

**Regional Colleges' Job Evaluation Plan
Formal Evaluation/Re-evaluation
Job Rating Summary
Form B**

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

Regional College:

Position (Working Title):

Date Submitted:

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

Evaluation Sub-Committee:

Signature: _____ Date: _____

Introduction

Note: Refer to the Job Evaluation Policy, Benchmark Job Description and Time Percentage Chart when completing this form.

The examples used in the policy are only guidelines. Each point must be substantiated in order to justify its' placement.

The purpose of this form is to assist in describing the requirements of a new position or to describe new responsibilities of an existing position. Read and complete the form carefully. When asked for a percentage of time, list an annual percentage, using the attached chart as a guideline to assist in determining an accurate figure.

When an application for re-evaluation is submitted, all factors will be reviewed, therefore the entire questionnaire must be completed.

- Percentages listed must not be less than 1% and all percentages must be in whole numbers.
- Some questions and examples may not relate to the requirements of the job. If this is the case, write N/A (not applicable) in the space provided.
- The completed form will be used solely for the purposes of evaluating or re-evaluating the job.
- Should changes be required, the changes must be initialed by all parties, and incorporated into the document.
- Employees and supervisors **MUST** retain a copy of the completed form duly signed by all signatories.
- Completed forms must be **typed** for submission to the Job Evaluation Committee.
- Refer to the Job Evaluation and Re-Evaluation Process document for complete instructions on submission of Evaluation requests.
- Areas are provided in the tables for your 1st and 2nd responses, add additional numbers as required.

Note: A change in any factor will impact other factors (eg. change in travel will change the % of driving under Sensory Effort)

- **The documentation supporting a request for re-evaluation (initial application date) must be received by management within 30 days or the request will be null and void.**

For further information or assistance, contact your Local Job Evaluation Plan Committee members:

at (306)

at (306)

Identification

Application Date:

Employee Name:

Mailing Address:

Position Working Title:

Full-time Equivalent:

Regional College:

Business Phone Number:

E-mail Address:

Direct Supervisor:

Mailing Address:

Title:

Business Phone Number:

E-mail Address:

Out of Scope Supervisor:

Mailing Address:

Title:

Business Phone Number:

E-mail Address:

Date Submitted:

Level 2: Contacts which involve the exchange of detailed explanations or matters concerning policies, regulations, programs and services.

%	Type of Contact	Purposes and Nature of Contact
0	Total	

Level 3: Contacts which involve discussion, coordination, cooperation, elaboration, and understanding. **Occasionally** may require the handling of complex **OR** sensitive communications.

%	Type of Contact	Purposes and Nature of Contact
0	Total	

Level 4: Contacts which involve complex **AND** sensitive communications. (Examples include crisis intervention, dispute resolution, and direct contact negotiations.)

%	Type of Contact	Purposes and Nature of Contact
0	Total:	

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.

For the following levels, fill in the estimated **percentage of decisions** that meet the criteria for each level. Describe decisions including the process followed to make the decision, who it effects, and how it effects them. **(Do not describe duties or tasks.)**

**Note: The total percentage of all four levels must equal 100%.
 Word the decision using an action verb (eg. determine office supply order).
 IDENTIFY % OF DECISIONS, NOT % OF TIME.**

Level 1: Describe decisions typically made in the job that require judgement based on well-established procedures and methods. Problems not normally dealt with are referred to supervisors.

%	Type of Decision	Description of process (who and how it effects)
Total		

Level 2: Describe decisions typically made in the job that require interpretation with a range of established alternatives. Problems are solved by selecting the most suitable procedure or method within the guidelines and precedents. Direction is sought when solutions are not within established guidelines.

%	Type of Decision	Description of process (who and how it effects)

	Total	

3. Impact of Decision Making

Check the box that most closely describes the **majority** of decisions made in this position. This must be supported by other factors.

- 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 work 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.

Justification for above rating (eg. Explain how your duties have long term impact):

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 required: Yes No

If required of the position, identify the nature of supervisory responsibilities.

1. **Indirect Supervision:** includes scheduling, distributing, monitoring, assigning and maintaining work flow. Can include input to performance appraisals. Includes monitoring of contractual 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's are 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

**Note: Total for mental effort must equal 100%
Specifics of tasks must be listed, not just broad categories (and % broken down for each specific task).**

Level 1: List the tasks that require the use of familiar/standard procedures and familiar/given information that requires minimal mental demands.

%	Type of Task	List the procedures and information used to complete the task

	Total	

6. Sensory Effort

Note: Only assign percentages to the tasks that are performed within the particular position. The total of 1, 2, and 3 must equal 100%.

Level 1: What percentage of the job allows minimal aural and visual demand? (Tasks that allow occasional visual or aural attention to be shifted without affecting the task to any great extent.)

