SGEU Electronic Position Description Guide

For In-Scope Government Employees

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Saskatchewan

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The SGEU Class Plan information – Factors, Comparative Descriptions, and Electronic Position Description (EPD) Guide – is available on Taskroom at https://taskroom.sp.saskatchewan.ca/how-do-i/find-information-about-classification/sgeu-classification-plan. Contact your Human Resource Business Partner (HRBP) Team for assistance in helping you to complete the EPD, if required. The EPD is required under *The Public Service Regulations* and SGEU Collective Bargaining Agreement (CBA). The parties have agreed to the electronic form and the following guidelines for its use.

When to Complete an Electronic Position Description:

The design of the EPD allows for completion of specific portions of the form, as per the chart below.

SITUATION	ACTION REQUIRED
1. Vacancy, including new positions: a. Additional funding is received to increase the complement of an existing one-to-many assignments. b. A vacant position which has already been classified has a change in the assignment. c. Additional funding is received and the assignment is unique from other positions	a. Manager requests an increase to head count through HRBP b. Manager submits request for classification review to the HRBP c. Manager completes the entire form except Factors 6, 7, and 8 and submits to the HRBP. The last three factors will be rated on the basis of similar jobs or comparative descriptions (CDs). ***Note:*** *In all cases, identify whether a Criminal Record Check (CRC) is required.*
2. Encumbered reviews: a. Temporary Assignment of Higher Duties (TAHD) over 90 days – straight backfill b. TAHD over 90 days – additional duties c. Permanent classification review where the duties are identical to another job d. Permanent classification review where the job assignment is new or has changed substantially since the last review	a. Manager requests HRBP provide TAHD (temporary reclassification) citing the MIDAS position number being backfilled. b. Manager completes and submits the entire form to HRBP to provide TAHD c. Manager and employee submit the same as EPD and organization chart to HRBP identifying the MIDAS position number(s) of jobs already classified with this job assignment. d. Manager and employee complete the EPD and submit to HRBP identifying the specific changes. If there are numerous employees, a separate sheet of signatures can be attached to the job description form ***Note:*** *If a CRC is required ensure you have confirmation of CRC from the CRC Coordinator prior to assigning the work.*

Note: *When a permanent employee believes their assigned duties and responsibilities have altered sufficiently to justify a review as to the appropriateness of her position classification, they may request a classification review (Article 5.2 A of the CBA). The ministry or the Public Service Commission (PSC) may also initiate a classification review.*

Why an EPD Must Be Completed:

Legal Requirements

1. *The Public Service Act* (Section 17) obligates the Public Service Commission to maintain classification levels appropriate to the assigned duties and responsibilities.

2. The Act authorizes the Commission to ascertain the duties and responsibilities of all positions in the classified service and allocate them appropriately.

3. Both *The Public Service Act* and CBA provide permanent employees the right to request a review when their position's responsibilities change. The CBA requires that employees must document the changes to assignment in the appropriate section of the job description form (EPD) (Article 5.2 A).

4. *The Public Service Regulations, 1999* (Section 7.2) require the Permanent Head (normally delegated to managers) to report any material change in duties and responsibilities on forms designated by the Commission (Section 7.3). Where positions undergo significant changes and job description forms (EPDs) are not submitted for review, the Commission has the authority to, and will, initiate and complete classification reviews.

How to Complete the Electronic Position Description

General things to keep in mind when completing the EPD

If you do not complete the whole EPD, but just complete the sections that you feel are affected by the change in your assignment, be aware that the PSC should review any and all factors when conducting a classification review.

You may find it helpful to read the whole EPD before starting to complete it. In addition, you should become familiar with the job evaluation factors, with particular attention to the "Notes to Raters" for each factor.

Do not use words and phrases from the job evaluation factors. Evaluators are trained to not be influenced by direct quotations from the factors. Also, jobs have varying responsibilities that may be equivalent to different levels within a factor. Trying to write an EPD to attain a particular rating may result in a description that is not indicative of the assignment and there is no guarantee that it will have a positive effect on the classification.

