CUPE JJE  
Form 3

Position #



###### CUPE Joint Job Evaluation

###### Position Questionnaire

**Current Position Title:**

**[Please work with HR if you wish to change the 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, please contact [Jobevaluations@viu.ca](mailto:Jobevaluations@viu.ca).

Archived copies of previous JJEs can be viewed on the Job Evaluation webpage following the CUPE JJE Archive link: <https://employees.viu.ca/human-resources/resources-employees/job-evaluation>

|  |  |
| --- | --- |
| **Actions for Employees** | **Actions for Supervisors** |
| *Please read the entire questionnaire before completing it.*   * 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). * When you have completed the questionnaire, give it to your supervisor for review and comment. * Ensure a signed and approved copy is sent to [jobevaluations@viu.ca](mailto:jobevaluations@viu.ca) for review; keeping a copy for your department’s reference. * Please consult with HR Advisor for review of submission prior to signing. | ***Please do not change the employee’s description of the position, without first discussing it with them.***   * 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. * Sign the CUPE JJE Position Questionnaire. Any discrepancies between your viewpoint and that of the employee may be discussed and resolved at this point (before you sign). * Send the completed Position Questionnaire to the Dean/Director/Sr. Administrator for signature.   **Instructions for Dean/Director/Sr. Administrator**  Please do not change the employee’s description of their position without first discussing it with them and their Supervisor.   * Sign the Position Questionnaire. * Email a signed and approved copy to [jobevaluations@viu.ca](mailto:jobevaluations@viu.ca) to be date stamped as received; keeping a copy for your department’s reference. |

# A. Brief Description of Position

In a few words, please provide a brief description (approximately 100-200 words) of the overall purpose of this position.

NOTE: This will be used as a job summary in the job posting template.

**Core Responsibilities/Activities:**

Briefly list the responsibilities, in order of importance and indicate the percentage of time this position dedicates to each responsibility. These will be listed as core duties in the job posting template.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Core Duties*** | ***Frequency - Yearly Basis*** | | | |
|  |  | ***Rarely*** 10 – 19% | ***Some-times*** 20-49% | ***Often*** 50-79% | ***Almost always*** >80% |
| *1* |  |  |  |  |  |
| *2.* |  |  |  |  |  |
| *3.* |  |  |  |  |  |
| *4.* |  |  |  |  |  |
| *5.* |  |  |  |  |  |
| *6.* |  |  |  |  |  |

# B. Job Factors

The questions in this section assist evaluators in rating the seven different factors in the job evaluation plan. To evaluate correctly, they need specific information and examples. To understand the different factors and degrees, please see the Rating Team Guidance (Manual) which is available to you on the VIU job evaluation site. It is a useful reference to have at hand when completing this questionnaire.

## Complexity and Judgment

This factor is defined by two dimensions:

1. 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.
2. Judgment considers the extent to which the position is governed, supervised or regulated.

## 1A. Complexity

1. List 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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. List regular aspects of this position that occur regularly and require problem solving, originality, creativity, and innovation.

FREQUENCY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | D | W | M | Q | A |
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1. a) From the lists in 1 or 2 above, choose the most complex task regularly required in this work. Please give details.

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

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

## 1B. Judgment

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

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

1. What established policies, legislation and regulations, procedures, or practices are used to carry out these duties?
2. List examples of those duties that require independence and judgment and are not clearly defined by policy, procedures, and established practices.
3. 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?

## Contacts – Internal and External

This factor considers the nature of responsibility for maintaining contacts outside the immediate work unit. These should be contacts that are **essential to the effective performance** of the position.

It is important to understand whether the role initiates or responds to others. It is also important to understand the nature of the contact – whether it is to exchange or communicate information, provide professional advice, work collaboratively, negotiate (formally, with trade-offs and give-and-take), persuade, change thinking, or change attitudes.

1. 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. Internal contacts include employees at all levels, except those supervised, but not students. Please give examples.

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

1. This question measures the extent and purpose of external contacts that this position is regularly required to have. External contacts include students (prospective, current, former), sub-contractors, suppliers, government departments, and agencies, 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 |
|  |  |  |
|  |  |  |
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## Supervisory/Functional 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, organize, 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.

## 3A. NATURE OF WORK SUPERVISION

Functional supervision, which involves giving technical and/or specialized information or instruction on completing tasks which are similar to the position’s own, or where the position provides functional advice, is addressed at the end of this section.

