



Job Evaluation Manual

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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	Less than completion of Grade 12 plus an additional program
3	Grade 12 graduation or equivalent
4	Grade 12 graduation or equivalent plus an additional program
5	Completion of a one (1) year post secondary program
6	Completion of a two (2) year post secondary program
7	Completion of a three (3) year post secondary program
8	Completion of an Undergraduate Degree
9	Completion of a Graduate Degree

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, specific education and specialized training would require to be able to perform the job duties. It includes experience specific to the work and other relevant work and life experiences that are necessary for performance of the jobs.

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

Degree	
1	Up to and including three months
2	Over three months, up to and including six months.
3	Over six months, up to and including one year.
4	Over one year, up to and including two years.
5	Over two years, up to and including three years.
6	Over three years, up to and including four years.
7	Over four years, up to and including five years.
8	Over five years.

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

This factor measures the level of decision making inherent in the job with respect to the identification and resolution of problems, the exercise of judgement, the complexity of problems and the freedom to implement solutions.

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

Degree	
1	Duties are straightforward or highly repetitive and are covered by well-defined procedures or detailed instructions. Choices of action are limited and most work problems are referred to the supervisor or senior co-workers.
2	Duties are straightforward, following standardized procedures or instructions with minor variation in work procedures or task sequence. Work problems not covered by procedures or instructions are referred to the supervisor or senior co-workers.
3	Duties are varied, following established procedures and policies with some judgement required to determine the most appropriate of a limited number of alternatives. Only non-routine or unusual situations are referred to the supervisor or senior co-workers.
4	Duties are diverse or specialized, following established procedures and policies with moderate judgement required to determine the most appropriate of a variety of alternatives. The exercise of initiative is a normal requirement but is restrained by program objective. Direction is sought when apparent solutions to problems are not within the intent of established practices.
5	Duties are complex or specialized, following broad policies, procedures, precedents or guidelines. Considerable judgement is required in the analysis of information or situations to define problems and to determine the most appropriate alternative. Only highly unusual or complex problems are discussed with the supervisor.

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.
Frequent	Several times a day for at least four days per week.
Almost continuous	Most working hours for at least an average of four days per week.

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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	
1	Light activity of short duration
2	Light activity of intermediate duration; or Moderate activity of short duration
3	Light activity of long duration; or Moderate activity of intermediate duration; or Heavy activity of short duration
4	Moderate activity of long duration; or Heavy activity of intermediate duration
5	Heavy activity of long duration

Chart

	Short	Intermediate	Long
Light	1	2	3
Moderate	2	3	4
Heavy	3	4	5

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 moves office equipment up to 18kg (40 lbs)”. This phrase, in the Job Description and/or the Qualifications Form, should not be the **only** rationale for a degree rating above Degree one (1).

Types of physical exertion

Light	Driving, walking on even surfaces, lifting weights up to 20 lbs.
Moderate	Working in awkward positions or confined spaces, climbing ladders, climbing stairs, walking on uneven surfaces, lifting weights between 20 and 35 lbs. Note (Working on a keyboard for more than two hours at a time <u>without interruption</u> is defined as working in an awkward position.)
Heavy	Digging, using heavy tools, lifting weights exceeding 35 lbs.

3. **Duration:** In determining the duration of time, consideration is given to the frequency of the task during the normal workday or shift.

Short	Up to and including one hour.
Intermediate	Over one hour and up to and including two hours (Standing between 50% and 80% of the workday).
Long	In excess of two hours (Standing over 80% of the workday).

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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	
1	The position is required to perform tasks that demand minimal accurate coordination of fine or coarse movements. The required manual tasks are such that above average speed is not required.
2	The position is required to perform tasks that demand the accurate coordination of coarse movements, where speed is a secondary consideration.
3	The position is required to perform tasks that demand the accurate coordination of coarse movements, where speed is a major consideration. There is requirement for some fine movements.
4	The position is required, for most of the workday, to perform tasks that demand the accurate coordination of fine movements, where speed is a secondary consideration.
5	The position is required, for most of the workday, to perform tasks that demand the accurate coordination of fine movements, where speed is a major consideration.

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 occasional review. Errors typically result in considerable delays, financial loss or reduction of service and may affect public relations.
5	Errors are difficult to identify or trace since work is subject only to general review. Errors have serious, usually short-term consequences, significant financial costs, reduced or impaired service to the public, or negative media reaction.

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

Degree	
1	Little degree of caution. The nature of the job is such that potential hazard to the welfare of others is incidental.
2	Some degree of caution. On occasion a task is performed which requires precaution against injury or harm to others.
3	Considerable degree of caution. Frequent use of equipment of such design that a significant risk of injury to others would likely result if proper care is not applied.
4	High degree of caution. Harm to others is imminent if proper care is not taken.

