

How To Complete the Job Fact Sheet (JFS) Questionnaire for Managers

Dated: November 11, 2020



What is the Job Fact Sheet?

The job fact sheet (JFS) is a questionnaire that typically documents duties, responsibilities and requirements of a position. It is designed to gather information specific to each position, providing specific examples to ensure that the position is well understood. It focuses on the operational aspects of the position rather than the individual performing the work. The JFS is always a factual, concise and complete description of the position.

What is the Job Fact Sheet Used For?

The job fact sheet (JFS) questionnaire serves as the foundation of the Job Evaluation process. The descriptions, information and explanations provided in the JFS helps the job evaluator(s) to understand details of the position, and to be able to accurately complete the evaluation. If the JFS is not factual, concise or complete, the position can potentially be evaluated inaccurately which may cause the position to be paid inaccurately and can cause equity issues as well as mis-alignment on the organization's pay structure.

While the JFS is most appropriately used for Job Evaluation, however, it can also be used to support other HR activities such as:

- Developing Job Postings
- Developing Job Descriptions and Role Profiles
- Conducting Functional Analyses
- Recruitment and Selection Activities
- Developmental Planning
- Performance Planning

Parties Involved in the Development of the Job Fact Sheet (JFS)

It is important to note that the Job Fact Sheet is the singular source for evaluating a job. An appropriate pointing and resulting banding of the job within the pay ranges structure is totally dependent of on the accuracy and comprehensiveness of the JFS.

For this reason, the data sources (documents, persons providing content) must be reviewed/consulted by the manager to whom the job holder would report, and the actual writing of the JFS should be done by that manager who ultimately has the most comprehensive view and understanding of the job.

Roles in the JFS Development Process

The HRBP:

- Provides comparable jobs for the manager to better understand the job in the context of other jobs within the job family and across a grade/band level.
- Provides advice and helps the manager understand where the job may fall on the salary ranges grid.
- Reviews the completed JFS and provides feedback for edits.
- Validates that the JFS has been reviewed by the senior manager and is ready for evaluation.
- Dispatches the evaluation package to the HROE evaluators.

The Manager:

- Develops the JFS.
- Consults appropriate data and other stakeholders in the development of the JFS.
- Obtains approval from their senior line manager to submit the JFS for evaluation.
- Works with the HRBP to ensure the JFS is fully reflective of the job, and that the job evaluation package is complete.
- Submits the job evaluation package to the HRBP.

What is the Job Evaluation Package?

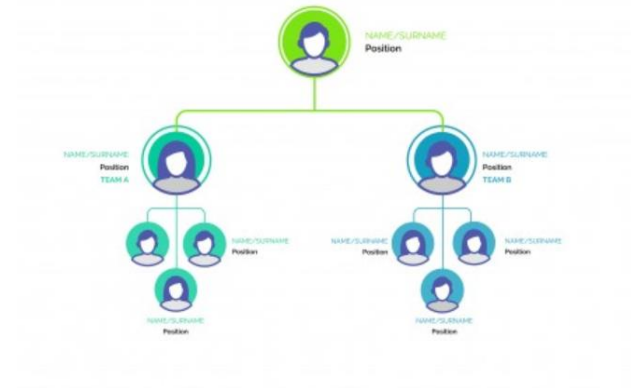
The Job Evaluation (JE) Package is a package of documents that must be submitted to HROE in order for an evaluation activity to occur. The package includes the following:



JE Package contains:



A completed JFS questionnaire

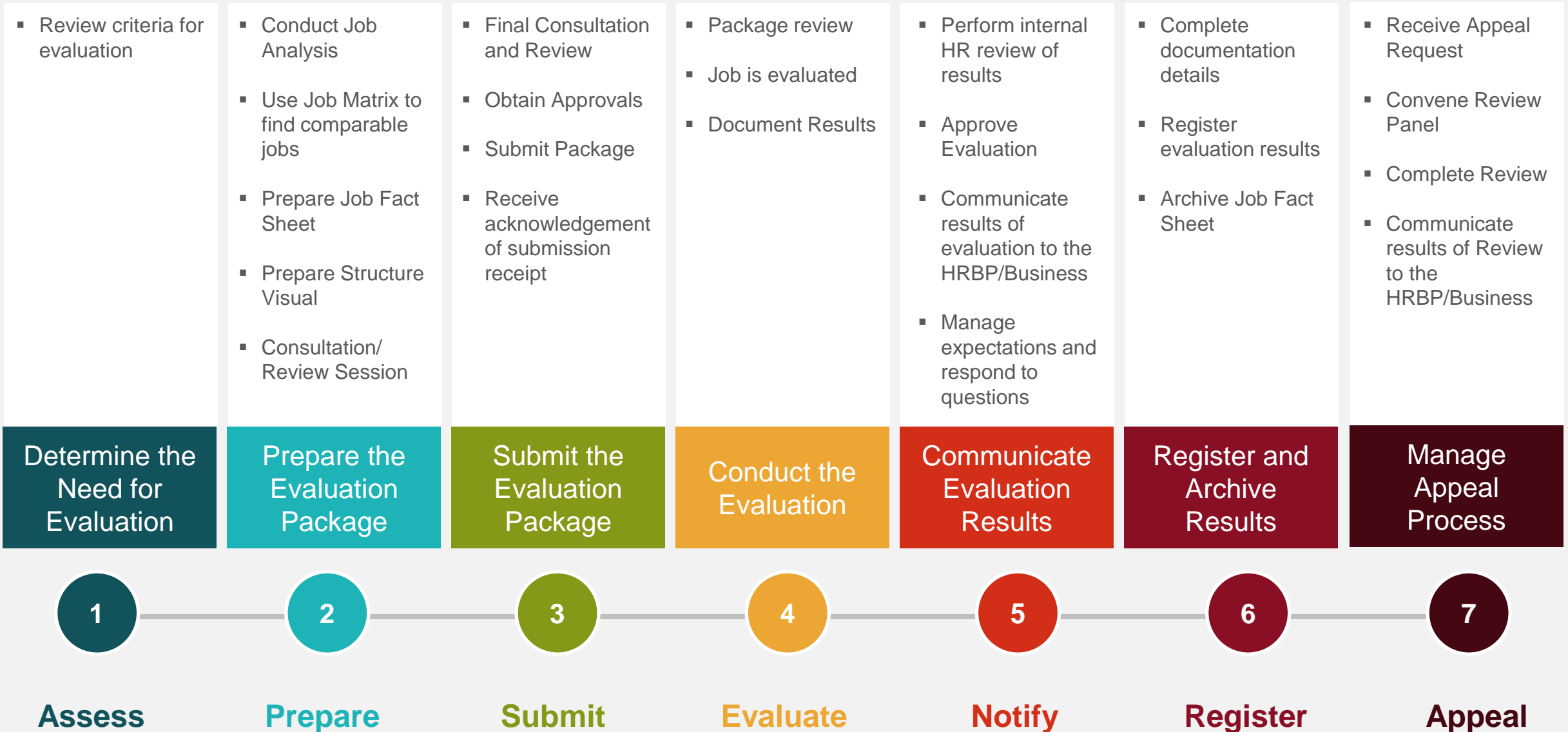


A revised Department/Faculty Organization Chart showing the new/revised position



A Justification and Context Summary document

Job Evaluation Process





Guide to Completing the Job Fact Sheet (JFS) Questionnaire

Evaluation Information – Completed by HROE

EVALUATED INFORMATION: <i>(completed by HROE only)</i>	
Evaluated Position Title: Click or tap here to enter text.	Job Code: Click or tap here to enter text.
Date Submitted: Click or tap to enter a date.	Date Evaluated: Click or tap to enter a date.

This section is completed after evaluation, by the evaluator.

Job Information – Completed by the Manager

JOB INFORMATION: *(Note: if creating a generic JFS, the Job Information section should relate to the division)*

Position Title: Click or tap here to enter text.	Department: Click or tap here to enter text.
Division: Click or tap here to enter text.	Location/Campus: Click or tap here to enter text.
Immediate Supervisor Title: Click or tap here to enter text.	

REASON FOR SUBMISSION

New Position: Click or tap here to enter text.	Revised Position: Click or tap here to enter text.
--	--





Section 1

Position Purpose



Position Purpose

What is it?

The position purpose is a concise description of the overall purpose of the position within the organization.

1. POSITION PURPOSE

A **concise** description of the overall purpose of the position within the organization (**3 or 4 sentences only**). Why does this job exist? Include only the most significant aspects of the position in terms of its goals, objectives and purpose.

Click or tap here to enter text.

Tips for Completion:

- Keep the statement about 3 or 4 sentences long.
- Try to answer the question: "Why does this job exist?"
- Include only the most significant aspects of the position in terms of its goals, objectives and purpose.
- The purpose is a statement that highlights the end result that the job should ultimately achieve and describes the way the job contributes to achieving department objectives.
- Do not include key duties or responsibilities in this section.



Section 2

Key Duties



Key Duties

What is it?

The key duties lists the major accountabilities or responsibilities that are required of the position. It is what the job does.

