****

&

# JOINT JOB EVALUATION QUESTIONNAIRE

|  |  |
| --- | --- |
| Incumbent |  |
| **Position No.** | Note: Banner position number must be provided |
| **Department** |  |
| **Local** |  |
| **Job Title** |  |
| **Date Submitted to Supervisor** |  |

Please refer to Guidelines when completing this Questionnaire.

The Questionnaire has been formatted to allow you to tab from field to field (shaded areas). Do not change any settings (. e.g. document protection) to ensure this feature is not disabled.

**Completing the form:**

Refer to [Article 27 of the Collective Agreement](https://www.uvic.ca/hr/pay-benefits/collective-agreements/index.php) and to the Joint Job Evaluation Guidebook prior to beginning this Questionnaire for important information and details.

* Ensure that you complete the form in is entirety providing examples **for all of the factors.**
* Select a response level for each subfactor and, for positions that the committee has reviewed in the past.
* Ensure that changes are clearly indicated by tracking changes, highlighting or CAPITALIZING.”

# UNIVERSITY OF VICTORIA / PROFESSIONAL EMPLOYEES ASSOCIATION

**JOINT JOB EVALUATION PLAN/QUESTIONNAIRE**

**Index**

POSITION SUMMARY

SKILL

Factor 1 – Problem Solving

Factor 2 – Knowledge

Factor 3 – Communication

EFFORT

Factor 4 – Mental Effort

Factor 5 – Physical Effort

RESPONSIBILITY

Factor 6 – Responsibility for Interactions

Factor 7 – Responsibility for Financial and Material Resources

Factor 8 – Responsibility for Human Resources

Factor 9 – Impact of Decisions and Actions

Factor 10 – Independence

WORKING CONDITIONS

Factor 11 – Physical Work Environment

Factor 12 – Organizational Work Environment

SUBMISSION PROCESS

Signature Page

POSITION SUMMARY

Purpose: The position summary gives you an opportunity to think about your job in detail in preparation for completing the Questionnaire. It will also help the Joint Job Evaluation Committee to better understand your questionnaire responses. In responding to these questions, try to describe your position in terms that would be understood by someone who knows nothing about the work that you perform. Do not use technical terms where they can be avoided.

1. Briefly summarize the primary function and purpose of your position, highlighting any changes in responsibilities since last job evaluation.(This field is limited to 1137 characters – use extra page provided at the end of this document if you require additional space.)

1. On the following pages please list the main responsibilities of your job in order of importance (to a maximum of 6). Under each responsibility, list the major job duties. 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. Highlight anything related to changes in responsibilities since last Job evaluation.

Please give the approximate percentage of time you spend on each responsibility area.

Example:

Responsibility:

Develop new program proposals for XYZ department 10%

Duties:

* Investigate statistical and market trends in literature, and computer data bases, and among other competitors, to ensure leading edge position is maintained
* Conduct needs analysis and market surveys (by mail, telephone, interview), to determine appropriate timing and cost/pricing of new programs
* Prepare written recommendations (with detailed charts and graphics) for management consideration and approval

Position Summary – Major Responsibilities and Duties

1. Responsibility:    %

Duties:

1. Responsibility:    %

Duties:

1. Responsibility:    %

Duties:

1. Responsibility:    %

Duties:

1. Responsibility:    %

Duties:

1. Responsibility:    %

Duties:

**FACTOR 1 – PROBLEM SOLVING**

**Definition**

This factor assesses the application of knowledge to the analysis and resolution of problems. It is a measure of the difficulty and complexity of the work. (See Guide Book for notes)

Please enter the Level number in the box below that most appropriately describes the level of problem solving required in your position.

**Levels**

**1.** Requires some analysis of problems for which solutions can be identified through the application of existingprocedures, policies and precedents.

**2.** Requires analysis of varyingproblems as well as judgement in the identification of solutions which arenot always easily found. Solutions are generally guided by procedures, policies and precedents. Investigation is sometimes required to modify methods and procedures.

**3.** Requires in-depth analysis of complex and variable problems as well as critical thinking and judgement to identify solutions that are often difficult to find. Solutions require the interpretation, evaluation and adaptation of procedures, policies and precedents. Investigation and innovative thinking are required to develop new methods and procedures.

**4.** Requires in-depth analysisof complex and uniqueproblems as well as creative and strategic thinking to arrive at solutions that are unanticipated.Extensive investigation is required to conceive new methods, procedures and policies.

