

MANUAL FOR JOB EVALUATION PROCEDURES: FUNSCAD UNIT II

#### EDUCATION

## DEGREE 1

Undergraduate Degree or equivalent.

DEGREE 2

Undergraduate degree in specific skilled area or equivalent or an undergraduate degree and a diploma or apprenticeship in specific skilled area or equivalent.

DEGREE 3

Graduate degree in specific skilled area, or equivalent.

#### Notes on Education:

1. “Degree and Diploma” refer to successful completion of accredited educational program.
2. “Equivalent” refers to formal training in a non-accredited or non-institutional setting (for example, an apprenticeship); or formal education not resulting in a degree or a diploma, (for example experiences with multiple programs in university).

#### EXPERIENCE

## DEGREE 1

Up to two years directly related experience with some experience in a post-secondary setting.

DEGREE 2

Three to four years directly related experience with some experience in post-secondary setting.

DEGREE 3

Five or more years directly related experience with some experience in a post-secondary setting.

Experience Definition:

This factor serves as a scale of measurement for the amount of practical experience that an average individual having the appropriate theoretical knowledge, specific education and specialized training would require to be able to perform the job duties.

Directly related experience consists of two parts: (1) the practical application of the knowledge and skills required to do the job and (2) delivery of skills and knowledge to people in a learning environment.

**PROBLEM SOLVING/COMPLEXITY/JUDGEMENT**

DEGREE 1

Limited analysis, reasoning, problem solving, creativity or initiative is required. In many, but not all, cases, this may mean selecting the most appropriate course of action from a number of possible solutions, but assignments are generally standardized. Limited planning may be involved on the job. The job requires the application of established methods or procedures. Work may involve a choice of methods.

DEGREE 2

A moderate degree of analysis, reasoning, problem solving, creativity, or initiative is required. Situations provide some opportunity for **standardized solutions and some requirement to recognize and creatively define problems** and/or their practical solutions. There is usually a **moderate degree of variation and variety** in or from daily routines. A moderate degree of planning may be necessary.

The job requires adapting established methods or procedures. Work involves a choice of methods or procedures.

DEGREE 3

Interpretative skill and ongoing, reasoning, problem solving, creativity, or initiative is required. This may require using logical, evaluative thinking to define problems, collect information, establish facts and form valid solutions. Situations are **diverse although not unique** and offer considerable opportunity for creativity and mental challenge. Substantial planning may be required. The job requires that **changes be recommended to established methods or procedures**. Work involves a choice of methods or procedures or sequence of operation.

DEGREE 4

Complex and **highly developed analysis, reasoning, problem solving, creativity, or initiative is required** **as with new technologies**. Situations are often unique and typically require a great degree of mental challenge. This includes the development of methods or procedures. Complex planning may be required.

DEGREE 5

The job requires all of Degree 4 plus the recommendation of change to established policies.

**FACTOR NOTES: PROBLEM SOLVING / COMPLEXITY / JUDGEMENT**

1. This factor 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 Responsibility/Accountability factor.
2. Consider the initiative required in problem solving, analysis of situations and problems, the application of fundamental principles and the extent to which judgement must be exercised in deciding upon the appropriate choices of action.
3. Evaluate the judgement permitted within the parameters and constraints of the position. No consideration is given to the capabilities of the incumbent.

This factor measures the requirement for decision making and thinking in order to carry out the duties of the job. It considers the following aspects:

* the extent to which the duties are performed through adherence to procedure, guidelines, predetermined routines, etc;
* the degree of analysis and interpretation required to identify issues/problems and to recommend or carry out solutions;
* creativity or ingenuity required on an ongoing basis;
* the requirement to prioritize or plan work;
* the requirement to display initiative and/or judgement;
* the variety and diversity of problems and situations.

1. This factor measures the degree of thinking that is required in determining how to carry out or perform the job duties and the diversity or variety of issues involved.

2. For the purposes of this manual, prioritizing is interpreted to mean arranging one’s daily schedule; planning has a longer term connotation.

3. This factor also must consider any requirement to conduct a number of different tasks at the same time (multitasking) and decision making required.

4. Definitions:

Limited would mean the occasional requirement for decision making. This is not an ongoing requirement of the position beyond situations with generally standardized choices.

Moderate would mean an ongoing requirement for some decision making and thinking in a variety of duties.