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:

Little	Closing of file drawers, dissemination of information
Some	Posting of "wet floor" signs, stacking supplies
Considerable	Putting up bed rails, use of heavy equipment; yard duty, use of equipment for mobilizing the handicapped, using heavy machinery, operating transportation equipment
High	Use of hazardous materials, administering medication; driving school bus

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Sub Factor 9 – Supervision of Other Employees

This factor measures the continuing responsibility for the supervision and direction of staff. Consider the number of employees supervised and the nature of the supervision given.

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

Degree	
1	The work does not have the requirement to exercise supervision. Occasionally may explain work procedures to new or inexperienced employees.
2	Although formal supervisory responsibilities are not a part of the job, the job will (has to) involve coordinating and scheduling the day-to-day work of other employees or volunteers in the unit, monitoring output and task delegation.
3	The job requires the employee, on a continuing basis, to assume some of the normal supervisory duties over others employees.
4	The position requires the employee to assume, on a continuing basis, formal supervisory responsibilities over other employees. The position may perform some duties similar to those of the employees supervised and is administratively responsible for the formal supervision of other employees. (Supervision of other employees is formally assigned in the job description.)
5	The main purpose of the job is the role of full time supervisor of other employees or volunteers.

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 higher degrees under this sub factor, supervisory responsibility must be a definitely established part of the job requirement **and** be so stated in the job description.
3. This sub factor is not meant to rate the monitoring of students, but rather, supervision in an employment situation.
4. Formal supervision is a definitely established part of the job requirement and is regular and ongoing.

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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 obtaining detailed information.
5	Tact, diplomacy and human relations skills are required for frequent contacts of a difficult, specialized or sensitive nature for influencing, persuading or securing the co-operation of others.

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.

Degree	
1	Minor conditions with little exposure to disagreeable conditions.
2	Minor conditions with occasional exposure to disagreeable conditions, or Major conditions with little exposure to disagreeable conditions.
3	Minor conditions of frequent exposure to disagreeable conditions; or Major conditions of occasional exposure to disagreeable conditions.
4	Minor conditions of continuous exposure to disagreeable conditions; or Major conditions of frequent exposure to disagreeable conditions.
5	Major conditions of continuous exposure to disagreeable conditions.

Chart

	Little	Occasional	Frequent	Almost continuous
Minor	1	2	3	4
Major	2	3	4	5

Sub Factor 11 – Disagreeable Working Conditions Notes to Raters

1. Rate only those disagreeable working conditions that cannot be changed.
2. SD61 policy is clear. No SD61 employee is required to accept verbal harassment *from other employees* as a condition of work.
3. Raters should consider the many and varied conditions that prevail in the workplace. The types of disagreeable conditions are as follows:

Minor	<ul style="list-style-type: none"> a) Aggravating conditions of dust, dirt, fumes, heat, cold, noxious odours, noise, vibration, poor lighting, inclement weather, poor ventilation, congested workspace. b) Exposure to rudeness or profanity. c) Minor health and accident hazards involving more serious cuts, bruises, muscle strain or some exposure to disease or contamination and the possibility of lost time.
Major	<ul style="list-style-type: none"> a) Extreme conditions of dust, dirt, fumes, heat, cold, noxious odours, noise, vibration, poor lighting, inclement weather, poor ventilation, congested workspace. b) Exposure to verbal and physical abuse, behaviourally difficult students, members of the public, etc. c) Health and accident hazards of a serious nature involving lost time or which may result in partial or permanent disability.

4. The frequency of exposure to undesirable working conditions must be related to work carried out on a regular basis throughout the year.

Little	Once in a while, almost never.
Occasional	Once in a while, most days.
Frequent	Several times on a daily basis, or at least four days per week.
Almost Continuous	Most working hours for at least an average of four days per week.

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Factor Weightings

Factor	1	2	3	4	5	6	7	8	9
Education	32	64	96	128	160	192	224	256	288
Experience	30	60	90	120	150	180	210	240	
Judgement	22	44	66	88	110	132			
Concentration	20	40	60	80	100				
Physical Effort	10	20	30	40	50				
Dexterity	10	20	30	40	50				
Consequence of Error	18	36	54	72	90	108			
Safety of Others	14	28	42	56					
Supervision of Others	12	24	36	48	60				
Contacts	16	32	48	64	80	96			
Working Conditions	16	32	48	64	80				

Pay Bands

Salary Grid	Point Band
1.	144-185
2.	186-227
3.	228-269
4.	270-311
5.	312-353
6.	354-395
7.	396-437
8.	438-479
9.	480-521
10.	522-563
11.	564-605
12.	606-647
13.	648-689
14.	690-731
15.	732-773
16.	774-815
17.	816-857
18.	858-899
19.	900-941

