

University of Victoria &

Canadian Union of Public Employees Local 951

**Joint Job Evaluation Questionnaire**

|  |  |
| --- | --- |
| Current Position Title |  |
| Current Pay Band |  |
| Department |  |
| Current Incumbent |  |
|  | |
| Section to be completed by Supervisor | |
| Banner Position Number |  |
| Suggested comparator position |  |
| Date filed with Supervisor |  |

Send completed questionnaire to: [jec951@uvic.ca](mailto:jec951@uvic.ca)

May 2023 edition

University of Victoria and Canadian Union of Public Employees 951

Joint Job Evaluation Questionnaire

**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.”

|  |  |
| --- | --- |
| S:\All Staff Share\General Office Info\951 logos\CUPE951 Logo.jpg  **University of Victoria**  **CUPE 951 Position Description** | |
| JOB: | TITLE: |
| DEPARTMENT: | BANNER POSITION NO: |
| SUPERVISOR: | LAST UPDATED: |

|  |
| --- |
| SUMMARY: (Provide a brief summary of the primary functions and purpose of the position) |

|  |
| --- |
| MAJOR RESPONSIBILITES AND DUTIES: (In order of importance to a maximum of 8) |
| 1. Responsibility: (Provide a brief title and include %; example: Administrative Support for the Dean - 40%) |
| Duties: |
| 2. Responsibility: |
| Duties: |
| 3. Responsibility: |
| Duties: |
| 4. Responsibility: |
| Duties: |
| 5. Responsibility: |
| Duties: |
| 6. Responsibility: |
| Duties: |

|  |
| --- |
| 7. Responsibility: |
| Duties: |

|  |
| --- |
| 8. Responsibility: |
| Duties: |

|  |
| --- |
| REQUIRED QUALIFICATIONS:  Identify the qualifications required to perform the job. These should be directly related to the work and not to the education and experience level of the current incumbent. |
| Skills: |
| Specialized Knowledge/Education: |
| Experience: |

|  |  |
| --- | --- |
| Employee’s Signature: | Date: |
| Supervisor’s Signature: | Date: |

University of Victoria and Canadian Union of Public Employees 951

**Joint Job Evaluation Questionnaire**

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

Reporting Structure Diagram

|  |
| --- |
| Your Supervisor |

|  |
| --- |
| Your Position |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Position supervised |  | Position supervised |  | Position supervised |  | Position supervised |

(If you currently supervise more than 4 positions – additional spaces below, please add as needed)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Position supervised |  | Position supervised |  | Position supervised |  | Position supervised |

SKILL

Subfactor 1: Practical Knowledge and Skill

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 6 (max.) | Subfactor Weight: 12 points per level |

Check the box next to the section which best describes the practical (occupational/professional) knowledge and skill required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Straightforward work routines. There is a sequence of steps within a work routine from start to finish. Practical knowledge/skill may be acquired with introductory on the job training. |
| Level 2 | A variety of well-defined tasks and procedures which may involve some complexity. Practical knowledge/ skill may be acquired through education, self-study, work experience or on-the-job training. |
| Level 3 | General knowledge of a variety of moderately complex procedures in a number of areas. Practical knowledge/skill may be acquired through job-related courses, self-study, work experience or on-the-job training. |
| Level 4 | General knowledge of a variety of complex procedures in a broad range of areas  or specialized practical knowledge in a defined area of expertise. Practical knowledge/skill may be acquired through a combination of job-specific courses, self-study, related work experience and ongoing on-the-job training. |
| Level 5 | Comprehensive knowledge of a variety of highly complex procedures  or advanced specialized knowledge, which may be theoretical in nature. Practical knowledge/skill is acquired through training programs or extensive experience. |
| Level 6 | Highly specialized knowledge of a subject or discipline at the level of recognized expert. Skill at this level requires innovation and original work which may involve specialized fabrication and/or original designs. Practical knowledge/skill is acquired through training programs, extensive experience, and ongoing research in the specialized field to ensure knowledge is current. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

Does the job require accreditation, licencing or certification? YES  NO

If yes, please specify:

SKILL

Subfactor 2: Dexterity

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 5 (max.) | Subfactor Weight: 4 points per level |

