

Concordia University MulticompTM Job Evaluation Questionnaire



Copyright © 1988 The Wyatt Company. All rights reserved.

This document is intended for internal use only and may not be used, duplicated or otherwise reproduced, directly or indirectly, in whole or in part, other than as stipulated by Concordia University and The Wyatt Company. Any other use shall require prior written approval of Concordia University and the Wyatt Company.

(Pour obtenir une copie de ce document en français, veuillez communiquer avec Compensation au compensation@concordia.ca.)

This form must be printed to complete

Your Name: _____

Your Title: _____

Your Department: _____

How long have you been in your current job: _____
Years Months

SECTION TO BE COMPLETED BY HUMAN RESOURCES

JOB CODE #: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

POSITION #: ☐ ☐ ☐ ☐

EMPLOYEE #: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Concordia University Multicomp™ Job Evaluation Questionnaire

Purpose:

The primary purpose of this questionnaire is to define your job accurately

This questionnaire has been designed specifically for Concordia University for the purpose of obtaining an accurate description and evaluation of your job's responsibilities. It is divided into 10 sections with instructions provided for each.

SECTION I	JOB PROFILE
SECTION II	KNOWLEDGE, EDUCATION & EXPERIENCE
SECTION III	DECISION - MAKING
SECTION IV	SUPERVISORY RESPONSIBILITY
SECTION V	ORGANIZATIONAL MANAGEMENT
SECTION VI	ORGANIZATIONAL RELATIONSHIPS
SECTION VII	CREATIVITY/INNOVATION
SECTION VIII	CONTACTS AND COMMUNICATION
SECTION IX	PHYSICAL DEMANDS AND JOB EVALUATION
SECTION X	YOUR COMMENTS ON THIS QUESTIONNAIRE

GENERAL INSTRUCTIONS

In answering this questionnaire, try to put your job into perspective relative to the total activities of the University. Try not to overstate or understate your responses – be objective and honest. Give us your best judgment of what you do in the day-to-day course of your job. Your responses will be compared to those of others holding same or similar jobs at the University.

Consider typical assignments and responsibilities over an entire year.

SECTION II: KNOWLEDGE, EDUCATION & EXPERIENCE

Purpose: This section measures the *minimum* combination of KNOWLEDGE, EDUCATION & EXPERIENCE and TECHNICAL/PROFESSIONAL CERTIFICATION required to successfully perform your job. This section also measures the RATE OF CHANGE of that knowledge.

1. MINIMUM FORMAL EDUCATION AND EXPERIENCE

This question measures the *minimum* combination of formal education and job-related experience required to do your job. Job-related experience refers to experience gained either inside or outside Concordia University.

What is the *minimum* formal education and job-related experience required for someone to be hired into this job?

Circle the one most appropriate code in the grid.

	<i>MINIMUM JOB-RELATED EXPERIENCE</i>				
<i>MINIMUM FORMAL EDUCATION</i>	0-1 Year	+1-2 Years	+2-4 Years	+4-7 Years	+7 Years
Some Secondary School	A1	A2	A3	A4	A5
Secondary V Diploma (Includes Commercial High School)	B1	B2	B3	B4	B5
Certificate of Collegial Studies (C.E.C. or equivalent)	C1	C2	C3	C4	C5
2yr DEC Général (Diploma of Collegial Studies or equivalent)	D1	D2	D3	D4	D5
3yr DEC Professionnel (Diploma of Collegial Studies or equivalent)	E1	E2	E3	E4	E5
Bachelor's Degree	F1	F2	F3	F4	F5
Post-Graduate Diploma	G1	G2	G3	G4	G5
Master's Degree	H1	H2	H3	H4	H5
Doctorate Degree	I1	I2	I3	I4	I5

2. KNOWLEDGE ACQUIRED THROUGH FORMAL EDUCATION: RATE OF CHANGE

This question measures how much and how often the knowledge acquired through **formal education** which is required to do your job changes and has to be re-learned or updated. It also measures how often new knowledge must be acquired.

Check the **one** box (**only one**) that best describes the extent to which this knowledge changes.

- ☐ 1. **Seldom** –Knowledge changes very little over time.
- ☐ 2. **Sometimes** –Knowledge requires keeping up-to-date through occasional personal study.
- ☐ 3. **Often** –Knowledge requires keeping up-to-date through **regular** personal study which could include attending training courses or professional conferences.

3. TECHNICAL OR PROFESSIONAL ACCREDITATION/LICENSES/REGISTRATION

Check the **one** box (**only one**) that indicates whether or not your job requires technical or professional accreditation, licenses, or registration in addition to the formal education described in question 1.

☐

1. My job does not require technical or professional accreditation, licenses, or registration.

☐

2. My job requires the following technical or professional accreditation, licenses, or registration. (Please specify below).

QUESTIONS 4 AND 5

KNOWLEDGE SPECIFIC TO CONCORDIA

Your job requires you to use specific types of knowledge. The following two questions measure knowledge of Concordia policies, procedures, systems, etc., required to perform your job's responsibilities. This knowledge may be gained from experience within Concordia University or through on-the-job training, or some combination of these. It does **not** come from formal education.

HOW TO COMPLETE QUESTIONS 4 AND 5

There are two measures of knowledge: **frequency** and **level**. Read the questions and review the knowledge areas A through L. For each area of knowledge, A through L, circle the number corresponding to the answer that best reflects the frequency and level of knowledge required to do your job.

4. FREQUENCY SCALE

- | | |
|--|--|
| 0 Not required to perform job | 4 Monthly (10-12 times per year) |
| 1 Annually (once a year) | 5 Weekly (approx. 50 times per year) |
| 2 Semi-annually (twice a year) | 6 Semi-weekly (several times per year) |
| 3 Quarterly (three to four times per year) | 7 Daily (equivalent of once per day) |

5. LEVEL SCALE

- 0** Not required to perform job
- 1 Familiarity:** Basic understanding of the knowledge area. The level of knowledge may be acquired through relatively brief (six months or less) training or through regular exposure.
- 2 Working:** Solid understanding of the knowledge area. The level of knowledge is used in a fairly structured environment to solve day-to-day problems and address normal issues.
- 3 Advanced:** Complete understanding of the knowledge area. This knowledge is used to solve complex problems and/or business issues.

