

**JOINT JOB EVALUATION PLAN
(JJEP)**

MANUAL

FOR

**GENDER-NEUTRAL JOB DESCRIPTION,
CLASSIFICATION AND SALARY**

ADMINISTRATION

FEBRUARY 1, 1998

DOUGLAS COLLEGE

AND

**B.C. GOVERNMENT AND SERVICE EMPLOYEES'
UNION**

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PREAMBLE

The content herein is entitled "Joint Job Evaluation Plan (JJEP) **MANUAL** for Gender Neutral Job Description, Classification and Salary Administration" (hereinafter for convenience called "The Manual").

This Manual is supplemental to the Collective Agreement currently in effect between the Douglas College, (hereinafter called "the Employer") and the BC Government and Service Employees' Union (hereinafter called "the Union").

The Manual was developed through a negotiated agreement between the Douglas College and the BCGEU outlined in the Collective Agreement, and a Memorandum of Agreement was signed by the parties respecting the Pay Equity Job Evaluation program.

The parties agreed in principle to the parameters of the Plan based on the following principles:

- To develop a single gender-neutral job evaluation system capable of evaluating the range of positions (jobs) found in Douglas College and addressing all gender-based inequities between female and male dominated classes, for purposes of a Pay Equity Job Evaluation initiative.
- The Plan will be a quantitative point rating system to measure the factors and sub-factors important to Douglas College relating to skill, effort, responsibility and working conditions.
- To the extent practical and possible, the system will be:
 - easy to apply and administer;
 - explainable in non-technical terms;
 - logical and functional to the users;
 - fair and acceptable;
 - designed to allow reasonable data input from employees.
- The system must be adaptable to changing organizational structures, operations, and technology. It must produce logical job descriptions and rating rationales, showing the points for each job factor, the total points, and the job classification level for each position.

- The system will have a pay equity job evaluation maintenance procedure for measuring new positions (jobs), and future changes to current positions (jobs), and for compensating job incumbents accordingly.
- All bargaining unit jobs will be evaluated under the Gender-Neutral Job Evaluation Plan, which will then replace their present job evaluation systems.

ARTICLE I - PURPOSE

1.01

This Manual is established as an aid to the Employer and the Union to:

- (a) Preserve the principles and related provisions from which is established an equitable wage and/or salary rate structure.
- (b) Continue the body of job descriptions and classifications upon which the wage and/or salary rate structure is based.
- (c) Provide the procedure through which to maintain the job descriptions and classifications in adjustment with new and changing conditions.

ARTICLE II - DEFINITIONS

2.01

The following are definitions of terms as used herein:

- (a) "Collective Agreement" -- the Labour Agreement between the Employer and the Union relating to wages and/or salaries and other terms and conditions of employment.
- (b) "Employee" or "Employees" -- all persons for whom the Union is the bargaining agent as provided in the Collective Agreement.
- (c) "Job or Position" -- a function or a combination of such functions for one or more employees.
- (d) "Job Description" -- the official record which sets forth for a given job the job title and identifying information, location, primary function, supervision received, direction exercised and working procedure of that job.
- (e) "Job Content" -- the requirements of a job as to skill, responsibility, effort and working conditions.

- (f) "Job Classification" -- the official record which sets forth for a given job the job content analysis and factor degree level code and classification values of the job's requirements on the basis of the ten factors outlined in paragraph 3.05 of Article III.
- (g) "Pay Rates" -- the scale of rates established for the respective job classes.

ARTICLE III - FACTORS OF JOB DESCRIPTIONS AND CLASSIFICATION

3.01

The conditions which surround each job are such that accurate comparisons and grouping of jobs by title only are not possible. It is necessary to obtain full knowledge regarding the functions of each job and its requirements through a job description which sets forth for the job:

- (a) Job title and identifying information
- (b) Location
- (c) Date of description
- (d) Primary functions of the job
- (e) Job duties and tasks
- (f) Supervision received
- (g) Supervision/direction exercised
- (h) Physical assets/informational management
- (i) Financial resources

3.02

The importance of adequate job descriptions cannot be over stressed. The job description serves to record the conditions from which the job is classified originally, and to judge changes in job content which result from new or changed conditions when such are established from time to time. It is of particular importance that job descriptions contain all pertinent information necessary to reflect the assigned duties and responsibilities of the job.

3.03

Descriptions are to be written in a manner that will permit analysis and proper consideration of changes in duties resulting from changes in procedure, organization or equipment. Jobs covered by this Manual cannot usually be identified in terms of specific equipment or operations. Most consist of individual assignments comprising various functions which are found in different combinations in jobs identified by the same title.

3.04

The Job Description of a job shall be in sufficient detail to serve as the basis from which to identify and classify the job, and the Job Classification of a job shall serve only to assign the job into a proper job classification level for application of the salary job classification scale.

3.05

The classification of jobs on the basis of gender-neutral job content involves certain basic determinations with respect to the effort, skill, responsibility and working conditions required by each job. In order to reduce possible errors of personal judgement into practical but reasonable working limits, such determinations and considerations are subdivided and refined into an analysis and classification of each job's requirement and relative worth on the basis of the following factors.

Factor	Sub-Factor	
<i>Knowledge</i>	1	<i>Skill</i>
	2	<i>Prior Experience</i>
<i>Effort</i>	3	<i>Concentration</i>
	4	<i>Physical Demands</i>
<i>Responsibility</i>	5	<i>Scope</i>
	6	<i>Contacts</i>
	7	<i>Supervisory Responsibility</i>
	8	<i>Accountability</i>
<i>Working Conditions</i>	9	<i>Environmental Working Conditions</i>
	10	<i>Safety</i>

3.06

Job Classifications serve to:

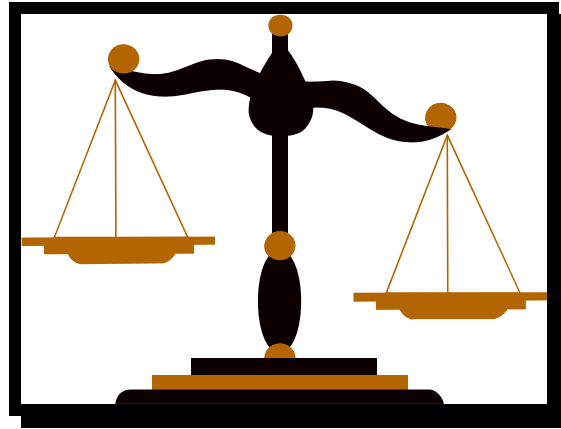
- (a) Group jobs having substantially equivalent content in the same job class regardless of location;
- (b) reduce the number of job classifications to the smallest practical number;
- (c) provide the basis from which to gauge equitable wage and/or salary relationships as between jobs, regardless of gender;
- (d) form the foundation from which to measure changes in job content from time to time;
- (e) enable the application of the Pay Rates Scale;
- (f) establish the foundation from which a gender-neutral pay equity system can be established;

- (g) provide the basis for which a gender-neutral pay equity system can be maintained.