Check the box next to the section which best describes the combination of dexterity and speed required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Coarse movements where speed is a secondary consideration (e.g. stuffing envelopes). May include occasional periods when speed is required (e.g. shelving books during peak return periods). |
| Level 2 | Coarse movements in a high production environment where speed is a primary consideration, and/or the operation of equipment or machines which involves some degree of precision (e.g. use of cash register or adding machine or basic use of a keyboard to access information or enter data into fixed fields). |
| Level 3 | Coarse movements in a high production environment where the operation of  equipment or machines involves the requirement for dexterity and where speed  is a primary consideration due to volume (threading audio visual or computer  equipment, routine use of adding machine in accounting environment) and/or  medium movements where speed is a secondary consideration (e.g. use of  full range of the keyboard for basic typing, word processing, data inputting). |
| Level 4 | Medium movements where speed is a primary consideration (e.g. production typing or  data entry) and/or where there is greater complexity in the task requiring increased dexterity (e.g. mathematical typing, manipulating complicated databases or spreadsheets, operating duplicating centre equipment). |
| Level 5 | Fine movements. There is no distinction in the requirement for speed where fine movements are concerned, i.e. accuracy cannot be sacrificed for speed (e.g. giving injections, fine-soldering of circuit boards, glassblowing). |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

SKILL

Subfactor 3: Human Relations Knowledge and Skill

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 5 (max.) | Subfactor Weight: 9 points per level |

Check the box next to the section which best describes the typical human relations knowledge and skill required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Exchange of basic information within the bounds of normal courtesy and tact. Does not involve difficult or emotional interactions. |
| Level 2 | Provides information which may require discretion regarding release of information.  Skill to recognize difficult or emotional situations and provide a calm and helpful initial response before referring them to the appropriate authority for resolution. |
| Level 3 | Interprets information and provides consultation and coordination to reach a mutual goal. Skill to handle difficult explanations or interactions, and provide a calm and helpful response to emotional situations before referring them to the appropriate authority for resolution. |
| Level 4 | Provides advice and direction to others regarding options and possible consequences and facilitates decision-making. Skill to handle difficult explanations or interactions and emotional situations. Highly sensitive situations are referred to the appropriate authority for resolution. |
| Level 5 | Mediation and negotiation skills when presenting ideas and concepts and the skill to persuade and influence others to accept proposals. Skill to resolve highly sensitive situations is required. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

SKILL

Subfactor 4: Organization Knowledge and Skill

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 5 (max.) | Subfactor Weight: 5 points per level |

Check the box next to the section which best describes the organization knowledge and skill required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Basic knowledge of the work of others and the work unit. |
| Level 2 | Detailed knowledge of the functions of others in the work unit and the mandate of the work unit and basic knowledge of the Department/division/faculty (e.g. reception function). |
| Level 3 | Comprehensive knowledge of the role and functions of the Department and the faculty/division within which it falls, and basic knowledge of their interaction with the external community. |
| Level 4 | Comprehensive knowledge of the Department and the faculty/division where there is also considerable knowledge of external agencies required or comprehensive knowledge of the role and functions of Departments in more than one faculty/division within the University and basic knowledge of their interaction with the external community. |
| Level 5 | Comprehensive knowledge of more than one Department/ faculty/division where there is also considerable knowledge required of external agencies or basic knowledge of the role and functions of the University as a whole as well as knowledge of the University's interaction with external agencies and/or its relationship with the external community. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

SKILL

Subfactor 5: Problem Solving

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 4 (max.) | Subfactor Weight: 10 points per level |

Check the box next to the section which best describes the overall problem solving skills required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Tasks are well-defined and routine problems may be easily resolved. Solutions are based on past practice (“by the book”). Information is readily available. No investigation is required to identify and solve the problem. There is a pre-determined sequence of steps to follow rather than a choice of options (“if a, then do b.”) |
| Level 2 | Tasks are generally defined and problems may be resolved by exercising judgement and choosing the most appropriate solution from several options. Information is available but may require some clarification. Further investigation is required to identify and solve the problem. |
| Level 3 | Tasks and/or problems are not explicitly defined and must be resolved by exercising judgement and innovation, employing independent thinking and/or in-depth analysis. Information may be incomplete or in a form not readily usable. Further investigation and assumptions are necessary to fill in gaps. |
| Level 4 | Tasks and/or problems must be resolved by exercising judgement and reasoning to define the problem and to implement appropriate solutions where few precedents exist. Problems can be highly technical in nature. Abstract reasoning and/or logic is required as available information may not reveal the complete nature of the problem. Information is absent, difficult to identify, or difficult to isolate. Further investigation may be necessary to determine the usefulness and validity of the information. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

