**Form 3**

Position #

###### VIU logo_1

###### CUPE JOINT JOB EVALUATION

###### POSITION QUESTIONNAIRE

**POSITION TITLE:**

**DEPARTMENT:**

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# INSTRUCTIONS FOR COMPLETING THE CUPE JJE POSITION QUESTIONNAIRE

The Position Questionnaire should not be too detailed. We are interested in what you do, but a step-by step procedures manual is not required. Please list these duties and responsibilities in bullet or numeric form.

For more information and/or a copy of the initial Position Questionnaire, please contact Human Resources.

|  |  |
| --- | --- |
| **Instructions to Employees** | **Instructions to Supervisors** |
| Please read the entire questionnaire before completing it.   1. The important thing to remember is that there are no right or wrong answers to any question. There are only answers that tell us about the work you do. Always indicate the answer that best describes your duties as actually required now (and not how they are planned to be done in the future). 2. When you have completed the questionnaire, give it to your supervisor for review and comment. 3. Please keep a copy of the CUPE JJE Position Questionnaire for the department’s reference before sending the signed and approved **hard copy** to Human Resources for review. Please also forward an electronic copy for our files. | **Please do not change the employee’s description of his/her position, without first discussing it with him/her.**  It is important that you review the completed questionnaire, and the employee’s comments, as your understanding of the work may differ from that of the employee.  Think of the position as it exists today and not what it will be, or could be someday. This process does not deal with level of performance or ability of the incumbent.  Please sign the CUPE JJE Position Questionnaire. Any discrepancies between your viewpoint and that of the employee may be discussed at this point (before you sign).  Send the completed Position Questionnaire to the Dean/Director/Campus Principal for their signature.  **Instructions for Dean/Director/Campus Principal**  Please do not change the employee’s description of his/her position, without first discussing it with him/her and/or his/her Supervisor.   * Please sign the Position Questionnaire and return to the Supervisor. |

# 

# A. BRIEF DESCRIPTION OF POSITION

In a few words, please provide a brief description of the overall purpose of this position.

**Responsibilities/Activities:**

|  |  |
| --- | --- |
| **Frequency** | |
| Rarely – 10 – 19% | R |
| Sometimes – 20-49% | S |
| Often – 50-79% | O |
| Almost always – >80%) | A |

Briefly list the responsibilities, in order of importance (add more if necessary).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Core Duties** | **Frequency - Yearly Basis** | | | |
|  |  | **R** | **S** | **O** | **A** |
| 1 |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |
| 6. |  |  |  |  |  |

|  |
| --- |
| **Does the above information appropriately reflect the substantive nature of this position?**  **Yes  No Employee’s initials \_\_\_\_\_ If no, please give details \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Yes  No Supervisor’s initials \_\_\_\_\_ If no, please give details \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

# B. JOB FACTORS

## FACTOR 1 (A) KNOWLEDGE - EDUCATION

This question measures the **minimum** education required for this position. Consider the minimum qualifications required to hire someone into the position (not the qualifications of the incumbent).

Tick the box that best describes the **minimum** formal education required for someone to enter this position.

|  |  |  |
| --- | --- | --- |
|  |  | Committee Rating |
| a) 1. Less than Grade 12 completion.   1. Grade 12 Diploma or less than Grade 12 plus additional training of less than one year. 2. Grade 12 diploma plus additional coursework equivalent to 6-30 college credits. Please specify: 3. One year community college or institute program or equivalent. Please specify: 4. Two year community college or institute program or qualified tradesperson status or equivalent. Please specify: 5. University degree at Bachelor’s level, or equivalent. Please specify: |  |  |

b) Licenses/Certifications

In addition to the formal education specified above, some positions require certification or license. Does the position require a license or certification? If yes, please provide details including area of study, type of institution, qualification, and duration.

c) This position also requires the following:

Occupational First Aid  Level One  Level Two  Level Three

Driver’s Licence Level

## FACTOR 1 (B) Knowledge - experience

This question measures the amount of **related** work experience (gained either within the organization or elsewhere) needed to acquire the skills required to do this position satisfactorily.