3.07

The basic guides, through which to analyze the job's requirements as to the respective factors of job content and to determine the factor degree level, are set forth in the following paragraphs.

DOUGLAS COLLEGE/B.C.G.E.U.



JOINT JOB EVALUATION PLAN FEBRUARY 1998

DOUGLAS COLLEGE/B.C.G.E.U.

JOINT JOB EVALUATION PLAN

This Job Evaluation Manual describes the ten factors to be used for evaluating all support staff positions within Douglas College.

Factor	Sub Factor	
KNOWLEDGE	1	Skill
	2	Prior Experience
EFFORT	3	Concentration
	4	Physical Demands
RESPONSIBILITY	5	Scope
	6	Contacts
	7	Supervisory Responsibility
	8	Accountability
WORKING CONDITIONS	9	Environmental Working Conditions
	10	Safety

Each of the above factors has defined levels and associated point values. In considering these factors, it is essential that the rater evaluate the job and not the individual person. The purpose of this job evaluation plan is to evaluate the job content and not volume of work or how well the person is performing on the job.

JOB FACTOR POINT RATINGS*

	1	2	3	4	5	6	7	8	9	10
KNOWLEDGE										
SKILL	24	66	108	150	192	235	320			
PRIOR EXPERIENCE	24	66	108	150	192	235	277	319		
EFFORT										
CONCENTRATION	20	56	92	128	164					
PHYSICAL DEMANDS	20	43	64	85						
RESPONSIBILITY										
SCOPE	23	49	76	103	130	157	184			
CONTACTS	23	49	76	103	130	157				
SUPERVISION	23	62	101	142						
ACCOUNTABILITY	23	49	76	103	130	157				
WORKING CONDITIONS										
ENV. WORKING CONDITIONS	10	23	35	47						
SAFETY										
SAFETY OF OTHERS	10	23	35							

* Revised June 30, 2002

BAND WIDTHS *

PAY LEVEL	POINT BAND	BAND WIDTH
1	-	-
2	-	-
3	-	-
4	0 - 499	500
5	500 - 549	50
6	550 - 599	50
7	600 - 649	50
8	650 - 699	50
9	700 - 749	50
10	750 - 799	50
11	800 - 899	100
12	900 - 999	100
13	1000 - 1099	100
14	1100 - 1199	100
15	1200 - 1299	100
16	1300 - 1374	75
17	1375-1449	75
18	1450 +	-

* *Revised June 30, 2002*

FACTOR: KNOWLEDGE

SUB FACTOR 1: SKILL

Definition

This factor measures the minimum level of job knowledge and preliminary training required to perform the job. Education and training are typically gained through formal education programs. However, informal education and functional equivalencies should also be considered. Education and training can include:

- vocational training;
- apprenticeships;
- course work, certificates, diplomas and degrees required from educational institutions;
- correspondence courses;
- seminars and workshops;
- licensing or certification programs; and
- other educational or training requirements.

This factor does not measure the actual education level of employee(s). This factor measures the minimum education and training necessary to prepare an individual for the job in question.

FACTOR: KNOWLEDGE - SUB FACTOR 1: SKILL continued

Description	Degree	Equivalency
Less than high school graduation	1	<p>Ability to read, write and complete simple arithmetic. A working comprehension of English. Work may require an ability to perform elementary manual or clerical operations within clearly defined and easily followed procedures.</p> <p>Examples: adding and subtracting; answering telephone; copy typing; moving boxes or furniture not requiring the use of equipment; counting; following basic instructions and schedules, or their equivalent</p>
High school graduation (or high school equivalency) or equivalent combinations resulting in the accumulation of similar knowledge and abilities	2	<p>In addition to the knowledge and skills provided in degree 1, ability to use grammar and spelling accurately, and an ability to apply fundamental administrative, clerical or technical skills. May require the ability to use fractions, decimals and business arithmetic together with other specific technical, vocational, academic or practical skills. Work may require the ability to gather and arrange a variety of data involving the application of standard work methods and procedures.</p> <p>Examples: calculate exchange, issue and receive money; provide a combination of clerical support services such as reception, basic word processing; providing clerical services in support of purchasing function; sorting and delivering mail; ordering, receiving, storing and disbursing supplies; use of dollies or pallet jacks to move boxes or furniture; stocking shelves; using small hand/power tools for basic functions such as hanging pictures and installing bulletin boards; knowledge of the use of copying and binding equipment to provide basic document reproduction services; ordering materials; binding, or their equivalent.</p>

Description	Degree	Equivalency
<p>High school plus additional course work (equivalent to up to 1 year at a Community College) or equivalent combinations resulting in the accumulation of similar knowledge and abilities</p>	<p>3</p>	<p>In addition to the knowledge and skills provided in degree 2, the job also requires supplementary courses or equivalent activities. These supplementary courses/activities tend to focus on building skills in a particular subject area. Courses/activities may be in formats such as seminars, workshops, evening classes or correspondence programs. Work may require the ability to apply specialized and abilities administrative, clerical or technical skills based upon a sound knowledge of established procedures.</p> <p>Examples: organizing office administrative services and systems; perform a variety of duties to process payroll, employee benefits and leave transactions for several employee groups in accordance with contracts and legislative requirements; knowledge of sources and procedures to provide intermediate buying functions; balancing accounts; typing, formatting and production of documents using intermediate word-processing skills; familiarity with other computer software programs such as spreadsheets and graphics; using computer hardware and software knowledge to provide basic help desk services; accounts receivable; knowledge of the use of printing equipment and techniques to provide intermediate document reproduction services; accounts payable; knowledge of financial aid, registration and admissions procedures to provide information to students; perform a variety of duties to escort and provide basic care to special needs clientele; processing books and other library materials for loan; cashiering, or their equivalent.</p>