GUIDELINES

- You must provide an answer for each item.
- If you circle 0 for **FREQUENCY** for a particular knowledge area, you **MUST** circle 0 for **LEVEL** for that knowledge area.
- If a knowledge area is not within your primary area of work, then you **MUST NOT** circle higher than a "2" for the **LEVEL** of knowledge required in that area.

4. FREQUENCY

For each knowledge area A through L listed below, how frequently do you use that area of knowledge in order to complete your job's responsibilities?

5. LEVEL

For each knowledge area A through L listed below, what MINIMUM level of knowledge is required to complete your job's responsibilities?

(CIRCLE YOUR ANSWERS)

4. FREQUENCY

5. LEVEL

a) b) c) d) e) f) g) h)		KNOWLEDGE AREAS	1) 2) 3) 4)
		A KNOWLEDGE OF CONCORDIA ADMINISTRATIVE TECHNIQUES	
0 1 2 3 4 5 6 7		Aa FILING AND RECORDS MANAGEMENT	0 1 2 3
0 1 2 3 4 5 6 7		Ab NON-COMPUTER OFFICE EQUIPMENT OPERATION (E.G. PHOTOCOPIERS)	0 1 2 3
0 1 2 3 4 5 6 7		Ac TELEPHONE SYSTEMS OPERATION	0 1 2 3
0 1 2 3 4 5 6 7		Ad TYPING/DATA ENTRY TECHNIQUES	0 1 2 3
0 1 2 3 4 5 6 7		Ae A-V EQUIPMENT OPERATION	0 1 2 3
0 1 2 3 4 5 6 7		Af WORDPROCESSING EQUIPMENT OPERATION	0 1 2 3
0 1 2 3 4 5 6 7		Ag EDITING/PUBLISHING TECHNIQUES	0 1 2 3
		B KNOWLEDGE OF CONCORDIA POLICIES AND/OR PROCEDURES	
0 1 2 3 4 5 6 7		Ba ACCOUNTING/BUDGET/BOOKKEEPING	0 1 2 3
0 1 2 3 4 5 6 7		Bb HUMAN RESOURCES	0 1 2 3
0 1 2 3 4 5 6 7		Bc ACADEMIC REGULATIONS AND PROCEDURES	0 1 2 3
0 1 2 3 4 5 6 7		Bd PURCHASING	0 1 2 3
0 1 2 3 4 5 6 7		Be SECURITY (PEOPLE/INFORMATION)	0 1 2 3
0 1 2 3 4 5 6 7		Bf EMERGENCY RESPONSE/HEALTH AND SAFETY	0 1 2 3
0 1 2 3 4 5 6 7		Bg SUPPLY/INVENTORY CONTROL	0 1 2 3
0 1 2 3 4 5 6 7		Bh FUNDRAISING POLICIES AND PROCEDURES	0 1 2 3
0 1 2 3 4 5 6 7		Bi PUBLIC RELATIONS/PUBLIC AFFAIRS/MEDIA RELATIONS/ADVERTISING	0 1 2 3
		C KNOWLEDGE OF MAJOR CONCORDIA SERVICE SYSTEMS	
0 1 2 3 4 5 6 7		Ca MAIL SERVICES SYSTEM	0 1 2 3
0 1 2 3 4 5 6 7		Cb TRANSPORTATION/DISTRIBUTION	0 1 2 3
0 1 2 3 4 5 6 7		Cc LIBRARY SYSTEM	0 1 2 3
0 1 2 3 4 5 6 7		Cd PHYSICAL PLANT SYSTEMS	0 1 2 3
0 1 2 3 4 5 6 7		Ce PRINTING AND PHOTOCOPY SERVICES	0 1 2 3

a) Not Required b) Annually c) Semi-Annually d) Quarterly e) Monthly f) Weekly g) Semi-Weekly h) Daily

1) Not Required 2) Familiarity 3) Working 4) Advanced

FREQUENCY								LEVEL			
								KNOWLEDGE AREAS (CON'D)			
a) b) c) d) e) f) g) h)								1) 2) 3) 4)			
0 1 2 3 4 5 6 7							D KNOWLEDGE OF CONCORDIA SERVICES (FOR STUDENTS)	0 1 2 3			
0 1 2 3 4 5 6 7							E KNOWLEDGE OF CONCORDIA HEALTH CARE/ COUNSELLING PROCEDURES	0 1 2 3			
0 1 2 3 4 5 6 7							F KNOWLEDGE OF CONCORDIA LABORATORY PROCEDURES	0 1 2 3			
0 1 2 3 4 5 6 7							G KNOWLEDGE OF CONCORDIA SPORTS/COACH-ING PROCEDURES	0 1 2 3			
							H KNOWLEDGE OF CONCORDIA EQUIPMENT/ FACILITIES/BUILDING				
0 1 2 3 4 5 6 7							Ha DESIGN/LAYOUT	0 1 2 3			
0 1 2 3 4 5 6 7							Hb MAINTENANCE	0 1 2 3			
0 1 2 3 4 5 6 7							Hc OPERATION	0 1 2 3			
							I KNOWLEDGE OF CONCORDIA COMPUTER-BASED APPLICATIONS				
0 1 2 3 4 5 6 7							Ia OPERATION (EXCL. DATA ENTRY)	0 1 2 3			
0 1 2 3 4 5 6 7							Ib COMPATIBILITY (HARDWARE/SOFTWARE)	0 1 2 3			
0 1 2 3 4 5 6 7							Ic ADMINISTRATIVE/RESEARCH SOFTWARE PROGRAM-MING	0 1 2 3			
							J KNOWLEDGE OF GOVERNANCE AND REGULATORY POLICY AS IT APPLIES TO CONCORDIA				
0 1 2 3 4 5 6 7							Ja GOVERNMENT POLICY/REGULATIONS	0 1 2 3			
0 1 2 3 4 5 6 7							Jb GRANTING AGENCY REGULATIONS (E.G. NSERC)	0 1 2 3			
0 1 2 3 4 5 6 7							Jc OTHER REGULATORY & ACCREDITING BODY REGULATIONS	0 1 2 3			
0 1 2 3 4 5 6 7							Jd GOVERNMENT/COMMUNITY RESOURCES	0 1 2 3			
							K KNOWLEDGE OF UNIVERSITY CURRICULA				
0 1 2 3 4 5 6 7							Ka COLLEGE LEVEL PROGRAMS	0 1 2 3			
0 1 2 3 4 5 6 7							Kb CONCORDIA UNDERGRADUATE PROGRAMS	0 1 2 3			
0 1 2 3 4 5 6 7							Kc CONCORDIA GRADUATE PROGRAMS	0 1 2 3			
0 1 2 3 4 5 6 7							Kd PROGRAMS OF OTHER UNIVERSITIES	0 1 2 3			
							L KNOWLEDGE OF SCHOOL SYSTEMS AS THEY APPLY TO CONCORDIA				
0 1 2 3 4 5 6 7							La QUEBEC	0 1 2 3			
0 1 2 3 4 5 6 7							Lb OTHER CANADIAN PROVINCES	0 1 2 3			
0 1 2 3 4 5 6 7							Lc INTERNATIONAL	0 1 2 3			