Another suggestion when completing the EPD is to keep it simple. Remember that the job description form is going to be read by someone whose field of study is different than yours. Looking at the Comparative Descriptors (CDs) can be helpful when looking for guidance on format.

Keep in mind that copying content from CDs into a job description will not necessarily result in the same level being assigned to the position. The factor ratings of the CD are based on the full content of the CD on each factor and a full understanding of the job assignment the CD was based upon. During the interview with Human Resources, the examples you provide may not meet the full intent of the CD and therefore your job may not have been rated at that level.

It is also important to remember that CDs are a snapshot in time of a position's assignment. Over time, job assignments change. However, the CD is still accurate for the assignment at that point in time. The purpose of the CDs is to reflect the different rating levels in the job evaluation factors, not to represent all the different jobs that exist across the service. Periodically, the Joint Union-Management Maintenance Committee reviews the CDs to determine whether there should be any amendments. If you are in a position that was used as the basis for a CD and submit your position for review, the CD is still part of the classification plan and will be used to evaluate your assignment. If the position assignment has changed sufficiently that the position warrants being rated differently than the CD, it will be.

Different jobs are often responsible for different aspects of the same program. As a result, it is important to ensure that the EPD makes the position's role clear (e.g., between peers and between managers and their staff). Ensure that the roles and responsibilities listed are indeed those of the position and not of other positions, the branch, or the ministry as a whole.

After completing a section on the form, go back to the question and ensure that the information really answers the question that has been asked. It is also helpful to ask someone who does not know your job (e.g., family member, friend) to read the EPD to see if they understand the essence of why the job exists and what it is expected to achieve.

Every effort should be made to be clear and concise.

Suggestions Relating to Specific Sections in the Electronic Position Description (EPD)

Position Description Details

The Current Classification Grade and Job is referring to the level and occupation code (e.g., 04PSC, 11CRO, etc.). If you are not sure what your position's grade and job are, check your pay stub or contact the Human Resource Service Centre.

Criminal Record Check

If the duties of the position meet requirements for a criminal record check (CRC), identify which of the following reasons apply.

The position is responsible for:

- Public money (such as the collection, receipt, disbursement or expenditure of public funds);
- Modifying information technology systems (e.g., network/security and database administrator);
- Working with third-party service delivery systems (a third party requires a CRC to grant access to their system);
- The care of, or intervention with, vulnerable clients (e.g., child protection workers/employees in the corrections system);

- Law enforcement/security (e.g., conservation officers/highway traffic officers);
- The administration of the criminal justice system (e.g., public prosecution and court services staff);
- Other positions, as agree to by PSC and ministries (specify reason).

Also, if you are requesting a permanent or temporary reclassification of an encumbered position, attach the email the CRC coordinator has sent you providing confirmation that a CRC is on file for this employee(s). Ensure that the CRC for the employee in question matches the CRC requirements for the job. For example, an individual who had a CRC done for an assignment that was responsible for public money will require another CRC done if their new assignment includes the care of, or intervention with, vulnerable clients.

Changes to the Job Assignment

In order for a classification review to be initiated, there must be sufficient change to the job assignment to warrant a review. This section identifies what change has happened. Either:

- Identify the MIDAS number to which the position is identical; or
- Explain what changes have occurred to the job assignment. Have responsibilities been taken away from the position or added? If they have been added, what are they and where did they come from (e.g., which MIDAS position number used to assign the duties; are they related to a new program, etc.)? Ensure you review the last classified full job description and any subsequent job descriptions submitted with minor changes for this assignment to ensure the responsibilities are new.

In some instances, changes will not be significant enough to warrant a classification review. Therefore, if requests for a classification review are not warranted they may be denied (e.g., increases or decreases in the amount of time spent on existing responsibilities; changes in working title; minor change in numbers of staff supervised).

Primary Responsibilities

The form asks that you list the responsibilities assigned to the job, in order of priority. This does not necessarily mean that the responsibility on which you spend the majority of your time will be the first one listed.