Tick the box in each column that best reflects the related work experience required to perform this position.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Less than six months 2. Six months but less than one year 3. One year but less than three years 4. Three years but less than five years 5. Five years but less than seven years 6. Seven years or more   List specifics of previous and institution-related experience required: | Previous Experience | Related MUC Experience | Committee Rating |

## FACTOR 2 (A) Complexity

**Complexity** – refers to the frequency, variety, and relative difficulty of tasks performed and the degree of analysis, creativity and innovation required. The requirement for originality and creativity in developing approaches, techniques or procedures for solving problems is evaluated.

1. List routine aspects of this position that occur regularly and have established procedures or practices and/or clear guidelines.

FREQUENCY

(e.g. Daily, Weekly, Monthly, Quarterly, Annually)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | D | W | M | Q | A |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

2. List routine aspects of this position which regularly require problem solving, originality, creativity and innovation.

FREQUENCY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | D | W | M | Q | A |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

3. a) From the above list, choose the most complex task regularly required in this work. Please give details.

b) What tools, guidance or assistance, or documentation are available?

4. Describe how this position applies innovation, creativity and unique problem solving.

Based on the information provided in 1 – 4, choose the most appropriate statement from the following:

|  |  |  |
| --- | --- | --- |
|  |  | Committee Rating |
| 1. Work primarily involves the performance of a limited number of clearly defined and highly repetitive tasks which are very similar in nature and directly related to each other. The need for analysis or problem solving is rare and incidental to the requirements of the position. 2. Work primarily involves the performance of a limited number of specific routine tasks which incorporate related steps, processes or methods. Selection of a course of action from a limited number of clearly defined and easily identified alternatives may occasionally be required for problem solving. 3. Work primarily involves the performance of a variety of routine tasks which involve several related, standardized processes or methods. Some independent analysis and selection of a course of action from a limited range of alternatives is required for problem solving. 4. Work primarily involves the performance of a variety of routine and non-routine tasks that occasionally require the application of different and unrelated processes and methods. Problem solving requires independent identification and analysis of the facts and components of the problem situation and selection of a course of action from a range of established alternatives. 5. Work primarily requires the performance of a variety of routine and non-routine tasks that normally require the application of different and unrelated processes and methods. Problem solving may involve treating a variety of conventional problems, questions or situations with analytical techniques. 6. Work involves the performance of a variety of routine and non-routine tasks requiring the application of different and unrelated processes and methods. Problem-solving frequently involves innovation and application of analytical techniques to select an appropriate course of action. 7. Work involves the performance of non-routine tasks that may require the application of specialized processes or methods. Problem solving involves interpreting considerable data or refining work methods, techniques and/or approaches to be used. 8. Work involves investigating and resolving a variety of unusual conditions. Problem solving requires adapting, analytical approaches and development of new information on the problem situation. |  |  |

## FACTOR 2 (B) Judgment

**Judgment** – It considers the extent to which the position is governed, supervised or regulated by:

* historical precedents;
* specific instructions;
* established methods;
* documented procedures or policies; and
* extent and nature of guidance from the immediate supervisor
* independence of action exercised

1. What established policies, legislation and regulations, procedures, or practices are used to carry out these duties?

1. List examples of those duties that require independence and judgment and are not clearly defined by policy, procedures, and established practices.

1. From the above list, choose the duty that requires the most independence in judgment.

4. a) What type of instructions are given at the beginning of typical work assignments?

b) What types of problems are normally referred to the supervisor for resolution?

c) What type of review is typically conducted during and at completion of an assignment?

Using the information you provided in 1 – 4, choose the most appropriate statement from the following:

|  |  |  |
| --- | --- | --- |
|  |  | Committee Rating |
| 1. Work is performed in accordance with established procedures and well-defined standard practices involving limited freedom to select which methods are applicable in any given situation. Matters which deviate from specific work instructions are referred to the supervisor. 2. Work is performed in accordance with established procedures and well-defined standard practices involving some freedom to select which methods are applicable in any given situation. Matters not covered in work instructions reviewed with the supervisor. 3. Work is performed in accordance with standard practices and methods requiring initiative to complete recurring assignments independently and judgment to determine which of many methods are applicable in any given situation. Unfamiliar situations are referred to supervisor. 4. Work is performed within authorized limits prescribed by supervisor and/or policy. Exercises independent judgment in selecting and interpreting information, reconciling deviations from standard methods and resolving problems. May have authority to terminate self-initiated projects. Supervisor is available to assist in resolving. 5. Work is governed by general policy, goals or outline of requirements requiring judgment and initiative in identifying, adapting and applying procedures and approaches to address unusual problem situations and resolve most conflicts. Supervisor is involved on problems of major impact. 6. Work is governed by broad directives requiring considerable judgment and initiative to interpret objectives and policy in planning and implementing major projects and work assignments. There is an absence of procedures, precedents, and guidelines to rely upon. Supervisory control is exercised only in terms of assessing attainment of broad objectives. |  |  |

## FACTOR 3 Effort

These questions measure the **effort** required in the position.

|  |
| --- |
| **A – PHYSICAL EFFORT – refers to the nature, intensity and frequency of physical exertion or strain normally required to perform in the position.** |

List the types of physical effort required in your position:

|  |
| --- |
|  |
|  |
|  |

Using the frequency scale below, choose the one definition word that best describes the physical effort required to do this position and tick the applicable frequency.

|  |  |
| --- | --- |
| **frequency** | |
| Rarely – 10 – 19% | R |
| Sometimes – 20-49% | S |
| Often – 50-79% | O |
| Almost always – >80%) | A |

The above numbers are based on 35 hours/week. If less hours are worked pro-rate accordingly.

### FREQUENCY SCALE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DEFINITION** | **FREQUENCY** | | | | |
| **Intensity** | **R** | **S** | **O** | **A** | Committee Rating |
| **\*\*Select ONLY a, b, c or d\*\*** | | | | | |
| 1. **Basic.** Work requires minimum physical effort and strain in a variety of normal positions, e.g., intermittent standing, sitting, walking, with freedom to move around. |  |  |  |  |  |
| 1. **Light.** Work requires light physical effort or exertion, e.g., prolonged standing or sitting with limited freedom of movement, prolonged walking, climbing stairs, handling or using light equipment or tools, light weight materials up to 9 kilograms) |  |  |  |  |  |
| 1. **Moderate.** Work requires moderate physical effort and exertion, e.g. climbing, handling or using medium weight equipment or tools, and/or handling/pushing medium weight materials (10 to 20 kilograms); prolonged walking while operating equipment. |  |  |  |  |  |
| 1. **Heavy.** Work requires considerable physical effort and exertion, e.g., extensive climbing, using heavy materials or equipment requiring straining, pulling and lifting (over 20 kilograms). |  |  |  |  |  |

**B – CONCENTRATED EFFORT – refers to the nature, duration and frequency of sustained periods of concentration required in the position.**

List the types of concentrated effort required in your position:

|  |
| --- |
|  |
|  |
|  |
|  |

Using the frequency scale below, choose the one definition that best describes the concentrated effort required to do this position and tick the applicable frequency.

|  |  |
| --- | --- |
| **Frequency** | |
| Rarely – 10 – 19% | R |
| Sometimes – 20-49% | S |
| Often – 50-79% | O |
| Almost always – >80%) | A |

### FREQUENCY SCALE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DEFINITION** | **FREQUENCY** | | | | |
| **Intensity** | **R** | **S** | **O** | **A** | Committee Rating |
| **\*\*Select ONLY a, b, c or d\*\*** | | | | | |
| 1. **Minimal.** Nature of work requires normal concentration and/or interruption resulting in minimal levels of stress or fatigue. |  |  |  |  |  |
| 1. **Short.** Nature of work requires short periods of sustained concentration and/or working with regular interruptions and/or meeting moderately demanding work schedules potentially resulting in moderate levels of stress or fatigue. |  |  |  |  |  |
| 1. **Intermediate.** Nature of work requires intermediate periods of sustained concentration and/or working with frequent interruptions and/or meeting demanding work schedules potentially resulting in considerable levels of stress or fatigue. |  |  |  |  |  |
| 1. Long. Nature of work requires extended periods of sustained concentration and/or continuous interruptions and/or meeting extremely demanding work schedules potentially resulting in high levels of stress or fatigue. |  |  |  |  |  |

