



**University of Victoria &
Canadian Union of Public Employees 951**

Joint Job Evaluation Guidebook

January 2016 edition

Contents

Introduction.....	2
General guidelines	2
Instructions.....	3
Factors & Subfactors.....	5
Subfactor 1: practical knowledge and skill	6
Subfactor 2: dexterity	7
Subfactor 3: human relations knowledge and skill.....	8
Subfactor 4: organization knowledge and skill	9
Subfactor 5: problem solving	10
Subfactor 6: physical effort.....	11
Subfactor 7: mental and sensory effort	12
Subfactor 8: responsibility for the work of others.....	14
Subfactor 9: responsibility for service to users.....	15
Subfactor 10: responsibility and decision making.....	16
Subfactor 11: accountability - impact of actions and decisions	18
Subfactor 12: physical environment	19
Subfactor 13: job environment.....	20
Weighting Model.....	21
Calculation of job ratings.....	21
Checklist.....	22

Introduction

The Joint Job Evaluation Plan for office and technical positions at the University of Victoria compares the relative value of all jobs within CUPE Local 951 in order to achieve internal equity. The Plan also allows comparisons to be made with jobs in other employee groups as the basis for pay equity (equal pay for work of equal value).

The Plan's gender-neutral Questionnaire is designed to rate the four factors common to all jobs - Skill, Effort, Responsibility and Working Conditions. The thirteen subfactors incorporate a multiple-choice format to collect standardized job information, and to provide a systematic way to compare different types of jobs and individual differences between similar jobs.

Maintenance of the Plan is the responsibility of the Joint Job Evaluation Committee (JJEC.) as described in [Article 27 of the Collective Agreement](#).

General guidelines

1. The Position Summary at the beginning of this Questionnaire gives you an opportunity to think about the major aspects of your job. Please fill out the Position Summary before completing the rest of the Questionnaire.
2. After completing the Questionnaire please sign and date it and file it with your supervisor. The Questionnaire will be reviewed and signed by your supervisor to indicate that your responses accurately reflect your job in relation to other jobs in your work area.
3. Supervisors must not change employee responses. The role of supervisors is to provide comments and additional input, so that employees under their supervision are treated equitably and all positions can be accurately compared.
4. Supervisors will return the Questionnaires to employees for final comments and signature.
5. Employees will make a copy of the completed Questionnaire for their department and then forward the Questionnaire to UVic Human Resources attention your department's HR Advisor.
6. Human Resources will review employee responses for the thirteen subfactors in the Questionnaire for consistency with the:
 - Position Summary information
 - Job-specific examples provided in support of each subfactor response
 - Supervisor Review comments
 - Responses for comparable previously rated position(s) and positions at a higher/lower level in the employee's work unit, department and throughout the University.

Instructions

The Joint Job Evaluation Questionnaire is designed to measure the bona fide job requirements of CUPE Local 951 positions, not the incumbent's own qualifications or job performance. Evaluations are based on the typical work performed over the course of a year, including seasonal work, rather than on any unusual assignments or duties seldom performed where provisional pay may apply.

The Job Evaluation Questionnaire starts with the Position Description. The purpose is to describe the major responsibilities and duties of the position. This gives you an opportunity to think about your job high level. In the summary, briefly describe the primary function and purpose of your position.

Under major responsibilities list the main responsibilities of your position in order of importance (to a maximum of 8).

A responsibility represents a key function of your job. A duty is an activity that you carry out to fulfill a responsibility. In describing your responsibilities and duties, start with an action verb and then describe what you do, how you do it, and why you do it. Provide the approximate percentage of time you spend on each responsibility area. The % is not used to quantify the value of the duty by the Committee during the rating process.