a) Not Required b) Annually c) Semi-Annually d) Quarterly e) Monthly f) Weekly g) Semi-Weekly h) Daily

1) Not Required 2) Familiarity 3) Working 4) Advanced

6. KNOWLEDGE SPECIFIC TO CONCORDIA: RATE OF CHANGE

This question measures how much and how often the knowledge **specific to Concordia** which is required to do your job changes and has to be re-learned or updated. It also measures how often new knowledge must be acquired.

Check the **one** box (**only one**) that best describes the extent to which this knowledge changes.

- ☐ 1. **Seldom** – Knowledge changes very little over time.
- ☐ 2. **Sometimes** – Knowledge requires keeping up-to-date by monitoring changes and **occasionally** studying procedures or learning them through on-the-job training
- ☐ 3. **Often** – Knowledge requires keeping up-to-date by monitoring changes and **regularly** studying procedures or learning them through on-the-job training.

SECTION III: DECISION MAKING

Purpose: This section measures how your job requires you to MAKE DECISIONS AND USE INFORMATION. This section also considers the BASIS on which you make decisions, the IMPACT of those decisions, and the PREDICTABILITY of the events your job deals with.

7. INFORMATION AVAILABILITY

In your job you need certain information with which to make your decisions. Using the A,B,C method described below, indicate how readily available and complete information is to solve **typical** problems in your job.

Information includes both oral and written information. It refers to files, documents, knowledge of events and situations, and other data sources required to make decisions in your job.

- _____ 1. **Always available** – Information is available and complete.
- _____ 2. **Available** – Information is available. However, further refinement with some inquiry into related information may be required.
- _____ 3. **Sometimes available** – Information exists. However, it is usually incomplete and difficult to obtain. Further inquiry into related or unrelated information is necessary to fill in gaps.
- _____ 4. **Unavailable** – Information is vague and details are absent or difficult to isolate.

HOW TO ANSWER USING THE A,B,C METHOD

- If you **do not** need to split your answer, place an “A” in the level that accurately describes the answer.
- If you need to split your answer into two levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the balance of the answer.
- If you need to split your answer into three levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the largest portion of the balance of the answer;
 - put a “C” in the level that most accurately identifies the remaining portion of the answer.
- **Do not** split your answers into more than 3 levels.

8. HOW INFORMATION IS USED

Your job requires you to process, examine, or analyze information in order to initiate or carry out a course of action. Using the A,B,C method, indicate the methods normally used in this process.

Information includes both oral and written information. It refers to files, documents, knowledge of events and situations, and other data sources required to do your job.

- _____ 1. **Compile:** I collect or match information or enter data in accordance with established methods and practices.
- _____ 2. **Examine:** I review information to ensure that it is correct or complete, and act upon information **in accordance** with instructions or Concordia departmental procedures.
- _____ 3. **Analyze:** After approving or rejecting information, I **select** the appropriate methods of analysis among existing methods.
- _____ 4. **Modify:** After approving or rejecting information, I **adapt** existing methods of analysis.
- _____ 5. **Create:** After approving or rejecting information, I develop and test **new methods and/or concepts of analysis**.

9. BASIS FOR DECISION MAKING

While performing the responsibilities of your job, you base your decisions either on guidelines from within the University or on practices and professional standards from outside Concordia. Using the A,B,C method, indicate the type of guidance you normally receive.

- _____ 1. **Established** – I make decisions based on step-by-step procedures and instructions. I refer exceptions to a supervisor.
- _____ 2. **Defined** – I make decisions based **directly** on **internal** policies, guidelines, research, or scientific procedures.
- _____ 3. **General** – I make decisions with some **latitude** based on internal policies, guidelines, research and scientific procedures.
- _____ 4. **Professional and Management Practices** – I make decisions based on practices and professional standards established **outside** the University.
- _____ 5. **Strategic** – I make decisions based on broad strategic objectives of the University.

HOW TO ANSWER USING THE A,B,C METHOD

- If you **do not** need to split your answer, place an “A” in the level that accurately describes the answer.
- If you need to split your answer into two levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the balance of the answer.
- If you need to split your answer into three levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the largest portion of the balance of the answer;
 - put a “C” in the level that most accurately identifies the remaining portion of the answer.
- **Do not** split your answers into more than 3 levels.