Key duties are also considered to be the major output of end results expected from the job.

2. KEY DUTIES

Concisely describe the **key duties** of the job. Estimate the percentage of time spent on each duty (to nearest 5%).

#	KEY DUTIES	%
1.	Click or tap here to enter text.	%
2.	Click or tap here to enter text.	%
3.	Click or tap here to enter text.	%
4.	Click or tap here to enter text.	%

Tips for Completion:

- Start with the most important accountability and list the top five.
- Use sub-points or a bulleted list to expand and provide more details under a major accountability (if necessary)
- There are two ways to write the accountabilities, use the method that you feel more comfortable with:
 - (1) Output or result statements (verb > object > result) e.g. “Formulate and implement policies consistent with the overall objectives of the Faculty and the strategic vision and mission of the College through planning, development and maintenance of all academic functions.”
 - (2) Action statements (action verb > object > result) e.g. Delivers Health and Safety training programs to maintain compliance with Health and Safety Standards.



Key Duties

Tips for Completion:

- There is a direct relationship between the job purpose and the key accountabilities. Through performing these accountabilities one can fulfill the overall purpose of the job.
- Indicate the percentage (%) of time spent on the duty, to the nearest 5%.
- There is a relationship between the percentage of time spent on a duty and the duty itself. Typically, the largest percentage of time should be spent on the most important duties that are associated directly to the overall purpose of the job.

Dos:

- Break down your duties into broad headings and use bullet points (if preferred) to state detailed sub statements below.
- Do associate sub statements to the specific heading only.

Don'ts:

- Don't feel compelled to document every detail about a job. Focus only on the key accountabilities.
- Don't write process steps as accountabilities.
- Don't draw content from the internet or other education sector sources without first assessing the applicability of the statement to the actual job.



Section 3

Education and Formal Training



Education and Formal Training

What is it?

Education and formal training focuses on knowledge gained through education and considers formal education, equivalency qualifications obtained through non-traditional means and professional or technical certifications and designations required to practice in a field/discipline.

Education is divided in 4 sections:

1. Specific Education Level
2. Equivalency
3. Professional Designation
4. Regulated Licenses

Tips for Completion:

- Education is divided into 4 sections:

Section 1: Education level and specific education required

3. EDUCATIONAL & FORMAL TRAINING

Identify the **minimum** level of education, formal training or equivalency required for the job.

Education Level	✓	State Specific Education Required
College Certificate (1-2 years)	<input type="checkbox"/>	Click or tap here to enter text.
College Diploma (3 years)	<input type="checkbox"/>	Click or tap here to enter text.
General University Degree	<input type="checkbox"/>	Click or tap here to enter text.
Specialized University Degree	<input checked="" type="checkbox"/>	Bachelor of Science in Nursing
Master's Degree	<input type="checkbox"/>	Click or tap here to enter text.
Doctorate	<input type="checkbox"/>	Click or tap here to enter text.

- The minimum education required for the job is captured in this section.
- The education should reflect what is required for the job and the education of the incumbent performing the job.



Education and Formal Training

Tips for Completion:

Section 2: Equivalency qualification/education that can be considered for the job.

Specify **equivalency qualifications/education** that can be considered for the job.

Click or tap here to enter text.

Education equivalency is an opportunity to capture any previous knowledge that can be considered for the job, other than the minimum educational requirement stated in section 1.

When considering equivalence, it is important to ensure you have captured the minimum preferred education in section 1, and then add what is acceptable for consideration for the job in place of the minimum preferred education. Below is a suggested guide for equivalency:

Education Requirement	Acceptable Equivalency
College Certificate	None
College Diploma	None
Associate Degree	College Diploma + 4 years relevant experience
Bachelor’s Degree	College Diploma + 4 years relevant experience OR Associate Degree + 4 years relevant experience
Specialized Degree	Associate Degree + 8 years experience in the specific field or discipline OR Bachelor’s Degree + 5 years relevant experience in the specific field or discipline
Masters Degree	Specialized Degree + 8 years relevant experience in the specific field/discipline



Education and Formal Training

Tips for Completion:

Section 3: Professional designation necessary to fulfill the requirements of the job.

Specify **professional designation necessary** to fulfill the requirements of the job.

Click or tap here to enter text.

Professional designation emphasizes the job holders adherence to professional standards and codes outlined by the certifying body, and demonstrates knowledge in a specific body of knowledge.

Section 4: Regulated licenses necessary to fulfill the requirements of the job.

Specify **regulated licenses and designation(s) necessary** to fulfill the requirements of the job. (Note: a regulated license is required in-order to practice, e.g. Law).

