

JOB DEMANDS ANALYSIS
COMPANY DEPARTMENT: OPERATIONS

JOB TITLE: TRANSIT OPERATOR

DATE OF ASSESSMENT: October 8th, 2014

NOC CLASSIFICATION #: 7222

This report is provided to confirm the critical job demands required in the position evaluated.

NOC Strength Rating: “Limited Strength” - Work activities involve handling loads up to 5 kg.

WORK SHIFT/HOURS: The Transit Operator (TO) position is staffed 7 days-per-week. Shifts for this position can vary from 7.5 - 9.5 hours in duration, with varying start-finish times including split shifts. The earliest shifts begin at 4:30 am and the final shifts end at 2:30 am on Friday and Saturdays. Shifts can be “straight-through” or “split-shifts.” Operators may either work a 5-on/2-off shift, or a compressed 4-on/3-off shift. Work schedules are established quarterly via a process of sign-ups for shifts, with final approval based on seniority. The hourly total within one working day cannot exceed values set in the Canadian National Safety Code.

SUMMARY TASK(S) DESCRIPTION: The TO is responsible for the safe operation of the buses for the purpose of transporting public over scheduled bus routes. TOs complete pre-trip and post-trip inspections of their assigned bus each shift. The TO is expected to offer appropriate levels of assistance to riders to ensure safe entrance/exit from buses, including wheelchairs and scooters. This includes ensuring wheelchairs and scooters are safely secured inside the bus. In the event of an emergency, the TO is required to assess the situation and take appropriate action to ensure the safety and well-being of riders.

WORK ENVIRONMENT:

- Works inside (continuous, as over 95% of the job is spent within the bus)
- TOs work outside to: complete pre/post trip inspection; when a bus breaks down on a route; or to assist passengers when needed.
- Works in close proximity to moving traffic
- Exposure to noise (sounds of running bus engine, air brakes, radio, background dialogue or riders, traffic noise, etc)
- Exposure to vibration (i.e. vibration associated with operation of bus)
- Exposure to exhaust fumes, as well as odours associated with passenger fragrances/perfumes and/or conditions associated with passenger personal hygiene.
- The worker may be exposed to hot conditions during a pre-trip inspection, or if a bus air conditioning is malfunctioning; wet conditions; or cold conditions.
- Pets/animals confined in carriers and/or service animals.
- Interacts with the public, often in high numbers, and in varying situations. Most public interactions occur inside the bus.
- Requires excellent customer service skills and the ability to multi-task.

QUALIFICATIONS:

- Grade 12 education
- Current and valid BC Driver’s License of Class 2 or higher (with Air Brake Endorsement)
- Vulnerable Sector Criminal Record Check is required
- Safe driving record is required

SPECIAL TOOLS / EQUIPMENT:

Hand Tools Used					
Hand Tool	Vibration (Y/N)	Weight	Hand Used	Static Holding Time	Frequency
Window tool	No	2 lbs	Both	< 1 minute	Rarely
2 way radio	No	< 1lb	Right or Left	< 1 minute	Occasionally
Fire Extinguisher	No	< 2 lbs	Both	< 1 minute	Rarely
Wheel Blocks	No	< 2 lbs	Both	< 1 minute	Rarely
Traffic Hazard Triangles	No	< 2 lbs	Both	< 1 minute	Rarely
Large Equipment Used					
Equipment	Vibration (Y/N)	Duration (total hrs/shift)		Frequency (uses/hr)	
Not applicable	-	-		-	



Physical Demands Analysis (Appendix A)