FACTOR: KNOWLEDGE - SUB FACTOR 1: SKILL continued

Description	Degree	Equivalency
<p>Two year College program or equivalent combinations resulting in the accumulation of similar knowledge and abilities</p>	<p>4</p>	<p>In addition to the knowledge and skills provided in degree 3, the job requires specialized training in a recognized technical, academic or vocational program, or an apprenticeship program, or equivalent activities. There is a need for an ability to generalize on the basis of a broad understanding of established procedures, methods and concepts. Work requires the ability to organize information and to understand elementary principles of a science or art, or a recognized discipline, operation or process.</p> <p>Examples: using specialized computer hardware and software knowledge to provide advanced help desk services; using specialized computer hardware and software knowledge to provide intermediate trouble-shooting, training and repair services; use of knowledge of an academic discipline to provide laboratory preparation and set-up; use of specialized knowledge in graphic design to provide intermediate level media services; use of knowledge of a health care discipline to provide instructional support services in a laboratory; knowledge of college and university programs together with intermediate interviewing skills to provide academic advising; knowledge of financial aid programs to provide advanced level financial advising and/or assessment functions; knowledge of specialized techniques to provide demonstration, observation and reporting with respect to progress of special needs clientele in a training program; use of specialized knowledge to develop and present information based workshops, seminars and information sessions; knowledge of complex printing equipment and techniques to provide advanced document reproduction services, or their equivalent.</p>
<p>Three-year College/University or equivalent combinations resulting in the accumulation of similar knowledge and abilities.</p>	<p>5</p>	<p>In addition to the knowledge and skills provided in degree 4, the job requires specialized training in a recognized technical, academic or vocational program, or equivalent activities. Work requires the ability to organize moderately complex information and to understand moderately complex principles of a science or art or a recognized discipline, operation or process.</p> <p>Examples: knowledge of legislative requirements and regulations to provide senior level administrative support to a purchasing, payroll, accounting or other administrative function; using specialized computer hardware and software knowledge to provide advanced trouble-shooting and training services; use of knowledge of an academic discipline to provide direct tutoring services in a recognized discipline; use of specialized knowledge and techniques to use of specialized knowledge to develop and present skills based workshops and seminars; use of specialized knowledge to plan, develop and provide a variety of support services to a specific clientele group, or their equivalent.</p>

FACTOR: KNOWLEDGE - SUB FACTOR 1: SKILL continued

Description	Degree	Equivalency
<p>Four year College or University (or Baccalaureate equivalent) or equivalent combinations resulting in the accumulation of similar knowledge and abilities</p>	<p>6</p>	<p>In addition to the knowledge and skills provided in degree 5, the job requires a thorough understanding of subject matter to interpret and adapt documented textbook concepts to practical situations that involve problem definition and resolution. Work requires the ability to integrate and apply complex principles of a science, art or recognized discipline, or to understand and manage complex operations, processes or administrative functions. Involves frequent application of theoretical concepts or original approaches to complete projects.</p> <p>Examples: knowledge of designing and adapting computer systems and programs to recommend areas for computerization, improvement and modification; knowledge of evaluative and assessment tools and techniques to provide advanced level academic assessment and placement services; use of specialized knowledge to provide formal instruction in a recognized discipline; use of specialized knowledge to develop educational materials in support of curriculum in a recognized discipline; or their equivalent.</p>
<p>Masters or Graduate Degree, Two years of graduate level work (or equivalent) or equivalent combinations resulting in the accumulation of similar knowledge and abilities</p>	<p>7</p>	<p>In addition to the knowledge and skills provided in degree 6, the job requires the demonstrated achievement of professional competence and mastery that results from extensive study and knowledge of an academic discipline, technical or administrative function(s) and/or application of theories and principles from several fields of study or operation.</p> <p>Examples: knowledge of program administration to develop policy, develop and manage budgets with full authority, direct and administer an academic department or program; knowledge of program administration to develop policy, direct and administer a service department; knowledge of program administration to develop regulations, technical standards and administer a variety of technical functions. Use of specialized knowledge to develop, implement, evaluate and manage a combination of complex computing systems, or their equivalent.</p>

FACTOR: KNOWLEDGE

SUB FACTOR 2: PRIOR EXPERIENCE

Definition

Prior experience measures the minimum amount of practical experience that an average individual having the appropriate theoretical knowledge, specific education and specialized training required to ***enter or begin performing the job being rated***. Previous experience includes experience in related or lower jobs, other relevant work or life experience necessary to perform the job.

NOTES TO RATERS

- A. This factor covers the time required, in the same or similar previous positions, to learn the practical application of theoretical knowledge to work problems, and to learn the necessary techniques, methods, practices, procedures, use of forms, routines, etc.
- B. Under this factor no consideration is given to the maturing of the individual in the same or similar previous positions, with respect to the increased degree of comfort and confidence that develops over time as the individual becomes more familiar with the tasks and responsibilities of the position.
- C. Experience considered under this factor is limited to that experience which is in excess of any practical experience contained in required programs considered in Sub Factor 1. Practical experience acquired as part of a required apprenticeship or applied program is not considered for the purposes of this factor.

FACTOR: KNOWLEDGE - SUB FACTOR 2: PRIOR EXPERIENCE continued

Description	Degree	Equivalency
0 - 1 month	1	No previous experience required.
1 - 3 months	2	<u>Extremely limited</u> previous experience required in the same or similar previous positions. The job requires a <u>very basic</u> understanding of <u>common</u> practices and routines of an <u>elementary</u> nature in order to <i>enter or begin performing the job.</i>
3 - 6 months	3	<u>Limited</u> previous experience required in the same or similar previous positions. The job requires a <u>basic</u> understanding of <u>common</u> methods, practices, use of forms and routines of a <u>basic</u> nature in order to <i>enter or begin performing the job.</i>
6 - 9 months	4	<u>Some</u> previous experience required in the same or similar previous positions. The job requires a <u>general</u> understanding of <u>common</u> techniques, methods, practices, procedures, use of forms, routines, etc., of an <u>intermediate</u> nature in order to <i>enter or begin performing the job.</i>
9 - 12 months	5	<u>Moderate</u> previous experience required in the same or similar previous positions. The job requires a <u>working understanding</u> of <u>common</u> techniques, methods, practices, procedures, use of forms, routines, etc., of an <u>intermediate</u> nature in order to <i>enter or begin performing the job.</i>
1 - 2 years	6	<u>Moderate</u> previous experience required in the same or similar previous positions. The job requires a <u>good working knowledge</u> of <u>common and uncommon</u> techniques, methods, practices, procedures, use of forms, routines, etc., of a <u>moderate to complex</u> nature in order to <i>enter or begin performing the job.</i>
2 - 4 years	7	<u>Considerable</u> previous experience required in the same or similar previous positions. The job requires a <u>sound</u> knowledge of <u>common and uncommon</u> techniques, concepts, methods, practices, procedures, use of forms, routines, etc., of a <u>complex</u> nature in order to <i>enter or begin performing the job.</i>
4 - 6 years	8	<u>Considerable</u> previous experience required in the same or similar previous positions. The job requires an <u>expert level</u> of knowledge of <u>common and uncommon</u> techniques, <u>concepts</u> , methods, practices, procedures, use of forms, routines, etc., of an <u>extremely complex</u> nature in order to <i>enter or begin performing the job.</i>