The important thing to remember here is to provide a broad description of overall responsibilities, not detailed tasks. The detail will be provided on the rest of the EPD. If you want to see examples of how this is done, take a look at the CDs. The primary responsibilities are the typical nature/essence of the job and the job's purpose. These are broad statements and three to seven responsibilities are usually sufficient to describe the key expectations of a job.

When completing the form, begin statements with a verb and use the present tense (e.g., "develops" as opposed to "developed"). Writing in a passive tense (e.g., a research project will be conducted) does not make it clear whether it is the position's responsibility or whether someone else is doing it.

Avoid technical jargon and abbreviations (unless you define them).

Avoid pronouns (I, we, she, he, it). An important thing to remember is that it is the **job** being evaluated, not the person.

Avoid performance laden words such as excellent, difficult, accurate, the most complex, efficient, etc.

Avoid words that are subject to varying interpretation (e.g., assists, coordinates, supports, participates, as required, may, prepares, helps, deals with, handles, etc.). Not only are these words unclear, they usually give the impression that the job has less responsibility than it does. If you use one of the words, explain what you mean. For example, "Assists the policy committee by distributing new policies for review by affected interest groups, gathering the responses and collating the suggestions by category for the committee to review".

Some examples of clearly written primary responsibilities:

- Plans and conducts audits of provincial vendors and consumers in the retail and contracting industries as provided for under tax acts administered by the Ministry of Finance.
- Checks all payments for accuracy and sends payments requiring special processing to the cash mail clerk.
- Develops and delivers professional development for teachers and administrators to enhance the delivery of services and programming for students with exceptional needs.
- Provides secretarial support to the Regional Management Team.
- Develops offender case plans and provides counseling, guidance and direction to offenders to promote adherence to case plan and to live responsibly in the community.
- Diagnoses equipment problems using mechanical, electrical and computerized testing equipment.

Although these should be broad statements of the job's responsibilities, be careful **not** to make them so generic that they don't indicate what the program/service responsibilities are. For example, **do not** make statements like the following:

- Initiate actions to address goals targeted.
- Increase the ministry's presence as a monitor of impacts.
- Assist in maintaining data base.
- Act as senior liaison with other ministries, government agencies and industry representatives

Factor 1 – Problem Solving

As opposed to the primary responsibilities section which asks for broad statements, in this section you need to provide specific examples of typical problems, issues, challenges or complexities encountered in the job. The key points here are that only three examples are needed and they should be typical problems, not things that happen once in a while. This is because the factor measures the typical problems/preponderance and three examples are enough for an evaluator to determine the appropriate level.

Make sure you identify a specific example of a problem rather than a statement of an activity. For each problem that you list, outline the actions that you take to resolve the problem. Again, be specific and provide the information that demonstrates the thought process and analysis required to resolve the problem. However, keep in mind that the EPD is not meant to be a procedural manual for how to do the job assignment. Describing the step by step processes of how a job is performed often leaves the impression that the job is less difficult. Once you start describing the solutions you might take up more space than half a page, but you should not need more than a page.

An important thing to keep in mind throughout these questions is that the examples provided should relate back to the primary responsibilities. For example, typical examples of work should reflect the major responsibilities assigned to the job.

Some examples of clearly written problem and solution statements are:

Problem	Solution
1. Correspondence for typing is missing information or is difficult to read.	1. Speaking with the author to obtain missing information or to clarify the written information.
2. Incorrect calculations/extension amounts on invoices/requests for payment.	2. Verifying totals on the invoice/request for payment and comparing it to the authorized payment amount and if wrong, changing the payment amount. Advising the branch of the correction. In some cases, (e.g., when the amount is unclear) returning the invoice/request for payment to the branch for correction.
3. Allegations of children in need of protection due to issues such as physical, emotional, or sexual abuse, or being neglected or abandoned by their parents.	3. Visiting the home to assess family functionality and determine the risk of a child (e.g., observing patterns of indicators including physical indicators such as the presence of several injuries that are in various stages of healing and behavioural indicators such as the child cannot recall how injuries occurred, or offers an inconsistent explanation); counseling parents on parenting skills; placing a parent-aide in the home; apprehending the child; and/or referring clients to receive specialized assessments and counseling.