High degree would mean an ongoing, varied requirement to make decisions and think creatively. There is also an involvement in defining the problem and searching for information used for the solution of the problem.

Complex means dealing with unique situations involving decision making and creative thinking as a regular part of one’s duties. This involves reviewing problems and developing solutions for problems that are occurring for the first time. This may include research projects for implementation of new programs or curriculum needs specific to NSCAD; new technology, feasibility study related to projected changes.

**RESPONSIBILITY/ACCOUNTABILITY**

DEGREE 1:

Responsible for overseeing the application of a department or studio policies and procedures during their shift.

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DEGREE 2:

DEGREE I functions plus responsibility for performing a full range of duties related to a separate, **limited access area** or function.

May include the signing of Time Sheets for Student Assistants.

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DEGREE 3:

Performs all duties of Degrees I and II and is responsible for performing duties and functions related to a **limited aspect** of a **separate open access** area.

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DEGREE 4:

Performs all duties of Degrees I and II and is responsible for performing a **full range of duties** (which may include researching cost of budget items) and all functions related to a **separate open access** area on a **regular basis**.

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DEGREE 5:

Oversees a complete departmental area or specialized **function of** **limited scope in an open access area**. Assumes management responsibility for area in absence of supervisor.

Responsibilities may include management of grants received to supplement budget or staffing needs.

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DEGREE 6:

Oversees a complete departmental area or function with **multiple functions**. Assumes management responsibility for area in absence of supervisor and/or is responsible for preparation and presentation of **small-scale budget**.

Responsibilities may include management of grants received to supplement budget or staffing needs.

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DEGREE 7:

Responsible for the management of a complete departmental area or function of significant scope and is responsible for the preparation and presentation of **large-scale budget**.

Responsibilities may include management of grants received to supplement budget or staffing needs.

**Factor Notes:** Responsibility/Accountability is defined as the answerability for actions and the consequences thereof. This factor measures the impact or effect that the actions required by the position have on the achievement of NSCAD’S goals and its reputation in the local community and beyond. It considers:

* The freedom to act or deviate from assigned work;
* The nature and scope of decisions made by the incumbent and/or the degree of involvement in the decision-making process;
* The likelihood of error (measured by degree of supervision, checks/controls in place to catch errors) and the impact of errors;
* Degree of responsibility for material resources;
* Degree of responsibility for safeguarding confidential or valuable information;
* Responsibility for the verification of the work of others;
* The degree of responsibility that the job has to initiate action to prevent injury or harm to others;
* The scope of the area or job, i.e. open or closed access service area for entire College or designated unique area of expertise.
* “Limited Aspect” “Limited Scope” or “Multiple Functions” may apply to either technical or administrative duties.

Accountability can be considered in terms such as:

* Handling money/size of budget –
* Example: small to moderate scale = $ 1500 – 25,000
* Large Scale: over $25,000
* May also be responsible for management of grants received to supplement budgets or staffing needs
* Damage or loss involving equipment, supplies or property
* Disruption or delay of service
* Loss of time in detecting and correcting an error
* Inaccuracy of reports or records
* Morale of others
* The seriousness of an error
* Embarrassment to the University or Department
* Scope should consider the number of users or the complexity of function.

**SUPERVISION OF OTHERS**

DEGREE I.

No supervision of others.

May be responsible for monitoring trained Student Assistants during their shift.

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DEGREE 2.

# Responsible for day to day monitoring and training of Student Assistants; periodically assumes some of the normal supervisory responsibilities over others.

**Responsible for supervision of 1 – 4 Student Assistants per semester.**

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DEGREE 3

All of Degree 2 and responsible for the supervision of **5 or more Student Assistants or equivalent per semester**.

Duties may include recruiting, training and dismissal of Student Assistants.

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DEGREE 4

**The job requires the employee, on a continuing basis, to assume some of the normal supervisory responsibilities over others. This can include supervision of a limited term grant employee who works full time.**

Day to day supervision and training of Unit II employee(s) or equivalent, for less than 15 hours per week and who do not work exclusively in the area.

**Responsible for supervision of 1 Part Time Unit II Employee or equivalent who works for less than 15 hours per week.**

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DEGREE 5

All of Degree 4 plus responsible for **2 or more Part Time Unit II Employees or equivalent who work for less than 15 hours per week.**

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DEGREE 6

The job requires the employee, on a continuing basis, to assume the normal supervisory responsibilities over others. May perform some duties similar to those of the employees supervised.