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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.
<i>Gender Predominance</i>	Is a definition of a category of workers that is male dominated or female dominated.
<i>Gender-Neutral</i>	Any practice or program which does not discriminate between men and women.
<i>Incumbent</i>	An employee assigned to a job.
<i>Job</i>	Is made up of a series of tasks.
<i>Job Analysis</i>	The process of determining and recording the tasks and duties of a job and the required skill, effort, responsibility, and

	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.
<i>Points</i>	The numerical expression assigned to each degree within each sub factor.
<i>Pro-Active Model</i>	Is legislation that does not require individuals to file complaints before pay equity is enforced.
<i>Rating</i>	The process of relating the facts contained in the job documents to the job evaluation plan and selecting the factor degree levels judged to be appropriate.
<i>Rating Sheet</i>	Records the facts and rationale for the degree levels assigned to each sub factor for each job.
<i>Sore-Thumbing</i>	The process of making an objective comparison of a rating decision made by the committee to previous rating decisions of similar and/or related positions. Comparisons may be performed by a factor-by-factor basis or on a total point basis.
<i>Steps</i>	One of a series of fixed rates on a salary range.

<i>Sub factor Degrees</i>	The actual measurement levels within each sub factor.
<i>Sub factors</i>	Are components of the four major factors.
<i>Task</i>	A unit of work activity which forms part of a duty; one of the operations that constitute a logical and necessary step in the performance of a duty.
<i>Voluntary Compliance</i>	Means employers who introduce pay equity without a law requiring them to do so.
<i>Wage Gap</i>	Is the wage difference between male-dominated and female-dominated jobs.

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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.

2. The Pay Equity – Job Evaluation Manual

- 2.1. The parties agree that the Pay Equity – Job Evaluation Manual requires amendment and revision.
- 2.2. The parties agree that the first revision will be a name change. The manual will be named the Job Evaluation Manual to accurately describe its purpose.

3. Advisors to the Job Evaluation Manual Revision Process

- 3.1. The parties agree that each shall appoint one advisor to oversee and expedite the rewriting and revision of the new Job Evaluation Manual.
- 3.2. The Advisors will draft and edit the new JE Manual for use by the Joint Job Evaluation Committee (JJEC). (See 5 Below)
- 3.3. The Advisors will also provide the JJEC with draft ratings for each of the positions being rated.

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. The manual will be based upon four (4) main factors; Skill, Effort, Responsibility and Working Conditions.
- 4.7. The attached Job Evaluation Manual forms a part of this agreement and approval of this Letter of Agreement signifies approval of that document.

5. The Joint Job Evaluation Committee

- 5.1. The parties agree that a Joint Job Evaluation Committee will be established.
- 5.2. The parties agree that each shall assign two (2) members and one alternate member for the duration of the Job Evaluation Revision process.
- 5.3. The JJEC will use the new Job Evaluation Manual to rate or measure all of the existing job descriptions currently assigned to CUPE 947 members.
- 5.4. It is not within the mandate of the JJEC to revise job assignments or job descriptions. Revising assignments and job descriptions is a Management responsibility that can require Board approval. The JJEC will rate the job description but be guided by employee and supervisor/administrator comments. (See 6. below)

6. Employee and Supervisor Involvement

- 6.1. The parties agree that all Local 947 members and their supervisors shall be given the opportunity to comment on the content of their assigned job description prior to the position being rated through the new Job Evaluation Manual.
- 6.2. Incumbents will be asked for their comments on one job description. Incumbents with more than one assignment and therefore more than one job description will be asked for their comments on their primary (most hours) jobs.

7. JJEC Review Process

- 7.1. For the implementation stage, JJEC will design a review process that allows incumbents to request reconsideration of the rating by the JJEC.
- 7.2. At the completion of the initial rating process using the new JE Manual, employees will be shown their rating and will have an opportunity to request review.
- 7.3. Requests for review will be in writing and will be addressed to the JJEC.
- 7.4. JJEC will have the authority to hear or to dismiss requests for review.
- 7.5. If JJEC decides to hear a request for review, its decision concerning that request will be final.

8. Approvals

- 8.1. The Union and the Employer prior to the release of rating results will approve this Letter of Understanding and the Job Evaluation Manual.

In witness whereof the parties have caused this Letter of Understanding to be executed this *11th* day of *September* in the year 1999, in the City of Victoria, Province of British Columbia.

For the Employer

For the Union

Carole James

Beryl Big Canoe

Board Chairperson

President C.U.P.E. Local No. 947

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