

**Regional Colleges' Job Evaluation Plan
Formal Evaluation/Re-evaluation
Form A-2**

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 Joint Classification Committee Representative Signature:	Date: _____ Union Local Joint Classification Committee Representative Signature:
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Maintenance Committee Official Records Received: _____ Date: _____ Signature: _____
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**Regional Colleges' Job Evaluation Plan
Job Description Template for New Positions
Form A-2**

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:

Measures the degree of responsibility to communicate effectively both internally and externally to foster and maintain existing and new relationships. Consideration is given to the nature and significance of the contact. Type of contacts can include, but are not limited to, general public, co-workers, students, external agencies, vendors, auditors, supervisors, clients, other (needs explanation), etc.

Definitions: **Complex:** *difficult, complicated, intricate*
 Sensitive: *communication that requires discretion, diplomacy, and tact*

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:

This factor measures the scope of decisions made in performance of the duties of the position and refers to the nature and variety of decisions made. Types of decisions may involve/include/related to office procedures, programs, clients, students, prioritizing work, development, designing, policies, specify other decisions.

List examples of decisions typically required by the position:

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:

Definitions: *Assign: designate and prescribe a course of action*
 Check: review, control, test
 Control: exercise authority
 Distribute: divide, disperse
 Monitor: keep order, check regularly
 Schedule: designate fixed time for accomplishment
 FTE: Full-time equivalent

Note: *If a position has more than one direct supervisor, the FTE should be divided accordingly. Do not include student supervision. Instructors FTE should be calculated based on a 200-day year.*

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:

Measures the degree of mental effort required in terms of concentration, focus, thinking, and cognitive thought process required by the task.

Types of tasks may include, but are not limited to, processing of information (upgrading information on a form, accounts payable, preparing reports), planning/organization (grads, work plan development, budget if budget is familiar, monitoring), program related (monitoring grad follow-up, exam invigilation, student orientation), processing and delivery of information (student/staff interviews, workshop delivery, chairing meetings, transcribing & taking minutes, evaluate assessment model, group facilitation, preparing reports requiring research and analysis), program related (ad hoc reporting, program planning and development), client/student related (student management requiring student interaction, student assessment with interpretation, personal counseling, implement student discipline, orientation and counseling of PTA), creative process (marketing requiring creative process, creative writing, design), troubleshooting (i.e., multi-media and computer equipment), implementation & development (i.e., budget if unfamiliar), crisis counseling, specify other efforts.

Definitions:

Familiar:	known, usual, common; this can include given procedures
Standard:	established, structured; this can include familiar or given procedures
Non-standard:	a procedure has to be developed or totally new procedure to be followed
Unfamiliar:	unknown, obscure, unusual
Varied:	information that is diverse and/or changing that requires ongoing assessment and analysis

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:**

Please refer to the Job Evaluation Policy Manual for examples of each area that may assist you in completing this section.

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:

Definition: ***Fine motor movements: coordination of movements using small muscle groups.***

% Writing

% Keyboarding

% Other (List):

% **TOTAL**

CRITERIA: Working Conditions

9. **TRAVEL:**

Note: ***Indicate travel time only, including actual driving time or time spent as a passenger.***

Identify estimated time spent traveling (spent in a vehicle) in order to fulfill the duties of the position. 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:**

Definition: *Discretion: the power to decide.*

Note: *This factor concentrates on the control of exposure to distractions. The type of distraction or interruption is not being identified. This does not include being on call, nor is it intended for positions, which perform casual back-up reception. This issue is the control of distractions, NOT the distractions. This factor must be supported by other factors listed in the form.*

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:**

Note: *The level selected may be different from the actual education of the incumbent. Education is based on what is the minimum required to fulfill the duties of the position, NOT the education of the current incumbent.*

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:**

Note: *The level selected may be different from the actual experience of the incumbent.*

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.

Signatures

I have reviewed and agree to the content of the questionnaire.

Employee's Signature

Date

Direct Supervisor's Signature

Date

Out-of-scope Supervisor's Signature

Date