

Job Fact Sheet Questionnaire

JFS QUESTIONNAIRE COLLEGES OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO JOB FACT SHEET (JFS) QUESTIONNAIRE FOR NON-BARGAINING UNIT POSITIONS

This job fact sheet (JFS) questionnaire is intended to gather information about a position for job evaluation purposes. It does not measure the incumbent's performance.

Please read each section carefully before completing the JFS questionnaire.

If this JFS questionnaire is to cover more than one incumbent performing the same job, attach a list of employee names and signatures along with the corresponding position numbers.

IDENTIFICATION

College	Fanshawe College
Position Title and Department:	Job Evaluation Analyst
Name:	Vacant
Immediate Supervisor:	Executive Director

Reason for Submission: Enter an X to select the reason for submission

<input checked="" type="checkbox"/>	New Position	<input type="checkbox"/>	Revised Position
-------------------------------------	---------------------	--------------------------	-------------------------

Type of Position: Enter an X to select the type of position:

<input checked="" type="checkbox"/>	Administrative	<input type="checkbox"/>	Part Time Administrative
<input type="checkbox"/>	Sessional Academic	<input type="checkbox"/>	Part Time Academic
<input type="checkbox"/>	Part Time Support	<input type="checkbox"/>	Other

Effective date of JFS Questionnaire: _____

I have read and understood the Job Fact Sheet:

Incumbent's Signature: _____

Date: _____

Recommended by:

Immediate Supervisor: _____

Date: _____

I Concur:

Human Resources: _____

Date: _____

Job Fact Sheet Questionnaire

A. Position Summary

Summarize the overall purpose of the position within the College. The summary should be a concise description (rarely more than two or three sentences) of the total position and should include only the most significant aspects of why the position exists in terms of its goals, objectives and purpose in the College.

Reporting to the Executive Director, Human Resources the Job Evaluation Analyst provides specialized services in job design, documentation, and evaluation for the College's Full Time and Part Time Support and Administration positions. The position will support leaders in the creation and completion of job descriptions by providing direct support and through workshops. The position will determine the classification and evaluation of positions using the applicable job evaluation system, while ensuring consistency and maintaining equity. This position will support dispute resolution processes; including grievances as it relates to job classification.

The College is committed to the safety and well-being of all staff, students and visitors. In order to achieve this objective, employees are required to be active in health and safety and incident prevention and adhering to procedures and safe work practices as required by the corporate health and safety management system, and in accordance with relevant Health and Safety legislation and regulations.

B. Key Duties

Describe the key duties of the position. Use examples if they assist in describing the position. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Duties	% of Time
<p>Job Description / Classification</p> <ul style="list-style-type: none">• Conducts intake meetings with managers to ensure a full understanding of the role to be evaluated• Reviews job descriptions and provides recommendations for revisions in collaboration with respective manager• Partners with leadership to discuss department needs and provides recommendations for existing positions; works to streamline job titles and duties• Analyzes, researches, and determines classification of all support staff and administrative positions, consistently applying College job evaluation systems• Ensure internal equity is achieved by conducting analysis and comparison of similar positions within department/s and College-wide.• Provides explanations/rationale for classification decisions• Provides information and/or training to promote understanding of College classification systems/outcomes, consistency and defensibility objectives of College-wide service	

Job Fact Sheet Questionnaire

Duties	% of Time
<ul style="list-style-type: none"> • Coordinates any necessary administration as a result of position reclassifications • Develops and maintains relevant monitoring and tracking reports of job descriptions and rating results from job evaluations • Responsible for the revisions of related policies • Provides ad-hoc reports to HR Management regarding job evaluation related matters • Chairs evaluation rating committee for both administrative and support staff groups • Coordinates scheduling and required documentation for JEC meetings 	
<p>Mentoring & Training</p> <ul style="list-style-type: none"> • Develops and delivers training for leaders on best practices for effective job description writing • Coordinates and facilitates job description writing work shops • Provides advice and mentorship to Human Resources Consultants and College management on completing JFS/PDF, job evaluation, emphasizing throughout the objective to ensure a standard approach and improve/maintain consistency and defensibility of classification approaches and outcomes • Develops and participates in the design and development of information, training and process tools which promote a standard approach • Provides information and training to Managers on their role and responsibilities in the classification process 	
<p>Labour Relations / Union</p> <ul style="list-style-type: none"> • Responds to Responds to requests from Union regarding PDFs and core points documents • Main contact person for classification grievance; coaching respective manager, preparing, providing documentation and leading step 1 meeting with Union, documenting meetings, etc. • Prepares the college brief with all related documentation for job classification grievances and arbitrations • Participate in all grievance meetings up to and including arbitration 	
<p>Other duties as assigned</p>	

C. Education And Formal Training

- (a) Identify the minimum level of education, formal training or equivalent required for the position at the point of hire. Do not indicate the incumbent's specific education/formal training, since it may be more or less than the minimum educational qualifications necessary for the job.

