supervisor and/or responsibility for contractors which may include providing scope of work, evaluating work and handling work difficulties.

DEGREE 7

Direct supervisory responsibilities of staff who are performing diverse functions from the supervisor and/or responsibility for contractors in the coordination of projects, which may include monitoring budget, initiating purchase requisitions, obtaining quotes.

COORDINATION/SUPERVISION OF OTHERS

RATING GUIDELINES

1. Task - a single function
2. Work - a combination of tasks
3. Monitors - checking the progress of work
4. To qualify for Degree 4 or higher the coordination of the work of others must be of an ongoing nature and an established part of the job.
5. To get credit for the coordination of volunteers the work must be an established part of the job (i.e. events coordinator).

WORKING CONDITIONS

DEFINITION

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

DEGREE 1

Minor conditions with occasional exposure.

DEGREE 2

Minor conditions with frequent exposure OR major conditions with occasional exposure.

DEGREE 3

Minor conditions with regular exposure OR major conditions with frequent exposure.

DEGREE 4

Minor conditions with continuous exposure OR major conditions with regular exposure.

DEGREE 5

Major conditions with continuous exposure.

WORKING CONDITIONS RATING GUIDELINES

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, dirt, fumes, heat, cold, noxious odors, noise, vibration, poor lighting, inclement weather, poor ventilation, restrictive workspace, travel.
 - (b) Minor health and accident hazards including the possibility of lost time accidents.

- MAJOR**
- (c) Extreme conditions of dust, dirt, fumes, heat, cold, noxious odors, noise, vibration, poor lighting, inclement weather, poor ventilation, restrictive workspace, travel (>30%) and radiation from equipment.
 - (d) Exposure to clients with behavioral difficulties.
 - (e) Health and accident hazards of a serious nature involving lost time or which may result in partial or permanent disability.

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.

Occasional	< 1 hour a day.
Frequent	> 1 hour a day and up to 3.5 hours a day.
Regular	> 3.5 hours a day for at least 3 days per week.
Continuous	> 6 hours a day for at least 4 days per week.

	OCCASIONAL	FREQUENT	REGULAR	CONTINUOUS
MINOR	1	2	3	4
MAJOR	2	3	4	5