**Please provide two or three examples of typical problems encountered in your job. Briefly describe the solution and the thinking activities involved (see notes above)you apply in enough detail to illustrate your choice.**

**PROBLEM:**

**SOLUTION:**

PROBLEM:

SOLUTION:

**PROBLEM:**

**SOLUTION:**

**Supervisor’s Comments:**

**FACTOR 2 – KNOWLEDGE**

**Definition**

This factor assesses the depth and breadth of knowledge required to perform the duties of the job. Such knowledge is acquired through some combination of training and experience. (See Guide Book for notes)

##### Please enter the Level number in the box provided below that most appropriately describes the level of knowledge required in your position.

##### Levels

**1**. Requires sufficient knowledge to use basic or standard administrative, professional, technical or scientific concepts and procedures, generally within one subject or work area. This level of knowledge would normally be acquired through:

Completion of a recognized diploma from a college or technical institute

and one to two years of related experience,

*or*

an equivalent combination of education, training and experience.

**2**. Requires sufficient knowledge to use administrative, professional, technical or scientific concepts and procedures of some complexity, generally within one or two subject or work areas. This level of knowledge would normally be acquired through:

Completion of an undergraduate degree and one to two years of related experience,

*or*

completion of a recognized diploma from a college or technical institute with additional

specialized training and one to two years of related experience,

*or*

an equivalent combination of education, training and experience.

**3**. Requires sufficient knowledge to use moderately complexadministrative, professional, technical or scientific concepts and procedures, generally within several subject or work areas, or more complex concepts and procedures within one or two subject orwork areas. This level of knowledge would normally be acquired through:

Completion of a graduate degree and one to three years of related experience,

*or*

completion of an undergraduate degree and three to five years of related experience,

*or*

completion of a recognized diploma from a college or technical institute with additional

specialized training and three to five years of related experience,

*or*

an equivalent combination of education, training and experience.

**4.** Requires sufficient knowledge to use complexadministrative, professional, technical or scientific concepts and procedures, generally within a broad range of subjectorwork areas, or more complex concepts and procedures within fewer subject orwork areas**.** This level of knowledge would normally be acquired through:

Completion of a graduate degree and four to six years of related experience,

*or*

completion of an undergraduate degree and six to eight years of related experience,

*or*

completion of a recognized diploma from a college or technical institute with additional specialized training and six to eight years of related experience,

*or*

an equivalent combination of education, training and experience.

**5.** Requires sufficient knowledge to use very complexadministrative, professional, technical or scientific concepts and procedures within a comprehensive range of subject orwork areas, or extremely complex concepts and procedures within a highly specialized area of research or practice. This level of knowledge would normally be acquired through:

Completion of a graduate degree and seven or more years of related experience,

*or*

completion of an undergraduate degree and nine or more years of related experience,

*or*

completion of a recognized diploma from a college or technical institute with additional specialized training and nine or more years of related experience,

*or*

an equivalent combination of education, training and experience.

**To illustrate your choice, please provide two or three specific examples of what you need to know to perform the duties of your position in enough detail to illustrate your choice.**

**Example 1:**

**Example 2:**

**Example 3:**

**Please list below any *specific* diploma, degree, professional certificate or license, or other specialized training *required* to perform the duties of your position.**

Supervisor’s Comments:

**FACTOR 3 – COMMUNICATION**

# Definition

This factor assesses the skills typically required to communicate with others in carrying out the duties of the job. (See Guide Book for notes)

**Please enter the Level number in the box below that most appropriately describes the level of communication skill required in your position.**

# Levels

**1.** Requires courtesy and tact to obtain, provide, or explain factualinformation. Communications do not generally involve difficult or emotional situations.

**2**. Requiresinterpretative skills and discretion to exchange or explain specialized or technical information. Communications may occasionallyinvolve difficult or emotional situations.

**3**. Requires skills in advising, teaching, guiding and facilitating to persuade or influence and to obtain co-operation or understanding where the information being communicated is specialized, technical, or sensitive. Communications may often involve complex or emotional situations.

**4**. Requires specialized communication skills to communicate specialized, technical, or sensitive information, or to resolve conflicts and crises, or to provide therapeutic intervention or to promote services. Communications may usually involve complex or emotional situations.

5. Requires *highly* *specialized* mediation, negotiation, counselling or media relations, skills used in resolving *highly* critical situations.

**Please provide two or three examples typical of the communication skills required in your job in enough detail to illustrate your choice**.