Example:

<p>1. Responsibility:</p> <p>Supervision of staff 10%</p>
<p>Duties:</p> <ul style="list-style-type: none">• Supervise and provide guidance to 3 CUPE support staff• Supervise casual and secretarial services staff• Train Departmental student assistants• Track sick leave and allocate vacation• Conduct and sign performance appraisal
<p>2. Responsibility:</p> <p>Administrative and clerical support to the Department Chair 60%</p>
<p>Duties:</p> <ul style="list-style-type: none">• Provide assistance in handling an extensive range of administrative details to/for the Department Chair.• Manage appointment/meeting calendar for Chair and Department• Research, retrieve and organize information to assist Chair with decisions and respond to enquiries• Arrange Departmental and committee meetings; agenda, materials and take Minutes• Manage postings and interview process for faculty and support staff positions; prepare all Human Resources paperwork

In the Joint Job Evaluation Guidebook, the purpose of each subfactor is stated with a brief explanation. Please read this Guidebook before selecting a response level.

Definitions and examples of typical duties are provided to assist you in understanding the subfactor and the terms used. The examples, which serve as illustrations, are not all-inclusive and are not arranged in order of importance.

Instructions for answering each subfactor are provided, together with a series of response options. Please read all response options for each subfactor before noting the response that best describes your job.

The best fit may not be exact. If you have difficulty in deciding between two possible responses, consider where other employees in your work area would be rated (e.g. your supervisor or someone you supervise).

The response options for each subfactor are arranged in a hierarchy. Because each progressive response level is intended to include all preceding options, always respond at the highest level applicable to your job.

Job-specific examples must be provided to support your responses. This will assist the Committee to understand the reasons you selected a particular response level.

Please select a response level for each subfactor, although you may find that some apply to your job more than others.

If you have any questions about the Joint Job Evaluation process please contact: jec951@uvic.ca

Factors & Subfactors

Skill

1. Practical Knowledge and Skill
2. Dexterity
3. Human Relations Knowledge and Skill
4. Organization Knowledge and Skill
5. Problem Solving

Effort

6. Physical Effort
7. Mental & Sensory Effort

Responsibility

8. Responsibility for the Work of Others
9. Responsibility for Service to Users
10. Responsibility and Decision Making
 - Financial Resources
 - Material Resources
 - Information Processing
 - Staffing Practices and Procedures
11. Accountability: Impact of Actions and Decisions

Working Conditions

12. Physical Environment
13. Job Environment

Subfactor 1: practical knowledge and skill

Purpose: To rate the practical (occupational/professional) knowledge and skill required to perform the job. Its application may be characterized by either variety or complexity or both.

CONSIDERATIONS:

All jobs require some updating of practical knowledge and skill on an occasional basis. Jobs that have a greater degree of variety and/or complexity require more frequent updating of skills.

Most jobs require some command of spoken and written language. Consider the job's requirement for language skills in the context of the practical procedures performed.

Jobs may require practical knowledge of equipment or machines. Consider the level of knowledge required rather than the variety and complexity of any equipment or machines used to assist in performing the job.

The dexterity required to operate equipment or machines is considered under Subfactor 2.

DEFINITIONS:

variety - assortment of diverse tasks or types of tasks

complexity - complicated tasks which are difficult to analyze, understand or explain

Examples of practical knowledge:

- administering medical treatment
- analyzing data or situations
- calibrating equipment, running tests
- cataloguing library materials
- composing correspondence
- creating, managing, or manipulating spreadsheets or databases
- creating posters, brochures or publications
- creating reports
- data entry
- editing documents, proofreading
- establishing office systems
- gathering or researching information
- invoicing, bookkeeping, accounting
- maintaining stock levels
- mixing chemicals, inks or paint
- modifying computer software
- opening, sorting, metering or stamping mail
- operating specialized equipment
- processing telephone calls on a switchboard
- recording or editing audio/video tapes
- sorting, classifying, and filing correspondence
- technical or foreign language typing
- using audio/visual equipment
- using POS (point of sale) system
- website maintenance

Subfactor 2: dexterity

Purpose: To rate the job's requirement for accurate coordination of eye/hand or hand/foot movements.

CONSIDERATIONS:

Consider the degree of dexterity (coarse, medium or fine coordinated movements) required to perform the job, and also whether the element of speed is a primary or secondary consideration.

Consider also any requirement for dexterity to operate either manual or automated equipment or machines. Accurate coordination of movements is required at all levels of dexterity.

