
CAAT Job Evaluation Program

Completion of the JFS Questionnaire

General Tips

- If you have a recent **posting** for your job, or an existing **job description** that isn't too outdated, these may assist you in completing a new JFS.
- Please **do not** leave any questions blank. If a question doesn't apply to your job, indicate that it is N/A.
- Focus on **current and ongoing** job requirements as defined by the college.
- **Avoid** examples or explanations of highly unusual situations that are **not typical** of what would be expected of you/any experienced employee in your job

General Tips

- Keep your explanations **straightforward** and try to keep technical terminology to a minimum.
- Spell out **acronyms** or other abbreviations.
- Explanations should be detailed enough to clearly describe **what your job requires** without getting into a minute explanation of **how you do your work**.
- Sometimes **too much** information is as difficult to work with as too little.

Position Summary

- An overall statement that captures the **role of the job** for delivering programs/services within the unit, to internal or external clients of the College
- It should **summarize** the key duties, and **highlight** the most significant accountabilities.
- It should answer the question “**why does this job exist?**”
- It is sometimes easier to prepare an position summary **after** the Key Duties have been prepared.

Purpose Summary

Examples:

- Accountable for the leading the analysis, design, implementation and maintenance of large scale and integrates software relating to computer applications that support the College's academic and administrative functions and objectives.
- Responsible for the management of College funds and for the development, implementation and maintenance of College financial services, bookstore operations and telephone service. Also accountable for the planning, acquisition and implementation of administrative computing systems.
- Accountable for providing a range of human resources functions that support the College's strategic plan for providing assistance and direction regarding effective human resources management in the areas of employee relations, labour relations, recruitment and selection.

Key Duties

- Key duties describe the **major responsibility areas** of the job, focusing on results or deliverables
- Key duties can be broken down further into a **summary** of what each major responsibility area involves (**key steps** or **activities** performed). You do not need to include every task that is carried out.
- To help you get started, list the major responsibilities in your job – arranged either from those that are **most important to those that are least important** OR from those that you spend the **most time on to those you spend the least**.

Key Duties

- **Percentage of Time** is not required unless your College wishes to include this information on the job description. We have removed it from the Reference Jobs because it is not that helpful in the evaluation process, and can be misleading.
- In total, most jobs have **up to five** key responsibility areas, with these broken down into major activities/outputs.
- If you find you are describing many more Key Duties, it may be that what you are really describing are key activities. Sometimes it is helpful to group these into **broader categories** to avoid duplication. However, this will not affect the evaluation of your job if the information is complete

Key Duties

Example: Consultant

1. Develop and present proposals to secure new consulting contracts
 - Assess requirements of the Request for Proposal to determine if the firm will respond
 - Research background of organization to review strategic plans, mission/value statements, organization structure, etc.
 - Attend bidders' meetings and/or identify specific questions related to RFP
 - Develop project scope and proposed approach; prepare project plan details, including options where appropriate
 - Prepare project costing based on resourcing and person hours per key activity
 - Develop and deliver proposal presentation to selection committee
2. Oversee design and implementation of new Job Evaluation and Compensation Systems
3. Provide ongoing client service
4. Ensure practice administration requirements are maintained

Complexity – Judgement (Decision-Making)

- This can be a difficult question to answer because it focuses on complexity of thinking/decision-making in the job. Try to think of activities in your job that require analyzing, identifying, assessing, problem-solving, diagnosing, creating, customizing, etc.
- First, describe that **nature of the decision** to be made (or problem to solve, or issue to respond to)
 - **Develop a new performance assessment form for Administrative Staff**
- Second, is the decision/problem/issue in response to an **immediate need** or aimed at achieving **short-medium-long term objectives**?
 - **to meet a key objective defined in the HR annual business plan to implement an enhanced performance management program**

Complexity – Judgement (Decision-Making)

- **Third, describe the **scope of the issue**, what do you need to take into consideration, are the issues difficult to define,**
 - What are the components of the performance assessment program? Does the same form apply to all levels of Administrative staff? If differentiated, what are the key features that are required for each version? Who needs to be consulted as part of the developmental process? What is the best way of accomplishing this? What is the timeline for producing a draft document? How will it be tested? ...
- **Finally, what **options** are available to assist in the process? Do you have to **develop new or revised approaches**?**
 - Refer to existing form and performance management program guidelines. Gather best practice information through online search. Contact colleagues in other Colleges to share information about what works/doesn't work. Consult with program managers. Modify current form based on consolidated input from all sources.