Note that for each level, other educational requirements apply where they require equivalent hours and level of study and examination. If this is the case please describe the equivalency requirements in the Comments box.

Job Fact Sheet Questionnaire

Enter an X to select the minimum education required:

	Elementary School or equivalency
	Partial Secondary School or equivalency
	Secondary School or equivalency
	Post Secondary: 1 year certificate
	Post Secondary: 2 year diploma
X	Post Secondary: 3 year diploma/degree
	Post Secondary: 4 year degree
	Post Secondary: Master's degree
	Post Secondary: Doctoral degree
	Professional Designation
	Other

Comments:

3 year Diploma/Degree or equivalent in Human Resources, or a related field.

(b) Specify/describe any program specialty, certification or professional designation necessary to fulfill the requirements of the position.

Certified Human Resources Professional (CHRP, CHRL) preferred

(c) Specify/describe any special skills or training necessary to fulfill the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment).

- Must be competent in job evaluation and analysis. Able to provide consultation and assistance to management in the development of job descriptions.
- Excellent computer skills with maintained proficiency in all applicable software applications, including Microsoft suite and Adobe.
- Meeting and committee facilitation
- Excellent communication and negotiation skills, effectively explain complex situations to be able to influence decisions and build consensus.
- Excellent planning and organizational skills to co-ordinate competing responsibilities and deadlines.
- Well-developed problem solving, decision-making skills and able to take initiative
- Ability to relate well to people at various levels in the organization, build rapport, listen, use diplomacy and tact. Proven ability to establish and maintain effective relationships with a variety of stakeholders.

Job Fact Sheet Questionnaire

D. Experience

Identify the minimum practical work related experience required at the point of hire into this position in addition to the education/formal training identified in Section C. Do not include the incumbent's specific experience/qualifications since it may be more or less than the minimum necessary for the job.

Enter an X to select the experience required up to and including:

	No experience
	1 month
	3 months
	6 months
	9 months
	1 year
	18 months
	2 years
	3 years
	4 years
X	5 years
	7 years
	9 years
	11 years
	13 years
	15 years
	17 years

Comments:

A minimum of five years of progressive generalist HR experience in a diverse unionized and non-unionized environment. Direct experience working with Job Evaluation systems (writing and evaluation) in a unionized and non-unionized environment. Strong understanding of Pay Equity, and Employment Standards Act.

E. Initiative - Independence Of Action

Every job has expectations concerning decision making in the performance of duties. Decision making responsibilities vary according to the level of complexity of the material or information upon which decisions are being made, the judgment that is required in making decisions and the limitations which are placed on an incumbent's authority to act before obtaining direction or approval from a supervisor.

Job Fact Sheet Questionnaire

(a) Briefly describe three decisions/job duties which the incumbent performs without having to obtain direction or approval from the supervisor.

1	Assists in the creation and revision of job descriptions to ensure the content is accurately captured. Responsible for the administration of the Job Evaluation system (support and administration).
2	Chairs the job evaluation committee and evaluates position descriptions for all employment groups and facilitates classification rating processes
3	Conducts training, and mentorship on job description writing and standardization.

(b) Briefly describe three decisions/job duties for which the incumbent is required to obtain direction or approval from a supervisor.

1	Formally classifying a position at a level which will create precedent or inequity within the College.
2	Major or fundamental changes to procedures
3	Exceptions to routine procedures and practices—manager does not agree with the outcome of a classification evaluation

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

Collective Agreements, CAAT job Evaluation process and manuals, College Council guidelines and procedures, Legislation, including but not limited to ESA, HR Code, Pay Equity, FOI, Arbitration Awards

F. Potential Impact Of Decisions

Give examples of the types of errors in judgment that the incumbent could make in performing the duties of the position, when exercising due care. 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, effect on staff, students, clients or public.

Error	Probable Effect
Inconsistency in the application and the evaluation of job descriptions.	Errors can result in increased disputes if there is inconsistent application of systems and scepticism about the integrity of application on the part of stakeholders. Impact to internal pay equity, grievances, negative impact to employee morale.

Job Fact Sheet Questionnaire

Error	Probable Effect
Inappropriate preparation of job descriptions.	Improper hiring decisions; confusion for employees with regards to their job duties; impacts to department, grievances

G. Contacts And Working Relationships

Indicate whom the incumbent is required to interact with in the performance of his or her duties. Use job titles. Describe the nature, purpose and frequency of the contact, e.g. exchanging information, teaching, conflict resolution, team consultation, counseling.