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CBI HEALTH GROUP

PHYSICAL DEMANDS ANALYSIS								
PHYSICAL DEMANDS			FREQUENCY*					COMMENTS
			NA	S	O	F	C	
MATERIAL HANDLING	LIFTING	Floor to waist	0 – 10 lb	x				Typically no lifting is required Max: 10- 30 lbs assisting with lifting a bike to the bike rack * 17 lbs of force is required to lift/lower bike rack.
			10 – 20 lb	x				
			20 – 45 lb	x				
			45 –100 lb	x				
	Waist level transfer	0 – 10 lb	x				Typically no lifting is required Max: 10- 30 lbs assisting with lifting a bike to the bike rack	
		10 – 20 lb	x					
		20 – 45 lb	x					
		45 –100 lb	x					
LIFTING - Waist to Overhead						Not required		
CARRYING - Bilateral / Unilateral						Not required		
MATERIAL HANDLING	PUSHING	Usual Force: 10 lbs		x			When pushing the overhead emergency exit hatch-door; transporting riders in wheelchairs or repositioning scooters, pushing down bench seats	
		Distance: Max. Force: 25 lbs						
	PULLING	Usual Force: 10 lbs		x			When pulling the overhead emergency exit hatch-door closed, repositioning the steering wheel, adjusting mirrors, pulling up bench seats at the end of the shift.	
		Distance: Max. Force: 25 lbs						
GRIPPING					x	Grip applied to the steering wheel and door handles. * 12 lbs of force required to squeeze bike rack handle.		
FINE FINGER MANIPULATION			x			Pressing buttons to open doors, change position of mirrors, etc.		
MOBILITY/POSTURE	REACHING	Below Shoulder				x	When steering the bus, manually adjusting mirrors, changing the bus destination signs, pulling closed the emergency exit hatch	
		Shoulder Height		x				
		Above Shoulder	x					
	NECK	Static Flexion		x			Flexion: 5-10 seconds to exam bus during pre/post trip inspection. Extension: Looking up to close the emergency hatch Rotation: shoulder checks, greeting passengers	
		Static Extension		x				
		Rotation				x		
	TRUNK	Static Flexion		x	x		Flexion: 10 to 60 seconds of continuous stooping when securing the strap system for wheelchairs Extension: n/a *squatting, kneeling, or crouching are possible postural substitutions for bending	
		Static Extension						
	TWISTING				x		To the left when checking blind spots, to the right when greeting passengers, and in both directions when checking mirrors and passengers, etc.	
	SITTING					x	While driving.	
	STANDING			x			To complete pre/post-trip inspection, when helping passengers with bikes, scooters and wheelchairs	
	WALKING			x			Combination of standing / walking with helping passengers, and completing pre/ post trip inspections.	
	CLIMBING	Stairs			x		9 stairs to second deck on the doubledecker buses. 1-3 steps when entering or exiting the bus, plus an initial step-up from ground level to enter bus.	
Ladders Equipment/Other		x x						
CROUCHING/ SQUATTING / KNEELING			x			Required when completing pre /post-trip inspections, when helping passengers with scooters and wheelchairs and when using wheel blocks *crouching, squatting, and kneeling are all possible substitutions for one another.		
CRAWLING			x					
FOOT PEDAL					x	While driving		
BALANCING			x					
			Yes		No			
DRIVE			x				Constantly	

* S = Seldom (1-2% of shift or not daily); O = Occasional (3-33%); F = Frequent (34- 66% of shift); C = Constant (67-100% of shift)

Cognitive Demands Analysis (Appendix B)
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PSYCHOLOGICAL AND COGNITIVE DEMANDS							
	FREQUENCY AND DEMAND INTENSITY						COMMENTS
	NA	S	O	F	C	DI	
ATTENTION TASKS							
DIVIDED ATTENTION MULTITASKING				X		3	Attending to multiple tasks at a time (i.e. driving the bus, monitoring passengers, answering passenger questions, calling out stops)
SUSTAINED ATTENTION				X		3	A high level of focus required with attention to important details. A loss of focus could lead to risk of injury for the driver, passengers or other drivers/pedestrians.
ALTERNATING ATTENTION				X		3	Constantly switching between multiple tasks (i.e. driving the bus, monitoring passengers, answering passenger questions)
SELECTIVE ATTENTION				X		3	Work is completed in a noisy and highly stimulating environment
MEMORY							
WORKING MEMORY TASKS				X		3	Required to remember stops and route for various bus routes – passengers may request to be directed to a particular location or stop
LONG TERM MEMORY				X		3	Recall of policies/procedures, bus routes
NEW LEARNING REQUIRED			X			2	Update notices are received weekly regarding important changes; refresher training or workshops are completed a few times per year; different styles of buses have differing controls; new buses are added to the fleet intermittently. Implementation of new policies, procedures, and bus routes.
INFORMATION PROCESSING							
COMPREHENSION AND ANALYSIS				X		2	Reading and comprehending paddles (bus route schedules) and detour notices for routes. Calculating fares for groups.
MEETING DEADLINES				X		3	The time pressure is high to meet the timeline on the schedule. Traffic or other issues can delay the bus and the passengers often express anger and frustration when the bus is not on time.
REACT AND MAKE DECISIONS QUICKLY				X		3	Responding to emergency situations or other issues that arise on the bus with passengers. Decisions and reaction times can impact safety of passengers and driver.
LANGUAGE FLUENCY/ COMMUNICATIONS SKILLS				X		2	Fill out inspection reports daily (check boxes), write out incident reports as needed. Verbal communication with supervisor, and with passengers when calling out stops.
COMPUTER LITERACY	X						
EXECUTIVE FUNCTION TASKS							
PROBLEM SOLVING				X		3	Problem solving is required to deal with a “problem passenger”, fare issues, medical issues with passenger or and incidents that arise or in any emergency response situation.
ORGANIZING			X			2	The job is moderately structured; however, there are requirements to prioritize in some circumstances (i.e. fitting a wheelchair on a crowded bus and moving the passengers around accordingly to accommodate everyone).
SCHEDULING		X				1	A schedule for the position is provided
SELF-SUPERVISION				X		3	The driver’s are self supervised and may reach out for assistance to a supervisor as required.
SUPERVISION OF OTHERS			X			2	Supervision and monitoring of bus passengers to ensure safety.
RESPONSIBILITY AND ACCOUNTABILITY				X		3	Drivers are responsible for the health and safety of the bus passengers. Errors in judgement can impact passenger or driver safety.
VISUAL PERCEPTUAL							
INTERPRETATION OF DRAWINGS, IMAGING RESULTS OR BLUEPRINTS			X			2	Interpretation of passes, transfers and maps/bus routes.
PSYCHOLOGICAL DEMANDS							
EMOTIONAL SITUATIONS			X			3	Passengers can be angry, frustrated, distressed, leading to verbal abuse or incidents affecting safety (i.e. threatening behaviours). Assistance can be sought from a supervisor as needed.
CONFRONTATIONAL SITUATIONS			X			3	Frequent exposure to confrontational situations or hostile people (can be up to daily). Assistance can be sought from a supervisor in these situations.
WORKING WITH INDIVIDUALS WITH VARYING DEGREES OF COGNITION				X		3	Frequent contact with high risk populations (i.e. brain injury, developmental delay, dementia)
PERFORMANCE PRESSURES	X					1	Paid an hourly wage – no performance incentives.
WORKING/ COOPERATION WITH OTHERS		X				1	Work is completed independently on the bus – assistance can be sought from supervisors as needed.