Day to day supervision and training of full time or part time Unit II employees or equivalent who work over 15 hours exclusively in the area**.** Assists in recruitment and hiring of Unit II employees and assists in evaluation and effective recommendation for discipline and/or dismissal of Unit II employees.

**Responsible for 1 Full Time Unit II Employee and 2 or more Part Time Unit II Employees or equivalent.**

DEGREE 7: All of Degree 6 plus responsible for **2 or more Full Time or equivalent Unit II Employees.** Responsible for determining and recommending staffing needs for the area.

Supervision of Others Notes:

I. Degree of supervision of others should consider the following factors:

Hours per week worked by persons supervised.

Number of student assistants or Unit II contract and internship employees under direct supervision increases degree level.

Levels of training required; i.e. training is for simple tasks or more complex tasks; training is for Student Assistants (who do not do full range of Unit II tasks) or for Unit II Employees.

Evaluation of employees – student assistants’ evaluation is weighted less than evaluation of Unit II employees or contract or internship employees.

II. “Periodically” as used in the second degree means intermittently but with reasonable regularity.

III. To qualify for the third or higher degrees under this factor, supervisory responsibility must be a definitely established part of the job requirement and must not be just transient.

IV. “Normal” supervisory responsibilities: must include a portion of each of the following:

1. Planning, organizing, scheduling, and coordinating of work.
2. Assigning of work and /or personnel.
3. Maintaining quality, accuracy, quantity of work.
4. Giving advice, guidance, instructions, direction.
5. Developing of work methods, work procedures, work standards.

**SUPERVISION RECEIVED**

### DEGREE 1

Supervisor skilled in area of expertise is available daily.

There is daily access to supervisor for interpretation (of work routine or area policy), assistance, troubleshooting, et cetera.

Number of supervisors: one.

Supervisor establishes set of routines.

DEGREE 2

Supervisor skilled in area of expertise is available daily for majority of tasks, but not for specific area of expertise in which employee is skilled.

There is weekly or occasional access to supervisor for interpretation (of work routine or area policy), assistance, troubleshooting, et cetera.

Number of supervisors could involve more than one faculty from same area.

DEGREE 3

Employee does not have daily access to supervisor skilled in area of expertise. **Occasionally** may be required to research to provide solutions.

Work routine is available, but **prioritizing by employee is necessary from time to time**. Work activities vary based on employee interpretation of area’s set policy through consultation with faculty from same area.

DEGREE 4

Employee does not have daily access to supervisor skilled in area of expertise. **Often** is required to research to provide solutions.

Work routine is available, but **prioritizing by employee is necessary on a regular basis**. Access to supervisor for interpretation (of work routine or area policy), assistance, troubleshooting, et cetera is coordinated via consultation with faculty from different academic areas; conflicting suggestions may require interpretation by employee based on needs of area.

DEGREE 5

All of Degree 4 and employee works without supervision and sets policy based on the academic needs of the area.

**Supervision Received Notes and Definitions:**

Supervisor is not always one person; although the Job Description states that each employee has one supervisor. This factor should consider the number of persons who make demands on the area and the complexity of these demands. For example:

* the number of faculty within the area will increase the level of complexity within an area.
* having demands from faculty from different areas will increase the complexity even more.
* closed access areas (open only to students and faculty working in area) involve similar categories of supervision, whereas open access areas (open to general College population and/or public) will have varied clients, and will present potential conflicts.

Factor should also consider the physical location of the supervisor. For example:

* some jobs have some simplicity and ease built into them because a supervisor with expertise is readily available.
* another job may require an employee to have to make decisions independently.
* consider the impact on supervisor, i.e. frequency of need to request assistance or ask questions.
* Technicians working in areas with only part-time or sessional faculty usually have more independence in setting policy based on the academic needs of an area, rather than just procedures.

**CONTACTS**

DEGREE 1:

Basic verbal contacts following department protocol with students and other employees in the area. Common courtesy required in order to maintain working relationships. Courtesy and tact required in explaining, exchanging data or information. Frequency is occasional.

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DEGREE 2: Same as Degree 1 where frequency is moderate or daily.