**Example 1**:

**Example 2**:

**Example 3**:

Supervisors Comments:

**FACTOR 4 – MENTAL EFFORT or CONCENTRATION**

**Definition**

This factor assesses the mental effort and strain that are typically required to perform the duties of the job. It assesses the frequency and duration of periods of intense concentration. (See Guide book for notes)

Please enter the Level number in the box below that most appropriately describes the frequency and duration of mental effort that applies to your position.

##### Levels

1. The position requires occasional short periods of intense concentration.

2. The position requires frequent short periods or, occasional medium periods of intense concentration.

3. The position requires frequent medium periods, or, occasional lengthy periods of intense concentration.

4. The position requires frequent lengthy periods or, constant medium periods of intense concentration.

5. The position requires constant lengthy periods of intense concentration.

Please provide two or three examples of the typical mental effort required in your position in enough detail to illustrate your choice above. State in your own words the frequency and duration of the example given.

**EXAMPLE 1:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**EXAMPLE 2:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**EXAMPLE 3:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

Supervisor’s Comments

FACTOR 5 – PHYSICAL EFFORT

**Definition**

**This factor assesses the physical effort and strain that are typically required to perform the duties of the job, it assesses the intensity, frequency and duration of periods of physical effort as well as Intensity. (See Guide Book for notes)**

**Using the following chart, choose the frequency and duration of physical effort that best applies to the position. Please enter the Level number and letter (eg. 3M) in the box below that most appropriately describes the Intensity and Frequency of Physical Effort.**

Intensity

|  |  |  |  |
| --- | --- | --- | --- |
| **Frequency** | **Light** | **Moderate** | **Heavy** |
| **Occasional** | 1L | **2M** | **3H** |
| **Frequent** | **2L** | **3M** | **4H** |
| **Constant** | **3L** | **4M** | **5H** |

Please provide two or three examples of the typical physical effort required in your position to illustrate your choice. **State in your own words the frequency, intensity and duration of the example given. Describe adverse elements where applicable.**

**EXAMPLE 1:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**INTENSITY:**

ADVERSE ELEMENTS:

**EXAMPLE 2:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**INTENSITY:**

**ADVERSE ELEMENTS:**

**EXAMPLE 3:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**INTENSITY:**

**ADVERSE ELEMENTS:**

**Supervisor’s Comments:**

# FACTOR 6 - RESPONSIBILITY FOR INTERACTIONS

Definition

This factor assesses the responsibility for providing services to others through direct contact. It measures the provision of assistance, advice, support, counselling, or instruction and training that affects the interests or well being of others. (See Guide Book for notes)

**Using the following chart, choose the frequency and nature of interactions that best apply to your position**. **Please enter the Level number and Letter (eg. 1a) in the box below that most appropriately describes the Nature and Frequency of Interaction.**

**Nature of Interaction**

|  |  |  |  |
| --- | --- | --- | --- |
| Frequency of Interactions | **(a)**  **General** | **(b) Specialized/In-depth** | **(c) Clinical Counselling, Formal Representation** |
| Occasional | **1a** | 2b | 3c |
| Frequent | 2a | 3b | 4c |
| Constant | 3a | 4b | 5c |

Please provide two or three detailed examples of the direct interactions you have with students, faculty, and /or staff (outside your work unit) and/or with members of the public. State in your own words the frequency and duration of the interaction.

EXAMPLE 1:

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**EXAMPLE 2:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**EXAMPLE 3:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**Supervisor's Comments*:***

##### FACTOR 7 – RESPONSIBILITY FOR FINANCIAL AND MATERIAL RESOURCES

##### Definition

This factor assesses the extent of responsibility exercised for the care, maintenance, protection and control of resources, including financial resources and material resources. (See Guide Book for notes)

Please enter the Level number in the box below that most appropriately describes the level of responsibility for financial and/or material resources required in your position.

*Note: Budget responsibility may range from $0 to >$3 million. The size of budget or the value of material resources is only one aspect of this responsibility. The assessment should be made in consideration of the nature and extent of the responsibility, and whether this responsibility is shared with others*.

## **Levels**

**1**. Requires **some** responsibility for resources, such as:

**Financial**: the responsibility for the handling of *small* transactions; the recording and checking of amounts; the ordering of *small* quantities of supplies; the authorizing of *small* payments; the submission of requests for resources.

**Material**: the responsibility for the maintenance of small quantities of supplies; the use and care of *small-sized/minor* equipment inventories; the processing, maintenance and security of records.

Responsibility at this level is typically restricted to one’s own position or work unit.