FACTOR: EFFORT*

SUB FACTOR 3: CONCENTRATION

Definition

This factor measures job demands requiring concentration or alertness. It considers the intensity (level of difficulty or strain) and duration of job tasks. Characteristics to be considered include:

- visual concentration;
- hearing concentration and strain;
- other sensory concentration (taste, smell, touch);
- repetitiveness of tasks requiring alertness;
- the need for exact results and precision;
- effect of interruptions;
- time pressures to complete tasks;
- degree of flexibility to control work pace/schedules
- vigilance and unusual attentiveness.

* *Revised June 2001*

FACTOR: EFFORT - SUBFACTOR 3: CONCENTRATION* continued

Description	Degree	Equivalency
Occasional (less than 5%)	1	Work involves some alertness and concentration to complete job tasks. There are no unusual sensory demands or job requirements for vigilance. Employees generally have the flexibility to control their work pace/schedules, and usually there are no significant time pressures to complete specific tasks. The effect of interruptions on job results is minor and the need for detailed or precision work is low.
Intermittent (5% - 10%)	2	Work involves a low to moderate degree of alertness and concentration to complete job tasks. There are some sensory demands or job requirements for vigilance or attentiveness. Employees have some flexibility to control their work pace/schedules. There are infrequent time pressures to complete specific job tasks. The effect of interruptions on job results is moderate as is the need for detailed or precision work.
Regular (10%-20%)	3	Work requires a moderate to high degree of alertness and concentration to complete job tasks. There are <u>regular</u> sensory demands or job requirements for vigilance or attentiveness. Employees have some flexibility to control their own work pace/schedule. There are regular time pressures to complete specific job tasks. The effect of interruptions on job results is usually moderate and may, occasionally, be high as is the need for detailed or precision work.
Frequent (20% - 70%)	4	Work involves a high degree of alertness and concentration to complete job tasks. There are significant sensory demands or job requirements for vigilance and attentiveness. Employees have limited flexibility to control their work pace/schedules, and there are tight time pressures to complete specific job tasks. The effect of interruptions on job results is significant. There is a high degree of need for detailed or precision work.
Almost Continuous/ Continuous (more than 70%)	5	Work involves a very high degree of alertness and concentration to complete job tasks. There are extremely significant sensory demands or job requirements for vigilance and attentiveness. Employees have extremely limited flexibility to control their work pace/schedules, and there are very tight time pressures to complete specific job tasks. The effect of on-going interruptions on job results is very critical. The need for detailed or precision work is very high.

* Revised June 2001

FACTOR: EFFORT*

SUB FACTOR 4: PHYSICAL DEMANDS

Definition

This factor measures job demands requiring physical effort. It considers the intensity (level of difficulty or strain) of job tasks.

Characteristics to be considered include:

- physical exertion and handling (e.g. lifting, carrying, pushing, pulling);
- manual dexterity (both gross and fine motor skills);
- body control and reflex requirements;
- the required strength, endurance and stamina;
- body postures and movement (e.g. walking, sitting, standing, climbing, bending); and
- eyestrain.

In jobs with multiple tasks involving physical demands, each task should be evaluated.

NOTE TO RATERS

In cases where this factor does not apply, use the Degree 1 rating.

* *Revised June 2001*

FACTOR: EFFORT - SUBFACTOR 4: PHYSICAL DEMANDS* continued

Description	Degree	Equivalency
Occasional (less than 5%)	1	Work requires light or a low amount of physical exertion. The job requirements for manual dexterity or physical manipulation are limited. The need for physical stamina and endurance is of minimal or low significance. The degree of physical strain produced on the job is somewhat taxing, but does not usually produce fatigue and require periods of rest. Freedom of movement exists, and the job does not confine the employee to a prescribed body posture. Body movement usually involves sitting and intermittent walking.
Regular (5% - 20%)	2	Work requires moderate physical exertion. Forces exerted are equivalent to lifting between 10 and 25 pounds. Job requirements for manual dexterity or physical manipulation are also moderate. The need for physical stamina and endurance is of some significance. The degree of physical strain produced on the job is moderately taxing, and is fatiguing. Work could involve a considerable amount of walking, standing, a confining or tiring work position, or constant periods of sitting in one position where freedom does not exist to walk about.
Frequent (20% - 70%)	3	Work requires heavy physical exertion and effort. Forces exerted are equivalent to lifting between 25 and 50 pounds. The need for physical stamina and endurance is great. The degree of physical strain produced on the job is high. It results in fatigue, and requires periods of rest. Job requirements for manual dexterity and physical manipulation are high. Work could involve the coordination of body movements involving various body postures.
Almost Continuous/ Continuous (more than 70%)	4	A main requirement of the job is physical labour. Forces exerted are equivalent to lifting more than 50 pounds. The need for physical stamina and endurance is extremely significant. The degree of physical strain produced on the job is high. It results in considerable fatigue and requires periods of rest. Work could require very fine dexterity and extreme muscular control, involving various body postures.

* Revised June 2001

FACTOR: RESPONSIBILITY

SUB FACTOR 5: SCOPE

Definition

This factor measures the degrees of job structure and opportunity to make decisions and influence change. This factor also measures the variety, diversity, difficulty and novelty of work as well as the choice of action required in applying methods, standard practices, precedents, procedures or policies to complete tasks.

