

**Regional Colleges' Job Evaluation Plan
Application for Classification of New Positions
Form A**

Refer to the ***Regional Colleges' Job Evaluation Policy*** in completing the rating process.

Regional College:	Completed by:
Position (Working Title):	Signature: _____
Initial Date of Employment:	Title: _____

Factor	Level	Points	Rationale/Comments
1. Contacts			
2. Scope of Decision Making			
3. Impact of Decision Making			
4. Supervision			
5. Mental Effort			
6. Sensory Effort			
7. Physical Activity			
8. Fine Motor Movements			
9. Travel			
10. Control of Distractions			
11. Education			
12. Experience			

TOTAL Points		Level:
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Date: _____ Management Local Evaluation Representative Signature: _____	Date: _____ Union Local Evaluation Representative Signature: _____
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Maintenance Committee Official Records Received: _____	Date: _____
Signature: _____	

**Regional Colleges' Job Evaluation Plan
Job Description Template for New Positions
Form A**

DATE:

COLLEGE:

POSITION (Working Title):

FTE:

JOB SUMMARY:

Include a concise summary of primary responsibilities and function of position. The summary should also include information on the relationship of the position to the college's organizational structure (ie: who the position will report to, etc.).

SPECIFIC RESPONSIBILITIES:

Briefly list the **major** responsibilities and tasks of the job:

CRITERIA: Responsibility

1. CONTACTS:

List the primary internal and external contacts required to perform the job:

Select one statement that best describes the function of the position:

- ☐ Majority of contacts involve the exchange of basic factual information.
- ☐ Majority of contacts involve the exchange of detailed explanations on matters concerning policies, regulations, programs and services (eg. hiring of staff; student recruitment; detailed information on entrance requirements, student loans, college programs, provincial training allowance, etc).
- ☐ Majority of contacts involve discussion, coordination, cooperation, elaboration and understanding. Occasionally handles complex OR sensitive communication (eg. coordination; career and academic counseling; needs identification; program development; group decision making; etc).
- ☐ Majority of contacts involve complex AND sensitive communication (eg. crisis intervention, dispute resolution, negotiations, etc).

2. SCOPE OF DECISION MAKING:

List examples of decisions typically required by the position:

Types of decisions made are within established alternatives – such as arranging presentations with schools, and public. Decision on how to present the materials.

Select one statement that best describes the level of decision making required by the position:

- ☐ Majority of decisions require judgment based on well established procedure and methods. Problems not normally dealt with are referred to supervisors.
- ☐ Majority of decisions require interpretation within a range of established alternatives. Problems are solved by selecting the most suitable procedure or method within the guidelines. Direction is sought when solutions are not within established guidelines.
- ☐ Majority of decisions require creativity and some independent judgment in order to resolve, adapt, develop solutions and recommend changes and/or to introduce new procedures and practices.
- ☐ Majority of decisions require considerable modification of several inter-related issues, crossing program and service areas to achieve broad objectives. Requires identification, understanding, interpretation, and appropriate application of several inter-related policies or procedures (may be internal, external, or both).

3. **IMPACT OF DECISION MAKING:**

Select one statement that most closely describes the majority of decisions made in this position:

Short term impact, decisions made impact only the region that the event is within.

- ☐ The majority of decisions have short-term impact limited to one work area.
- ☐ The majority of decisions have short-term impact limited to one region/district of the college, AND/OR the majority of decisions have short-term impact limited to a single program area, AND/OR providing support for more than one area.
- ☐ The majority of decisions have long term impact limited to one region/district of the college, AND/OR the majority of decisions have long-term impact limited to a single program area, AND/OR the majority of decisions have short-term impact that extends beyond the region/district of the college, AND/OR the majority of decisions have short-term impact that extends to multiple program areas.
- ☐ The majority of decisions have long-term impact that extends beyond the region/district of the college, AND/OR the majority of decisions have long-term impact that extends to multiple program areas.

4. **SUPERVISION:**

Supervisory responsibilities: ☐ Yes ☐ No

1. **Indirect Supervision:** includes scheduling, distributing, monitoring, assigning and maintaining workflow. Can include input to performance appraisals; includes supervision of CID instructors.

☐ Yes ☐ No

2. **Direct Supervision:** requires directing and controlling work of employees and includes the completion of performance appraisals.

☐ Yes ☐ No

If yes, how many staff FTE supervised: ☐ <5 FTE ☐ >5 FTE

CRITERIA: Effort

5. **MENTAL EFFORT:**

List tasks that are typical of the position:

Select the one statement that best describes the type of tasks typical of this position:

- ☐ The majority of tasks require the use of familiar/standard procedures and familiar/given information.
- ☐ The majority of tasks require the use of unfamiliar/non standard procedures OR varied/new information that requires significant mental demands.
- ☐ The majority of tasks require the use of unfamiliar/non standard procedures with varied/new information that requires intense mental demands.

6. **SENSORY EFFORT:**

List typical tasks required of the position in relation to sensory effort:

Select the one statement that describes the majority of tasks required by this position:

- ☐ Sensory tasks which require minimal aural and visual demand.
- ☐ Sensory tasks which require significant aural and visual demand.
- ☐ Sensory tasks which require intense aural and visual demand.

7. **PHYSICAL ACTIVITY:**

Indicate the frequency of heavy physical activity required to perform the job. Heavy physical activity is defined as climbing, stooping, standing or lifting weights in excess of 5 kg (refer to chart for percentage conversion).

- ☐ ≤ 10%
- ☐ >10% and <20%
- ☐ >20%

8. **FINE MOTOR MOVEMENT:**

Estimate the percentage of time that will be spent engaged in fine motor movements:

- % Writing
- % Keyboarding
- % Other (List):
- % **TOTAL**

CRITERIA: Working Conditions

9. **TRAVEL:**

Identify estimated time spent traveling (spent in a vehicle) in order to fulfill the duties of the position (refer to chart for percentage conversion). Select one:

- ☐ < 5%
- ☐ 5% < 15%
- ☐ > 15%

Indicate the estimated number of overnight work-related stays required per year.

Will the job require travel under isolated conditions? ☐ Yes ☐ No

10. **CONTROL OF DISTRACTIONS:**

Do the requirements of the job allow discretion to control distractions/interruptions?

- ☐ Yes ☐ No

If no, list the requirements of the job which limit discretion to control distractions and interruptions:

CRITERIA: Skills

11. EDUCATION:

Select the minimum relevant knowledge or formal training required to perform the job.

- ☐ Up to and including completion of Grade 12 or equivalent
- ☐ Completion of Grade 12 or equivalent supplemented by relevant specialized training.
- ☐ Relevant one year post-secondary certificate or equivalent.
- ☐ Two year recognized diploma or equivalent.
- ☐ Relevant Bachelor's degree or equivalent
- ☐ Relevant graduate studies beyond Bachelor level or equivalent.

12. EXPERIENCE:

Select the amount of practical experience required to perform the duties of the job.

- ☐ Less than one year.
- ☐ One year experience.
- ☐ Two years experience.
- ☐ More than two years experience.