**2.** Requires **moderate** responsibility for resources, such as:

**Financial**: the responsibility for monitoring and maintaining an account(s) within a *small* budget; making or recommending *moderate* purchases not requiring detailed specifications; authorizing *moderate* payments; preparing *minor* funding applications or fund raising budgets.

**Material**: the responsibility for the maintenance of *small* supply/resale inventories; the maintenance and repair of *minor* equipment inventories, physical plant and grounds; the responsibility for a *small* work space such as an office, lab or workshop, the set-up and support of a *small* database, or program.

Responsibility is typically restricted to the work unit or one *small* administrative unit.

**3**. Requires **considerable** responsibility for resources, such as:

**Financial**: the responsibility for monitoring and maintaining several accounts within a medium-sized budget; making or recommending significant purchases requiring detailed specifications; preparing moderate-sized funding applications, financial and costing recommendations or fund raising budgets.

**Material**: the responsibility for maintaining *moderate-sized* supply/resale inventories; the maintenance and repair of *moderate-sized* equipment inventories, physical plant and grounds; the responsibility for a *large* work space such as several offices, labs or workshops; preparing and maintaining detailed statistical and graphic data; setting up and supporting a *moderately large* computer program or network.

Responsibility may be for *several* workunits or for *more than one* small administrative unit.

**4.** Requires extensive responsibility for resources, such as:

**Financial**: the responsibility for preparing and administering *numerous* accounts within a *large* budget; preparing and/or recommending *major* purchases requiring tendering; preparing *large* funding applications or financial and costing recommendations or fund raising budgets.

Material: the responsibility for maintaining *large* inventories; the maintenance and repair of *large* equipment inventories, physical plant and grounds; responsibility for several *large* work spaces or a building; overseeing the preparation and maintenance of detailed statistical and graphic data; developing and implementing *large* information systems.

Responsibility is typically for a *large* administrative unit.

5. Requires **major** responsibility for resources, such as:

Financial: the responsibility for preparing, implementing and administering *major* accounts or budget(s); overseeing or authorizing major purchases requiring tendering; overseeing or authorizing major financial activities; initiating and/or administering multi-department or campus wide financial systems.

Material: the responsibility for overseeing the maintenance, installation, alteration, or construction of major capital inventories, physical plant and grounds; responsibility for several buildings; overseeing the development and implementation of major information systems

Responsibility is typically for *more than one large* administrative unit.

**Please provide examples of the operating, research, capital or ancillary budgets for which your position has responsibility. What is the nature of the responsibility (e.g. administer…, maintain…, develop…, audit…)**

**Please provide examples of any revenue or fund raising budgets for which your position has ongoing responsibility and describe the nature of this responsibility (e.g. develop…., recommend…, audit…..).**

**What is the amount that your position is authorized to approve for purchase or expenditure under the University signing authorization policy? $**

**Does your position have budget authority to recommendappointments of *regular* PEA, or CUPE staff? Yes**  **No**

**Does your position have budget authority to recommend appointments of *temporary* PEA, or CUPE staff? Yes**  **No**

**Please provide examples of any other significant financial resources for which your position has responsibility and/or any discretionary spending authority your position has within a budget(s).**

**Please provide examples of the material resources for which your position has responsibility and describe the nature of the responsibility (e.g. administer…, maintain…, develop…). What is the approximate value of these material resources?**

For all of the above examples, indicate what other positions, if any, share this responsibility and to what extent.

Supervisor's Comments:

**FACTOR 8 – RESPONSIBILITY FOR HUMAN RESOURCES**

##### Definition

This factor assesses the degree of responsibility for providing guidance, direction, training and supervision to others in their work. (See Guide Book for notes)

Please enter the Level number in the box below that most appropriately describes the level of responsibility for human resources required in your position.

##### Levels

**1.** Provides informal guidance to others, including orientation to new situations. May participate in a work group or team. *No formal supervision is exercised at this level.*

**2.** Provides ongoing guidance, direction and co-ordination to a *small* group(s) or team(s) of staff or volunteers. May provide input into selection and evaluation of staff;

*or* provides ongoing operational or technicalsupport or training to others. *No formal supervision is exercised at this level.*

**3.** Provides direct, formal supervision within a small work unit, or on a project basis. Provides input into selection and evaluation of staff;

or *provides* ongoing guidance, direction and co-ordination to a *large* group(s) or team(s) of staff or volunteers.

**4.** Provides direct, formal supervision to an administrative unit, program or major project*,* including selecting and evaluating staff and determining training and staff development needs;

or, supervises staff who exercise responsibility at level 3 of this factor.