Factor 2A – Authority to Make Independent Decisions

There are three areas addressed in the A side of this factor, not all jobs will have responses to all three addressed in this factor. The Notes to Raters defines “decision” as making a choice between two or more options. When there is only one course of action (one option) for the position to take, there is no decision.

The first area of decision making that is addressed is if the job has the authority to develop new written policy or standards that others are expected to follow. A specific example here is the Manager of Boiler and Pressure Vessel Inspections (CD 239), which has the authority to set written policy for other inspectors. The example sited is, a type of pressure vessel does not meet current standards but has been operating safely for many years. **The job has the authority to develop a different standard for that vessel and direct the inspectors to use it.** In this case, the answer to the question “Does this job have the authority to manage implementation of this policy?” is yes. In explaining the job’s role, an example should be used to describe what the job does to implement the policy. In this case, the job’s role is to document the new policy, and train and monitor inspectors in its application.

The second decision making area that is addressed is if the job does not have authority to develop new written policy or standards but **does** have authority to make independent decisions outside of existing written policy or standards. If the answer is yes, provide a couple of examples and include how often these decisions are made. Note: In order for a decision to be made outside of policy, a written policy statement must exist. “Independent” decisions mean that the job does not have to get approval from anyone else to implement the decisions. To make it clear how the decision is outside of policy, state the policy. A specific example here is a Maintenance Enforcement Investigator (CD62) which makes decisions outside of policies and standards where the majority of decisions are not reviewed. Decisions are made weekly and include: to summons a payor to court for a default hearing despite the fact the individual is receiving social assistance (policy dictates not to summons individuals on social assistance); not withholding an individual’s driver’s license when legislation requires this for payors in arrears.

Most jobs have authority to make independent decisions within existing written policy or standards which are accepted without review, which is the question addressed in this area. Provide examples of specific decisions, stated as decisions, and whether they are reviewed. If they are reviewed, indicate whether they are reviewed before or after they have been implemented. The most common error people make here is listing activities instead of decisions. A decision is a choice between two or more options. If the job has no choice, there is no decision. Some examples of specific decisions within policy:

- Determining if manifests are filled out correctly. These are not reviewed.
- Determining risk level to be assigned to a probationer if not specified by the court. These are not reviewed
- Approving expense disbursements (e.g., petty cash, office supplies, equipment). These are not reviewed.
- Approving/denying remission and forgivable loan benefits for students. These are not reviewed.

Factor 2B – Decision Making Urgency/Corrective Actions

Provide examples of corrective decisions or actions that this job is required to make independently (i.e., no one else checks the decision before it is implemented). Again, it is important to remember what the factor is measuring and what it isn’t. Do not provide examples of what could go wrong if the job makes a mistake, or the harm or hardship a decision may cause other people. Rather, provide examples of decisions the job makes to correct a situation that has been caused by someone else; what the impact is on finances, the environment, the well-being of others, or public confidence, legal matters, etc.; how frequently the decision is made; and, if the decision is to directly alleviate conditions causing threat to the safety or well-being of others, how often does it escalate to the point of physical danger.

For example:

Corrective Decision	Impact of the Decision	Frequency	Frequency of Escalation
Whether or not to recommend the development of a new province-wide income security program for youth.	There are income security clients experiencing financial threat because they are unable to acquire the financial support they need from existing programs.	Once every couple of months	
Whether to apprehend a child or place parental aides in the home.	The safety of the child and the preservation of the family unit.	Once a day	Once a week must remove a child from an immediately volatile situation.
Correcting errors made by other staff on expenditures so that vendors are issued cheques in the correct amount and on time(e.g., contract payments, grant payments).	Financial loss to the government occurs when staff do not process ministry financial transactions correctly or on time. Timeliness of payments ensures no interest is paid.	Daily	

Factor 3 – Human Relations Skills

The A side of this factor requires examples of how the job influences others or modifies their actions or behaviour (e.g., explanation, negotiation/mediation, counseling, therapy, etc.). The “others” referred to in this section could be anyone internal or external to government *except staff reporting directly to this position as that is credited in Factor 4*. It is important here to be specific in explaining exactly what is done, rather than just use the words negotiate, mediate, counsel, etc. For example, who are you mediating between, what about, what are the opposing arguments, how do you mediate?

