

Notes for Members on the Job Evaluation Questionnaire

As you know, the University and the Union have agreed to the SES/U Job Evaluation system to describe and evaluate the work of bargaining unit members.

Please download the Job Log to help you keep track of your work over the 5 working days next week under the following Factor headings:

Interaction Skills, Decision-Making, Responsibility for Information, Responsibility for Outcomes, Materials and Equipment, Responsibility for the Safety of Others, Financial Responsibility, Responsibility to Manage or Direct Others.

This log will assist you when you fill out your Job Evaluation Questionnaire. In rating jobs in waves 1 to 5 we found that it was harder to assess jobs without a questionnaire or if the questionnaire did not contain good examples and descriptions of the work members do.

The Questionnaire will ask you for information about all the Factors including Factors SK1 and SK2 which deal with education and experience and Factors EF1 and 2 and WO 1, 2, 3, 4 and 5 re: Mental and Physical Effort and Environmental Conditions and Hazards, Stress, Work and Social Interruptions.

We understand from the University that employees have been given a copy of their job description and updates of it. Please review that job description if possible before you start the log. If you don't have a job description, please let us know (jec@usw1998.ca).

When completing the log use your own words to describe your work rather than relying on your job description. While your job description may provide useful guidance, it is not intended to present the whole picture of your work and it may not accurately state the work you do. Our experience has taught us that it is critically important that you tell your own story about what you do.

We suggest you keep the log by your desk and write down examples of the work you do under the different headings. We have set out below some notes to help you with respect to completing the log:

SK1 - Education

- This factor measures both formal education and "skill acquired through related paid or unpaid work experience/training".
- With respect to formal education, consider what the job needs, not the level of education you have and not necessarily the level that appears in your job description.
- With respect to skills obtained outside of universities or community colleges, feel free to note skills obtained through paid or unpaid work or formal or informal work training (i.e., word processing/data entry training, interpersonal skills training, etc).
- Your final answer will start with formal education, but your additional skills acquired through other related paid or unpaid work experience/training may make you equivalent to a different factor.

SK2 - Experience

- This factor does not measure your academic requirements or how many years you have been on the job.
- Your answer should take into account the work related experience you require to assume the various responsibilities of the job.
- Consider both the people and the duties you are responsible for or towards.
- Again, the experience level in the job description may not be a good guide.

SK3 - Interaction Skills

- This factor measures who you interact with, how often you interact with others and the nature of your interactions.
- Interactions may be frequent and easily forgotten. Interactions may be necessary to keep certain activities on track. Interactions may be complex or difficult for a variety of reasons. Interactions may be with students, staff, faculty or persons outside of the University.
- Give examples of who you are interacting with, the frequency of interactions, the necessity of the interactions, the complexity of the interactions (explaining procedures or requiring persuasion, etc.), and whether interactions ever involve emotion (i.e. upset students, etc).

SK5 - Decision Making

- Members from Wave 1-5 tended to check off fairly straightforward types of decision making - even though the "In your own words" section of the QSD indicated responsibility for more complex and far reaching decisions.
- Make sure you think about the scope and independence of your decision making.
- Be sure to describe how your decision-making fits into your supervisory structure: is there oversight of your planning, coordinating, decision making, or advice and recommendations to others, etc.

RE1 – Responsibility for Information

- This factor measures several things:
 - the frequency of receiving or transferring information to others (who are you dealing with and what is the nature of the information);
 - the complexity of information (technical complexity: dealing with applications, rules, procedures, etc.);
 - the sensitivity of information (private academic or employment records, etc.);
- Be sure to explain both the frequency and nature of the information you work with (whether giving or receiving).

RE2 – Responsibility for Materials, Equipment and/or Outcomes

- This responsibility is defined in terms of facilitating "efficient and effective activities and workflow"
- Practically speaking this factor looks at who relies on your work to carry out some aspect of their work, and conversely, who may be affected by any potential errors (students, staff, faculty, research project, department, college, division, university-wide, etc.).

RE3 – Responsibility for the Safety of Others

- This factor is concerned about both how much care and attention you must use to avoid causing an injury to someone else and how serious the harm could be.
- The potential for both emotional and/or physical harm should be considered.
- Be sure to fully consider whether emotional harms to other can result in your job. If emotional harms are underreported than gender imbalances can emerge in this factor.

RE4 – Financial Responsibility

- This factor measures your interactions with financial decision making of various forms from handling fees or receipts to budget planning.
- In addition to detailing your specific responsibilities, be sure to describe how your responsibilities fit into your supervisory structure: is there oversight of your decision making, or advice and recommendations to others, etc.

RE5 – Manage or Direct Others

- This factor looks at how much *guidance and direction* you give to others and/or how much *reporting or review* you perform on others.
- It is important to be clear not only about the number of people you supervise or review, but who you are supervising and reviewing and what is the nature of that supervision or review.

EF1 – Mental Effort

- This factor measures the cumulative duration and intensity of *mental* and *sensory* demands required to perform the job.
- Mental demands are those activities that use concentration and cause fatigue (e.g. thinking, active and passive listening, interpreting, observing).
- Sensory demands are those activities that use one or more of the 5 senses in the course of job requirements.
- Remember that you must think about both the *duration* and the *intensity* of such demands.

EF2- Physical Effort

- This factor measures the physical effort for both office work and non-office work.
- In addition to measuring the amount of energy deployed to move objects of a certain weight, it is also intended to measure
 - the amount of energy used to maintain different working postures,
 - visual and/or auditory intense activities and/or
 - repetitive movements.

WO1 – Environmental Conditions

- Working conditions may become so commonplace as to be almost invisible, for this reason it is important to be critical of the various conditions you may work under.
- For this factor it is important for those working in offices to critically examine how frequently one is exposed to loud noises, clicking of keyboards, constant sounds of conversations or walking, poor lighting, etc.

WO2 – Hazard

- Consider the extent to which the job requires exposure to short or long term health or accident risks – ranging from repetitive strain injuries to dangerous machinery to biohazards.

WO3 - Stress

- Consider both the *frequency* and the *degree* of stress(es).

WO4 – Work Interruptions

- Consider the *frequency* of interruptions, the *kind* of interruptions, and the *effect* of such interruptions on your work.

WO5 – Social Interruptions

- Consider the irregularity of your scheduling (alternating shifts, overtime, travel, etc.)