10. IMPACT OF DECISIONS ON UNIVERSITY OPERATIONS

Review the key decisions you listed in your Job Profile. If one of these decisions turns out poorly, what effect would this most often have on the University? Consider the impact on internal operations and services to other departments, and consider normal operations and decision making- **not the effect of negligence**. Use the A,B,C method.

- _____ 1. **Minor** – Normally, poor or incorrect decisions would cause **minor delays, expenses, or inconvenience**.
- _____ 2. **Moderate** – Normally, poor or incorrect decisions would cause **moderate delays, or expenses** and may affect the work of others within the department, but overall objectives would still be accomplished.
- _____ 3. **Significant** – Normally, poor or incorrect decisions would cause **significant delays, inefficiencies or expenses**. Poor decisions would have a detrimental short-term impact on internal operations or University objectives.
- _____ 4. **Considerable** – Normally, poor or incorrect decisions would cause **considerable expense** and/or **considerable delays** to the delivery of services. Considerable loss and/or damage to Concordia's public image would be possible, as would long term damage to the University internal operations.
- _____ 5. **Critical** – Normally, poor or incorrect decisions would have **critical results**, and Concordia would suffer substantial long term financial loss or loss of non-student clientele.

HOW TO ANSWER USING THE A,B,C METHOD

- If you **do not** need to split your answer, place an “A” in the level that accurately describes the answer.
- If you need to split your answer into two levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the balance of the answer.
- If you need to split your answer into three levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the largest portion of the balance of the answer;
 - put a “C” in the level that most accurately identifies the remaining portion of the answer.
- **Do not** split your answers into more than 3 levels.

11. DIRECT IMPACT ON STUDENTS

Once again, review the decisions you listed in your Job Profile. If one of these decisions turns out poorly, what effect might this have on Concordia's student clientele? Indicate your answer below by using the A,B,C method.

- ____ 1. **None** – My job has not direct impact on the current student clientele.
- ____ 2. **Minor** – Normally, poor or incorrect decisions would cause **minor delays and inconvenience**. The risk of compromising Concordia's professional credibility is minimal.
- ____ 3. **Moderate** – Normally, poor or incorrect decisions would cause **moderate inconvenience** to students, such as that resulting from the late delivery of textbooks and supplies.
- ____ 4. **Significant** – Normally, poor or incorrect decisions would affect the quality of services by causing **significant delays** and inefficiencies or could affect the physical, psychological, emotional health, or academic career of a student.
- ____ 5. **Considerable** – Normally, poor or incorrect decisions would cause **considerable delays** to the delivery of services, and would have a detrimental effect on the University's image, causing a substantial long term loss of clientele. They could also result in damage to the physical, psychological, or emotional well-being of students.

12. PREDICTABILITY OF EVENTS

Your job may require you to deal with unforeseen events which arise and cause you to deviate from your regular work and/or existing plans and strategies. How predictable are the events that your job is required to deal with? Use the A,B,C method.

- ____ 1. **Mostly predictable** – I usually know which events to expect, and when they will occur.
- ____ 2. **Usually predictable** – I usually know which event to expect, but not necessarily when or how often they will occur.
- ____ 3. **Sometimes predictable** – I sometimes know which events to expect, but not necessarily when or how often they will occur.
- ____ 4. **Rarely predictable** – I rarely know which events to expect, nor when and how often they will occur.

HOW TO ANSWER USING THE A,B,C METHOD

- If you **do not** need to split your answer, place an "A" in the level that accurately describes the answer.
- If you need to split your answer into two levels:
 - put an "A" in the level that most accurately identifies the majority of the answer;
 - put a "B" in the level that most accurately identifies the balance of the answer.
- If you need to split your answer into three levels:
 - put an "A" in the level that most accurately identifies the majority of the answer;
 - put a "B" in the level that most accurately identifies the largest portion of the balance of the answer;
 - put a "C" in the level that most accurately identifies the remaining portion of the answer.
- **Do not** split your answers into more than 3 levels.

SECTION IV: SUPERVISORY RESPONSIBILITY

Purpose: This section measures the SUPERVISORY ACTIONS your job requires you to undertake, and the level of RESPONSIBILITY that is involved in conducting these actions with permanent and temporary or casual employees. It also measures the TIME SPENT on these activities, and the NUMBER OF SUPERVISORY LEVELS that report directly to your job.

13. SUPERVISORY ACTIONS – PERMANENT EMPLOYEES

Complete the section below by indicating the responsibility your job has for the following supervisory actions. Circle one answer for each category A through O listed below.

Permanent employees refers to regular full-time and part-time employees.

SCALE

- 0 My job has **no responsibility** for this supervisory action.
- 1 My job is asked for an **opinion** for this supervisory action, but does not have responsibility for carrying it out.
- 2 My job provides an **internal recommendation** for this supervisory action, or consolidates opinions for this action, but does not have responsibility for carrying it out.
- 3 My job has the **primary responsibility** for, or **conducts** this supervisory action. However I do not have the final, official authority.
- 4 My job makes the **final review** and/or **grants official approval** for this supervisory action, or presents an official recommendation.

SUPERVISORY ACTIONS

SCALE

- | | a) b) c) d) e) |
|--|----------------|
| A. Selecting new employees for the purpose of hiring | 0 1 2 3 4 |
| B. Assigning work activities (within and outside department) | 0 1 2 3 4 |
| C. Scheduling others' work | 0 1 2 3 4 |
| D. Providing on-the-job training | 0 1 2 3 4 |
| E. Providing direction and support | 0 1 2 3 4 |
| F. Reviewing and checking work | 0 1 2 3 4 |
| G. Evaluating performance | 0 1 2 3 4 |

a) No Responsibility b) Opinion c) Internal Recommend d) Primary Responsibility e) Final Review

	SCALE				
	a)	b)	c)	d)	e)
H. Making discretionary salary adjustments	0	1	2	3	4
I. Granting promotions	0	1	2	3	4
J. Scheduling annual vacations	0	1	2	3	4
K. Granting leaves of absence	0	1	2	3	4
L. Granting occasional time off	0	1	2	3	4
M. Disciplining employees (oral reprimands)	0	1	2	3	4
N. Disciplining employees (written reprimands, suspensions)	0	1	2	3	4
O. Disciplining employees (dismissals)	0	1	2	3	4

a) No Responsibility b) Opinion c) Internal Recommend d) Primary Responsibility e) Final Review

14. SUPERVISORY ACTIONS – TEMPORARY AND CASUAL EMPLOYEES

Complete the section below by indicating the responsibility your job has for the following supervisory actions. Circle one answer for each category A through I listed below.