Some examples of clearly written statements:

- Receives calls from external clients who are complaining because material requested is not available for release to the public. Requires understanding what the complaint is, offering alternate information, offering to send the material once it is available for release to the public; and explaining the ministry’s policy on releasing requested information.
- Defends own decisions and explains established policy and procedures to complainants from rural Municipalities (e.g., payments on land purchases or removal agreements, gravel pit clean up complaints), contractors (e.g., unacceptable pit clean ups, unauthorized gravel removal), and landowners (e.g., setting of gravel pit purchase prices, overdue permit payments and environmental issues affecting the pit location).

- Explains to maintenance and construction staff why there may be delays in the repair and maintenance of their equipment (e.g., waiting for a part).

The B side of this factor requires examples that best demonstrate how the job transfers knowledge to others to increase their understanding. This could be through presenting (oral or written), demonstrating, teaching, etc. Indicate the type of information, who the audience is and on what basis they could challenge the information. Provide examples that reflect what is done on a typical basis versus something that occurs occasionally. Again, the "others" referred to in this section could be anyone internal or external to government *except staff reporting directly to this position as that is credited in Factor 4*.

Some examples of clearly written statements:

- Presents information to vendor and consumer groups on taxes, revenue programs and application to their businesses. The audience is unfamiliar with these taxes and programs and the information is provided to encourage their compliance.
- Communicates with accountants, lawyers and chief administrative officers regarding business, operational and financial practices when conducting operational and financial audits in municipal offices. The audience is knowledgeable about these subjects and may challenge the application of practices to their situation, however the practices are generally accepted in the field.
- Relays safety and flagging procedures to the public who are unfamiliar with such procedures (e.g., directing them through a work zone).

Factor 4 – Responsibility for the Work of Others

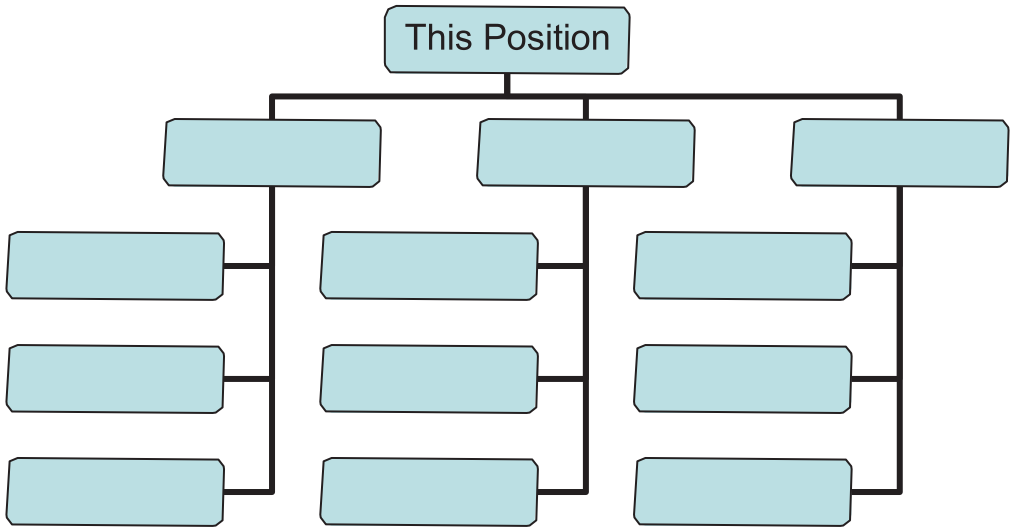
Many jobs do not have any responsibility for the work of others. In that case, level 1 is an appropriate response to this factor and proceed to Factor 5.