Please describe the types of jobs that receive some form of supervision from this role – both in terms of the nature of the roles supervised and their employment status (full time, part-time, casual, etc.).

|  |
| --- |
|  |

In your own words, describe the nature of that supervision in terms of when, why, and what. (This is intended to be an overview only; more detail will be provided in the table below.)

|  |
| --- |
|  |

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** | To or for whom? | Identify  Issues or Needs | Recommend Action to the Supervisor | Decide and/or Take Action | Approve Recommend-actions 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: |  |  |  |  |  |

Describe functional advice or guidance that this position provides, if applicable, within or beyond the work unit.

|  |
| --- |
|  |

## 3B. SCOPE OF SUPERVISORY RESPONSIBILITY

Indicate the title(s) of the position(s) this position supervises, as seen on the org chart.

|  |  |  |
| --- | --- | --- |
| Title of position | # of incumbents and FTE | Employment type of incumbents (full-time, part-time, temporary or regular, etc.) |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate additional supervision information not included in the organization chart.

If this role provides functional supervision (as described in 3A) please outline the scope.

|  |
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|  |

If this role provides other forms of supervision (supervision to volunteers, contractors, etc.) please describe the scope and nature of supervision (selection, performance feedback, direction of work, etc.).

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## Impact of Decisions/Actions

The following guidelines are used when considering the level of accountability. **Who reviews and** **approves the decision**? What **guidelines/reference materials** are available for making decisions? What is the **impact** of the decision in terms of the nature of the impact, the scope/size within or beyond the institution and the timeframe over which the impact lasts? Normal operations and decision-making are considered, **assuming competent position performance**. Both the extent and the level of impact within the organization are considered, as well as both positive and negative impacts. Strategic and operational decisions are both considered.

Please provide 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** | **Your manager/ supervisor’s role?** | **Who/what is impacted and how?** | **Timeframe of results? For how long?** |
|  |  | |  |  | | --- | --- | |  | Formal approval | |  | Direct involvement | |  | Informed throughout | |  | Informed after | |  |  |
|  |  | |  |  | | --- | --- | |  | Formal approval | |  | Direct involvement | |  | Informed throughout | |  | Informed after | |  |  |
|  |  | |  |  | | --- | --- | |  | Formal approval | |  | Direct involvement | |  | Informed throughout | |  | Informed after | |  |  |
|  |  | |  |  | | --- | --- | |  | Formal approval | |  | Direct involvement | |  | Informed throughout | |  | Informed after | |  |  |
|  |  | |  |  | | --- | --- | |  | Formal approval | |  | Direct involvement | |  | Informed throughout | |  | Informed after | |  |  |

## Effort

**Effort** – This factor is defined by three dimensions:

1. Physical Effort
2. Concentrated Effort
3. Dexterity

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

## 5A. PHYSICAL EFFORT

* **refers to the nature, intensity and frequency of physical exertion or strain normally required to perform in the position.**

Describe the types of physical effort required in your position. Examples include standing, sitting, walking, climbing (stairs or other), handling or using light or heavy equipment or tools, moving light or heavy materials, pushing, pulling, or lifting.

Provide enough detail that the Committee can understand intensity, frequency and duration. For example: lift boxes of printed material up to 20kgs approximately 1 time per week; take meeting minutes by hand for 2 or more hours 4 times per month. When identifying lifting, pushing, etc., it is helpful to provide estimated weights.

|  |  |  |
| --- | --- | --- |
| **Description of Physical Effort and Intensity** | **How often and for how long?** | **Why required?** |
|  |  |  |
|  |  |  |
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## 5B. CONCENTRATED EFFORT

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

Describe the types of concentrated effort required in your position. Examples include reconciling data, deciphering written or verbal communications, reading body language, assessing things visually, measuring, close reading of complex documents, analysis of data or written material, responding to demanding work schedules. Typically work requiring concentrated attention means that if interrupted, the job holder would lose ground and need to reestablish focus.

Provide enough detail that the Committee can understand intensity, frequency, and duration.

|  |  |  |
| --- | --- | --- |
| **Description of Concentrated Effort and Intensity** | **How often and for how long?** | **Why required?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## 5C. Dexterity

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

Describe the types of dexterity required in your position. Examples include keyboarding (email, documents, taking minutes, data entry, etc.), use of hand tools, fine motor tasks, equipment operation, precision work (detailed wiring, precision cutting, precision graphical work), etc.