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DEGREE 3:

**Basic verbal and written contacts following department protocol with students and other employees in the area.** Tact and discretion required to deal with or settle requests, complaints or clarification. Frequency is occasional.

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DEGREE 4: Same as Degree 3 where frequency is moderate or daily.

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DEGREE 5:

Contacts require **complex verbal and written exchange of routine information** with students, other employees in the area, other department staff, faculty and administration **or suppliers**. Tact and diplomacy are required when handling contacts of a difficult or specialized nature, for the discussion and resolution of problems by presenting and obtaining detailed information. Frequency is occasional.

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DEGREE 6: Same as Degree 5 where frequency is moderate or daily.

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DEGREE 7: Contacts require **complex or confidential verbal and written exchange of** **complex or confidential** information with students, other employees in the area, other department staff, faculty and administration **or peer professional groups.** Tact and diplomacy and human relations skills are required for frequent contacts of a difficult, specialized, or sensitive nature for such purposes as influencing, persuading or securing the cooperation of others. Frequency is occasional.

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DEGREE 8: Same as Degree 7 where frequency is moderate or daily.

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DEGREE 9: Contacts require complex or confidential verbal and/or written exchange of complex or confidential information with NSCAD employees or **public contacts** **representing NSCAD**, i.e. related organizations, government agencies, media, professional groups, etc. Contacts are a major element of the job requiring considerable communication and human relations skills for such purposes as influencing, persuading, motivating, or negotiating with others, and in dealing with highly sensitive issues. **Frequency is occasional.**

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DEGREE 10: Same as Degree 9 where frequency is moderate or daily.

**CONTACTS**

Definition:

This factor measures the contacts necessary in communicating with others, be they co-workers, members of the public, or students. 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.

Factors considered in Contacts are:

1. Skill of delivery.

* There should be a distinction between internal and external contacts and the importance of the contact to the College.
* Level:

internal: students, faculty, staff, senior administration.

external: suppliers, government, related professional associations, media, universities.

2. Frequency.

* Frequency should also consider how routinely skill is applied in category. Is it occasional, moderate or daily? At the higher level frequency is less important due to potential for harmful or beneficial impact to College.
* Frequency will have three basic levels, occasional, moderate and daily.

3. Contacts of a normal supervisory nature are not considered under this factor.

1. 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 a 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.
2. “Working Relationships” means contacts with other staff regarding a work activity.
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 persuasion, influencing, empathy, sensitivity, understanding of human and organizational behaviour, and motivational techniques.
6. An example of “confidential” could be discussing information contained in a Performance or Probation Review report for a Unit II Employee.

###### WORKING CONDITIONS

1. Hazards (lowest 0.5 – Highest 3) \_\_\_\_\_ Points.

a1) Occasional exposure to Minor Hazards which includes working in an environment containing mold, dust, inhabiting older buildings which, in case of error or improper procedures, carry with them the risk of some lost time, or minor accidents or illnesses. Enter 0.5 above.

a2) Occasional exposure to Major Hazards which include working in an environment containing air-borne particles (fumes, sawdust, smoke), toxic chemicals, dangerous equipment and machinery, electrical hazards, noise, excessive heat or cold, and vibrations which, in case of error or improper procedures, carry the risk of serious illness or disability. Enter 1 above.

b) Frequent or routine exposure to Minor Hazards (see above). Enter 2 above.

c) Frequent or routine exposure to Major Hazards (see above). Enter 3 above.

II. Unpleasant Conditions (Lowest 1 - Highest 3) \_\_\_\_\_ Points.

1. Few interruptions. (Enter 1 above)
2. Occasional interruptions. (Enter 2 above)
3. Frequent interruptions. (Enter 3 above)

III. Exposure (Lowest 1 - Highest 3) \_\_\_\_\_ Points.

1. Occasional exposure to unpleasant or demanding staff, faculty or students (Enter 1 above)
2. Routine encounters with or demands from upset staff, faculty or students (Enter 2 above)
3. Routine encounters with or demands from upset staff, faculty, students, and the general public. (Enter 3 above)

IV. Space (Lowest 1 - Highest 3) \_\_\_\_\_ Points.

1. Has a private space to work in. (Enter 1 above)
2. Has access to a private space for part of the day. (Enter 2 above)
3. Works in a public space all day. (Enter 3 above)

V. Working Hours (Lowest 1 - Highest 3) \_\_\_\_ Points.

1. Works regular 9-5 (or 8:30 to 4:30) hours, Monday to Friday (normal business hours). (Enter 1 above)
2. Occasional work in evenings or weekends to fill in for other staff, or some regular shifts are during non-business hours. (Enter 2 above).
3. Always works during non-business hours. (Enter 3 above)

TOTAL POINTS (ADD TOTAL POINTS IN I – V ABOVE) = \_\_\_\_\_\_\_\_\_\_\_.