**5**. Manages human resources for a major program or administrative unit, ensuring the optimum use of staff to achieve program or servicegoals. Oversees selection and evaluation of staff and *may* supervise staff who exercise responsibility at level 4 of this factor.

**FACTOR 8 – RESPONSIBILITY FOR HUMAN RESOURCES (Cont’d)**

In the organization chart below, please list the positions (grouped by job title) for which your position has either informal or formal supervisory responsibility. Referring to the definitions above, describe the nature of the supervision, and the number of positions supervised directly or indirectly. Add additional positions if more detail is required.

|  |  |  |  |
| --- | --- | --- | --- |
|  | (Your Supervisor) | |  |
|  | **(Your Position)** | |  |
| (Position Supervised) | (Position Supervised) | (Position Supervised) | (Position Supervised) |
| (Position Supervised) | (Position Supervised) | (Position Supervised) | (Position Supervised) |

Please indicate what other positions, if any, share this supervisory responsibility.

If you supervise projects, please give a detailed example and indicate how many projects, how often (e.g. once a year), and for how long a typical project lasts. How many staff do you supervise on a typical project?

Please indicate what other positions, if any, share this responsibility for projects.

Supervisor’s Comments:

**FACTOR 9 – IMPACT OF DECISIONS AND ACTIONS**

##### Definition

This factor assesses the impact or influence of actions and decisions for which the position is typically responsible. (See Guide Book for notes)

**Please enter the Level number in the box below that most appropriately describes the impact of decisions and actions in your job. If you have difficulty selecting a level, consider at what level your supervisor might be. This may assist you in determining the best fit.**

##### Levels

**1**. *Individual* actions and decisions have an impact on the *immediate* work of the position and may have a *minor* impact beyond the position itself.

**2**. *Individual* actions and decisions have a *moderate* impact on the objectives and/or results of *specific* projects, programs, or services within the department or administrative unit;

*or*

*Collaborative* involvement in decision-making has a *major* impact on the objectives and/or results of specific projects, programs, or services within the department or administrative unit; or, a *moderate* impact beyond the administrative unit.

**3.** *Individual* actions and decisions have a *major* impact on the objectives and/or results of specific projects, programs, or services within the department or administrative unit, and/or a *moderate* impact beyond the administrative unit;

*or*

*Collaborative* involvement in decision-making has a *major* impact on the determination of the objectives, and the evaluation of specific projects , programs or services of a division or faculty; or, a *moderate* impact beyond a division or faculty; or, a *moderate* impact on the University's services, resources, or obligations.

**4.** *Individual* actions and decisions have a*major* impact on the determination of the objectives, and the evaluationof specific projects, programs or services of a division or faculty, and/or a *moderate* impact beyond a division or faculty; or a *moderate* impact on the University’s services, resources or obligations;

***or***

*Collaborative* involvement in decision-making has a *major* impact on the direction of programs and services beyond a division or faculty and/or a *major* impact on the University's services, resources, or obligations.

**5.** *Individual* actions and decisions have a*major* impact on the direction of programs and services beyond a division or faculty and/or,*actions* and decisions may have a*major* impact on the University’s services, resources, or obligations.

**Please provide two or three typical examples of important decisions you make or actions you take in carrying out the duties and responsibilities of your position, and the consequences of these decisions or actions, in enough detail to illustrate your choice.**

**EXAMPLE 1**

**DECISION OR ACTION:**

**CONSEQUENCE, including scope and duration:**

**EXAMPLE 2**

**DECISION OR ACTION:**

**CONSEQUENCE, including scope and duration:**

**EXAMPLE 3**

**DECISION OR ACTION:**

**CONSEQUENCE, including scope and duration:**

**Supervisor’s Comments:**

##### FACTOR 10 – INDEPENDENCE

##### Definition

This factor assesses the degree of independence exercised, or freedom to act, in carrying out the responsibilities of the job. It assesses the extent to which independence is limited by established practices, procedures and policies. It also assesses the extent to which independence is limited by guidance, supervision and work review. (See Guide Book for notes)

Please check the box that most appropriately describes the level of independence in your job.

##### Levels

**1.** Work is performed in accordance with clearly defined practices, procedures and policies with some latitude in selecting work methods. Objectives are usually set by managers and the needs of service users. Work is checked or reviewed periodically for progress, adequacy and effectiveness. Guidance is readily available.

