

University of Victoria &

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# 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).



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 non-exclusive 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, you 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](mailto:jec951@uvic.ca)



## 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.

## Subfactor 2: dexterity

Purpose:

### 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 organization is a factor in determining the 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 contacts. Consider whether the position is required to handle difficult, emotional or highly sensitive contacts, selecting a response rather than the source of the contact.

#### DEFINITIONS:

## 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



## 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 awkward position (leaning, crouching).

Examples of duties which require physical effort:

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## 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 nonphysical 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
- long - 1/2 to 1 hour

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- 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 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 or 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.





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

## 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

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
- changes which require reassignment of duties

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



## Subfactor 13: job environment

Purpose: To rate the adverse nonphysical 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)

# 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
<b>Skill</b>				
	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
<b>Effort</b>				
	6. Physical Effort	8	5	8-40
	7. Mental & Sensory Effort			

