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Job Evaluation Manual

**PO Box 700, 556 Boleskine Road
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Sub Factor 1 – Education

Education can be of a general nature or result from specialized or vocational training. The Education being measured is that necessary to perform the job duties in a satisfactory manner. The academic achievement of an individual is not being measured.

The degree levels are normally expressed in terms of formal education or equivalent.

Listed below is the definition for each degree. See “Notes to Raters” before rating.

Degree	
1	Less than completion of Grade 12
2	

Sub Factor 1 – Education Notes to Raters

1. Select the education level that most appropriately meets the job requirements.
2. The most common source of education is through formal education, such as secondary school, vocational centres, colleges, universities, etc.
3. An “additional program” is a concentrated course of study in a specific field required to perform the work.
4. Rate the Education sub factor before rating the Experience sub factor.
5. Trades apprenticeships consist of a formal education component, which should be rated under this sub factor, and a job experience component, which should be rated under the Experience sub factor.
6. Post-secondary courses, by definition, require high school graduation as a prerequisite.
7. Basic Office Procedures = Grade 12 equivalent.
8. By consensus some post secondary training is determined to be an additional program of up to six months.

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Sub Factor 2 – Experience

This sub factor measures the minimum amount of relevant practical experience that an average individual having the appropriate theoretical knowledge,

Sub Factor 2 – Experience Notes to Raters

1. Establish the degree of “Education” required before rating this factor.
2. Experience covers the time required to learn the practical application of theoretical knowledge to work problems, and to learn the necessary techniques, methods, practices, procedures, use of forms, routines, etc.
3. It includes the years spent in an apprenticeship or similar training program excluding formal classroom time.
4. Field time required for membership in a professional organization, designation, or requirements for a license should be considered under this sub factor.
5. This sub factor does not measure the actual experience of the incumbent(s).
6. Life experiences can include categories such as homemaking, child rearing, participation in sports, clubs and volunteer work if it is required to perform the job.
7. The Experience sub factor measures only specific experience necessary to begin performing the job.

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Sub Factor 3 – Judgement Notes to Raters

1. Complexity and magnitude of problems must be considered in terms of the judgement, analytical ability, and initiative required in deciding upon the appropriate choices of action.
2. There is a difference between Judgement and Consequence of Error. Judgement deals with the complexity and range of choice of actions within a job. Consequence of Error measures the impact of job-related actions and errors on the School District. (See Sub factor #7 Consequence of Error.)
3. Freedom to implement solutions must be considered in terms of the existence of instructions, procedures, policies, precedents and the nature of supervision received.
4. It is important to evaluate the decision-making that is permitted within the parameters and constraints of the position and not the capability of the incumbent. Initiative is the mandated authority to carry out assignments.
5. When evaluating a position under this factor, the majority of the items of the selected degree must be met (e.g., If a position meets one of the three items in Degree 5 and two of the three items in Degree 4; the position is, therefore, properly evaluated in Degree 4).
6. Decision-making permitted while temporarily covering off for another position is not rated. (This issue will normally be dealt with through substitute pay.)
7. In the absence of a written Policy and Procedures Manual use past practice.

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Sub Factor 4 – Concentration

There are varying times during the day when individuals must employ all their thoughts, attention and effort to a task. Concentration measures the period of time wherein mental, visual, and/or auditory focusing is required on the job.

Listed below is the definition for each degree. See “Notes to Raters” before rating.

Degree	
1	Occasional periods of short duration.
2	Frequent periods of short duration; or Occasional periods of intermediate duration.
3	Almost continuous periods of short duration; or Frequent periods of intermediate duration; or Occasional periods of long duration.
4	Almost continuous periods of intermediate duration; or Frequent periods of long duration.
5	Almost continuous periods of long duration.