The physical effort associated with hand or foot movements is considered under Subfactor 6.

DEFINITIONS:

Coarse - rough or easy coordinated movements

Medium - precise coordinated movements

Fine - intricate or delicate coordinated movements

Examples of duties which require the application of dexterity:

- adjusting complex laboratory equipment
- creating detailed maps or diagrams
- driving a vehicle
- filing or shelving materials by category
- fine soldering
- giving injections
- glass blowing
- keyboarding, word processing or data entry
- labeling or stamping boxes
- loading trucks or carts
- mixing chemicals or medications
- moving breakable or dangerous materials
- opening or stuffing envelopes
- operating a POS, adding machine or calculator
- operating standard office equipment
- repairing electronic circuit boards
- stapling, hole punching
- unpacking or sorting materials
- using a microscope
- using specialized editing software
- using specialized equipment
- scanning bar codes

Subfactor 3: human relations knowledge and skill

Purpose: To rate the human relations knowledge and skills required to handle personal contacts with students, faculty, staff, members of other organizations and with the general public.

CONSIDERATIONS:

Consider whether it is a job requirement to deal with the contact, rather than a matter of the incumbent's preference or personal ability.

The chain of command in any particular office should be considered when evaluating the position's level of authority to deal with contacts before referral to another position.

The human relations interactions measured in this subfactor range from the exchange of basic information to persuading others to accept proposals. Consider the extent to which tact, discretion, consultation, mediation and other human relations skills are required, and also whether the position is required to handle difficult, emotional or highly sensitive interactions.

Contacts may be within or outside the University. Consider the nature and purpose of such contacts when selecting a response rather than the source of the contact.

DEFINITIONS:

difficult - The interaction may involve a disagreement. The focus is primarily on the issue rather than on the contact's feelings. The contact may not be readily satisfied but remains calm and reasonable.

emotional - The interaction involves expression of the contact's feelings (e.g. frustration, upset, anger). The contact's response, comments and/ or behavior may be of a personal nature.

highly sensitive - The interaction involves issues of a highly personal nature and/or consequence.

Examples of duties which require the application of human relations knowledge:

- assisting with an audit of accounts
- calming and advising users who are upset
- communicating and maintaining confidential information
- communicating when there is a cultural, language, or accessibility barrier
- explaining accounting, mailing or other financial charges
- explaining cost of service or product
- providing policy and other information
- providing support to co-workers under your supervision
- resolving issues with suppliers about missing, incorrect or damaged orders
- resolving workplace interpersonal conflicts
- using tact and discretion when counselling patients about health issues

Subfactor 4: organization knowledge and skill

Purpose: To rate the requirement to apply knowledge of the University organization and external community in performing job tasks.

CONSIDERATIONS:

The depth & breadth of the required knowledge of organizations are considered in rating this subfactor.

Organization structures increase in scope from individual position, to work unit, to department, to academic faculty or administrative division, to the University as a whole.

The use of organizational terms and the scope of organizational units on campus may vary. Consider the intent of increasing organizational scope (work unit/department/faculty/University) rather than the titles used in a work area (e.g. section, branch, centre, school, shop, etc.).

Consider the job's requirement to apply knowledge of University and external agency policies, collective agreements, employment contracts, and applicable legislation when performing job tasks.

Interpersonal contacts requiring human relations knowledge and skill are considered under Subfactor 3.

Examples of duties which require the application of organization knowledge:

- analyzing account charges from other University departments
- assisting students with course requirements in your faculty and interacting with Records, Admissions, Advising, or Counselling
- applying comprehensive knowledge of an extensive body of departmental, faculty or University rules, procedures or operations
- applying knowledge of granting agencies (e.g. NSERC, SSHRC)
- aware of the impact of safety or health regulations on workplace practices
- coordinating scheduling of University trades workers on construction projects
- interacting with external suppliers of materials, equipment and services
- knowing which departments of the University will be impacted by a power outage or fire drill
- liaising with agencies, consulates, or other institutions
- scheduling medical tests and procedures in hospitals and laboratories
- transacting business with brokers, financial institutions, actuaries etc.
- working with and understanding impact on other departments and users
- working with police or fire department on security and/or safety measures

Subfactor 5: problem solving

Purpose: To rate the critical thinking skills required for problem solving.