Frequency: Occasional (O) Means once in a while over a period of time
 Frequent (F) Means repeated contact over a period of time

Internal Contact: Students, staff, senior management, colleagues
 External Contact: Suppliers, advisory committees, staff at other Colleges, government, general public

Contacts Internal (I) External (E)	Nature and Purpose of Contact	Frequency (O) (F)
HR Staff	Information, advise, guidance, on job evaluation related matters	F
Managers	Guidance, mentorship, direction on job descriptions, classifications, process, and procedures	F
Employees	Information regarding job descriptions, classification, policies, procedures	F
Committees	Leadership for JEC, makes decisions regarding outcomes as Chair	F
Support Staff Union Rep	Updates on classification changes for support staff PDF's; grievance/arbitrations	O
Other Colleges/Consultants/College Council	Research, responds to requests for information; work on initiatives	O

H. Supervision/Functional Guidance

Definitions for the purpose of this JFS:

- Division: a grouping of Departments, typically lead a VP or EVP, or a Faculty comprising several Schools.

Job Fact Sheet Questionnaire

- Department: within a Division, fully responsible for management and delivery of a major function (e.g. Finance) or School within a Faculty. Typically lead by a Director or Senior Director.
- Program Area: within a Department, manages/supervises a focused part of the Department's activities (e.g. financial planning). Typically lead by a Manager or Senior Manager. Depending on organizational structure, may also be a small Department.

Supervision/Functional Guidance Category	Specify Staff (Title and group names)
Manages the staff and operations of the entire College.	
Manages the staff and operations of a Division.	
Manages the staff and operations of a major Department.	
Acts as a consultant to College management	All levels of leadership
Manages/supervises the staff and operations of a Program Area/Department.	
Supervises a work group. Assigns work to be done, methods to be used, and is responsible for all work performed by the group.	
Provides technical and/or functional guidance to staff and/or students	HR staff and leadership.
Instructs students and supervises various learning environments	
No supervisory responsibility	

I. Span Of Control

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

Full-Time Equivalency conversion factors for part-time staff are as follows:

- 1 sessional academic position working for a full academic year (10 months) equals 1 full time position. Based upon the assumption that sessional employees are temporary full time.
- 2 partial load academic positions working for a full academic year (10 months) equal 1 full time position.
- 3 part-time academic positions working for a full academic year (10 months) equal 1 full-time position. Based upon 3 part-time teaching assignments of 6 hours each for a total of 18 teaching hours per week.
- 2 part-time support staff positions working for a full year equal 1 full-time position. Based upon 2 part-time positions of up to 24 hours/week each and totaling 35 to 40 hours per week.

Job Fact Sheet Questionnaire

- Part-time or contract administrators working for a minimum of 37.5 hours per week for a full year equals 1 full-time position.

FT Supervised	At the date of the JFS:
PT Supervised	
Total FTE	0

Contract for Services:

When considering a position's responsibility for "contracts for service", review the nature of the contractual arrangement 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 a "prorated credit for supervising staff" in contractual relationships where the position is required to handle the initial step(s) when staffing issues arise.

Contract for Services	Degree of Supervisory Responsibility

J. Physical And Sensory Demands

Identify the types of physical and/or sensory demands that are required of the position. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands.

Frequency:

- Occasional Occurs once in a while, sporadically.
- Moderate Occurs once in a while, over a period of time. May occur several times in one day, not every day.
- Considerable Occurs several times daily, usually every day, but for less than half of a work day.
- Extended Occurs on a regular basis throughout the work day, several times daily for one half to three-quarters of the work day.
- Continuous Occurs on a regular, ongoing basis during the work day for more than three-quarters of the work day.

These are periods of activity that should not be interrupted.

Physical Effort:

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.

Job Fact Sheet Questionnaire

Activity	Physical Effort	Frequency (O) (M) (C) (E) (Cont)
Typical office environment	Walking / sitting / standing	Cont

Sensory Demand:

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

Indicate the duration: Short (S) About one hour or less
 Immediate (I) More than one hour less than two hours
 Long (L) More than two hours

Activity/Sensory Demand	Duration (S) (I) (L)
Job analysis, research and evaluation	L
Working with leaders on job descriptions	L

K. Working Conditions

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

Frequency:

Occasional Once in a while, sporadic. May occur several times daily, but not every day.
 Frequent Several times daily, almost every day.
 Continuous On a regular, ongoing basis for almost all of the work day, every day.

Environment:

- (a) 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. dirt, chemical substances, grease, extreme temperature, odors, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Activity /Example	Frequency (O) (F) (C)	Environmental Condition
Normal office environment; with occasional travel	O	

Job Fact Sheet Questionnaire

Hazards:

- (b) 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.

Activity /Example	Frequency (O) (F) (C)	Environmental Hazard

END OF DOCUMENT