Characteristics to be considered include:

- freedom to act and degree of control;
- the level of supervision received;
- the variety, diversity and novelty of tasks;
- the difficulty of tasks;
- the degree to which independent action/judgment is required; and
- the importance of the decisions required.

NOTES TO RATERS

- A. Consider the degree to which the employee is directed and the extent to which work is subject to inspection and checking.
- B. Consider the nature of the work performed and the extent that work permits or requires the exercise of initiative, ingenuity and creativity.
- C. This factor deals with the range of choice of action which is within the scope of the position duties and does not deal with the responsibility for decisions which is dealt with under "Accountability".

FACTOR: RESPONSIBILITY - SUBFACTOR 5: SCOPE continued

Description	Degree	Equivalency
	1	Work is performed in accordance with detailed instructions providing very little, if any, freedom to exercise independent judgment. Job tasks are repetitive, requiring the application of known skills and available facts and information. Work is closely controlled through the structured nature of the tasks involved. Employees usually receive close supervision. Job tasks are very well defined with specific guidelines for decision-making. Difficulties and all deviations from specific instructions are referred to supervisor, who is normally readily available.
	2	Work is performed in accordance with established procedures and well-defined standard practices involving limited freedom to select which methods are applicable in any given situation. Job tasks are usually well defined requiring the use of established guidelines where there is little or no choice of action. Virtually all work is checked frequently while in progress and upon completion for accuracy and completion. Matters which deviate from specific work instructions are referred to the supervisor.
	3	Work is performed in accordance with established procedures and well-defined standard practices involving some freedom to select which methods are applicable in any given situation. Job tasks are generally standardized with choice of action within limits defined by standard/accepted data, information and procedures. Work is reviewed regularly while in progress and upon completion for accuracy and quality. Matters not covered in work instructions are reviewed with the supervisor.
	4	Work is performed in accordance with standard practices and methods requiring initiative to complete recurring assignments independently and judgement to determine which of many methods are applicable in any given situation. There are a variety of job tasks; responsibilities and work situations are broader in scope, with limited opportunity for standardized solutions. Finished work is reviewed for accuracy and quality. Unfamiliar situations are referred to the supervisor.
	5	Work is performed within authorized limits prescribed by the supervisor and/or an approved plan. The employee exercises independent judgement in selecting and interpreting information, reconciling deviations from standard methods and resolving problems. Job tasks are governed generally by broad instructions, objectives and policies, usually involving frequently changing conditions and problems, where the assigned tasks make it necessary to devise data, solve special problems and make reliable decisions. Finished work is reviewed for attainment of objectives and adherence to deadlines. The supervisor is available to assist in resolving problems.

Description	Degree	Equivalency
	6	Work is governed by general policy requiring judgment and initiative in identifying, adapting and applying procedures and approaches to address unusual problem situations and resolve most conflicts. Job tasks require analysis of broad problems, planning of various inter-related activities and/or coordination of effort of more than one major department within a division. The employee may work out programs and approaches to major problems and in general perform duties wherein established policies and recognized principles may be inadequate to determine the appropriate procedure or decision in all cases. Completed work is reviewed primarily for attainment of objectives and effectiveness of results. The supervisor is involved with problems of major impact.
	7	Work is governed by broad guidelines requiring considerable judgement and initiative to interpret policy in planning and implementing major projects and work assignments. Job tasks involve responsibility for major operating decisions and/or the identification of major problems of the enterprise and formulating of recommendations which directly influence long-term policies and programs. The process of policy implementation is reviewed for coordination with the work of others. Control is exercised only in terms of assessing attainment of broad directives.

FACTOR: RESPONSIBILITY

SUB FACTOR 6: CONTACTS

Definition

The extent of ability required and responsibility for working with and through other people to achieve the desired results. Considers the complexity and frequency of different contacts and communication behaviours, the purpose for interaction and the situation in which contact occurs. This factor applies only where contacts are essential to the effective performance of the job. Some examples of types of contacts and behaviours considered are:

Contacts

Internal:	External:
• co-workers	• patients
• administrators	• clients
• students	• government representatives
• colleagues	• general public
• team members	• customers
• board members	• special interest groups
• professionals/advisors	• suppliers

Behaviours		
• exchanging routine information	• listening	• care giving
• helping	• monitoring	• advising
• interpreting	• presenting	• selling
• buying	• interviewing	• directing
• counselling	• teaching/instructing	• persuading
• negotiating		

Description	Degree	Equivalency
	1	Contacts are of a routine nature within the work unit. Internal contacts occur in the normal course of performing the job and require basic communications skills such as providing or obtaining data or information regarding commonly encountered business matters. External contacts are not a necessary or regular part of the job.
	2	Contacts are necessary to perform the job as work involves contacts for the purpose of explaining or discussing commonly encountered business matters such as how information was collected or the basis of a calculation. Contacts are frequently with other closely associated work units within the organization or with individual students.
	3	Contacts are necessary to perform the job as work involves internal and external contacts for the purpose of explaining routine and non-routine business matters including how information was collected or processed or to correct a breakdown in the flow of information. Contacts are frequently with other departments or components or with students. Work involves infrequent contact with people who are upset, uncooperative or have difficulty communicating their requirements and/or an infrequent requirement to communicate information that people do not want to hear or find upsetting.
	4	Contacts are necessary to perform the job as work involves internal and external contacts for the purpose of providing guidance, instruction or technical advice or for the purpose of explaining business matters by interpreting organizational policy. Improper handling would cause problems in relationships. Interactions may affect other components or large segments of the student body. Work involves occasional contact with people who are upset, uncooperative or have difficulty communicating their requirements and/or an occasional requirement to communicate information that people do not want to hear or find upsetting.

