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

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<tr>
<th>Regional College:</th>
<th>Completed by:</th>
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<tr>
<td>Position (Working Title):</td>
<td>Signature: ____________________</td>
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<tr>
<td>Initial Date of Employment:</td>
<td>Title: ______________________</td>
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<th>Factor</th>
<th>Level</th>
<th>Points</th>
<th>Rationale/Comments</th>
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**TOTAL Points** | **Level:** |
|-----------------|-----------|

**Date:** ____________________________

Management Local Evaluation Representative Signature: ____________________________

**Date:** ____________________________

Union Local Evaluation Representative Signature: ____________________________

**Date:** ____________________________

Maintenance Committee Official Records Received: ____________________________

Signature: ____________________________

**Date:** ____________________________

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.