% per task	Task
	▪ setting up classroom table and chairs
	▪ ordering and maintaining supplies and equipment
	▪ supervising exams
	▪ participating in routine meetings
	▪ taking basic phone messages
	▪ giving/receiving basic information
	▪ photocopying
	▪ routine direction/interaction/presentations
	Other: List
0	TOTAL %

Level 2: What percentage of the job requires significant aural and visual demand? (tasks that require constant OR intense visual or aural attentiveness.)

% per task	Task
	▪ data entry
	▪ participating in <i>non-routine</i> meetings
	▪ non-routine direction/interaction/presentations
	▪ taking detailed, complex phone messages
	▪ adjustment and setup of equipment
	▪ giving/receiving detailed, complex information
	▪ balancing and coordinating budgets
	▪ transcribing information
	▪ recording minutes
	▪ researching existing programs
	▪ reading and writing for research (including use of the internet)

	▪ preparing bank deposits
	▪ counting money
	▪ proposal writing involving editing and proofreading
	▪ editing/proofreading/formatting
	▪ driving
	▪ chairing meetings
	▪ troubleshooting equipment (other than computers) e.g. SCN
	▪ student intake if not the interview process
	▪ career counseling
	▪ staff and student interviews (e.g. academic issues)
	▪ presentations to external agencies
	Other: List
0	TOTAL %

Level 3: What percentage of the job requires intense aural and visual demand? (Tasks that require constant **AND** intense visual or aural attentiveness **at all times.**)

% per task	Task
	▪ trouble shooting computers
	▪ crisis and personal counseling
	▪ group facilitation
	▪ dealing with intense customer relation situation
	▪ staff and student interviews (e.g. crises situations)
	▪ presentation – interaction in a group
	▪ dispute resolution
	▪ negotiations with outside partners
	Other : List
0	TOTAL %

7. Physical Activity

Measures the frequency of physical activity required to do the job.

Note: Refer to attached “Time Percentage Chart” on page 5.

Complete the following chart, listing the percentage of time spent on each task.

% time	Description	Task
	a) Sitting, standing, walking, driving, lifting weights not exceeding 5 kg.	
	b) Climbing, stooping, kneeling, pulling, pushing, lifting weights greater than 5 kg.	

100	TOTAL %

8. Fine Motor Movements

Measures the frequency of time expended on fine motor movements required of the job.

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

Note: The total of this factor must NOT equal 100%.

This is the actual time spent performing the fine motor movement, not the time spent on completing the task. For example, when formatting a report, the time typing on the keyboard should be included, not the time for determining what format to use. Therefore, it is not the time spent at the keyboard, but the actual time spent keying.

Complete the following chart. (annual percentages – refer to “Time Percentage Chart” on page 5.)

% per year	▪ Writing
% per year	▪ Use of keyboard and or mouse/computer or calculator
% per year	▪ Use of small hand tools
% per year	Other: List
0	TOTAL %

CRITERIA: Working Conditions

9. Travel

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

_____ Number of hours per year of travel, as required by the job

_____ Number of hours worked per year (based on the FTE).

_____ Total % of time spent travelling.

List the job duties that require travel (ie: delivering mail, meetings, etc):

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

Will the job require travel under isolated conditions? Yes No

Definition: Isolated travel: no access to services or assistance and little traffic (includes travel beyond roads end.). This is an equity factor for College's operating in the Northern Administrative District within Saskatchewan.

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.

- a) Do the requirements of the job allow discretion to control distractions/interruptions?
Choose one only:
- Yes, usually No, seldom
- b) If no, list the requirements of the job, which limit discretion to control distractions/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.

- a) Indicate below the relevant minimum education 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 or relevant two year post-secondary training or equivalent
 - Relevant Bachelor's degree or equivalent
 - Relevant graduate studies beyond the bachelor level or equivalent
- b) Indicate the major tasks of the job that require the knowledge gained from the diploma, degree, certificate and field of study. (Examples formatting business letters, developing marketing plan, formatting proposals, publishing documents, identifying debits and credits, applying counseling theory.)

12. Experience

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

- a) Indicate the minimum amount of practical, related experience required to obtain the skills necessary to perform the duties of the job.

- Less than one year experience
 One year experience
 Two years experience
 Greater than two years experience

- b) Indicate the major tasks of the job that require the experience noted above. (Examples: experience in time management is required to prioritize and accomplish multiple tasks, experience is required to gain the analytical skills to apply government regulations in order to calculate statutory deductions, experience is required to understand and address the needs of the various partners, experience is required to present formal presentations to management/external agencies, etc.).

- 13. Are there any tasks or aspects of the job you feel are not covered in this form? If so, review the form to make sure there is not any appropriate section for these tasks. If there is not an appropriate section, list the tasks below.**

Signatory Page

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

FORWARD THE COMPLETED FORM
TO YOUR
LOCAL JOB EVALUATION PLAN COMMITTEE REPRESENTATIVES

THANK YOU.