**2**. Work is performed in accordance with practices, procedures and policies, but considerable latitude is exercised in selecting work methods. Objectives are set by the person performing the job on the basis of direction received from managers and an assessment of the needs of service users. Work is reviewed for effectiveness upon completion of projects or major phases of projects. Informed guidance is available if required.

**3**. Work requires the development of methods, practices and procedures within broadly defined policies. Objectives, in the form of project or program strategies, direction and goals, are set by the person performing the work in conjunction with senior management. Work is reviewed on the basis of results. Informed guidance is not readily available.

**4.** Work requires contribution to policy development. Objectives in the form of long term program strategies, direction and goals are set by the person performing the work in consultation with senior management. Informed guidance is difficult to obtain.

**5**. Work requires the development or modification of policies or plans for the University overall.

**Please provide two or three examples typical of the level of independence exercised by your position in enough detail to illustrate your choice.**

**Example 1.**

**Example 2.**

**Example 3.**

Supervisor’s Comments:

##### FACTOR 11 – PHYSICAL WORK ENVIRONMENT

##### Definition

**This factor assessesthe extent to which the job involves exposure to disagreeable and/or hazardous physical working conditions*.* It also assesses the frequency of such exposure. (See Guide Book for notes)**

Check the box that most appropriately describes the degree of exposure to disagreeable and/or hazardous physical working conditions in your job.

##### Levels

**1**. *Little*or no exposure to *disagreeable* working conditions.

**2**. *Occasional* exposure to *disagreeable* working conditions.

**3**. *Frequent* exposure to *disagreeable* working conditions.

**4.** *Constant* exposure to *disagreeable* working conditions,

or, *occasional*exposure to*hazardous* working conditions.

**5**. *Frequent* exposure to*hazardous*working conditions.

**6**. *Constant* exposure to*hazardous* working conditions.

Please provide some typical examples of disagreeable and/or hazardous physical working conditions to which you are exposed in your position. Describe in your own words how often this exposure occurs.

Example 1:

Example 2:

Example 3

Supervisor's Comments:

**FACTOR 12 – ORGANIZATIONAL WORK ENVIRONMENT**

##### Definition

**This factor assessesthe extent to which the job involves exposure to adverse *non-physical* working conditions over which the individual has no control . It also assesses the frequency of such exposure**. **(See Guide Book for notes)**

Please enter the Level number in the box below that most appropriately describes the level of exposure to adverse non-physical working conditions in your job.

##### Levels

**1.** *Little* or no exposure to adverse non-physical working conditions

**2.** *Occasional* exposure to adverse non-physical working conditions

**3**. *Frequent* exposure to adverse non-physical working conditions

**4.** *Constant* exposure to adverse non-physical working conditions

Please provide two or three typical examples of adverse working conditions that create pressure, and over which your position has no control. State in your own words the frequency and duration of the example given.

**EXAMPLE 1:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**EXAMPLE 2:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

**EXAMPLE 3:**

**FREQUENCY AND DURATION (HOW OFTEN, FOR HOW LONG):**

Supervisor’s Comments:

##### Are there any other duties or responsibilities inherent in the work of your position that the Joint Job Evaluation Committee should consider? Please provide specifics.

# CHECKLIST

* **Have you completed the position summary and all 12 factors, providing specific examples?**
* **Have you highlighted all changes to the position?**
* **Have your supervisor and excluded manager reviewed the form, and provided comments and signatures?**
* **Have you reviewed your supervisor and excluded manager’s comments, responded accordingly, and signed your acknowledgement?**
* **Have you emailed the completed JEQ to** [**peajec@uvic.ca**](mailto:peajec@uvic.ca)**, and mailed the original signature page to the attention of PEA Joint Job Evaluation Committee, c/o Human Resources? These must both be submitted for your questionnaire to be evaluated.**
* **Have you saved a copy of the completed JEQ for your records and future reference and emailed a copy to your manager?**

***If you require any assistance, please contact your*** [***HR Advisor***](http://www.uvic.ca/hr/services/home/compensation/job-eval/pea/index.php)

##### Signature Page

Name       Pos. No.

Dept.       Pos. Title

**Staff Member’s signature** Title Date

Supervisor’s Name (Please print): \_\_\_\_\_\_

Supervisor’s Comments:

**Supervisor’s signature**  Title Date

Excluded Manager’s Name: (Please print): \_\_\_\_\_\_

Excluded Manager’s Comments:

**Excluded Manager’s signature** Title Date

Staff Member’s final comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Staff Member’s signature** Date