Chart

	Short	Intermediate	Long
Occasional	1	2	3
Frequent	2	3	4
Almost continuous	3	4	5

Sub Factor 4 – Concentration

Notes to raters

1. This sub factor measures the period of time wherein mental, visual and/or aural concentration is required on the job. Both the frequency and duration of the effort are to be considered.
2. Attentiveness is required for all jobs; rate tasks requiring concentration.
3. Concentration includes activities such as listening, interpreting, proof reading, watching, inputting data or when a combination of the five senses (sight, taste, smell, touch and hearing) are required in the course of doing the job that result in mental/sensory fatigue.
4. Consider components such as interruptions and the requirements for simultaneous processing of information, (i.e. maintaining concentration despite frequent interruptions or changes in work priorities).

a) Duration of uninterrupted time is measured as follows:

Short	Up to and including one hour.
Intermediate	Over one hour, and up to and including two hours.
Long	In excess of two hours.

b) Frequency relates to work carried out on a regular basis throughout the year:

Occasional	Once in a while, most days.
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Sub Factor 5 – Physical Activity

This factor refers to the physical fatigue which results from performing the duties of the job. Consider the frequency of performing tasks that cause fatigue, the requirement to assume an uncomfortable or awkward posture and the requirement to lift, push or pull objects.

Listed below is the definition for each degree. See “Notes to Raters” before rating.

Degree	
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Sub Factor 5 – Physical Activity Notes to Raters

When applying this factor, consider the fatiguing effort of the tasks performed rather than the strength or energy needed to perform the task. Always assume that each job will be carried out by persons of adequate physique for the type of work involved, regardless of gender.

1. When rating Physical Activity look at the job in its entirety. Ask, *what is the main purpose of the job?* (*Supervision of Students? Keyboarding? Moving boxes in a warehouse?*) and consider the physical activity inherent in that. Do not allow itinerant or occasional tasks to drive the rating.
2. At SD61, most job descriptions include a phrase like this one, “Lifts and

Sub Factor 6 – Dexterity

This sub factor measures the level of dexterity required by a job. The levels of manual dexterity are determined by considering the elements of speed and/or accurate hand/eye (or hand/foot) coordination. Movements can be either fine or coarse.

Listed below is the definition for each degree. See “Notes to Raters” before rating.

Degree	
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Sub Factor 6 – Dexterity Notes to Raters

1. When rating this sub factor look at the job in its entirety. Ask, *what is the main purpose of the job?* (*Supervision of Students? Keyboarding?*) and consider the dexterity inherent in that. Do not allow itinerant or occasional tasks to drive the rating.
2. Coarse movements involve the use of hands (or feet) such as: using long handled tools (e.g. mops and shovels, floor polishers, lawn mowers), stocking shelves, loading and unloading of trucks, folding laundry, sorting and delivering mail, etc.
3. Fine movements involve use of the fingers such as: keyboard use, arc welding, giving injections, drafting, repairing fine instruments/equipment, drawing, writing shorthand and dispensing oral medications.

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Sub Factor 7 – Consequence of Error

Consequence of Error measures the effect of actions on SD61 and covers the relationship between the nature of the work, loss of time and resources, and the effect of the work.

Listed below is the definition for each degree. See “Notes to Raters” before rating.

Degree	
1	Errors are readily detected by routine checks and are usually limited to the particular job. Errors have no, or minimal impact on others and are easily corrected.
2	Errors are normally detected by routine checks at subsequent work stages. Errors may affect the work of others, causing inconvenience and loss of time to correct.
3	Errors are not readily detected, although work is subject to regular review or checking. Errors typically affect the work of others and result in some delays, financial loss or reduction of service.
4	Errors may be difficult to detect, since work is subject only to

Sub Factor 7 – Consequence of Error Notes to Raters

1. Consider the nature of the more serious probable errors that might reasonably occur within the job regardless of the type or cause. Consider at what stage errors would be detected and their effect.
2. An error is defined as an inappropriate or incorrect action or decision. Do not rate extreme circumstances where risk of a specific situation occurring is unlikely.
3. Consider Consequence of Error in terms such as:
 - ! handling money
 - ! damage or loss involving equipment, supplies or property
 - ! disruption or delay of service
 - ! loss of time in detecting and correcting an error
 - ! inaccuracy of reports or records
 - ! the seriousness of an error
 - ! embarrassment to the organization/department
 - ! the length of time an error will have an impact
4. Consider the relationship between the functions of the job and the impact of errors in terms of loss of time, financial or other resource costs and public image.
5. When rating “Consequence of Error” refer to the sub factor “Safety of Others” and ensure that the same responsibility is not being double counted.