**c- dexterity – refers to nature, intensity, and frequency of precise hand/eye and/or hand/foot coordination and/or fine motor skills.**

List tasks in your position that require dexterity:

|  |
| --- |
|  |
|  |
|  |
|  |

Using the frequency scale below, choose the one intensity word that best describes the dexterity required to do this position and tick the applicable frequency.

|  |  |
| --- | --- |
| **Frequency** | |
| Rarely – 10 – 19% | R |
| Sometimes – 20-49% | S |
| Often – 50-79% | O |
| Almost always – >80%) | A |

### FREQUENCY SCALE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DEFINITION** | **FREQUENCY** | | | | |
| **Intensity** | **R** | **S** | **O** | **A** | Committee Rating |
| **\*\*Select ONLY a, b, c or d\*\*** |  | | | | |
| 1. **Basic.** Work does not require special dexterity or coordination. |  |  |  |  |  |
| 1. **Low.** Work requires minimal dexterity where speed is not the primary consideration (e.g. business equipment; cash register; postal equipment, photocopiers; switchboard; basic hand tools, operating a vehicle under normal conditions; loading and unloading; entry-level typing speed of 40 nwpm).. |  |  |  |  |  |
| 1. **Moderate.** Work requires a moderate level of dexterity requiring some speed and/or coordination effort. Work requires accuracy and/or repetition (e.g. work with tools, machines and business equipment; power and cutting tools; intermediate-level typing speed of 45 nwpm). |  |  |  |  |  |
| 1. **High.** Work requires a considerable level of dexterity, precise hand/eye coordination and/or a combination of speed and accuracy and/or repetition; (e.g. continuous high speed calculations; precision cutting; power & cutting tools to precise tolerances; senior-level typing speed of 50 nwpm). |  |  |  |  |  |

## FACTOR 4 Impact of Decisions

Use the following guidelines when considering the level of accountability. **Who reviews and** **approves the decision**? What **guidelines** are available for making decisions? What is the **impact** of the decision? Consider normal operations and decision-making assuming competent position performance. Both the extent and the level of impact within the organization are considered. Consider both positive and negative impacts. Consider strategic versus operational decisions.

1. Please give at least three examples of significant decisions or actions you are required to make, describe your role in that decision, and the impact of these decisions.

|  |  |  |
| --- | --- | --- |
| **Decision required** | **Your role** | **Impact** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Using the information you provided in the examples for impact of decision, choose the most appropriate statement from the following:

|  |  |  |
| --- | --- | --- |
|  |  | Committee Rating |
| 1. Decisions/actions have minimal impact. Results are immediately obvious and problems are easily detected and cause little difficulty or loss of time to correct. 2. Decisions/actions have a minor positive or adverse impact. The impact of decisions/actions is easily and quickly discerned. Decisions actions result in minor positive impact on image, time and resources. Problems impact in terms of minor disruption, delay or expense for correction. 3. Decisions/actions have a limited positive or adverse impact. The impact of decisions requires some analysis and review to determine outcome. Decision/actions have positive or adverse impact in terms of limited improvement of disruption in workflow, efficiency or waste of resources usually within a department. Improper handling could cause problems in relationships. 4. Decisions/actions have a moderate positive or adverse impact. Results are detected after the fact. Decisions/actions result in interruption/delay or increase in work output, and moderate waste or efficiency in use of time and resources which may affect other departments. Improper handling could cause problems in relationships with other departments. 5. Decisions/actions have a significant positive or adverse impact such as significant interruption/delay or efficiencies in work output or service and significant waste or savings in use of time and resources, which may affect other departments or have some continuing influence on operations. Relationships with clients, suppliers or the community may temporarily be significantly enhanced or affected negatively; OR impact of decisions can only be determined after the fact, where the incumbent is the highest technical authority. 6. Decisions/actions have a substantial positive or adverse impact. Actions may result in significant gain or loss of resources and continuing influence on operational effectiveness. Revenue, productivity, service, quality, security of assets may be positively or negatively affected on a continuing basis. Relationships with clients, suppliers, or the community may be positively or negatively affected on a continuous basis. |  |  |

## FACTOR 5 Contacts – Internal and External

A) This question measures the extent and purpose of **internal** contacts that this position is **regularly** required to have with employees, other than those supervised.

