

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the College’s Administrative Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College’s recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position’s Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

**POSITION IDENTIFICATION**

Position Title:

Position Number:

Pay Band:

Incumbent:

Location/Campus:

Division/Department:

Immediate Supervisor (title):

Date of JFS:

Last Evaluated:

**Type of Position:**

| [x] Administrative  | [ ] Part-Time Administrative |
| --- | --- |
| [ ] Sessional Academic | [ ] Part-Time Academic  |
| [ ] Part-Time Support | [ ] Other |

**I have read and understood** **the contents of the Job Fact Sheet (if completed by an incumbent):**

Incumbent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Recommended by:**

Position’s Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Approved by:**

Senior Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POSITION SUMMARY**

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

**KEY DUTIES**

Provide a description of the position’s key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

**Key Duties** **% of Time**

**TOTAL: 100%**

# COMPLEXITY - JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** andrelative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

# EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent=s actual education or training.

The College is to identify the minimum level of education and/or type of training or its

equivalent that is required for the position based upon the College’s recruitment standards.

**Non-Post Secondary**

| [ ] Partial Secondary School | [ ] Secondary School Completion |
| --- | --- |

**Post Secondary**

|  |  |
| --- | --- |
| [ ] 1-Year Certificate | [ ] 4-Year Degree |
| [ ] 2-Year Diploma | [ ] Masters Degree |
| [ ] 3-Year Diploma/Degree | [ ] Post Graduate Degree |

|  |  |
| --- | --- |
| [ ] Professional Designation | Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| [ ] Other  | Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**Specify and describe any program speciality, certification or professional designation necessary to fulfil the requirements of the position.**

**Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, and operating equipment).**

# EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related**, **progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent=s actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College=s recruitment requirements.

**Experience required at the point of hire. Up to and including:**

| [ ] 0 - no experience | [ ] 3 years |
| --- | --- |
| [ ] 1 month | [ ] 5 years |
| [ ] 3 months | [ ] 7 years |
| [ ] 6 months | [ ] 9 years |
| [ ] 1 year  | [ ] 12 years |
| [ ] 18 months | [ ] 15 years |
| [ ] 2 years | [ ] 17 years |

**Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.**

# INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent=s ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

**Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.**

**Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.**

**Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.**

# POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care**,** could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

**Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.**

# CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types**, **importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

| **Contacts** | **Contacts by Job Title** | **Nature and Purpose of Contact** | **Frequency of Contact** |
| --- | --- | --- | --- |
| Internal to the College, e.g., students, staff, management, colleagues. |  |  | Occasional | Frequent |
| External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public. |  |  |  |  |

| **Occasional (O)****Frequent (F)** | **Contacts are made once in a while over a period of time.****Contacts are made repeatedly and often over a period of time.** |
| --- | --- |

# a) CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

| **()** Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:[ ] Not responsible for supervising or providing guidance to anyone.[ ] Provides technical and/or functional guidance to staff and/or students.[ ] Instructs students and supervises various learning environments.[ ] Assigns and checks work of others doing similar work.[ ] Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.[ ] Manages the staff and operations of a program area/department.**\***[ ] Manages the staff and operations of a division/major department.**\***[ ] Manages the staff and operations of several divisions/major departments.**\***[ ] Acts as a consultant to College management.[ ] Other e.g., counselling, coaching. Please specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\*** Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent. Direct Reports: Indirect Reports:  |
| --- |

1. **b) SPAN OF CONTROL**

**Span of Control** is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

| **Type of Staff** | **Number of Staff** |
| --- | --- |
| Full-Time Staff |  |
| Non Full Time Staff (FTE) \* |  |
| Contract for Service \*\* |  |
| **Total:** |  |

**\* Full Time Equivalency (FTE) conversions for non-full time staff are as follows:**

**Academic Staff**

Identify the total average annual teaching hours taught by all non-full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

**Support Staff**

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

**Administrative Staff**

Identify the total average annual hours worked by non-full time administrative staff for which the position is accountable and divide by 1820 hours.

**\*\* Contract for Services**

When considering contracts for services, review the nature of the contractual arrangements to determine the degree of supervisory responsibility the position has for contract employees. This could range from no credit for supervising staff when the contracting company takes full responsibility for all staffing issues to prorated credit for supervising staff@ when the position is required to handle the initial step(s) when contract staffing issues arise.

# PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

**PHYSICAL DEMANDS**

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

| **Types of Activities that Demonstrate Physical Effort Required** | **Frequency** (note definitions below) |
| --- | --- |
| **Occasional** | **Moderate** | **Considerable** | **Extended** | **Continuous** |
| Prolonged sitting at meetings |  |  |  |  |  |
| Driving |  |  |  |  |  |

**SENSORY DEMANDS**

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

| **Types of Activities that Demonstrate Sensory Effort Required** | **Frequency** (note definitions below) | **Duration** |
| --- | --- | --- |
|  | **Occasional** | **Moderate** | **Considerable** | **Extended** | **Continuous** | **Short Intermediate or Long** |
| Listening in meetings |  |  |  |  |  |  |
| Reading and analyzing information |  |  |  |  |  |  |
| Labour relations/dispute resolution |  |  |  |  |  |  |

**FREQUENCY:**

| **Occasional:** | Occurs once in a while, sporadically. |
| --- | --- |
| **Moderate:** | Occurs on a regular, ongoing basis for up to a quarter of the work period. |
| **Considerable:**  | Occurs on a regular, ongoing basis for up to a half of the work period. |
| **Extended:** | Occurs on a regular, ongoing basis for up to three-quarters of the work period. |
| **Continuous:** | Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks. |

**DURATION:**

| **Short:**  | Up to one hour at a time without the opportunity to change to another task or take a break. |
| --- | --- |
| **Intermediate:** | More than one hour and up to two hours at a time without the opportunity to change to another task or take a break. |
| **Long:**  | More than two hours at a time without the opportunity to change to another task or take a break. |

# WORKING CONDITIONS

**Working Conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

**Environment**

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

| **Types of Activities That Involve Job Related Unpleasant Environmental Conditions** | **Frequency** (note definitions below) |
| --- | --- |
| **Occasional** | **Frequent** | **Continuous** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Hazards**

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

| **Types of Activities That Involve Job Related Hazards** | **Frequency**  (note definitions below) |
| --- | --- |
| **Occasional** | **Frequent** | **Continuous** |
|  |  |  |  |
|  |  |  |  |

**Frequency:**

| **Occasional** | Occurs once in a while, sporadically.  |
| --- | --- |
| **Frequent** | Occurs regularly throughout the work period. |
| **Continuous**  | Occurs regularly, on an ongoing basis, throughout most of the work period. |