If the job does not have any employees reporting directly but is the job responsible for some aspects of the work of employees who report directly to someone else? Then level 2 describes this responsibility. This could be organizing portions of another employee's work, volunteers, verifying the accuracy of work done by others and following up to ensure it has been corrected, etc.

For example:

- A Research Officer job which does not have direct staff but is responsible for coordinating the work of other ministry staff who collect information for program evaluations. This includes directing who will be surveyed, when they will be surveyed and how the surveys will be administered. The staff supervised are administering a client satisfaction survey.
- A Tax and Royalty Collector job which has shared responsibility for one Revenue Officer in the tax roll maintenance duties. This includes assigning and prioritizing the work, monitoring the progress and ensuring quality and quantity standards are met, coaching for performance improvement and demonstrating functions and procedures.
- A Student Loans Collection Officer ensures that appropriate actions have been taken and accurately documented before collection action can be taken. If errors on files are found

(e.g., interest calculations, information not entered into the system) has the authority to have the error corrected by the unit responsible for the work and follows up to ensure corrections have been made.



The next question is about the government employees that report directly to this position. This does **not** include staff reporting to subordinate supervisors. Rather, it is just those that report directly to this position and not through somebody else who reports to this position. For example, if the position has three permanent full-time (PFT) staff reporting directly and they each have three PFT staff reporting to them, you would indicate three FTEs reporting directly to the position, not 12. Also, identify what the position's responsibilities are in regards to the work they perform. Only check off the **full** statements that apply.

Note: *Keep in mind that this section of the EPD will be cross-referenced with the organization chart. If the EPD identifies three FTEs reporting to the position, there must be three FTEs on the organization chart reporting to the position.*

Factor 5 – Job Knowledge

In factor 5A, identify what body of knowledge is required to be brought to the job and why it is needed – to do what in the job. You may include the specific formal designation (e.g., degree, diploma, journey ticket) in which the knowledge is normally obtained.

For example:

- Requires knowledge of business accounting and auditing practices, principles and theories (e.g., accounts reconciliation, generation of billings, statistical analysis sampling for audits, financial information database management), computerized financial management programs in order to perform calculations, and analyze and interpret statistical data while conducting tax audits on businesses. Typically, this knowledge is obtained through the completion of three years of a professional accounting designation or a Bachelor of Commerce/Administration.

- Requires knowledge of the operations and administrative procedures of an office environment, including knowledge of spreadsheet, database and word processing software in order to type and format documents, enter and retrieve information.
- Requires knowledge of heavy equipment operating principles; diagnostic methods and equipment; maintenance techniques; mechanical, hydraulic, pneumatic, electrical, fuel and lubrication systems; and related tools and equipment to repair and replace components or parts of heavy equipment under the direction of a mechanic.

Note: *It is important to remember that the EPD sets out what knowledge is required of anyone to perform the assignment, not the actual qualifications of the employee currently in the position*.

For the B side of the factor, describe the knowledge that must be learned after the employee has commenced in the position in order to perform the job assignment. This could include acts, regulations and policies, programs delivered by the ministry, clients and stakeholder groups. As in factor 5A, describe what the knowledge is used for in the job. If you look at some of the Comparative Descriptions (CDs), you'll see that they include statements about the body of knowledge required and how it is used in the job.

Sometimes it is difficult to determine where certain knowledge should be listed. For example, a job needs knowledge of how to operate a computer including knowledge of how to manipulate information in databases. This would be knowledge to list in question 5A, as knowledge required prior to being hired. The job also needs knowledge of the specific custom built database used in the branch in order to input data and run specific reports and queries. This knowledge would be knowledge to list in question 5B, as knowledge learned after being hired.

Factors 6, 7 and 8 - Working Conditions, Demand and Coordination

For Factors 6, 7 and 8 there are three options to choose from. Option 1 indicates to the consultant to use the generic ratings that typically apply to the job occupation code family of the position being reviewed. Option 2 indicates to use the current ratings for the positions under review. Option 3 is to complete a detailed review of the working conditions, demand and coordination.