CONSIDERATIONS:

Critical thinking skills include analyzing, diagnosing, reasoning, interpreting, evaluating, and arriving at conclusions. Application of these skills may involve problem definition, problem solving, development of ideas, inventiveness, and the skill to anticipate and provide for changing conditions.

This subfactor also considers the complexity of the problem, the concrete/abstract reasoning required, and the availability of information/resources/precedents.

The responsibility for decision making is considered under Subfactor 10.

Examples of duties which require the application of problem solving:

- adapting existing procedures or methods in response to new situations and changes in technologies
- assisting a student when there is incomplete information
- clarifying users' needs to determine what is required to resolve a problem or achieve a desired result
- determining innovative ways to accomplish multiple work assignments
- diagnosing patients' symptoms and initiating appropriate treatment and follow-up
- ensuring that all staff in a department are able to schedule vacation
- finding a supplier for a product that is required immediately and difficult to obtain
- identifying options for students who have not received registration package
- solving computer software problems
- troubleshooting and coordinating repairs for malfunctioning equipment.

Subfactor 6: physical effort

Purpose: To rate the combination of the frequency and intensity of the physical effort required in the job that results in physical fatigue.

CONSIDERATIONS:

It is not the activity itself, but the fatigue that results from the activity that is the important element.

Consider physical activities such as stooping, reaching, pushing, walking, climbing stairs, standing and/or lifting, restrictive sitting, and unavoidable confinement to a work station. Consider also the fatigue in small muscle groups in the hands and eyes that results, for example, from keyboarding and data entry.

The adverse physical conditions under which the job is performed are considered under Subfactor 12.

DEFINITIONS:

frequency: occasional - once a month, once a week
 frequent - daily OR several times weekly
 continuous - majority of work time

intensity:

Light physical effort - lifting, moving, or carrying light weights (up to 5 kg./11 lbs.)
OR equivalent such as stooping; reaching; climbing stairs; restriction to work area with some flexibility.

moderate physical effort - lifting, moving or carrying moderate weights (5-10 kg./11-22 lbs.)
OR equivalent such as climbing ladders; standing or restrictive sitting over extended periods of time;
confinement to a work station except for scheduled breaks; extensive keyboarding.

heavy physical effort - lifting, moving or carrying heavy weights (over 10 kg./22 lbs.)
OR equivalent such as climbing while carrying loads; working in a difficult position (leaning, crouching).

Examples of duties which require physical effort:

- Confinement to a workstation
- Lifting laboratory equipment or containers of chemicals or food
- Loading paper into photocopy machines
- Moving furniture or boxes
- Operating hand-held power tools
- Pushing a book truck or mail delivery cart
- Reaching to place library books on shelves
- Sitting for extended periods of time
- Standing for lengthy periods
- Supporting the weight of patients

Subfactor 7: mental and sensory effort

Purpose: to rate the combination of the frequency and duration of concentrated mental, visual and /or listening attentiveness required in the job that results in mental/sensory fatigue.

Considerations:

It is not the activity itself, but the fatigue that results from the activity that is the important element.

It is not the time involved in the task but the time actually spent concentrating that is important. Consider the concept of driving on a straight prairie highway in light traffic vs. City driving in rush hour traffic.

Activities resulting in fatigue are those that require complete alertness (e.g. Copy typing vs. Transcribing from recorded audio or video; Shelving vs. Focused shelf reading.) Concentration can involve focusing thoughts on one issue for lengthy periods or it can involve maintaining concentration despite frequent interruptions or changes in priorities.

The adverse non-physical conditions under which the job is performed (e.g. Constant interruptions) are considered under Subfactor 13.