Education

- This is the **minimum level** of formal education, training or equivalent that is required at **point of hire**.
- Education requirements are established by the College, and **may be different** than what you personally bring to the job.
- Point of hire requirements are normally included in the **Job Posting**. If you are not sure what to check off, please ask your Manager and/or HR what the College requirement is.
- If there are mandatory speciality, certification or professional **designations**, these should be noted
- Briefly describe any special skills/training necessary to fulfill the requirements of the job

Experience

- This is the **minimum level** of related, progressive work experience required at **point of hire**.
- Experience requirements are also established by the College, and **may be different** than what you personally bring to the job.
- Following the chart, follow-up with a brief description of the **specific experience** typically necessary at point of hire.

Initiative – Independence of Action

- This question looks at the responsibility and degree of freedom to initiate/direct activity. There is some relationship between this section and the Complexity question
- Briefly describe up to three typical activities/duties that you carry out with **relative independence**
- Then, briefly describe up to three typical activities/duties for which you require **approval or direction** from your supervisor; briefly describe the nature of approval or direction received.
- Finally, summarize the types of policies, procedures, manuals, systems, etc. that you use to make decisions. The focus here is to determine the **types of tools** available to assist you in your work.

Potential Impact of Decisions

- What are the **probable consequences** on others/the College when you make decisions/take actions that are inherent in your job?
- We are only interested in the impact of error that can occur despite **due care** ... not errors that occur through carelessness and which are within your ability to avoid.
- Impact can relate to:
 - The work of others
 - Delays leading to inconvenience
 - Damage to equipment
 - Credibility/reputation of College
 - Monetary costs
 - Safety and wellbeing of others
 - Employee or business relations
 - Legal liability
- The key focus is on the **direct impact** of actions taken/decisions made – avoid highly unlikely/extreme examples – that are within your ability to **control** or **influence**

Contacts and Working Relationships

- This question is broken down by **internal** and **external** contacts
- Because there are potentially many people with whom you interact, it is best to summarize these into **type of contact** rather than by job title (as indicated on the questionnaire). There may be 100 different “job titles” but these can be collapsed into a specific type of contact
- What is more important is the **purpose** of the contact – what are you trying to accomplish, and the **nature** of the contact – what skills must you use to be effective in accomplishing the purpose
- Skills include: spoken and written communications, teamwork, facilitating, motivating, persuading, encouraging, influencing, reconciling, mediating, etc.

Character of Supervision

- Two types of “supervision” are considered here.
 1. “**Traditional**” supervision through direct/indirect reporting relationships
 2. “**Functional**” supervision involving provision of advice and direction to other related to one’s area of expertise
- Responsibility for contracts for service can also be included here but it is important to describe the nature of the responsibility for these contracted resources.
- If there are defined supervisory responsibilities in a job, whether traditional or functional, there should be at least one major responsibility describing these.
- Attach an organization chart if available.

Span of Control

- This is fairly straightforward. The guidelines in the questionnaire describe how to determine the **total number** of staff for whom you are responsible, including direct and indirect reports.

Physical & Sensory Demands

- These sections should also be fairly straightforward to complete.
- Remember, any physical or sensory demands should be **directly** related to carrying out one or more of your key duties/activities
- Examples of **physical demands** are included on the form, and frequency definitions are provided. If you have to think too hard about physical effort in your job, it probably isn't all that important!

Physical & Sensory Demands

- For many management positions, the **Sensory Demands** may be more relevant.
- Examples of different sensory activities are included. While we tend to think primarily of visual sensory effort, don't forget other activities that involve the use of different senses (such as listening or smelling).
- On an overall basis, physical & sensory demands are not going to greatly impact the evaluation of your job so don't spend excessive time in these sections.

Working Conditions

- This section focuses on environmental conditions that are **unpleasant, disagreeable** or where there is a potential **hazard**.
- Exposure to such conditions must be **directly related** to the location or locations in which you work as a function of carrying out ongoing requirements of your job.
- Include a brief description of the **type** of conditions to which you are exposed and the **relative frequency** of exposure.

Additional Notes

- The final section of the document provides space to record any additional information about your job that you have not had an opportunity to describe elsewhere.