

**UNIVERSITY OF VICTORIA &  
CANADIAN UNION OF PUBLIC EMPLOYEES LOCAL 951**

**JOINT JOB EVALUATION GUIDEBOOK**

**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 (J.J.E.C.) 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: Joint Job Evaluation Committee
6. The J.J.E.C. 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.

## JOINT JOB EVALUATION QUESTIONNAIRE - INSTRUCTIONS

1. 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.
2. 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.

3. 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).

4. 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 Questionnaire please contact:**

**Marg Varga (6672) or Sandy Cull (8090)  
Co-Chairs of the Joint Job Evaluation Committee**

## **JOINT JOB EVALUATION GUIDEBOOK**

### **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

## SKILL

### 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 DUTIES WHICH REQUIRE THE APPLICATION OF PRACTICAL KNOWLEDGE:

- invoicing, bookkeeping, accounting
- technical or foreign language typing
- editing documents, proofreading
- creating reports, composing correspondence
- establishing office systems
- sorting, classifying, and filing correspondence
- gathering or researching information
- analyzing data or situations
- calibrating equipment, running tests
- applying and wand scanning barcodes
- maintaining stock levels
- processing telephone calls on a switchboard
- recording sales on a cash register
- loading magnetic tapes and disks on computers
- using audio/video playback systems
- recording or editing audio/video tapes
- inputting data to computer systems
- creating spreadsheet formulae
- searching information on databases
- modifying computer software programs
- opening, sorting, metering or stamping mail
- administering medical treatment
- mixing chemicals, inks or paint
- cataloguing library materials
- creating posters, brochures or publications
- printing documents on a printing press

## **SKILL**

### **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:**

- unpacking or sorting materials
- filing or shelving materials by category
- wandng bar codes
- driving a vehicle
- stapling, hole punching
- labeling or stamping boxes
- opening or stuffing envelopes
- loading trucks or carts
- shelving library books
- shelving breakable or dangerous materials
- operating a cash register, adding machine or calculator
- keyboarding, word processing or entering data
- mixing chemicals or medications
- giving injections
- repairing electronic circuit boards
- adjusting complex laboratory equipment
- fine soldering
- using a microscope
- preparing lab slides
- creating detailed maps or diagrams
- glass blowing
- threading audio, video or computer tape on machines

## SKILL

### 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:

- explaining policy to users who have a complaint
- resolving issues with suppliers about missing, incorrect or damaged orders
- assisting with an audit of accounts
- liaison between teaching assistants and faculty to ensure consistency in curriculum
- justifying cost of service or product compared to client's expectations of cost
- communicating with contacts who are dissatisfied due to a language barrier
- explaining accounting, mailing or other financial charges to angry users
- resolving workplace interpersonal conflicts
- discussing problems with upset parents of students
- resolving harassment complaints confidentially
- investigating an alleged infraction or breach of security, policy or law
- providing support to upset co-workers under your supervision
- using tact and discretion when counselling patients about health issues
- calming and advising users who are upset about parking or library fines or an inability to register in courses

## SKILL

### 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:

- working with policies in Library Technical or Public Services and understanding impact on other Library departments and library patrons
- 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
- knowing which departments of the University will be impacted by a power outage or fire drill
- coordinating scheduling of University trades workers on construction projects
- scheduling medical tests and procedures in hospitals and laboratories
- interacting with external suppliers of materials, equipment and services
- awareness of the impact of WCB or health regulations on workplace practices
- working with police or fire department on security and/or safety measures
- liaison with agencies, consulates, or other institutions
- applying knowledge of granting agencies (e.g. NSERC, SSHRC)
- transacting business with brokers, financial institutions, actuaries etc.
- analyzing EASY account charges from other University departments

## **SKILL**

### **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:**

- clearing a paper jam in a photocopier
- dealing with a backlog of unprocessed mail
- finding a supplier for a product that is required immediately and difficult to obtain
- assisting a student with locating a reading assignment when there is incomplete information
- ensuring that all staff in a department are able to schedule vacation during the summer months
- adapting existing policies in response to new situations and changes in technologies
- identifying solutions and giving advice when students have not received registration package
- diagnosing patients' symptoms and initiating appropriate treatment and follow-up
- determining the type of maintenance or repairs required for malfunctioning equipment
- solving computer software problems
- determining innovative ways to accomplish multiple work assignments
- as a supervisor with a problem of staff morale, identifying the problem in order to arrive at a solution
- clarifying users' needs to determine what is required to resolve a problem or achieve a desired result