Definitions:

Frequency:

- occasional - once a month, once a week
- frequent - daily or several times weekly
- continuous - majority of work time

duration:

- short - up to 1/2 hour
- medium - 1/2 to 1 hour
- lengthy - more than 1 hour

Examples of duties which require mental and sensory effort:

- analyzing and interpreting data
- calculating quotes for a product or service
- communicating with individuals who have a disability or where there is a cultural, language or accessibility barrier
- drawing designs by hand
- editing or proofreading
- fine electrical or mechanical work
- interpreting blueprints or technical specifications
- interviewing or making a presentation to a group
- maintaining accurate accounting data for departmental chargebacks
- monitoring dials, gauges or other devices that measure output or alert operator to errors
- operating vehicles or equipment
- reading fine print or schematics

- reconciling accounts, cash, inventory or financial statements
- responding to more than one telephone line
- taking and/or transcribing minutes
- talking on the phone and simultaneous keyboarding
- typing technical symbols or mathematical equations
- using a microscope

Subfactor 8: responsibility for the work of others

Purpose: to rate the level of responsibility to provide guidance, training and supervision to co-workers.

Considerations:

It is not necessary to be a supervisor to respond to this subfactor. Levels 1 and 2 do not involve supervisory responsibility.

Consider the responsibility a job has for working with, coordinating the work of, or supervising University of Victoria regular, temporary, special and/or student employees, or volunteers.

Consider how the job fits in with other jobs where everybody works together to achieve the objectives of the work unit. Each successive level includes all responsibilities for the work of others indicated at preceding levels.

Examples of duties which require responsibility for the work of others:

- conducting performance appraisals
- discussing expectations with staff you supervise
- evaluating the impact of a staff absence on service
- interviewing applicants for a posted position
- offering suggestions to co-workers about effective ways to accomplish a task or project
- providing technical support to co-workers who are not under your supervision
- scheduling the work of other staff
- supervising the scheduling of staff members in your work unit (daily breaks, vacations, flextime etc.)
- training co-workers

Subfactor 9: responsibility for service to users

Purpose: to rate the direct and indirect responsibility for providing customer service including responsibility for the interests, well-being and safety of those who use the programs and services of the university.

Considerations:

Users include students, other university employees and departments, contractors and the general public. These may be clients, customers, residents, patients, job applicants and library patrons.

Responsibility for the interests, well-being and safety of co-workers and those employees supervised by the position is considered under subfactor 8.

Definitions:

interests - the concerns, welfare and benefits of users (social, financial, educational, economic, etc.)

well-being - the mental and emotional health of users

safety - the physical safety and health of users

direct - taking primary action, hands-on or face-to-face

indirect - assisting or contributing to action taken by others by performing associated secondary tasks

Examples of duties which require responsibility for service to users:

- advising students about degree requirements
- assisting students with course registration
- contacting unsuccessful job applicants
- dispatching security officers to assist callers
- providing health care services or first aid
- providing or recording information
- receiving trouble calls and initiating responses
- responding to complaints from dissatisfied users
- responding to concerns about payment of fees, library overdue notices or fines
- responding to electrical , plumbing or other operational emergencies

Subfactor 10: responsibility and decision making

Purpose: To rate the typical extent of responsibilities and decision making with respect to financial resources, material resources, information processing, and the application of personnel practices, procedures and policies.

CONSIDERATIONS:

All resource areas are considered equal in importance.

Two aspects, the availability of resource material and the supervisory structure, affect the level of responsibility and decision making exercised.

DEFINITIONS:

basic decision making - responsibilities and decisions are governed by following detailed, step-by-step oral or written instructions or procedures. Problems and anomalies are referred to another person. Little latitude exists for exercising judgement.

choice of options - responsibilities and decisions are governed by well-defined methods and procedures. Unusual problems are referred to the appropriate authority for resolution.

judgement and initiative - responsibilities and decisions are governed by broadly accepted practices and principles. Judgement and initiative required within constraints of specified program objectives/regulations. Direction is sought when apparent solutions to problems and anomalies are outside such objectives or departmental policies.

recommends change - recommends changes to normal objectives, operating procedures and departmental policies. Extensive judgement and initiative required. Solutions to problems and anomalies may be outside the boundaries of normal objectives, procedures or policies.