Click or tap here to enter text.

Regulated licenses is a legally required designation in order to practice.



Education and Formal Training

Some Notes on Formal Education:

- College certificate typically refers to completion of a 1-2 year program.
- College diploma typically refers to completion of a 3 year program.
- Specialized university degree typically refers to a discipline-specific program, e.g., Finance, Computer Science, Engineering, HR, Marketing etc.
- Professional/regulated/licensed designations typically refer to designations or professional licenses required by provincial or federal law in order for the job holder to provide services, and includes professions such as: Accounting, Law, Dentistry, Nursing, Physician, etc. Note that this is different from a requirement of a self-regulated or professional certifying body designation, such as: PMP, CHRL, etc.



Education and Formal Training

An Example:

This example is for the positions of a Registered Nurse.

The education shows that the job requires a minimum education of a specialized degree in nursing.

To be able to practice, the job requires that the job holder have a specialized designation – RN designation.

3. EDUCATIONAL & FORMAL TRAINING

Identify the **minimum** level of education, formal training or equivalency required for the job.

Education Level	✓	State Specific Education Required
College Certificate (1-2 years)	<input type="checkbox"/>	Click or tap here to enter text.
College Diploma (3 years)	<input type="checkbox"/>	Click or tap here to enter text.
General University Degree	<input type="checkbox"/>	Click or tap here to enter text.
Specialized University Degree	<input checked="" type="checkbox"/>	Bachelor of Science in Nursing
Master's Degree	<input type="checkbox"/>	Click or tap here to enter text.
Doctorate	<input type="checkbox"/>	Click or tap here to enter text.

Specify **equivalency qualifications/education** that can be considered for the job.

N/A

Specify **professional designation necessary** to fulfill the requirements of the job.

N/A

Specify **regulated licenses and designation(s) necessary** to fulfill the requirements of the job. (Note: a regulated license is required in-order to practice, e.g. Law).

Registered Nursing (RN) Designation



Section 4

Experience



Experience

What is it?

Experience is knowledge gained through the cumulative and progressive application of a discipline specific body of knowledge along a proficiency and complexity continuum.

Experience is divided into 3 sections:

1. Minimum Experience
2. General Information
3. Years of Experience

Section 1: Experience

4. EXPERIENCE	
Identify the minimum experience in the form of the cumulative and progressive application of a discipline specific body of knowledge. State the typical years of experience required to competently exhibit the knowledge for the job.	✓
Job does not require any experience related to a specific body of knowledge.	<input type="checkbox"/>
Job requires a developing capability in a specific body of knowledge.	<input type="checkbox"/>
Job requires detailed and authoritative experience in a specific body of knowledge, without applying conceptual or creative application of that body of knowledge.	<input type="checkbox"/>
Job requires authoritative application of technical and managerial bodies of knowledge. Experience is broad and deep, and application of the experience produces new and creative approaches and solutions.	<input type="checkbox"/>
Job requires authoritative application of technical, professional and managerial bodies of knowledge. Experience borders mastery of concepts, principles and approaches.	<input type="checkbox"/>
Job requires outstanding and a pre-eminent command of multiple disciplines.	<input type="checkbox"/>

- The minimum experience required for the job is captured here.
- Consider experience as growing in complexity, capability and the application of knowledge.
- There may be some instances, where the experience grows in application and complexity based on the hierarchical positioning of the job in the department/organization.
- Experience is focused on the mastery of the discipline specific body knowledge.



Experience

Section 2: General information that helps to exemplify the application of the experience

State any other specifics about the experience that help to exemplify how the experience is applied progressively in this job.

Click or tap here to enter text.

Additional content that demonstrates the application of the body of knowledge can be added here.

Section 3: Years of experience required for the job.

State appropriate level of experience (in years) required for the job.

< 1 year	<input type="checkbox"/>	1 - 3 years	<input type="checkbox"/>
3 - 5 years	<input type="checkbox"/>	5 - 9 years	<input type="checkbox"/>
9 - 12 years	<input type="checkbox"/>	12+ years	<input type="checkbox"/>

The number of years that would typically allow the job holder to confidently demonstrate capability and mastery in the body of knowledge.



Experience

An Example:

This example is for the position of Director Enterprise Applications.

This position requires the job holder to possess broad and deep expertise in a specific body of knowledge at the level of authoritative application. Meaning that the job holder must know the body of knowledge well enough to be able to apply it with skill and comfort.

Apart from this technical expertise, the position leads a team, so experience in the managerial body of knowledge is also required.

5-9 years of experience leading the enterprise applications function is required.