FACTOR: RESPONSIBILITY - SUBFACTOR 6: CONTACTS continued

Description	Degree	Equivalency
	5	Contacts are an integral part of the job as work involves internal and external contacts for the purpose of problem-solving with respect to matters of considerable importance to the organization requiring tact, diplomacy and persuasiveness and/or where no guidelines exist. Improper handling could affect relationships between major departments or functions. Contacts are frequently at the same or higher levels. Interactions may affect the entire student body. Work involves regular contact with people who are upset, uncooperative or have difficulty communicating their requirements and/or a regular requirement to communicate information that people do not want to hear or find upsetting
	6	Contacts are an important part of the job as work involves internal and external contacts for the purpose of securing the understanding, cooperation or agreement of others who may not be readily disposed to cooperate, business matters are unusual or controversial and of major importance to the organization. Requires extraordinary courtesy, tact and persuasiveness to obtain the cooperation of others. Work involves frequent contact with people who are upset, uncooperative or have difficulty communicating their requirements and/or a frequent requirement to communicate information that people do not want to hear or find upsetting

FACTOR: RESPONSIBILITY

SUB FACTOR 7: SUPERVISORY RESPONSIBILITY

Definition

This factor includes the direct supervision of full and part-time employees, students and volunteers and measures direct accountability for managing human resources. It also assesses the character, complexity and job demands associated with supervising the work of others. Characteristics to be considered include responsibility for:

- hiring and providing orientation for new employees;
- assessing performance, providing training, coaching and feedback;
- providing on-the-job guidance, direction and assistance;
- checking or reviewing work;
- scheduling, organizing and coordinating work;
- building morale and employee relations;
- counselling employees on work-related matters;
- handling discipline problems.

FACTOR: RESPONSIBILITY - SUBFACTOR 7: SUPERVISORY RESPONSIBILITY* continued

Description	Degree	Equivalency
Orientation	1	May show another employee how to perform a task or may have some supervisory authority over one or more people for a short period of time throughout the year. May train replacement and/or co-worker in own job functions.
Guidance	2	The job requires the provision of guidance and training to others. The job does not have formal or official supervisory responsibilities. The job does not perform a personnel function, supervise the employees or handle non-work problems.
Direction	3	The job requires some accountability for scheduling, assigning or coordinating work. Employees check the quality of work and provide guidance, instruction and direction to others. Although the job does not require formal or official supervisory responsibility the incumbent serves as group leader or acts in an informal "assistant supervisory" or "lead hand" role. In addition, the employee may be expected to provide information or suggestions on human resource matters
Supervision	4	The job requires direct accountability for a work group or unit. Job duties include the full range of supervisory activities such as hiring, training, assigning, monitoring and assessing work, promoting, etc. Work involves ensuring that human resource related decisions are compatible with the organization's policies, practices and direction (e.g. level of staffing).

* Revised June, 2001

FACTOR: RESPONSIBILITY

SUB FACTOR 8: ACCOUNTABILITY

Definition

This factor measures the impact or effect of decision situations on the organization and potential loss of time and/or resources or impact on the organization from potential errors in judgment or action. Accountability should be considered in terms such as:

- handling money;
- potential of damage or loss involving mechanical/office equipment or supplies;
- safeguarding of restricted information;
- provision of instruction or concepts to students;
- the seriousness of an error;
- the length of time it would take to correct an error;
- potential embarrassment or loss of esteem to the organization or department.

FACTOR: RESPONSIBILITY - SUBFACTOR 8: ACCOUNTABILITY continued

Description	Degree	Equivalency
	1	Decision/action situations have a negligible or minimal impact on the organization. Errors are immediately obvious and easily detected, causing little difficulty, cost or loss of time to correct.
	2	Decision/action situations have a limited impact on the organization. Errors are usually detected by the organization. Errors are usually detected by a systematic verification and review. Errors may result in some work flow disruption, repetition of work or have limited impact on resources within a department.
	3	Decision/action situations have a moderate impact on the organization. Errors are usually detected after the fact and may result in significant interruption and delay in work output and may have a moderate impact on resources within a department. Errors may have an impact on other departments and/or external relationships.
	4	Decision/action situations have a significant impact on the organization. Errors are difficult to detect and result in immediate impact on resources and continuing influence on operational effectiveness. Revenue, productivity, service, quality, security of assets or external relationships may be adversely affected. Corrections may be more costly than original action.
	5	Decision/action situations have a major impact on the organization in terms of costs, delays or attainment of organizational goals. Errors are often irreversible resulting in financial or public image losses extending over long periods.
	6	Decision/action situations have a critical and lasting impact on the organization. Errors may potentially adversely affect long term growth and financial stability of the organization.

FACTOR: WORKING CONDITIONS*

SUB FACTOR 9: ENVIRONMENTAL WORKING CONDITIONS

Definition

This factor measures the likelihood, frequency and severity of exposure to undesirable features in the work environment. These environmental aspects are unavoidable given the nature and requirements of the job.

Characteristics to be considered include:

• work surroundings - exposure to:	
hazardous chemicals;	• noise of all types (e.g. mechanical, environmental, human);
• dirt, dust and filth;	• glare, limited illumination;
• fumes, odour, limited ventilation;	• vibration;
• body fluids and waste;	• lack of privacy;
• isolation;	• awkward or confining work spaces;
• temperature extremes; and	• other undesirable workplace conditions;
• exposure to adverse environmental and weather conditions;	
• physical hazards and personal health and safety risks; and	
• repetitive strain injury;	• use of power tools of all sizes;
	• ergonomic considerations;
• overnight travel.	

FACTOR: WORKING CONDITIONS - SUBFACTOR 9: ENVIRONMENTAL WORKING CONDITIONS* continued

Description	Degree	Equivalency
Not applicable or incidental	1	No adverse environmental conditions, private office, pleasant surroundings, intermittent keyboarding daily.
Limited adverse conditions	2	Exposure to some undesirable or unpleasant environmental characteristics such as lack of privacy, keyboarding for short periods (less than 2 hours) daily. Physical environment is generally safe and there is minimal health risk. No safety equipment or unusual precautions are required.
Moderately adverse conditions	3	Exposure to moderately adverse and undesirable environmental conditions such as crowded surroundings, overnight travel, keyboarding for prolonged periods (greater than 2 hours) daily. Some health and safety adverse risks. May require safety equipment and precautions.
Adverse conditions	4	Exposure to physical hazards, health and safety risks, adverse or otherwise undesirable characteristics in the environment such as laboratory or warehouse, machinery vibration and noise, hazardous chemicals, keyboarding almost without interruption daily. Personal risks require use of safety equipment or following precautions closely.

* Revised June, 2001

FACTOR: SAFETY

SUB FACTOR 10: SAFETY OF OTHERS

Definition

This factor measures the degree of care required to prevent injury or harm to others, recognize potential hazards and the probability of injury to others after following established safety procedures. The personal hazards of the employee are not to be considered.