Examples of duties which require decision making in the following resource areas:

Financial resources

- administering a budget/account
- authorizing purchase or cheque requisitions or payment vouchers
- authorizing releases against standing orders, internal services and chargebacks
- checking receipts against purchase orders
- handling cash, cheques, library fines
- setting expenditure priorities; making purchase recommendations
- signing official University contracts, purchase orders, payroll requisitions

Material resources

- determining requirements for specific supplies, minor equipment and/or capital equipment
- maintaining and/or making modifications or adjustments to tools, equipment etc.
- providing basic care and handling of goods, tools, equipment, software, books

Information processing

- accessing and/or working with confidential information
- checking accuracy of information; creating or specifying information to be gathered
- gathering and/or providing information required by others
- interpreting and processing information in support of decision procedures
- maintaining information, files or data (includes storing, locating and retrieval)

Staffing practices and procedures

- administering personnel policies in department and provisions of collective agreements
- contributing to or deciding on personnel practices and/or staffing levels within a work area
- contributing to or deciding on procedures

Subfactor 11: accountability - impact of actions and decisions

Purpose: To rate the impact of actions and decisions for which the job is accountable.

CONSIDERATIONS:

All actions or decisions have some impact on the job, work unit, department or the University. Consider only those areas of responsibility for which the position is accountable for any consequences. Assume that the action or decision is based on available information and that care and judgement are taken to avoid error. Accountability does not mean consequence of error.

Areas of responsibility for actions and decisions may include financial expenditures, revenue and accountability, personnel matters, legal matters, student programs and services, physical plant, material and resource usage, or may have an impact on the image of the work unit, department or the University.

In some cases the work unit is the department, in others (e.g. Accounting), the department contains individual work units (e.g. Payroll, Pensions, Fees, etc.) In the Library, for example, a single work unit is Copiers within the department of Access Services within the library (the equivalent of a faculty.) Work units do not have to be located together geographically. In some organizations, work sites are spread over the campus.

DEFINITIONS: Actions or decisions may:

Minor impact:

- cause changes which have a limited impact on a program, service, policy, or the image of the work unit, department or the University
- change limited aspects of workload of those impacted; reassignment of duties is not required
- have little or no financial consequence either as expenditure or labour cost

Moderate impact:

- cause changes which have a significant impact on a program, service, policy, or the image of the work unit, department or the University
- change overall work load and/or duties of personnel as a short-term or long-term consequence
- have a significant financial consequence on either expenditure patterns or labour costs

Major impact:

- cause changes which have a substantial impact on a program, service, policy, or the image of the work unit, department or the University
- change overall workload and duties resulting in reassignment, increase or decrease of personnel
- have a substantial financial or legal consequence

Examples of duties which require accountability for actions and decisions:

A decision to have outgoing mail pre-sorted in departments before pick-up may have a moderate impact within the mail services work area. The same decision may have a minor impact campus wide, involving a comparatively small impact on individual departments.

A decision in accounting to move toward negative invoicing may have a moderate impact both in a single work area within accounting and campus wide, involving a greater impact on those departments with many financial transactions.

Subfactor 12: physical environment

Purpose: To rate the adverse physical conditions under which the work is performed and exposure to potential hazards.

CONSIDERATIONS:

The frequency of unavoidable exposure to potentially disagreeable or hazardous physical conditions is considered. It is understood that the University has an obligation to ensure health & safety guidelines are met and that no one is required to work in unsafe conditions which are possible to avoid.

DEFINITIONS:

little - less than once a month occasional - once a month, once a week frequent - daily OR several times weekly continuous - majority of work time

unavoidable exposure - inherent in the nature of the work (conditions cannot be improved)

disagreeable physical working conditions - unpleasant or uncomfortable, but not hazardous to life or health. They include unavoidable exposure to excessive noise, heat, cold, dust, dirt, vibrations, fumes, noxious odours, etc. Protective measures are optional and not required by safety regulations (e.g. cotton gloves, dust masks).

hazardous physical working conditions - expose the individual to risk of accident causing injury, illness, disease, disability or death. They include unavoidable exposure to potentially dangerous substances, equipment and situations, including those involving physical aggression. Protective measures must be taken in accordance with safety regulations.