*S = Seldom (1-2% of shift or not daily); O = Occasional (3-33%); F = Frequent (34- 66% of shift); C = Constant (67-100% of shift)
 *DI= Demand Intensity: 0- not required 1 –low requirement 2 – moderate requirement 3 – high requirement – see Key in Appendix A

Cognitive Demands Analysis - KEY (Appendix C)
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Cognitive Items	
	DEFINITION
Attention Tasks	
Divided attention Multitasking	Defined as ability to attend to two or more things at the same time.
Sustained attention	Defined as ability to attend to a task for prolonged periods of time.
Alternating attention	Defined as ability to switch from one task or idea to another and back again.
Selective Attention	Defined as ability to ignore distractions and to maintain attention on a task pre-selected as priority.
Memory	
<i>Defined as ability to keep a record of position in environment and on a time continuum.</i>	
Long Term Memory	Long term memory – information that has been encoded and stored in the brain. Includes procedural memory (how to do); semantic memory (facts, words, terms) and episodic memory (specific events and experiences).
short term memory	Short term memory is temporary storage of information typically held for less than one minute. Working memory attends to, processes and/or manipulates this temporary stored information.
New learning Required	Synthesis of short term memory tasks into long term memory required to perform a job. Frequency and volume of new learning that is required.
Information Processing Activities	
<i>Defined as ability to decode, encode, store and retrieve data. It is the function of interpreting information received from environment through all senses (inputs).</i>	
Meeting Deadlines	Exposure to time pressures related to work demands. Existence of time constraints.
Need to react and make decisions quickly	The timeliness of making decisions that impact efficiency, productivity and safety.
Compiling , Decoding and Analyzing information	To gather, organize, and manipulate information for meaningful communication and task performance.
Language Fluency/Communications skills	Input and output of written or verbal communication required for performance of essential job skills.
Numeracy	To understand and work with numbers.
Technology Competency	Proficiency and understanding of technological systems for completion of work tasks.
Executive Function Tasks	
<i>Defined as ability to coordinate all other cognitive skills. This includes self-awareness, goal setting, self-initiation, self-inhibition, planning and organizing, self-monitoring and self-evaluating and flexible problem solving.</i>	
Problem Solving Decision Making	The process of recognizing a problem and formulating and implementing a strategy to resolve the problem. Monitoring the progress of the plan and evaluating the outcome.
Organizing	To arrange information, people and/or products into an orderly and functional system.
Scheduling	Drafting and preparing a plan for a series of tasks or events to be completed during a particular time period.
Self-supervision	To initiate tasks, monitor and self evaluate one's performance.
Supervision of others	To observe, evaluate, direct and provide feedback to colleagues. To facilitate acquisition of knowledge and skills to colleagues through instruction, modeling, and mutual problem-solving.
Level of responsibility and accountability	To be answerable to identified objectives and to accept responsibility for actions and outcomes.
Visual Processing	
<i>To receive and coordinate visual input in performance of tasks.</i>	
Visual Perceptual Skills	To perceive visual forms and closure, figure ground, depth perception, and visual discrimination (including colour). Tasks require visual spatial relationships.
Psychological Demands – <i>Defined as the emotion and stress modulation to environment and circumstances.</i>	
Performance Expectations	Performance expectations that include volume of work, timelines for completion and quality of work within a shift.
Working in Cooperation with Others	Required to work co-operatively with others. Receiving work direction from supervisors, giving and receiving constructive feedback from peers. Reliance on each others work product to attain a common goal.
Exposure to emotional situations	
Exposure to high physical safety risk situations	
Exposure to confrontational situations	

JOB DEMANDS ANALYSIS

COMPANY DEPARTMENT: OPERATIONS

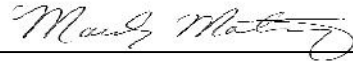
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If you have any questions or concerns regarding the work site visit report please contact Human Resources.

Report completed by:

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