4. EXPERIENCE	
Identify the minimum experience in the form of the cumulative and progressive application of a discipline specific body of knowledge. State the typical years of experience required to competently exhibit the knowledge for the job.	✓
Job does not require any experience related to a specific body of knowledge.	<input type="checkbox"/>
Job requires a developing capability in a specific body of knowledge.	<input type="checkbox"/>
Job requires detailed and authoritative experience in a specific body of knowledge, without applying conceptual or creative application of that body of knowledge.	<input type="checkbox"/>
Job requires authoritative application of technical and managerial bodies of knowledge. Experience is broad and deep, and application of the experience produces new and creative approaches and solutions.	✓
Job requires authoritative application of technical, professional and managerial bodies of knowledge. Experience borders mastery of concepts, principles and approaches.	<input type="checkbox"/>
Job requires outstanding and a pre-eminent command of multiple disciplines.	<input type="checkbox"/>

State any other specifics about the experience that help to exemplify how the experience is applied progressively in this job.

Experience at a senior managerial level is also required.

State appropriate level of experience (in years) required for the job.			
< 1 year	<input type="checkbox"/>	1 – 3 years	<input type="checkbox"/>
3 – 5 years	<input type="checkbox"/>	5 – 9 years	✓
9 – 12 years	<input type="checkbox"/>	12+ years	<input type="checkbox"/>



Section 5

Problem Solving



Problem Solving

What is it?

Problem solving refers to the nature of problems encountered by the job holder, and the complexity of these problems.

Complexity of Problems

5. PROBLEM SOLVING

Problem solving varies according to the level of complexity in the type of problems that present themselves, and the availability of guidance and support in the form of policies, procedures, information and material. Problems may vary from straight-forward, well-defined to not defined and abstract.

*Briefly describe, at least **three** examples of problems which the job holder would **typically** encounter when performing in this job. When describing the problems, describe the complexity of the problems:*

Click or tap here to enter text.

- In giving examples of problems the job holder may typically encounter, it is best to consider the range and nature of problems.
- Provide examples of typical problem scenarios and highlight how complex or standard the issues/problems may be.



Problem Solving

Complexity of Problems (continued)

Indicate the types of problems the job would experience and the typical percentage: (Percentages MUST add up to 100%)	%
<i>Problems are simple and well-defined.</i>	Enter % here.
<i>Problems are defined, but require additional inquiry.</i>	Enter % here.
<i>Problems are broadly defined and not really apparent, requiring investigation.</i>	Enter % here.
<i>Problems are complex, requiring research.</i>	Enter % here.
<i>Problems are highly complex and abstract, requiring extensive research.</i>	Enter % here.

Consider to what extent are the problems:

- Simple and defined
- Less defined
- Complex requiring research/investigation
- Abstract

- Next, review the types of problem classifications provided and determine the types and percentages of times the job holder would typically experience each type of problem scenario.
- Percentages must always add up to 100%.
- If there are problem classifications that do not apply, simply use “0%” to represent that row.



Problem Solving-Complexity

An Example:

The Manager, Financial Aid is responsible to manage and administer all government and college student financial aid programs which include Ontario Student Assistance Program (OSAP); Bursaries; Scholarships, Work-study and Emergency Loans.

5. PROBLEM SOLVING

Problem solving varies according to the level of complexity in the type of problems that present themselves, and the availability of guidance and support in the form of policies, procedures, information and material. Problems may vary from straight-forward, well-defined to not defined and abstract.

Briefly describe, at least **three** examples of problems which the job holder would **typically** encounter when performing in this job. When describing the problems, describe the complexity of the problems:

The job holder would typically face situations in which:

1. Applications for financial aid are complex or vague requiring the job holder draw on guidelines and procedures

2. The job holder will be required to interpret and explain conditions outlined by various financial aid granting institutions/organizations to assess applications

3. The job holder may have to draw conclusions of eligibility for financial aid which at times can be straight-forward or can become complex requiring the collection of documents and referencing third party information

Indicate the types of problems the job would experience and the typical percentage: (Percentages MUST add up to 100%)	%
Problems are simple and well-defined.	40
Problems are defined, but require additional inquiry.	40
Problems are broadly defined and not really apparent, requiring investigation.	10
Problems are complex, requiring research.	10
Problems are highly complex and abstract, requiring extensive research.	0



Section 6

Judgement



Judgement

What is it?

Judgement refers to the range of resources and aids the job holder can draw on to find solutions and/or the ability of the job holder to apply skills and abilities drawn from experience and knowledge to find solutions.