EFFORT

Subfactor 6: Physical Effort

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 5 (max.) | Subfactor Weight: 8 points per level |

Check the box next to the section which best describes the physical effort required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Occasional light physical effort |
| Level 2 | Frequent light  or occasional moderate physical effort |
| Level 3 | Continuous light  or frequent moderate  or occasional heavy physical effort |
| Level 4 | Continuous moderate  or frequent heavy physical effort |
| Level 5 | Continuous heavy physical effort |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

EFFORT

Subfactor 7: Mental and Sensory Effort

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 5 (max.) | Subfactor Weight: 8 points per level |

Check the box next to the section which best describes the frequency and duration of mental and sensory effort required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Occasional short periods of concentrated attentiveness |
| Level 2 | Frequent short  or occasional medium periods of concentrated attentiveness |
| Level 3 | Continuous short  or frequent medium  or occasional lengthy periods of concentrated attentiveness |
| Level 4 | Continuous medium  or frequent lengthy periods of concentrated attentiveness |
| Level 5 | Continuous lengthy periods of concentrated attentiveness |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

### RESPONSIBILITY

Subfactor 8: Responsibility for the Work of Others

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 5 (max.) | Subfactor Weight: 7 points per level |

Check the box next to the section which best describes the overall responsibility for the work of others required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Provides informal guidance to co-workers as needed. There is little or no responsibility for the outcome and no risk of discipline if co-workers do not follow the guidance provided. May participate as a member of a work group or team. |
| Level 2 | Directs and coordinates the work of, but does not formally supervise, co-workers. Job training of co-workers is required (e.g. instructs students, faculty in use of equipment). Designated to act as a work group or team leader, as a lead hand or as a resource person to a work group or team. Oversees the work flow, not the performance, of individuals. May contribute to selection and appraisal of staff and discussion of work unit objectives regarding work assignments. This level may include significant and regular direction of the work of casuals. |
| Level 3 | Supervises one or more co-workers on a shift or in a section of an administrative unit. Supervisory responsibilities include participating in selection of staff; training; assigning, checking and coordinating work; giving ongoing guidance and advice; providing input in performance appraisal. |
| Level 4 | Supervises an administrative unit. Supervisory responsibilities extend to recommending selection of staff; scheduling work hours; granting time off; signing performance appraisal forms; recommending disciplinary action. |
| Level 5 | Supervises more than one administrative unit, including recommending selection of staff; scheduling work hours; granting time off; signing performance appraisal forms; recommending disciplinary action. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

## RESPONSIBILITY

Subfactor 9: Responsibility for Service to Users

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 4 (max.) | Subfactor Weight: 8 points per level |

Check the box next to the section which best describes the overall responsibility for customer service to users required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Work may indirectly affect the interests, well-being or safety of user groups. There is little or no responsibility for the outcome. May assist an employee who directly delivers or controls the service or program. Works primarily “behind the scenes”, but may occasionally provide limited direct service. |
| Level 2 | Work indirectly affects the interests, well-being or safety of user groups through the responsibility for exercising limited control of the program, system or service provided by other employees directly. Works behind the scenes.  OR Work directly affects the interests, well-being or safety of user groups but is usually limited to providing routine advice or assistance, with little responsibility for the outcome. Provides primary “front-line” customer service (e.g. to students in academic Departments). Involvement is short term in nature. |
| Level 3 | In the provision of providing front line service; indirectly/directly assumes responsibility without checking with others. May exercise significant control of a system, program or service. May be the senior person in the work unit or, if not, the senior person is frequently absent.  OR Work directly affects the interests, well-being or safety of user groups through action taken, advice given or treatments provided with longer-term implications for the individuals or the University due to an ongoing relationship with users. Responsible for the appropriate assessment and outcome of the action, advice or treatment. |
| Level 4 | Work directly affects the interests, well-being or safety of a number of user groups. Actions or advice have long-term effects on, or consequences to, the user groups, others associated with the user groups and the community. Situations dealt with can be of an emergency nature. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