## EFFORT

### 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:

- pushing a book truck or mail delivery cart
- reaching to place library books on shelves
- unloading boxes of textbooks or supplies
- moving furniture or boxes of files
- lifting laboratory equipment, stacks of computer printouts or containers of chemicals or food
- sitting at a telephone switchboard or computer terminal for extended periods of time
- standing at a reception counter, cash register or mail metering machine for lengthy periods
- supporting the weight of patients
- loading paper into photocopy machines
- operating hand-held power tools

## EFFORT

### 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. typing from dictaphone; 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:

- reading fine print or schematics
- editing or proofreading
- talking on the phone and simultaneous keyboarding
- responding to more than one telephone line
- searching data in computer databases
- fine electrical or mechanical work
- monitoring dials, gauges or other devices that measure output or alert operator to errors
- using a microscope
- interviewing or making a presentation to a group
- calculating quotes for a product or service
- operating vehicles or equipment
- taking/transcribing minutes or using a dictaphone
- interpreting blueprints or technical specifications
- reconciling accounts, cash, inventory or financial statements
- maintaining accurate accounting data for departmental chargebacks
- typing technical symbols or mathematical equations
- drawing designs by hand
- communicating with individuals who have a disability or where there is a language barrier

## **RESPONSIBILITY**

### **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:**

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

## RESPONSIBILITY

### 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:

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

## RESPONSIBILITY

### 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

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

##### Information processing

- accessing and/or working with confidential information
- maintaining information, files or data (includes storing, locating and retrieval)
- 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

##### Material resources

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

##### Staffing practices and procedures

- maintaining personnel records
- contributing to personnel policies within work area
- administering personnel policies in department and provisions of collective agreements
- contributing to or deciding on safety or training procedures/policies in the work area
- implementing safety practices.

# RESPONSIBILITY

## 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:

<b>Minor impact:</b>	<b>Moderate impact:</b>	<b>Major impact:</b>
Actions or decisions may: <ul style="list-style-type: none"><li>• cause changes which have a limited impact on a program, service, policy, or the image of the work unit, department or the University</li><li>• change limited aspects of workload of those impacted; reassignment of duties is not required</li><li>• have little or no financial consequence either as expenditure or labour cost</li></ul>	Actions or decisions may: <ul style="list-style-type: none"><li>• cause changes which have a significant impact on a program, service, policy, or the image of the work unit, department or the University</li><li>• change overall work load and/or duties of personnel as a short-term or long-term consequence</li><li>• have a significant financial consequence on either expenditure patterns or labour costs</li></ul>	Actions or decisions may: <ul style="list-style-type: none"><li>• cause changes which have a substantial impact on a program, service, policy, or the image of the work unit, department or the University</li><li>• change overall workload and duties resulting in reassignment, increase or decrease of personnel</li><li>• have a substantial financial or legal consequence</li></ul>

### 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.

## WORKING CONDITIONS

### 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** are 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:

- soldering fumes
- organic solvents
- paper dust
- book-binding glues
- risk of being attacked by others
- acids used for etching circuit boards
- caustic or abrasive cleaning fluids
- chemical contaminations
- high voltage, risk of electrical shock
- alarm bells
- needle sticks or sharps
- risk of mechanical injury

## WORKING CONDITIONS

### 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** are 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:

- repetitious loading and unloading of tapes from audio/video machines
- constant change in number of users
- pace changes suddenly from quiet to frantic without time to adjust
- payroll deadlines
- no time to concentrate
- working with the public in a front-line capacity where there is exposure to complaints and verbal abuse
- no backup or support in single person office or technical shop
- conflicting demands by multiple users
- working for many different professors and trying to meet everyone's deadlines

## JOINT JOB EVALUATION PLAN WEIGHTING MODEL

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

	<b>Factor/Subfactor</b>	<b>Points Per Level (Weight)</b>	<b>Response Levels</b>	<b>Range of Weighted Points</b>
<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	8	5	8-40
<b>Responsibility</b>				
8	Responsibility for the Work of Others	7	5	7-35
9	Responsibility for Service to Users	8	4	8-32
10	Responsibility and Decision Making - Financial resources - Material resources - Information processing - Staffing practices and procedures	10	8	10-80
11	Accountability: Impact of Actions and Decisions	9	5	9-45
<b>Working Conditions</b>				
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.