SAFETY OF OTHERS

This factor measures the degree of care required to prevent injury or harm to others.

DEGREES

DEGREE 1

Little degree of care required to prevent injury or harm to others.

DEGREE 2

Some degree of care required to prevent injury or harm to others.

DEGREE 3

Considerable degree of care required to prevent injury or harm to others.

DEGREE 4

High degree of care required to prevent injury or harm to others.

FACTOR NOTES: Safety of Others

1. This factor is not to be seen as conflicting with any and all Health and Safety Regulations at NSCAD, nor is it an evaluation of such regulations.

2. It is recognized that all incumbents have a self-disciplined responsibility for the welfare of others. 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”, “considerable” and “high” are used. Before rating this factor raters should define the degree under degree of care the meaning of “little”, “some”, considerable” and “high degree” as it applies to the workplace. Consider the following examples as a guide:

LITTLE: Closing of file drawers, keeping fire exits clear.

SOME: Stacking supplies, monitoring electrical overloads, turning on ventilation, posting of wet floor signs in public access areas.

CONSIDERABLE: Providing safety guards, personal protective equipment, and occasional use of hazardous materials and/or equipment.

HIGH: Routine use of hazardous materials and/or equipment.

DEXTERITY

DEGREE 1

The duties of the position do not normally involve the operation of tools, equipment or machinery requiring fine movements. The aspects of the job involving dexterity normally do not involve above average dexterity requirements.

DEGREE 2

Some duties of the position normally require the performance of tasks that demand accurate coarse movements or normally require the performance of tasks that demand accurate fine movements where speed is a secondary consideration.

DEGREE 3

The duties of the position normally require the performance of tasks that demand accurate fine movements **and where speed is a consideration**. The operation of the equipment or machinery is a significant responsibility of the job.

Dexterity Definition

This factor measures the level of dexterity required by a job. The levels of dexterity are determined by considering the elements of speed and/or accurate hand/eye (or hand/foot) coordination required in the operation of tools, equipment, or machines.

The frequency of activities involving such movement as well as the speed of coordination required are also taken into consideration.

Some aspects of dexterity are considered to be coarse movements such as using band saws, drills, torches, etc. Fine movements would refer to advanced keyboard skills, arc welding for precision work, typesetting for the hand press, etc.

FACTOR NOTES: DEXTERITY

1. Movements can either be fine or coarse. Coarse movements involve the use of the full hand or foot. Examples of coarse movements include the use of band saws, drills, torches, etc. Fine movements involve the use of fingers. Examples of fine movements include keyboarding, writing, pattern drafting, repairing instruments and equipment, and using carpentry tools.

2. Speed is considered by this factor in terms of the coordination of the movement or movements. It does not relate to a requirement to accomplish a specified amount of work within a certain period.

The importance of speed can also be related to tasks where proficiency standards have been established.

3. It is assumed that if a person is required to operate machines, tools or equipment, he/she is fully capable of using the particular piece of machinery, tool or equipment to the expected standard. The need for precision and accuracy is therefore implied.

4. Frequency must be considered in terms of selecting the dominant activity that involves dexterity.

5. Any requirement for dexterity must be related to major and defined job responsibilities.

###### PHYSICAL DEMANDS

Light physical exertion required up to and including one hour. 1 point

Same as above 3 or more times per semester. 2 point

Moderate or heavy physical exertion required up to and including one hour. 3 points

Same as above 3 or more times per semester. 4 points

Light physical exertion required over one hour and up to and including two hours. 5 points

Same as above 3 or more times per semester. 6 points

Moderate or heavy physical exertion required over one hour and up to and including two hours. 7 points