If the third option is picked, the EPD will require the activities that the job is required to perform to be listed and identify how many hours per week are spent on each activity. Keep in mind that the total number of hours cannot exceed your normal work week. As it is the same work week that is being documented and evaluated, we are asking you to list the activities once and they will be evaluated on each of the three factors.

We realize that the information you provide here is your best estimate of how many hours a week on average are spent on the different activities and look for reasonableness given the nature of the work and the information provided on the other factors. For example:

- If one of the primary responsibilities is meeting with stakeholders, one of the activities you list in the question for factors 6-8 should be time spent in meetings;
- If meeting with rude and impolite people is listed, it is reasonable to expect some time

is also spent meeting with people who are not rude and impolite;

- If time is spent driving in poor weather conditions, it is reasonable to expect that some time is also spent driving in good weather conditions;
- If a position spends 30 hours a week keyboarding it cannot also spend 12 hours a week driving as the total hours for the activities cannot exceed the normal work week;
- If 30 hours a week is spent keyboarding it is reasonable to expect that some of the keyboarding is without urgent deadlines.

If you perform some activities once a month or twice a year as opposed to on a weekly basis, you can pro rate the activity down to a weekly basis. For example, if you stuff envelopes once a month and it takes four hours, this would pro rate down to one hour a week.

Identifying conditions associated with each activity is optional as it generally requires discussion and clarification with the PSC Classification Consultant. If you are completing this section, review the conditions listed on the EPD, and for each of the three factors, identify which conditions apply to each of the activities. There is a guide at the end of Factor 8 indicating activities and whether they require speed and/or accuracy of physical coordination or neither.

For example, if filing is one of the activities listed, under:

- Factor 6 you could identify #2 repetitive tasks and #18 in contact with dust;
- Factor 7 you could identify #34 can shift attention away but continue to perform the task; and,
- Factor 8 you could identify #47 requires accurate coordination of physical movement.

Note: *For Factor 6 you may not have conditions listed for each activity performed as not all activities occur in disagreeable working conditions.* ***And*** *for Factor 6, keep in mind that the factor does not measure the feeling of risk or the "potential" for something to happen. The factor measures exposure to events which actually occur during the performance of duties.*

Note: *For Factor 8 it is important to remember this factor is measuring "physical" accuracy, not mental accuracy. For example, adding up the numbers correctly for the total points on this factor is mental accuracy and is measured in Demand (Factor 7). However, the physical act of writing the numbers requires physical accuracy and is measured in this factor.*

The following are a couple of sample jobs:

ACTIVITY *List the activities required to be performed by the job.*	**NUMBER OF HOURS** *Identify the average number of hours per week each activity is performed*	**CONDITIONS** *From the list of conditions on Page 7, indicate by # which ones correspond to each activity listed in the first column. If you are exposed to a condition that is not listed, please write it in.*		
		Factor 6	**Factor 7**	**Factor 8**
e.g ., 1. filing	2	2, 18	34	47
2. keyboarding with deadlines	17	2, 4, 24	35	48
3. keyboarding without deadlines	8	2, 4, 24	35	47
4. answering telephone inquiries	3	4, 21	37	46
5. photocopying	2	3, 18	34	47
6. meeting with clients in an open office environment	2	4	37	46
7. gathering information	2	4	34	47
	Total Hours: 36			
e.g ., 1. performing repairs and installations	17	25, 28, 29	35, 36	48
2. working in and around live wires	6	31	36	47, 48
3. lifting equipment while conducting repairs in the open at heights over 10 feet	9	17	42	47
4. communicating by phone or in person	1		34	46
5. driving in good conditions	1	10	34	47
6. driving in bad conditions	2	11	35	47
7. concentrating on reading material (completing work order, estimating jobs).	1 1/3		34	46
	Total Hours: 37 1/3			

You will note from the examples above that we usually do not have any activities listed that account for less than one hour a week. Getting very detailed on these factors and breaking the activities down to half hour or quarter of an hour segments becomes time consuming and usually does not result in a higher level.