Temporary employees refers to full-time and part-time hired for a specified period of time, such as Lab Monitors, Teaching Assistants, and other temporary employees.

Casuals refers to employees who are paid using time sheets.

SCALE

- 0 My job has **no responsibility** for this supervisory action.
- 1 My job is asked for an **opinion** or provides an internal recommendation for this supervisory action, but does not have responsibility for carrying it out.
- 2 My job has the **primary responsibility** for, or **conducts** this supervisory action. However I do not have the final, official authority.
- 3 My job makes the **final review** and/or **grants official approval** for this supervisory action, or presents an official recommendation.

SUPERVISORY ACTIONS	SCALE			
	a)	b)	c)	d)
A. Hiring new employees	0	1	2	3
B. Assigning work activities	0	1	2	3
C. Scheduling others' work	0	1	2	3
D. On-the-job training	0	1	2	3
E. Providing direction and support	0	1	2	3
F. Reviewing and checking work	0	1	2	3
G. Evaluating performance (includes evaluating students, interns, etc.)	0	1	2	3
H. Granting time off	0	1	2	3
I. Disciplining employees	0	1	2	3

a) No Responsibility b) Opinion c) Primary Responsibility d) Final Review

15. TIME SPENT ON SUPERVISORY ACTIONS

Over the course of a **typical** year what percent of time does your job normally require you to spend on the supervisory actions and duties identified in questions 13-14? Check one box.

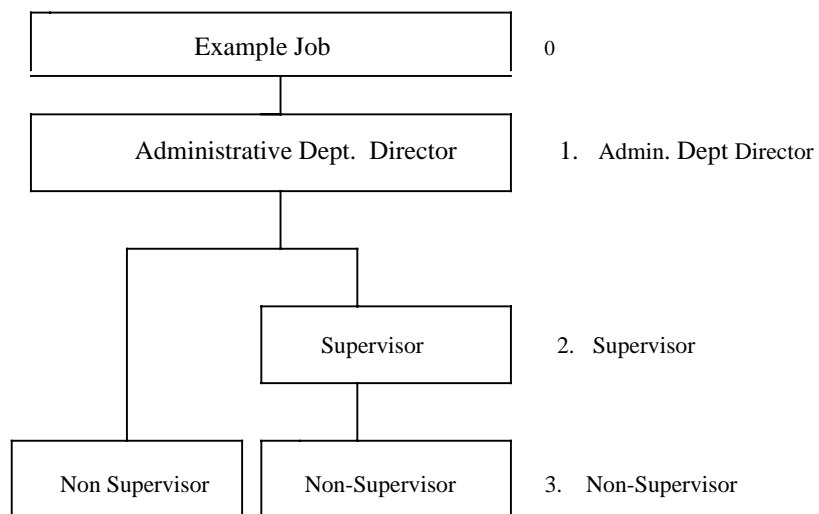
- ☐ 1. Not applicable
- ☐ 2. 1-20% (equivalent to 7 hours or less per 35-hour week)
- ☐ 3. 21-40% (equivalent to 8-14 hours per 35-hour week)
- ☐ 3. 41-60% (equivalent to 15-21 hours per 35-hour week)
- ☐ 5. 61-80% (equivalent to 22-28 hours per 35-hour week)
- ☐ 6. 81-100% (almost all of the time)

16. LEVELS REPORTING

Enter the number of supervisory levels (not the number of supervisors) that report to your job **in a direct line**. (Include supervisors of permanent, temporary, or casual employees).

Answer

“Example Job”
would answer “2”.



SECTION V: ORGANIZATIONAL MANAGEMENT

Purpose: This section measures your job's SCOPE of responsibility and its CONTRIBUTION to developing objectives and operating plans.

17. SCOPE AND RESPONSIBILITY

Whether or not your job has supervisory responsibilities, your job may require you to manage one or several operating areas, tasks, projects or services. Using the list below, check the **one** box (**only one**) that best describes your job's scope of responsibility.

A **work unit** is defined as a supervisor and the employees he/she supervises.

A **work leader** is defined as the employee in a work unit whose job entails acting as a coordinator or resource person who assigns or verifies work. This employee is **not** a supervisor.

- ☐ 1. Job **does not** require me to supervise, and it is one of several similar jobs in my work unit responsible for the same or similar task or activity.
- ☐ 2. My job **does not** require me to supervise; however, I am the only one in my work unit responsible for my activity or clearly defined task.
- ☐ 3. My job requires me to act as a work leader, coordinator, or resource person on whom others may rely to solve work problems or I am occasionally required to manage projects.
- ☐ 4. My job requires me to manage a work unit.
- ☐ 5. My job requires me to manage a university-wide function, task, or service (payroll, translation, etc.) or I am responsible for administering a function, task, project, or service within my faculty or administrative department.
- ☐ 6. My job requires me to manage two or more work units through subordinate supervisor(s) within a faculty or administrative department.
- ☐ 7. My job requires me to manage a University division.
- ☐ 8. My job requires me to manage Concordia University.

18. CONTRIBUTION TO THE DEVELOPMENT OF OBJECTIVES AND OPERATING PLANS

Check the **one** box (**only one**) that best describes your job's typical contribution to the development of objectives and operating plans within your scope of responsibility as described in question 17.

For purposes of this question, **objective-setting** refers to the development of targets or goals to be achieved (e.g. service levels, cost reduction, new program introductions).