Same as above 3 or more times per semester. 8 points

Light physical exertion required in excess of two hours. 9 points

Same as above 3 or more times per semester. 10 points

Moderate or heavy physical exertion required in excess of two hours. 11 points

Same as above 3 or more times per semester. 12 points

Physical demands involve:

* exertion, i.e. lifting, pushing, bending, carrying, standing, remaining in one position for extended lengths of time, repetitive eyestrain, and repetitive small muscle activity such as typing, use of data entry devices, or writing.
* Amount or intensity is also measured as light, moderate, or heavy.
* Consider the frequency of the physical demand, i.e. every day, 2-3 times per week, once per week, etc. Physical demands that are once per year should not be considered.
* Infrequently = 1 or 2 times per semester.
* frequently = 3 or more times per semester.

MENTAL EFFORT

DEGREE 1

Duties require low/normal concentration that is necessary to produce error free work. The work involves occasional short periods of concentration.

DEGREE 2

Some duties require moderate concentration for periods of short duration (one hour or less) although there may be occasional periods of concentration for sustained duration, i.e. more than one hour. **Pace is normal** for most of the day, but there may be periods of high pressure on occasion.

DEGREE 3

**Some duties** require moderate/high concentration for periods of two to three hours for special projects or to meet deadlines. **Pace is usually busy.**

DEGREE 4

**Most duties** require high concentration for most of the day (due to heavy volume, pressure of deadlines, and exactness of work). **Pace is extremely hectic**.

Mental Effort Definition

This factor measures the intensity of the duties of the job that require mental, visual, aural or other types of concentration or alertness. It considers the following aspects:

* the level of alertness required
* the frequency
* the duration
* any requirement for accuracy or precision

FACTOR NOTES: MENTAL EFFORT

1. This factor measures the intensity of concentration required while performing the responsibilities of the job.

2. Generally, in determining the level of concentration required, consider the requirement for the employee to maintain concentration as well as the degree of precision required to perform the task.

Low/normal The person generally picks up where he/she left off; there is no backtracking; the need for detailed or precise work is low.

# Moderate/

Short Duration The person spends some time in backtracking to determine and pick up where he/she left off, some time is lost; the need for detailed or precise work is moderate.

High Close attention is required most or all of the time. The person must spend considerable time in backtracking to determine and pick up where he/she left off, considerable time is lost; the need for detailed or precise work is high.

3. Precision refers to the exactness required in performing the task.

4. Consideration should be given to any requirement to identify and correct errors.

5. Duration is broken down as follows:

Short: one hour or less.

Moderate: More than one hour, but less than two hours.

Long: More than two hours.

6. Where there are a number of regular tasks involving concentration, each regular task should be evaluated and the highest appropriate degree selected. The frequency for short, moderate or long periods of mental effort must be related to work on a continuing basis throughout the year (or average).

INSTRUCTION DELIVERY

DEGREE 1

Gives instructions to new students on the proper use of the area. These instructions do not involve a complex series of steps.

DEGREE 2

Employee is expected to assist students **one-on-one** with techniques in use of materials, software, or equipment in the area. Moderately complex steps are involved.

DEGREE 3

Employee is expected to give **full class or one-on-one** instruction on techniques in use of materials, software, or equipment in the area. Employee may have to provide some documentation, instructional charts or notes to students. Academic objectives and/or courses with **similar content** are supported at this degree.

DEGREE 4

Employee is expected to give **full class or one-on-one** instruction on demand for complex procedures and techniques and to provide documentation or notes on the topic. This instruction will directly affect and improve the students’ abilities to master the required curriculum. Academic objectives and/or courses with a **variety of content** are offered at this degree.

Factor Notes: Instruction

Instruction by employees in this group involves several categories and is always in response to curricular needs of all classes in the area. However, the level of instruction does not include the evaluation or grading of students:

* Assisting students one-on-one.
* Demonstrating techniques and/or procedures for entire classes on a pre-arranged and routine basis.
* Demonstrating techniques upon the request of the faculty in the area (not pre-arranged).
* Responding to needs of program or faculty in area by using knowledge to make modifications to tools, equipment, software settings, etc.

The scope of instructions should also be considered such as

* studio or library routines.
* moderately difficult procedures, techniques or routines.
* very complex procedures and/or techniques.
* the number of courses with significantly different content being offered in the area will have an impact on the scope of instruction delivery.