Examples of adverse physical working conditions:

Exposure to:

- acids used for etching circuit boards
- chemical contaminations
- exposed moving mechanical parts
- fumes, solvents and other chemicals
- high voltage / electrical shock
- needle sticks or sharps
- paper dust

Subfactor 13: job environment

Purpose: To rate the adverse non-physical conditions under which the work is performed.

CONSIDERATIONS:

The frequency of unavoidable exposure to potentially disagreeable or severe job stressors over which the individual has no control is considered, including highly repetitive and/or monotonous tasks. It is understood that the University has an obligation to ensure sound management practices are adopted which ensure that work demands are not unreasonable and that no one is required to work in harmful job conditions which are possible to avoid.

Any aspect of a job that is statistically improbable (e.g. bomb threat) should not be taken into consideration for rating purposes.

This subfactor does not measure the individual's ability to cope with stress.

DEFINITIONS:

little - less than once a month occasional - once a month, once a week frequent - daily OR several times weekly continuous - majority of work time

unavoidable exposure - inherent in the nature of the work (conditions cannot be improved)

disagreeable non-physical working conditions - unpleasant or uncomfortable. Such conditions result from a work environment over which the individual performing the job has no control and where there is unavoidable exposure to stressors which create pressure or mental/sensory strain. They include exposure to highly repetitive and/or monotonous tasks.

severe non-physical working conditions - expose the individual to stressors which may cause harmful personal effects. They include exposure to multiple demands which must be attended to on the spot, peak periods requiring an accelerated work pace over which the individual has no control, deadlines creating pressure, situations involving conflict or difficult human situations or verbal aggression.

Examples of non-physical working conditions:

- conflicting demands by multiple users
- no backup or support in single person office or technical shop
- pace changes suddenly from quiet to frantic without time to adjust
- repetitive movements, e.g. document scanning and reviewing
- working to meet deadlines
- working with the public in a front-line capacity where there is exposure to complaints and verbal abuse

Weighting Model

The following weights have been assigned to value the factors and subfactors.

Factor/Subfactor	Points Per Level (Weight)	Response Levels	Range of Weighted Points
Skill			
1. Practical Knowledge and Skill	12	6	12-72
2. Dexterity	4	5	4-20
3. Human Relations Knowledge and Skill	9	5	9-45
4. Organization Knowledge and Skill	5	5	5-25
5. Problem Solving	10	4	10-40
Effort			
6. Physical Effort	8	5	8-40
7. Mental & Sensory Effort	8	5	8-40
Responsibility			
8. Responsibility for the Work of Others	7	5	7-35
9. Responsibility for the Work of Others	8	4	8-32
10. Responsibility and Decision Making	10	8	10-80
<ul style="list-style-type: none"> • Financial resources • Material resources • Information processing • Staffing practices and procedures 			
11. Accountability	9	5	9-45
Working Conditions			
12. Physical Environment	5	6	5-30
13. Job Environment	5	6	5-30

Calculation of job ratings

To calculate the job rating (total weighted points) for a position:

1. Multiply the selected response level for each subfactor by the weight for each subfactor to obtain sub-totals for the four factors.
2. Add together the weighted points for the four factor sub-totals to obtain the total points (i.e. the job rating) for the position.

Checklist

To avoid delays in processing your questionnaire, please ensure you have checked the following:

- Have you completed all subfactors and provided job-specific examples?
- Have you highlighted or capitalized new and/or changed job duties since the position was last rated? (This is not necessary for new positions).
- Has your supervisor & manager reviewed the form, provided comments and signatures?
- Have you reviewed your supervisor and manager's comments, responded accordingly and signed your acknowledgement?
- Have you attached a copy of your Department's organization chart (if available)?
- Have you sent a copy of the JEQ (electronic is preferred) to jec951@uvic.ca AND a paper copy of signature page to HR?
- Have you copied the completed questionnaire for your files and future reference?