For purposes of this question, **operating plans** describe what must be undertaken to accomplish your organizational area's objectives.

- ☐ 1. My job is not involved in the development of organizational objectives and/or operating plans.
- ☐ 2. My job is required to give an opinion or assist in the development of organizational objectives and/or operating plans.
- ☐ 3. My job is responsible for developing organizational objectives and/or operating plans.
- ☐ 4. My job makes the final decision concerning organizational objectives and/or operating plans.

SECTION VI: ORGANIZATIONAL RELATIONSHIPS

Purpose: This section asks you to SITUATE YOUR JOB in relation to other jobs in the University.

19. HOW TO COMPLETE THIS SECTION

1. Print your title in Box A.
2. Print the title of your immediate, direct supervisor in Box B.
3. Print the title of your indirect/functional supervisor(s) (if any) in Box C.
4. Print the title of your immediate supervisor's supervisor in Box D.
5. Print the title of other jobs reporting to your supervisor in Boxes E.
6. If you are a supervisor, print the titles of jobs you supervise **directly** in Boxes F. Print the titles of jobs you supervise indirectly or functionally in Boxes G. Also enter the number of authorized positions (total of filled plus vacant) for each of those jobs.
7. If you are a supervisor, print the major responsibilities of jobs you indicated in Boxes F, in the lines under each box.

<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> D Title of Next-Level Supervisor </div>		
<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> B Title of Your Immediate Supervisor </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> C * Title of Your Indirect/ Functional Supervisor </div>	
<div style="border: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div>		
<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> E Title of Other Job Reporting Directly To Your Supervisor </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> A YOUR TITLE </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> E Title of Other Job Reporting Directly To Your Supervisor </div>
<div style="border: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div>		
<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> F Title of Job Reporting Directly to You </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> F Title of Job Reporting Directly to You </div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; width: 80%;"> G ** Title of Job Reporting Indirectly/Functionally to You </div>
Major Responsibilities of the Job in Box F Above <div style="border-bottom: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 10px;"></div>	Major Responsibilities of the Job in Box F Above <div style="border-bottom: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 10px;"></div>	Major Responsibilities of the Job in Box G Above <div style="border-bottom: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 10px;"></div>

Definitions: * Box “C”: A functional supervisor is someone other than your immediate supervisor who has the authority to give you work. It may also be someone who oversees your work from a professional or technical viewpoint without having direct authority over you. In both cases, your job is deemed to report indirectly or functionally to that person.

**Box “G”: If your job has the types of responsibilities over others as described above, specify in Box “G” the titles of the jobs that report indirectly/functionally to your job.

SECTION VII: CREATIVITY/INNOVATION

Purpose: This section measures the level of CREATIVITY and NEW IDEAS your job requires you to contribute.

20. CREATIVITY/INNOVATION

What is your job's involvement in the creation and implementation of improvements or new ideas? These ideas and improvements refer to internal operating procedures, techniques, equipment design, technology, services, or policies. Use the A,B,C method.

- _____ 1. My job requires me to make **minor** improvements or suggest other changes to my supervisor.
- _____ 2. My job requires me to make **improvements** to existing operating procedures, techniques, equipment design, technology, services, or policies.
- _____ 3. My job requires me to create **new** operating procedures, techniques, equipment design, technology, services, or policies.

HOW TO ANSWER USING THE A,B,C METHOD

- If you **do not** need to split your answer, place an “A” in the level that accurately describes the answer.
- If you need to split your answer into two levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the balance of the answer.
- If you need to split your answer into three levels:
 - put an “A” in the level that most accurately identifies the majority of the answer;
 - put a “B” in the level that most accurately identifies the largest portion of the balance of the answer;
 - put a “C” in the level that most accurately identifies the remaining portion of the answer

SECTION VIII: CONTACTS AND COMMUNICATION

Purpose: This section measures the PURPOSE and FREQUENCY of the contacts your job requires. It also measures the types of COMMUNICATION required to do your job.

HOW TO ANSWER QUESTIONS 21 AND 22

Review each contact on the next page. For each contact area listed, circle the number corresponding to the answer that best indicates the **purpose** and **frequency of** contact required to do your job.

PURPOSE SCALE

- | | | |
|---|-----------------------------|---|
| 0 | Not Required | Not required in my job. |
| 1 | Give and Receive | Exchange routine information with the contact. |
| 2 | Extract/Explain Information | Obtain information by questioning individuals, where the success getting the information is due in large part to your skill in how You ask and how you explain what you need; and/or provide explanation and advice. |
| 3 | Influence/Negotiate | Represent your organizational area in situations where differences of opinion exist, with a mandate to settle the issue and to convince people to take a course of action willingly. |

FREQUENCY SCALE

- 0 Not required
- 1 Annually – Contact at least annually
- 2 Semi-annually – Contact at least twice a year
- 3 Quarterly – Contact at least quarterly
- 4 Monthly – Contact at least monthly
- 5 Weekly – Contact at least weekly
- 6 Semi-weekly – Contact at least several times a week
- 7 Daily – Contact at least daily

GUIDELINES

- A. You must provide an answer for each item.
 - B. If you circle 0 for PURPOSE for a particular contact, you **MUST** circle 0 for FREQUENCY for that contact. Similarly, if you circle 0 for FREQUENCY, you must circle 0 for the PURPOSE.
 - C. **Contact** refers to oral or written communication related to Concordia University.
- | | |
|--|--|
| 21. PURPOSE | 22. FREQUENCY |
| What is the typical purpose for the contact | How often does your job require you to |

your job requires you to have with the following people? communicate for that purpose?