Judgement Applied by the Job Holder

6. JUDGEMENT

The judgement required by the job holder in providing solutions may range from simple choices or one choice, to requiring the application of evaluation, reasoning, critical thinking and other analytical faculties.

*Briefly describe, at least **three** examples of the type of judgement which the job holder would typically apply when determining solutions:*

Click or tap here to enter text.

- In giving examples of the judgement the job holder applies in arriving at a solution, it is best to consider the range and availability of decision-making aids and the extent to which the employee must arrive at a solution through the application of problem-solving skills or experience.
- Provide examples of typical types of judgment scenarios and highlight where the job holder can draw on reference documents, policies, protocols to arrive at an answer.



Judgement

Judgement Applied by the Job Holder

<i>Indicate the judgement the job holder typically exercises in providing solutions: (Percentages MUST add up to 100%)</i>	%
<i>Solutions rely on prescribed guidelines, procedures and prescribed directions.</i>	Enter % here.
<i>Solutions vary, requiring application of judgement guided by learned or modified choices.</i>	Enter % here.
<i>Solutions are adaptive, requiring interpretation, and modification of approaches.</i>	Enter % here.
<i>Solutions are challenging, requiring independent judgement and critical thinking.</i>	Enter % here.
<i>Solutions are diverse and highly challenging, requiring creative approaches and abstract thinking.</i>	Enter % here.

Consider to what extent the job holder is required to apply:

- Prescribed guidelines
- Evaluation
- Reasoning
- Critical thinking
- Analysis

- Next, review the types of judgement classifications provided and determine the types and percentages of times the job holder would typically experience each type of judgment scenario.
- Percentages must always add up to 100%.
- If there are judgement classifications that do not apply, simply use “0%” to represent that row.



Judgement

An Example:

The Information Security Manager in ITS responsible for the development, recommendation, architectural design and implementation/coordination and promotion of Humber's Information Technology Security Policy, practices and standards.

6. JUDGEMENT

The judgement required by the job holder in providing solutions may range from simple choices or one choice, to requiring the application of evaluation, reasoning, critical thinking and other analytical faculties.

Briefly describe, at least **three** examples of the type of judgement which the job holder would typically apply when determining solutions:

1. The job holder would be required to make independent critical decisions in emergency situations (threat is perceived or is occurring) to protect the security or integrity of the College information technology systems and associated resources / intellectual property and privacy protection during a breach.
2. The job holder would have to determine when to escalate concerns or issues found in the information technology services or architecture.
3. The job holder would be required to investigate and determine the appropriate actions to address identified security concerns.

Indicate the judgement the job holder typically exercises in providing solutions: (Percentages MUST add up to 100%)	%
Solutions rely on prescribed guidelines, procedures and prescribed directions.	15
Solutions vary, requiring application of judgement guided by learned or modified choices.	30
Solutions are adaptive, requiring interpretation, and modification of approaches.	30
Solutions are challenging, requiring independent judgement and critical thinking.	20
Solutions are diverse and highly challenging, requiring creative approaches and abstract thinking.	5



Section 7

Freedom to Act



Freedom to Act

What is it?

Freedom to Act refers to the degree of freedom and authority the job holder has to act independently and to implement a decided course of action.

Freedom to Act is constrained by the amount of direction and control received from the supervisor, instructions, procedures, practices and policies which define or limit action, the nature of the work itself which provides limited opportunity for change in action and the relative level of the job in the organization.

Tips for Completion:

7. FREEDOM TO ACT

The degree of freedom and authority of the job holder to act independently and to implement a decided course of action. The inherent authority and autonomy built into the job.

Briefly describe at least **three** situations that demonstrate the level of freedom and authority held by the role.

Click or tap here to enter text.

When documenting Freedom to Act and the parameters circumscribed by the position consider the following levels of independence:

- Self-directed vs supervised actions.
- Independence to determine which tasks, set tactical goals, objectives and short-term operational plans.
- Independence to set medium to long-term plans for a functional area.
- Independence to set divisional/organizational and long-term strategic plans.



Freedom to Act

An Example:

The Manager, Public Affairs provides advice and leadership to identify and stewards responses to funding, policy or legislative opportunities to further the college's advocacy priorities.

The Manager represents the college at appropriate community events, consultations and at official functions with the goal of enhancing Humber's community profile and developing new relationships and maintaining long-term relationships of strategic value to the college.

7. FREEDOM TO ACT

The degree of freedom and authority of the job holder to act independently and to implement a decided course of action. The inherent authority and autonomy built into the job.