Please outline the internal contacts this position initiates and responds to, and the purpose and nature of those contacts. Please give examples:

|  |  |  |
| --- | --- | --- |
| Contact | Purpose/Nature of contact | Initiate or respond |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

B) This question measures the extent and purpose of **external** contacts that this position is **regularly** required to have. (External contacts include students, sub-contractors, suppliers, government departments and agencies, the media, etc.).

Please consider how this position initiates external contacts, reasons and the nature of contact, and the position’s approach. Please give examples:

|  |  |  |
| --- | --- | --- |
| Contact | Purpose/Nature of contact | Initiate or respond |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Using the information you provided in the examples for internal and external contacts, choose the most appropriate statement from the following:

|  |  |  |
| --- | --- | --- |
|  |  | Committee Rating |
| 1. Internal and/or external contacts occur in the normal course of performing the duties of the position but are incidental and do not require other than basic communication skills explaining or exchanging factual information i.e. discussing commonly encountered business matters such as how information was collected, the basis of a calculation or the standard provisions of university regulations. 2. Internal and/or external contacts are for the purpose of explaining routine, non-routine including how information was collected or processed or to correct a breakdown in the flow of information or explain the application or institutional regulations to deal with or settle requests. 3. Internal and/or external contacts are for the purpose of providing guidance, instruction, or specialized or technical advice or for the purpose or explaining non-routine business matters, and/or occasionally contentious matters by interpreting information, ideas or policy; this could include preparing and presenting basic group information sessions. 4. Internal and/or external contacts are for the purpose of problem solving with respect to matters of importance requiring communication, discussion, cooperation of others by influence and/or where policy and/or regulations need to be developed or revised; this could include preparing and presenting basic group information to external contacts or comprehensive group sessions on an occasional basis. 5. Internal and/or external contacts are for the purpose of problem solving with respect to matters of importance requiring tact, diplomacy and persuasiveness and/or where no guidelines exist; negotiates with others who are at the same level of authority. This could include preparing and presenting comprehensive group sessions on a frequent basis. 6. Internal and/or external contacts where negotiation with others at a higher level of authority and/or facilitates consensus on areas of sensitive nature. |  |  |

## FACTOR 6 Supervisory Responsibility

**Supervisory Responsibility** – This factor is defined by two dimensions:

1. Nature of work supervised
2. Scope of supervisory responsibility

Supervisory responsibility refers to the requirement of the position to instruct, guide, assign, review, lead, direct, organized, control, train or appraise the work activities of others. Consideration is given to both the nature and scope of supervisory responsibility. This factor also measures functional supervision such as the guidance and control which may be exercised by an individual contributor.

1. **NATURE OF WORK SUPERVISION**

Please tick all the boxes that apply for each of the following functions that most accurately describe the position's usual responsibilities associated with providing direction or supervision to others under the direct guidance of management.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Functions** | Identify  Issues  or  Needs | Recommend  Action to  the  Supervisor | Decide  and/or  Take  Action | Approve Recommend-ations from subordinate |
| 1. Demonstrate work procedure |  |  |  |  |
| 1. Provide work guidance |  |  |  |  |
| 1. Provide advice/guidance directing the performance of individuals outside the work unit |  |  |  |  |
| 1. Provide training |  |  |  |  |
| 1. Schedule |  |  |  |  |
| 1. Work assignment and review |  |  |  |  |
| 1. Selection of staff |  |  |  |  |
| 1. Appraise performance |  |  |  |  |
| 1. Input regarding discipline |  |  |  |  |
| 1. Participate in employee development planning |  |  |  |  |
| 1. Other: e.g. team project leader, independent contractors or suppliers. Specify: |  |  |  |  |