PURPOSE				FREQUENCY											
a)	b)	c)	d)	INTERNAL CONTACTS				1)	2)	3)	4)	5)	6)	7)	8)
0	1	2	3	A. People who also report to my immediate Supervisor				0	1	2	3	4	5	6	7
0	1	2	3	B. My immediate Supervisor				0	1	2	3	4	5	6	7
0	1	2	3	C. Department Head(s) – My Division				0	1	2	3	4	5	6	7
0	1	2	3	D. Department Head(s) – Other Divisions				0	1	2	3	4	5	6	7
0	1	2	3	E. Associate Deans				0	1	2	3	4	5	6	7
0	1	2	3	F. Deans				0	1	2	3	4	5	6	7
0	1	2	3	G. Vice President – My Division				0	1	2	3	4	5	6	7
0	1	2	3	H. Vice President – Other Divisions				0	1	2	3	4	5	6	7
0	1	2	3	I. President				0	1	2	3	4	5	6	7
0	1	2	3	J. Board of Governors				0	1	2	3	4	5	6	7
0	1	2	3	K. Permanent Committees, Councils, Senate				0	1	2	3	4	5	6	7
0	1	2	3	L. Concordia Employees – My Division (excl. those in “A”)				0	1	2	3	4	5	6	7
0	1	2	3	M. Other Concordia Employees outside my Division				0	1	2	3	4	5	6	7
0	1	2	3	N. Concordia Students				0	1	2	3	4	5	6	7
0	1	2	3	O. Alumni				0	1	2	3	4	5	6	7
0	1	2	3	P. Union/Association Officials				0	1	2	3	4	5	6	7
				EXTERNAL CONTACTS											
0	1	2	3	A. Potential Students				0	1	2	3	4	5	6	7
0	1	2	3	B. Business, Financial, and Industrial Firms				0	1	2	3	4	5	6	7
0	1	2	3	C. General Public (excluding Potential Students)				0	1	2	3	4	5	6	7
0	1	2	3	D. Governments, Departments and Agencies				0	1	2	3	4	5	6	7
0	1	2	3	E. Hospitals, Medical Centers & Health Care Professionals				0	1	2	3	4	5	6	7
0	1	2	3	F. Media				0	1	2	3	4	5	6	7
0	1	2	3	G. Members of Federal or Provincial Legislatures				0	1	2	3	4	5	6	7
0	1	2	3	H. Non-Concordia Libraries				0	1	2	3	4	5	6	7
0	1	2	3	I. Professional Associations				0	1	2	3	4	5	6	7
0	1	2	3	J. Research Institutes				0	1	2	3	4	5	6	7
0	1	2	3	K. Outside Scientists, Engineers and Researchers				0	1	2	3	4	5	6	7
0	1	2	3	L. Concordia’s Suppliers of Goods and Services				0	1	2	3	4	5	6	7
0	1	2	3	M. Unions				0	1	2	3	4	5	6	7
0	1	2	3	N. Universities and Colleges				0	1	2	3	4	5	6	7
0	1	2	3	O. Elementary/Secondary Schools and School Commissions				0	1	2	3	4	5	6	7
0	1	2	3	P. Lobbying and Promotional Groups				0	1	2	3	4	5	6	7
0	1	2	3	Q. Judicial Bodies				0	1	2	3	4	5	6	7
0	1	2	3	R. Lawyers and Other Professionals				0	1	2	3	4	5	6	7
0	1	2	3	S. Special Interest Groups (e.g. Chapel group)				0	1	2	3	4	5	6	7
0	1	2	3	T. Journals, Periodicals, and other Publications				0	1	2	3	4	5	6	7
0	1	2	3	U. Granting Agencies				0	1	2	3	4	5	6	7

a) Not Required b) Give & Receive c) Extract/Explain d) Influence/Negotiate
1) Not Required 2) Annually 3) Semi-Annually 4) Quarterly 5) Monthly 6) Weekly 7) Semi-Weekly 8) Daily

23. TYPES, FREQUENCY AND LANGUAGE OF COMMUNICATIONS

HOW TO ANSWER QUESTION 23

Review each of the communication types listed below. For each of the communication types A through N, circle the number corresponding to the answer that best indicates the **frequency** with which your job requires you to use that type of communication, and the **languages** in which the communication is undertaken

FREQUENCY SCALE

- 0 No Communication of this type
- 1 Annually – at least once a year
- 2 Semi-annually-at least twice a year
- 3 Quarterly-at least once every three months
- 4 Monthly-at least once a month
- 5 Weekly-at least once a week
- 6 Semi-weekly-at least several times a week
- 7 Daily-at least once a day

LANGUAGE CODES

E=English
F=French
O=Other

23. COMMUNICATION TYPES	FREQUENCY	LANGUAGES
	1) 2) 3) 4) 5) 6) 7) 8)	
A. Oral communications	0 1 2 3 4 5 6 7	E
	0 1 2 3 4 5 6 7	F
	0 1 2 3 4 5 6 7	O
B. Conducting formal meeting/interviews	0 1 2 3 4 5 6 7	E
	0 1 2 3 4 5 6 7	F
	0 1 2 3 4 5 6 7	O
C. Conducting formal oral presentations (including demonstrating, seminars and media interviews)	0 1 2 3 4 5 6 7	E
	0 1 2 3 4 5 6 7	F
	0 1 2 3 4 5 6 7	O
D. Recording and writing minutes of meetings	0 1 2 3 4 5 6 7	E
	0 1 2 3 4 5 6 7	F
	0 1 2 3 4 5 6 7	O
E. Composing correspondence and memoranda	0 1 2 3 4 5 6 7	E
	0 1 2 3 4 5 6 7	F
	0 1 2 3 4 5 6 7	O
F. Composing reports, publications and other documents	0 1 2 3 4 5 6 7	E
	0 1 2 3 4 5 6 7	F
	0 1 2 3 4 5 6 7	O

1) Not Required 2) Annually 3) Semi-Annually 4) Quarterly 5) Monthly 6) Weekly 7) Semi-Weekly 8) Daily

COMMUNICATION TYPES (CON'D)	FREQUENCY								LANGUAGES
	a)	b)	c)	d)	e)	f)	g)	h)	
G. Editing technical/scientific documents to meet external requirements	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O
H. Editing non-technical documents	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O
I. Laying out/formatting reports and scientific papers and manuals	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O
J. Creating administrative or other forms	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O
K. Communicating using specialized techniques adapted to the handicapped	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O
L. Creating/designing/producing audio-visual presentations	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O
M. Translating* documents from English to French or from French to English	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O
N. Translating* documents from French or English to another language or vice versa	0	1	2	3	4	5	6	7	E
	0	1	2	3	4	5	6	7	F
	0	1	2	3	4	5	6	7	O

a) No Communication b) Annually c) Semi-Annually d) Quarterly e) Monthly f) Weekly g) Semi-Weekly
h) Daily

* Translating includes both general and technical translation.