NOTES TO RATERS

This sub factor is not to be seen as conflicting with any or all Health and Safety Regulations in the workplace, nor is it an evaluation of such regulations. It is recognized that all incumbents have a self-disciplined responsibility to their fellow workers' welfare. However, some jobs and their locations have more potential hazards than others and it is in this context that the relative differences of "little", "some", and "considerable" are used.

FACTOR: SAFETY - SUB FACTOR 10: SAFETY OF OTHERS* continued

Description	Degree	Equivalency
Little and/or Intermittent	1	Work involves few, if any, duties that if incorrectly performed could present a safety risk to others or assist during evacuations.
Some	2	Responsibility for personal performance as a source of minor safety risk; work involves intermittent but daily use of equipment, tools or materials (small instruments, cleaning and other chemicals) or defusing of potentially volatile situations with clients/students or others.
Considerable	3	Responsible for personal performance as a source of serious safety risk; work involves the use of hazardous tools, equipment and/or materials OR ensuring organizational compliance with rules, procedures and legislation governing safe operation of facility, safety and development of safe work procedures.

3.08

In the application of the foregoing basic guides, the following rules shall apply:

- (a) It is the position or job that is under consideration and not the individuals who work on the job.
- (b) Positions or jobs are to be classified without regard for existing rates of pay.
- (c) Positions or jobs are to be rated in the appropriate degree level in each factor by considering the specific requirements of each position or job in relation to the statement of activities in each factor level, and by using as a guide the sample Job Descriptions and Classifications.
- (d) Classification of each position or job shall take into account the kinds of work performed and the resulting duties, responsibilities and surrounding circumstances which the employee on the position or job is performing.
- (e) No interpolation between factor levels is contemplated in the use of this Plan. In the determination of the final job class for a position or job, total the numerical classification points for the factor degree levels to which the position or job is assigned in the ten factors. Compare the total points to the job classification point scale in the following chart and assign the job to the corresponding job class.

(f) Job classification point scale:*

JOB CLASS	POINT SCALE RANGE
1	-
2	-
3	-
4	<500
5	500 to 549
6	550 to 599
7	600 to 649
8	650 to 699
9	700 to 749
10	750 to 799
11	800 to 899
12	900 to 999
13	1000 to 1099
14	1100 to 1199
15	1200 to 1299
16	1300 to 1374
17	1375 to 1449
18	1450 +

(g) In the subsequent reclassification of a position or job due to change in job content, consider all the factors affected by the change. Move the job into the job classification corresponding to the "Point Scale Range" outlined in Article 3.08 (f).

* Revised June 30, 2002

- (h) The description and classification of each position or job shall be consistent with, and conform to, the descriptions and classifications of positions or jobs as agreed to in the bargaining unit.

ARTICLE IV - DESCRIBING AND CLASSIFYING THE JOB

4.01

The procedure for describing and classifying a position or job shall be in accordance with the following:

- (a) The Employer shall prepare on the form set forth as EXHIBIT "A" of this Manual, a proposed Job Description and Job Classification in accordance with the requirements of Article III of this Manual.
- (b) To assist in the **job description process**, the job incumbent will complete a "job check list/questionnaire" and the job incumbent's supervisor will review and provide written comments on the job checklist/questionnaire.
- (c) The prepared **Job Description** shall be signed by the job incumbent and their supervisor to acknowledge their agreement with the **Job Description contents**.
- (d) The appropriate Employer representatives and Union representatives of the employees affected shall review the proposed job description and classification and shall attempt to reach agreement. The union representatives shall have reasonable opportunity to review the checklist/questionnaire and supervisors comments, including discussions of job duties, with workers employed on the jobs involved.

The Employer and Union representatives shall each retain two copies of the agreed to Job Description and Classification.

4.02

The Employer and the Union shall designate in writing to each other, their representatives for a Joint Job Evaluation Committee which will handle job descriptions and classifications through the required stages. It is agreed that there shall be two representatives from the Employer and two from the Union. The Employer and Union shall each designate a referee for the purpose of dispute resolution. Additionally, and included in such designation, the parties shall agree and name a person to act as an arbitrator.

4.03

If the Employer and Union representatives fail to reach agreement on a job description or job classification after the steps provided, the matter shall be referred to the Arbitrator specified in Section 4.02 of this Article. The Arbitrator shall meet with the Parties and the matter shall be resolved by processing under the provisions of Section 6.02(c) of this Manual.

4.04

Finalization of job descriptions and job classifications shall be indicated by the signature of a designated representative of the Employer and a designated representative of the Union. Each Party shall retain a copy of the agreed Job Description and Classification.

ARTICLE V - APPLYING THE JOB DESCRIPTION AND CLASSIFICATION

5.01

The descriptions and classifications of jobs, determined in accordance with the foregoing Articles of this Manual, apply to assign each position or job to its appropriate job classification. The Collective Agreement currently in effect establishes the pay rates for each job class and sets forth the necessary provisions to enable application of the established pay rate to the employee who performs the respective job.

5.02

The pay rates commence with a Pay Rate for Job Classification 1, which is the base or minimum wage or salary rate for the bargaining unit, and progresses upward from that point, from job classification to job classification by equal increments between job classifications.

ARTICLE VI - MAINTAINING THE JOB DESCRIPTIONS AND CLASSIFICATIONS

6.01

It is equally as important to maintain the job descriptions and classifications in constant adjustment to fit new or changed conditions as it is to make accurate determination in the first instance and to make proper application of the resulting rates of pay from day to day. Failure to so maintain the job descriptions and classifications will cause injustice to the employees, or to the Employer, or to both.

6.02

Provisions for maintaining the job descriptions and classifications and adjusting them to new or changed conditions are as follows:

- (a) The agreed upon descriptions and classifications which are in effect as of the date of the Collective Agreement currently in effect and any that may subsequently be agreed upon, in accordance with this Manual, shall continue in effect unless:
 - (1) the job content is changed by the Employer to the extent of one full job classification or more;
 - (2) the description or classification is changed by mutual agreement of the Employer and the Union.

- (b) Whenever the Employer establishes a new job or changes the job content of an existing job to the extent of one full job class or more, upwards or downwards, a new job description and classification for the new or changed job shall be established in accordance with the following procedure:
 - (1) The Employer will develop a description and classification of the job in accordance with the provisions of this Manual.
 - (2) The description and classification will be proposed to the Union for approval through the procedures of Article IV of this Manual and the standard Wage and/or Salary Rate for the job classification to which the job is assigned shall apply effective as set forth in (3) below.
 - (3) Except as otherwise provided, the applicable Standard Wage and/or Salary Rate for the respective job class of the job shall become effective as of the date the new job was established or on the date that the job content of an existing job was changed.