Using the information you provided in the examples for nature of work supervision, choose the most appropriate statement from the following:

|  |  |  |
| --- | --- | --- |
|  |  | Committee Rating |
| 1. Work involves no responsibility for providing training, guidance or work direction to other personnel. May occasionally demonstrate work methods to employees, orient new employees or assist supervisor on an intermittent basis in instructing personnel (doing similar work) on work content or work methods and procedures, while continuing to perform the normal day to day duties of the position. 2. Work involves regular responsibility for providing training and work guidance to others within the work unit, or while continuing to perform the normal day to day activities of the position; OR work involves providing functional advice and guidance to individuals outside the immediate work unit related to standard practice. 3. Work involves responsibility for assigning, checking and maintaining work flow of junior staff in a work unit as a group leader while continuing to perform the normal day to day duties of the position; OR work involves providing functional advice and guidance within a specialized discipline with some control responsibilities for maintaining standards. 4. Work involves responsibility for direct supervision of non-supervisory personnel performing similar activities within one segment of the work unit; OR work involves providing frequent functional advice and guidance with full control responsibilities for maintaining standards. 5. Work involves responsibility for direct supervision of non-supervisory personnel performing diversified activities within two or more segments of a work unit. 6. Work involves responsibility for direction through subordinate supervisors, of supervisory and/or non-supervisory personnel with some emphasis on planning and objective setting. |  |  |

1. **SCOPE OF SUPERVISORY RESPONSIBILITY**

Please indicate the title(s) of the position(s) this position supervises.

|  |  |  |
| --- | --- | --- |
| Title of position | # of incumbents | Functions performed (#7 to #11 from chart above) |
|  |  |  |
|  |  |  |
|  |  |  |

## FACTOR 7 Working Conditions

This question measures the **surroundings** or **conditions** under which work must be performed. This factor considers the disagreeable conditions determined by the nature of the work. Below are typical examples of such conditions which may be found in the workplace. (Note: Conditions that are incidental to the work location/facility are not considered unless they are a feature required by the work/position itself).

Using the scale below, tick the one box which best describes the level required for each of the working conditions listed below.

|  |  |
| --- | --- |
| **freqency** | |
| Rarely – 10 – 19% | R |
| Sometimes – 20-49% | S |
| Often – 50-79% | O |
| Almost always – >80%) | A |

**Type of Effort**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **R** | **S** | **O** | **A** |
|  | Direct exposure to verbal and/or physical abuse |  |  |  |  |
|  | Hazardous chemicals |  |  |  |  |
|  | Noise – all types (mechanical, environmental, human) |  |  |  |  |
|  | Dirt, dust, and filth |  |  |  |  |
|  | Glare |  |  |  |  |
|  | Fumes |  |  |  |  |
|  | Odour |  |  |  |  |
|  | Limited ventilation |  |  |  |  |
|  | Limited illumination |  |  |  |  |
| 1. . | Vibration |  |  |  |  |
|  | Body fluids and waste |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **R** | **S** | **O** | **A** |
|  | Providing constant frontline public service |  |  |  |  |
|  | Isolation |  |  |  |  |
|  | Awkward or confining work spaces |  |  |  |  |
|  | Temperature extremes |  |  |  |  |
|  | Overnight travel |  |  |  |  |
|  | Adverse environmental/weather conditions |  |  |  |  |
|  | Physical hazards/personal health and safety risks |  |  |  |  |
|  | Other undesirable workplace conditions: Describe: |  |  |  |  |

**Factor 7 Working Conditions**

**Committee Rating:**

# 

# C. ADDITIONAL COMMENTS

Please provide any additional comments significant to this position which are not covered in the questionnaire.

     Employee/Supervisor Review Form

|  |
| --- |
| **POSITION QUESTIONNAIRE** |
| Employee Name:  Position Title: |
| **EMPLOYEE/SUPERVISOR REVIEW**  The purpose of this review is to ensure that all questions have been completed and that both the employee and supervisor(s) agree on all of the responses. Should there be a difference of opinion on the appropriate responses, please indicate below that further review by another party is required. Supervisors with functional responsibilities must also sign this document.  Supervisor Name:  Supervisor Signature: Date:  Is further review required?:  Yes  No  Employee Name:  Employee Signature: Date:  Is further review required?:  Yes  No  Dean/Director/Campus Principal Name  Dean/Director/Campus Principal Signature: Date:  **HUMAN RESOURCES REVIEW**  The purpose of the Human Resources review is to ensure consistency across the organization.  HR Advisor:   HR Advisor Signature: Date reviewed: |