RESPONSIBILITY

Subfactor 10: Responsibility and Decision Making

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 8 (max.) | Subfactor Weight: 10 points per level |

First, check one box in each column to indicate the level of the job’s responsibility for decision making in each of the four resource areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Basic  decision making | | Choice of options | Judgement & initiative | Recommends change |
| Financial resources | |  |  |  |  |
| Material resources | |  |  |  |  |
| Information processing | |  |  |  |  |
| Staffing practices and procedures | |  |  |  |  |

Then, check the box next to the section which best describes the overall responsibility for decision making required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Basic decision making in one or more of the four resource areas. |
| Level 2 | Choice of options in one or more of the resource areas. |
| Level 3 | Judgement and initiative in at least one resource area. |
| Level 4 | Judgement and initiative in two of the resource areas  or recommends change in one area. |
| Level 5 | Judgement and initiative in three or four of the resource areas  or recommends change in one area and choice of options in one other area. |
| Level 6 | Recommends change in one area  and judgement and initiative in one or more of the other three areas. |
| Level 7 | Recommends change in two areas. |
| Level 8 | Recommends change in three or four areas. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

RESPONSIBILITY

Subfactor 11: Accountability - Impact of Actions and Decisions

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 5 (max.) | Subfactor Weight: 9 points per level |

Check the box next to the section which best describes the overall accountability for the impact of actions and decisions required to perform the job:

|  |  |
| --- | --- |
| Level 1 | Actions or decisions have a minor impact on own position, work unit, Department or University. |
| Level 2 | Actions or decisions have a moderate impact on the work unit (e.g. an impact on the workflow of the work unit). |
| Level 3 | Actions or decisions have a major impact on the work unit  and/or a moderate impact on the Department (e.g. introducing a new procedure that affects the way the work is done in the Department). |
| Level 4 | Actions or decisions have a major impact on the Department  and/or a moderate impact on the University (e.g. the functioning of a program that affects the whole University and/or a campus-wide impact). |
| Level 5 | Actions or decisions have a major impact on several programs (e.g. a centralized service with campus-wide users) or a major impact on the University. |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

WORKING CONDITIONS

Subfactor 12: Physical Environment

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 6 (max.) | Subfactor Weight: 5 points per level |

Check the box which best describes the physical work environment:

|  |  |
| --- | --- |
| Level 1 | Little or no exposure to disagreeable physical working conditions |
| Level 2 | Occasional exposure to disagreeable physical working conditions |
| Level 3 | Frequent exposure to disagreeable, but not hazardous physical working conditions |
| Level 4 | Continuous exposure to disagreeable physical working conditions  or occasional exposure to hazardous physical working conditions |
| Level 5 | Frequent exposure to hazardous physical working conditions |
| Level 6 | Continuous exposure to hazardous physical working conditions |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

WORKING CONDITIONS

Subfactor 13: Job Environment

|  |  |
| --- | --- |
| Response Levels: 1 (min.) - 6 (max.) | Subfactor Weight: 5 points per level |

Check the box which best describes the non-physical work environment:

|  |  |
| --- | --- |
| Level 1 | Little or no exposure to disagreeable job stressors |
| Level 2 | Occasional exposure to disagreeable job stressors |
| Level 3 | Frequent exposure to disagreeable job stressors |
| Level 4 | Continuous exposure to disagreeable job stressors  or occasional exposure to severe job stressors |
| Level 5 | Frequent exposure to severe job stressors |
| Level 6 | Continuous exposure to severe job stressors |

Provide job-specific examples to support your choice and use highlighter pen to identify new and/or changed duties.

Supervisor’s Comments:

Comments & Signatures

I. Questionnaire Completion:

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

Employee's signature Title Date filed with supervisor

II. Supervisor Comments:

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

Name of Supervisor (printed) Title Date Reviewed

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

Signature of Supervisor

III. Division/Department Head Comments:

Please note that should a review result in a recommendation for a higher job rating, any associated compensation increase will be funded from your Department budget, effective the date the job evaluation questionnaire was signed off by the employee.

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

Name (printed)

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

Signature Title Date Reviewed

IV. Employee Comments:

I have read the above Supervisor and Division/Department Head comments.

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

Signature Title Date