- (c) Should the Employer and the Union be unable to agree upon the Description and/or Classification, the following shall be the procedure:
 - (1) The Employer shall install the proposed classification, and the Standard Wage and/or Salary Rate for the Job Class to which the job is thus assigned shall apply, effective as set forth in Section 6.02(b) (3) above;
 - (2) The Union may, within thirty (30) days thereafter, file a Classification Appeal with the Employer alleging the job is improperly described and/or classified under the provisions of this Manual.
 - (3) The dispute shall be processed by the provisions of Article 4.03 of this Manual and as follows:

- (i) The Joint Job Evaluation Committee referees shall acknowledge their disagreement and jointly request a meeting with the Arbitrator referred to in Article 4.02 and 4.03 of this manual.
 - (ii) The Arbitrator shall meet with the JJEC referees within 30 working days of receiving the request for a meeting.
 - (iii) Through a process of mediation/arbitration, the Arbitrator shall hear the matter in dispute, examine the supporting data and appropriate factors of the Plan and make a final binding decision in accordance with the procedures agreed to by the parties for this purpose.
 - (iv) The Arbitrator shall render a written decision on his/her findings within 30 working days of the completion of the hearing.
 - (v) The parties shall jointly agree and name the Arbitrator or Arbitrators who will adjudicate disputes should the need arise.
 - (vi) Each party shall pay one-half of the fees and expenses of the Arbitrator.
- (d) Whenever a new job is established or an existing job changed and the Employer does not develop a new job description and classification, the Union may process a classification appeal with the Employer under the appropriate provision of Article 6.04(c)(3) above requesting that a job description and classification be developed and installed in accordance with the provisions of this Manual.
- (e) When the Employer changes a job, but the job content change is less than the points required for one full job classification, supplementary record shall be established to maintain the job description and classification on a current basis and to enable subsequent adjustment of the job classification assignment of the job for an accumulation of small job content changes in accordance with the following:
- (1) The Employer will prepare on the form set forth as EXHIBIT "C" of this Manual, a record of each such change to supplement the original Job Description and Classification.

- (2) Such record will be submitted by the Employer to the Union for approval through the procedures of Article IV of this Manual except that signature of a change or changes submitted on EXHIBIT "C" which amount to less than one full job classification shall not preclude reconsideration of such change or changes whenever the Employer or the Union claim that such change or changes, when added to prior change or changes, require a change in the Job Classification to the extent of one full job classification or more.
- (f) When, and if, job content changes of less points than one full job classification accumulate to a total points of one job classification or more:
 - (1) The job shall be reclassified to the appropriate job classification on the basis of such total accumulation and the reclassification shall become effective from the date of the most recent change in job content;
 - (2) The appropriate Standard Wage and/or Salary Rate shall be effective as of the date of such reclassification; and
 - (3) A new Job Description and Classification shall be established in accordance with Article IV of this Manual embodying such accumulation of job content changes.
- (g) If the change in job content results in a lower classification of a job, any incumbents of such job, at the date of such lower classification, shall receive an "out-of-line differential" in conformity with the provisions of the basic Agreement.
- (h) When the Employer changes the identification details relative to a given job, such as name of the department or title, a record as to such change shall be established as follows:
 - (1) The Employer shall prepare, on the form set forth as EXHIBIT "C" of this Manual, a record of the identification change. The heading of the record shall show the identification details of the job prior to the change, and the changes to be made shall be enumerated under the caption of "Description Change".

(2) Such record shall be transmitted to the Union through the procedure of Article IV of this Manual.

All of which is hereby agreed to this _____ day of _____, 19____.

BY Douglas College (Employer):

By B.C. Government and Service Employees' Union (Union):

Marian L. Exmann, Co-Chair

John T. Shields, President

Susan Witter, President

Triena Marples, Co-Chair, Joint Job Evaluation Committee

De Whelan, Staff Representative

JOB DESCRIPTION

Division:	Job No.
Department:	Job Title:
Location:	Classification Title:
Original Date:	Pay Level:
Revised Date:	

PRIMARY FUNCTION:***JOB DUTIES AND TASKS:***

1.
 - a.
 - b.
 - c.
 - d.
2.
 - a.
 - b.
 - c.
3.
 - a.
 - b.
 - c.
 - d.
4. Performs other related duties
 - a.

SUPERVISION RECEIVED:***SUPERVISION/DIRECTION EXERCISED:******PHYSICAL ASSETS/INFORMATION MANAGEMENT:******FINANCIAL RESOURCES:***

The above statement reflects the general duties considered necessary to describe and evaluate the principal functions of the job identified, and shall not be construed as a detailed description of all the work requirements that may be inherent in the job.

Employee Signature

Date

Manager/Supervisor Signature

Date

JOB CLASSIFICATION

**EXHIBIT B
JOB NO.:**

JOB TITLE:

FACTOR NO.	REASON FOR CLASSIFICATION	DEGREE	CLASS. POINTS
1	SKILL		
2	PRIOR EXPERIENCE		
3	CONCENTRATION		
4	PHYSICAL DEMANDS		
5	SCOPE		
6	CONTACTS		
7	SUPERVISORY RESPONSIBILITY		
8	ACCOUNTABILITY		
9	ENVIRONMENTAL WORKING CONDITIONS		
10	SAFETY OF OTHERS		
	TOTAL JOB CLASSIFICATION		
	DIRECTIONAL DIFFERENTIAL		
	SALARY GRID LEVEL		

REVIEWED AND APPROVED BY

CO-CHAIRPERSON (BCGEU)
JOINT JOB EVALUATION COMMITTEE

DATE

CO-CHAIRPERSON (DOUGLAS COLLEGE)
JOINT JOB EVALUATION COMMITTEE

DATE

**NOTICE OF JOB DESCRIPTION AND
CLASSIFICATION CHANGE**



Group:

Working Title:

Dept.:

Classification Title:

Date:

Job Classification:

DESCRIPTION CHANGES:

CLASSIFICATION CHANGE

Factors	1	2	3	4	5	6	7	8	9	10	Total	Net Change
Effective Classification												
Changed Classification												