*Briefly describe at least **three** situations that demonstrate the level or freedom and authority held by the role.*

1. Acting as a representative and making statements and taking a position on behalf of the College in consultations led by City staff, Councillor's staff and political staff as delegated by the AVP Government Relations, Marketing and Communications and/or Office of the President.
2. Lead the College responses on small scale funding programs.
3. Develop and implement visits of representatives from all three levels of government to Humber facilities.



Section 8

Impact



Impact

What is it?

Impact refers to the effect of decisions, actions, advice or counsel on the College's:

- Effectiveness
- Relationships
- Reputation
- Financial results

Impact considers positive impact as opposed to negative impact or consequence, as it assumes that the job is completed at a fully competent level.

Tips for Completion:

Section 1: Impact of Decisions, Actions, Advice or Counsel

8. IMPACT

Impact refers to the effect of decisions, actions, advice or counsel on the College's (i) effectiveness; (ii) relationships; (iii) reputation; and (iv) financial results. Impact considers positive impact as opposed to negative impact or consequence, as it assumes that the job is completed at a fully competent level.

Decisions, actions, advice or counsel typically impacts: (Select one statement that most accurately describes the nature of the impact of the job)	✓
Only the job.	<input type="checkbox"/>
The immediate team.	<input type="checkbox"/>
The department, function or project.	<input type="checkbox"/>
The department and beyond to a limited degree.	<input type="checkbox"/>
Impacts multiple departments across the College significantly.	<input type="checkbox"/>
The entire College.	<input type="checkbox"/>

Provide at least **two** specific examples of the impact selected above:

Click or tap here to enter text.

- Impact here considers who is affected
- Examples should highlight how the major impacted group is affected.



Impact

Section 2: Impact on Relationships

The nature of the impact on relationships and reputation is: (Select one statement that most accurately describes the nature of the impact on relationships and reputation)	✓
No impact.	<input type="checkbox"/>
Minor impact on the relationships. No impact on the College's reputation.	<input type="checkbox"/>
Direct impact on relationships. Limited impact on the College's reputation.	<input type="checkbox"/>
Direct impact on multiple relationships. Direct impact on the College's reputation.	<input type="checkbox"/>
Impacts the entire College and College's reputation.	<input type="checkbox"/>

Provide at least **two** specific examples of the impact selected above:

Click or tap here to enter text.

- Impact here considers stakeholders or audience that are impacted by the job holder.
- Examples demonstrate the nature of the impact on the significantly impacted group.
- Only one (1) item should be selected from this list.



Impact

Section 3: Impact Defined By Financial Authority

<p>Select the appropriate financial accountability from the list below: <i>(Select one statement that most accurately describes the nature of the financial accountability of the job)</i></p>	✓
No budget accountability.	<input type="checkbox"/>
No budget accountability, except to prepare documents for financial approval.	<input type="checkbox"/>
Has financial accountability for work unit or small budget.	<input type="checkbox"/>
Has financial accountability for the operational budget of the department, including approvals.	<input type="checkbox"/>
Has financial accountability for multiple operating budgets, including strategic budgets including approvals.	<input type="checkbox"/>
Has financial accountability for an entire Division or the organization.	<input type="checkbox"/>

- Impact here considers the financial authority of the job holder
- Only one (1) item should be selected from the list.



Impact

An Example:

The Manager, Payroll leads the administration of daily College payroll operations, schedules, authorizations as well as the management, report development, audit and communication of payroll financial information.

This role oversees payroll administration, payroll operations, accounts reconciliation and payroll reporting.

8. IMPACT

Impact refers to the effect of decisions, actions, advice or counsel on the College’s (i) effectiveness; (ii)relationships; (iii) reputation; and (iv) financial results. Impact considers positive impact as opposed to negative impact or consequence, as it assumes that the job is completed at a fully competent level.

Decisions, actions, advice or counsel typically impacts: <i>(Select one statement that most accurately describes the nature of the impact of the job)</i>	✓
<i>Only the job.</i>	<input type="checkbox"/>
<i>The immediate team.</i>	<input type="checkbox"/>
<i>The department, function or project.</i>	<input type="checkbox"/>
<i>The department and beyond to a limited degree.</i>	✓
<i>Impacts multiple departments across the College significantly.</i>	<input type="checkbox"/>
<i>The entire College.</i>	<input type="checkbox"/>

- Provide at least **two** specific examples of the impact selected above:
- The Manager Payroll can take actions or direct actions that impact employees’ pay, which indirectly can impact departments ability to obtain employees’ commitment to work.
 - Actions directly impact the Payroll department work activities
 - - Decisions can impact financial reporting