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Sub Factor 8 – Safety of Others

This sub factor measures the degree of care required to prevent injury or harm to others including students, the public and other employees.

Listed below

Sub Factor 8 – Safety of Others

Notes to Raters

1. When rating Safety of Others, careful consideration should be given to Sub factor 7 “Consequence of Error” to ensure that double counting does not occur.
2. When rating this sub factor, look at the job in its entirety. Ask, what is the main purpose of the job? (*Supervision of Students? Keyboarding?*) and consider the responsibility for the safety of others inherent in that. Do not allow itinerant or occasional tasks to drive the rating.
3. This sub factor is not to be seen as conflicting with any and all Health and Safety Regulations in the workplace, nor is it an evaluation of such regulations.
4. It is recognized that all incumbents have a self-disciplined responsibility for the welfare of others, which includes their fellow workers. However, some jobs and their locations have more potential hazards than others do and it is in this context that the relative differences of "little", "some", "considerable" and "high" are used.
5. Consider the following examples as a guide:

Sub Factor 9 – Supervision of Other Employees

This factor measures the continuing responsibility for the supervision and direction of staff. Consider the number

Sub Factor 9 – Supervision of Other Employees Notes to Raters

1. Degrees 4 and 5 are reserved for those jobs that are, “Administratively responsible for the formal supervision of other employees”. This means the job requires a portion of **each** of the following supervisory duties on an on-going basis:
 - ! scheduling and assigning work
 - ! providing advice and direction
 - ! establishing work standards
 - ! appraising the work of others
 - ! monitoring work quality and quality standards

2. To qualify for the fourth or

Sub Factor 10 – Contacts

This factor measures the nature and purpose of contacts and the responsibility for effective handling of personal contacts with other staff, students, members of other organizations and the general public.

Listed below is the definition for each degree. See “Notes to Raters” before rating.

Degree	
1	Common courtesy required in order to maintain working relationships.
2	Courtesy and tact required in explaining, exchanging data or information.
3	Tact and discretion are required to deal with or settle requests, complaints and clarification of information.
4	Tact and diplomacy are required when handling contacts of a difficult or specialized nature, for the discussion and resolution of problems by presenting or obt

Sub Factor 10 – Contacts

Notes to raters

1. Contacts of a normal supervisory nature are not considered under this sub factor.
2. It is important to analyze the purpose of the contact in conjunction with the nature of the contact. The level of the person contacted is relevant to the extent that it serves as a check on the nature and purpose of the contact. (i.e. A file clerk might very well provide information to a department head but it is extremely unlikely that this file clerk would be required to explain or follow-up on matters calling for influencing or persuasiveness.)
3. Working relationships mean contacts with other staff regarding a work activity.
4. Contacts of a difficult or specialized nature are those dealing with a subject area that is complex and typically requires specialized formal training or extensive experience to enable the participants to communicate in a meaningful fashion.

Some definitions

Tact: A keen sense of what to do or say in a difficult or delicate situation in order to maintain good relations and avoid offense. This implies both skill and consideration in dealings with others and a sympathetic understanding in observing the feelings of others. Skill involved in creating a good impression when meeting strangers or in handling a new or difficult situation.

Courtesy: Polite, respectful, cooperative or obliging behaviour.

Discretion: Cautious reserve especially in speech. Ability to make decisions which represent a responsible choice and for which an understanding of what is lawful, right or wise is presupposed.

Communication Skills: Oral presentation skills, writing skills (reports, correspondence, listening skills, observation skills).