Provide enough detail that the Committee can understand intensity, frequency and duration.

|  |  |  |
| --- | --- | --- |
| **Description of Dexterity task and Intensity** | **How often and for how long?** | **Why required?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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## 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 on each line which best describes the level required for each of the working conditions listed below. Take into consideration the percentages, not just the labels – for example, for someone working a 35 hour work week, exposure to a given condition for 6 hours per week would fall into the “Rarely” category.

|  | **Type of Condition** | **Description/ Examples** | **Very Rarely or Not applicable** - <9% | **Rarely**  10 – 19% | **Sometimes** – 20-49% | **Often** – 50-79% | **Almost always** – >80% |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 and/or increased exposure to contagious disease through close contact |  |  |  |  |  |  |
|  | Providing constant frontline public service |  |  |  |  |  |  |
|  | Isolation |  |  |  |  |  |  |
|  | Awkward or confining work spaces (including WorkSafe BC designated confined spaces) |  |  |  |  |  |  |
|  | Temperature extremes |  |  |  |  |  |  |
|  | Overnight travel |  |  |  |  |  |  |
|  | Limitations on personal freedom outside working hours due to a formally assigned Standby designation |  |  |  |  |  |  |
|  | Adverse environmental/ weather conditions |  |  |  |  |  |  |
|  | Physical hazards/ personal health and safety risks |  |  |  |  |  |  |
|  | Other undesirable workplace conditions *specify* |  |  |  |  |  |  |

## KNOWLEDGE

**Knowledge** – This factor is defined by two dimensions:

1. Education
2. Experience

## 7A. EDUCATION

This factor considers the education required for this position. It includes the formal education and training ordinarily required to attain the knowledge, skill and ability required for the position. Examples include high school completion, degrees and diplomas, certificates or qualifications, trades certifications – or equivalents.

Describe the minimum formal education required for this position. Consider the minimum qualifications required to hire someone into the position (not the qualifications of the incumbent). Identify *why* it is required.

|  |  |
| --- | --- |
| **Education, Training or Qualification**   * Please specify the type, field of study, and duration, if applicable | **Why required?** |
|  |  |
|  |  |
| Add additional rows if required. |  |

In addition to the formal education specified above, some positions require certification or license. Does the position require a license or certification?  Yes  No

**If yes**, please provide details including area of study, type of institution, qualification, and duration. Please include Driver’s License (including Level/Class) and/or Occupational First Aid (including Level) if *required*.

(If something may fit into either category, put it in either table – both are considered equally by the rating committee.)

|  |  |
| --- | --- |
| **License or Certification**   * Please specify the type and duration, if applicable | **Why required?** |
|  |  |
|  |  |
| Add additional rows if required. |  |

Preferred education or licensing for job posting purposes only (above minimum requirements, does not impact rating)

## 7B. Experience

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

The experience should not include education already accounted for in the required education portion of this factor. It should focus on what is typically required for competence, not what a given incumbent may have.

The experience might include general experience in related roles (at any organization) and also experience required specifically at VIU and/or in this role in order to do the role satisfactorily.

Experience ranges:

* Less than six months
* Minimum six months
* Minimum one year
* Minimum three years
* Minimum five years
* Minimum seven years
* Minimum ten years

|  |  |  |
| --- | --- | --- |
| **Type of Required Experience** | **Details: What and why required** | **How much experience (months or years) required?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| ***Considering all of the Knowledge factor – Education and Experience:***  **For the purposes of job postings, would an equivalent combination of education and experience be considered?** |
| Yes  No  If yes, please provide sample equivalencies: |
| **For job postings (not for position evaluation) is there any additional preferred experience?** |
|  |

# C. ADDITIONAL COMMENTS

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

**HUMAN RESOURCES REVIEW**

The purpose of the Human Resources review is to ensure consistency across the organization.

Please email to HR Advisor for review prior to collecting signatures on the following page. Once review is completed form will be sent back to manager for incumbent(s) and manager signing.

HR Advisor Name:   
  
Signature: Date reviewed:

# Signature Page

The purpose of this review is to ensure that all questions have been completed and that both the employee(s) 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.

Incumbent(s) Name(s):

Signature(s): Date:

Position supervisor and/or Administrative Manager Name:

Signature: Date:

Dean/Director/Sr. Administrator Name

Signature: Date:

NEXT STEPS:

Please email a copy of this signed document along with an updated **organization chart** to [jobevaluations@viu.ca](mailto:jobevaluations@viu.ca) and copy your Human Resources Advisor. Please ensure all regular incumbents of the position have signed the document.

The Job Evaluations team will contact you to book a meeting date.