

NOVEMBER 15, 1996

**SCHOOL DISTRICT NO. 35 (LANGLEY)**

**CUPE 1260/CUPE 1851**

**GENDER-NEUTRAL**

**JOB EVALUATION**

**PLAN**



**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 (J.J.E.C.).

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 J.J.E.C. 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 J.J.E.C. 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 to the Personnel Services Department, (c/o Manager, Personnel Services).

#### **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).

### **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.

## FACTOR SKILL

### 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.

## FACTOR SKILL

### 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. *Advanced or expert knowledge of computers is equivalent to a 6 month program.*
8. *Office procedures, typing, working knowledge of computers and basic bookkeeping is equivalent to a 6 months program (or 3 of the 4 is equivalent to a 6 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 Works, Excel, Word, Access, ClarisWorks
- 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, Turbo, 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 - 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**

Expert knowledge 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.*

## FACTOR SKILL

### 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.

## FACTOR SKILL

### 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.*

# FACTOR SKILL

## 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.)

## FACTOR SKILL

### 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.*

# FACTOR EFFORT

## 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;  
OR  
Occasional periods of intermediate duration.
- 

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

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

5. Continuous periods of long duration.

## FACTOR EFFORT

### Subfactor - 4 - Degree of Concentration

#### Notes to Raters

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

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

2. Duration of time is interpreted as follows:

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

- 3.

	<i>short</i>	<i>intermediate</i>	<i>long</i>
<i>occasional</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>frequent</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>continuous</i>	<i>3</i>	<i>4</i>	<i>5</i>

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*

# FACTOR EFFORT

## 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;

OR

Medium (moderate) activity of short duration.

---

3. Light activity of long duration;

OR

Medium (moderate) activity of intermediate duration;

OR

Heavy activity of short duration.

---

4. Medium (moderate) activity of long duration;

OR

Heavy activity of intermediate duration.

---

5. Heavy activity of long duration.

# FACTOR EFFORT

## 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. Type

<i>Light</i>	<i>sitting, driving, walking on even surfaces, lifting weights not exceeding 10kg.</i>
<i>Medium</i>	<i>standing, climbing stairs, walking on uneven surfaces, lifting weights of 10-20 kg.</i>
<i>Heavy</i>	<i>stooping, kneeling, crouching, lifting weights exceeding 20 kg.</i>

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

<i>Short</i>	<i>Up to and including one hour.</i>
<i>Intermediate</i>	<i>Over one hour, and up to and including two hours.</i>
<i>Long</i>	<i>In excess of two hours (excluding coffee and lunch breaks).</i>

### 3.

	<i>short</i>	<i>intermediate</i>	<i>long</i>
<i>light</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>medium</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>heavy</i>	<i>3</i>	<i>4</i>	<i>5</i>

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



## **FACTOR EFFORT**

### **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. Employee is required to perform 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. Employee is required to perform tasks that demand the accurate coordination of coarse movements, where above average speed is a secondary consideration.
3. Employee is required to perform 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. Employee is required to perform tasks that demand the accurate coordination of fine movements where speed is an important consideration (50-60 w.p.m.).
5. Employee is required to perform tasks that demand the accurate coordination of fine movements, where speed is a major consideration (70+ w.p.m.).

## FACTOR EFFORT

### 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, etc.; stocking shelves, etc.*
2. *Examples of fine movements are: keyboard skills, arc welding, giving injections, drafting, repairing fine instruments/equipment, etc.*

## FACTOR RESPONSIBILITY

### 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 \$1,000).
3. Actions could result in moderate loss of time or 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.

## FACTOR RESPONSIBILITY

### 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*
  - *safeguarding of restricted information*
  - *the seriousness of an error*
  - *length of time to correct 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.*

## **FACTOR RESPONSIBILITY**

### **Subfactor 8 - Safety of Others**

#### **Definition:**

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

#### **Degrees:**

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.

## FACTOR RESPONSIBILITY

### 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' 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
- some - first aid required but no loss of time from school or work
- moderate - medical care required, no loss of time from school or work beyond that required for medical care
- considerable - medical care required, short loss of time from school or work, up to five days
- high degree - large time loss from school or work, fatal

## FACTOR RESPONSIBILITY

### 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.

## FACTOR RESPONSIBILITY

### 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.

# FACTOR RESPONSIBILITY

## 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.

## FACTOR RESPONSIBILITY

### 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.*

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#### 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.



# FACTOR WORKING CONDITIONS

## 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



## FACTOR WORKING CONDITIONS

### 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:

<i>Minor</i>	a) <i>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.</i>
	b) <i>Minor health and accident hazards including the possibility of lost time accidents (carpal tunnel/ repetitive strain).</i>
<i>Major</i>	a) <i>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.</i>
	b) <i>Exposure to verbal and physical abuse (must be directed at employee), behaviourally difficult students, parents, members of the public, etc.</i>
	c) <i>Health and accident hazards of a serious nature involving lost time or which may result in partial or permanent disability.</i>

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.

<i>Little</i>	<i>Once in a while.</i>
<i>Occasional</i>	<i>Once in a while, most days.</i>
<i>Frequent</i>	<i>Several times on a daily basis, or at least four days per</i>

	<i>week.</i>
<i>Continuous</i>	<i>Almost all working hours (except coffee and meal breaks) for at least an average of four days per week.</i>