Human Relations Skills: Empathy, sensitivity, understanding of human and organizational behaviour, motivational techniques and counselling skills.

Diplomacy: Skill in handling affairs without arousing opposition.

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Sub Factor 11 – Disagreeable Working Conditions

Many disagreeable working conditions occur in the workplace and vary in type and frequency of occurrence in individual jobs.

Listed below is the definition of each degree. See “Notes to Raters” before rating.

Glossary of Terms

<i>Affirmative Action</i>	Is a strategy to address systemic discrimination and its effects in the workplace.
<i>Comparable Worth</i>	This is the phrase most commonly used in the United States instead of pay equity.
<i>Compensation</i>	Includes wages, benefits, pensions and perks. Integrated Model (is a combination of pro-active and complaint based pay equity legislation).
<i>Complaint Based Model</i>	Is legislation, which requires individuals to file complaints before pay equity is enforced.
<i>Contract Compliance</i>	Means employers who receive government contracts are required to comply with government practice and regulations.
<i>Duty</i>	Is made up of a number of tasks.
<i>Employment Equity</i>	Is the provision of equal opportunity to men and women for all employment practices such as: hiring, training, job promotion, compensation.
<i>Equal Pay for Work of Equal Value</i>	Means paying equal wages for work performed which is of equal value regardless of whether the worker is male or female.
<i>Factors</i>	The four major criteria used to measure jobs are skill, effort, responsibility and working conditions.

	working conditions involved in the performance of that job, through the use of questionnaires, interviews and work-site observation.
<i>Job Analysis Questionnaire</i>	The instrument used to collect and record job data and forms part of the job documents.
<i>Job Description</i>	The written description of a job which includes a summary and a listing of the major duties and responsibilities.
<i>Job Evaluation</i>	A process which measures the value of jobs in relation to each other; this value is expressed in points.
<i>Job Evaluation Plan</i>	Contains the guidelines and degree levels for each sub factor used for evaluating a job.
<i>Joint Job Evaluation Committee</i>	The Committee responsible for the implementation of the job evaluation plan and which is made up of equal representatives from union and management.
<i>Pay Equity</i>	Means a pay practice based primarily on the relative value of work performed whether the worker is male or female.
<i>Perform Other Duties, as Assigned</i>	The performance of transient, emergency or unplanned duties that must be considered within the intent of the job function and job demand as set out in the job documents.
	The numerical expression assigned to each degree within each sub factor.

Sub factor
Degrees

LETTER OF AGREEMENT

Board of School Trustees of School District No. 61 (Greater Victoria)

And

Canadian Union of Public Employees Local No. 947

RE: Job Evaluation Manual Revision

1. General Principals

- 1.1. The parties covered by this letter subscribe to the underlying principle of Gender-Neutral Job Evaluation; namely that it is a system of comparison for the purpose of arriving at fair pay relativity within one bargaining unit by establishing equivalency and relationships between jobs.
- 1.2. However, the parties confirm that actual rates of pay (dollar amounts) for CUPE 947 positions at the School Board have been and shall continue to be established by free collective bargaining pursuant to the Labour Relations Code of BC.

3.4. Upon the completion of the ratings and attendant review process the advisors will act on behalf of the parties to establish benchmarks, weightings and definitions and to develop a suitable maintenance agreement.

4. The Job Evaluation Manual

- 4.1. The essential characteristics of the Job Evaluation Manual will be Gender-Neutral in its design, and will survive a test of its neutrality and freedom from associated biases.
- 4.2. It will be balanced, having an equal effect on female and male dominated jobs.
- 4.3. It will be comprehensive, having a structure that will embrace as many aspects of the work done in the organization as possible.
- 4.4. It will be workable and comprehensible to the Union and Management Representatives who will be in charge of making the gender-neutral job evaluation program work.
- 4.5. It will be flexible enough to be tailored to the conditions of the workplace concerned.
- 4.6. It will contain a rating manual which allows jobs to be placed in a proper relative order dependent upon their rated worth.