SECTION IX: PHYSICAL DEMANDS AND JOB ENVIRONMENT

Purpose: This section measures the PHYSICAL DEMANDS and ENVIRONMENT of your job.

24. WORK POSITION

Indicate the time your job requires you to work in the positions described below for more than a few moments at a time by dividing 100% among the categories listed. Use increments of 10%. If a category does not apply, use 0%.

_____ %	Sitting
_____ %	Walking
_____ %	Standing
_____ %	Bending over and/or reaching
_____ %	Pushing/pulling
_____ %	Crouching
_____ %	Climbing
100%	TOTAL

25. VISUAL REQUIREMENTS

Check the **one** box (**only one**) which best describes the extent to which your job requires you to work with the visual demands listed below.

- ☐ 1. Basic requirements including reading and writing.
- ☐ 2. **Periodic** reading and/or monitoring of video screens, V.D.T.'s, display panels, gauges, or other kinds of visual displays, or the **periodic** use of optical equipment such as microscopes and telescopes, or **periodic** work in excessively bright or dim lighting.
- ☐ 3. **Sustained** (more than 15 minutes **without interruption**), reading and/or monitoring of video screens, V.D.T.'s, display panels, gauges or other kinds of visual displays, or the **sustained** use of optical equipment such as microscopes and telescopes, or **sustained** work in excessively bright or dim lighting.

26. MANUAL DEXTERITY

Check **one** box (**only one**) which best describes the extent to which your job requires you to work at the **levels of manual dexterity** listed below.

- ☐ 1. Little or no specialized application of manual dexterity and coordination.
- ☐ 2. Limited application of manual dexterity in combination with eye/hand coordination such as basic keyboarding, handling of basic laboratory, medical equipment or operation of hand tools.
- ☐ 3. Application of advanced manual dexterity in combination with eye/hand coordination such as in high volume/speed keyboard input, or the operation of manually controlled shop, laboratory, or medical equipment.

27. PHYSICAL EFFORT

Check the **one** box (**only one**) that best describes the mechanically unaided effort required to do your job.

- ☐ 1. Duties involve **limited** or no exertion of physical effort.
- ☐ 2. Duties involve **periodic** exertion of physical effort in transporting materials and equipment or lifting, moving or carrying heavy (over 10 kg) materials during the work day.
- ☐ 3. Duties involve **sustained** exertion in transporting materials and equipment or lifting, moving or carrying heavy (over 10 kg) materials during the work day.

28. WORK ENVIRONMENT

Your work may involve exposure to certain environmental conditions. Review the environmental Conditions listed below and indicate those which are present in the performance of your duties.

Check as many boxes as apply.

- ☐ 1. Heavy dust conditions
- ☐ 2. High noise levels
- ☐ 3. High voltages
- ☐ 4. Weather/temperature extremes
- ☐ 5. Irritating fumes/chemicals
- ☐ 6. Animal/bio-hazardous materials
- ☐ 7. Radioactive materials/Radioactive emitting devices
- ☐ 8. Cryogenic materials

OR

- ☐ 9. I work in an environment which does not present any of the above mentioned environmental conditions.

29. INTER-CAMPUS TRAVEL

Check the **one** box (**only one**) that best describes the frequency with which your job requires you to Travel from the Loyola Campus to the Sir George Williams campus, or vice versa.

- ☐ 1. My job never or almost never requires me to travel between campuses.
- ☐ 2. My job sometimes requires me to travel between campuses.
- ☐ 3. My job frequently requires me to travel between campuses (at least once/week).

We thank you for
your cooperation, but
before you go

**SECTION X: YOUR COMMENTS ON THIS
QUESTIONNAIRE**

Purpose: Now that you have had a chance to complete the questionnaire, we would like to get your opinion about it.

- A. If we assume that 100% stands for an adequate amount of information to describe your job, what percentage of this included in this completed questionnaire? (Consider both your answers to the structured questions as well as your written-in responses in the Job Profile section).

Please circle one of the following numbers:

0 10 20 30 40 50 60 70 80 90 100%

- B. Is there any additional information significant to your job which is not covered in the questionnaire?

☐ 1. Yes

☐ 2. No

If yes, please describe it below:

- C. For the following question, please indicate the extent of your agreement/disagreement by circling the appropriate number.

SCALE

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

a) b) c) d) e)

- | | | | | | |
|---|---|---|---|---|---|
| 1. Overall, the questionnaire allowed me adequate opportunity to describe my job. | 1 | 2 | 3 | 4 | 5 |
| 2. The instructions were easy to understand. | 1 | 2 | 3 | 4 | 5 |
| 3. The questions were easy to understand. | 1 | 2 | 3 | 4 | 5 |
| 4. The answer format was easy to understand. | 1 | 2 | 3 | 4 | 5 |
| 5. The questions were relevant. | 1 | 2 | 3 | 4 | 5 |

a. Strongly Disagree b.) Disagree c.) Neutral d.) Agree e.) Strongly Agree

TODAY'S DATE: _____ _____ _____
 Year Month Day

EMPLOYEE'S SIGNATURE: _____

FINAL REVIEW

DATE: _____

SUPERVISOR'S NAME: _____

SUPERVISOR'S TITLE: _____

SUPERVISOR'S SIGNATURE: _____

EMPLOYEE'S SIGNATURE: _____