Impact

Example: Manager, Payroll

<i>The nature of the impact on relationships and reputation is:</i> <i>(Select one statement that most accurately describes the nature of the impact on relationships and reputation)</i>	✓
<i>No impact.</i>	<input type="checkbox"/>
<i>Minor impact on the relationships.</i> <i>No impact on the College's reputation.</i>	<input type="checkbox"/>
<i>Direct impact on relationships.</i> <i>Limited impact on the College's reputation.</i>	✓
<i>Direct impact on multiple relationships.</i> <i>Direct impact on the College's reputation.</i>	<input type="checkbox"/>
<i>Impacts the entire College and College's reputation.</i>	<input type="checkbox"/>

Provide at least **two** specific examples of the impact selected above:

- In instances where pay errors occur, it can lead to a poor perception of the Payroll department and eventually a negative view of Humber
- Employees or groups of employees with pay concerns such as errors or efforts to recover over-payments if they occur can lead to a loss of faith in the Payroll department.



Impact

Example:
Manager, Payroll

Select the appropriate financial accountability from the list below: <i>(Select one statement that most accurately describes the nature of the financial accountability of the job)</i>	✓
<i>No budget accountability.</i>	<input type="checkbox"/>
<i>No budget accountability, except to prepare documents for financial approval.</i>	✓
<i>Has financial accountability for work unit or small budget.</i>	<input type="checkbox"/>
<i>Has financial accountability for the operational budget of the department, including approvals.</i>	<input type="checkbox"/>
<i>Has financial accountability for multiple operating budgets, including strategic budgets including approvals.</i>	<input type="checkbox"/>
<i>Has financial accountability for an entire Division or the organization.</i>	<input type="checkbox"/>



Section 9

Communications



Communications

What is it?

Communication considers the purpose of the communication, the stakeholders with whom the job holder communicates and frequency of that communication.

9. COMMUNICATIONS

Communications required by the job, both verbal and written and includes:

- Communications for the purposes of exchanging or interpreting information, influencing, persuading or negotiating.
- Contacts with stakeholders that may be internal or external.
- Interactions that may be routine or may involve difficult or emotionally charged situations.

Briefly describe the nature of the communications with internal and external stakeholders.

O = Occasional (e.g. once in a while over a period of time)
F = Frequent (e.g. repeated contact over a period of time)

INTERNAL TO THE ORGANIZATION:			
Stakeholder	Nature of Communications	O	F
Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

EXTERNAL TO THE ORGANIZATION:			
Stakeholder	Nature of Communications	O	F
Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

Tips for Completion:

- State the stakeholder for both internal and external communications
- Indicate the frequency for both internal and external communications



Communications

An Example:

This example is for the position of Director, Advancement Services

The Director, Advancement Services role positions the College as a leader in polytechnic education. The role builds and maintains external relationships with various stakeholders within government and the philanthropic communities to ensure that gifts are stewarded appropriately.

9. COMMUNICATIONS

Communications required by the job, both verbal and written and includes:

- Communications for the purposes of exchanging or interpreting information, influencing, persuading or negotiating.
- Contacts with stakeholders that may be internal or external.
- Interactions that may be routine or may involve difficult or emotionally charged situations.

Briefly describe the nature of the communications with internal and external stakeholders.

O = Occasional (e.g. once in a while over a period of time)
F = Frequent (e.g. repeated contact over a period of time)

INTERNAL TO THE ORGANIZATION:			
Stakeholder	Nature of Communications	O	F
Senior management, IT, HR Finance Depts	Plan and implement strategic initiatives, Overall support for project implementation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EXTERNAL TO THE ORGANIZATION:			
Stakeholder	Nature of Communications	O	F
Colleges, Universities and Not-for-Profit Organizations	Information sharing, best paractices	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Section 10

People Leadership



People Leadership

What is it?

People Leadership – considers job holders who have formal supervisory responsibility for people reporting to them, or informal leadership (such as through project management lead roles) providing project direction, coaching or mentoring or work coordination to others.

A job holder who manages people, makes staffing decisions, assigns and reviews work, allocates resources, manages performance and addresses capability requirements.

Tips for Completion:

10. PEOPLE LEADERSHIP

The **formal supervisory responsibility** for people, or informal leadership providing coaching or mentoring or work coordination to others.

Briefly describe the types of formal and informal leadership of this role:

Click or tap here to enter text.

When documenting People Leadership, consider the following:

- The responsibility of the role has to assign work, allocate resources, conduct performance appraisals and supervise staff.
- Examples should focus on the formal people leadership accountabilities and can include the number of employees directly supervised, while outlining the nature of supervision and managerial accountabilities as it relates to HR type activities.
- Where there is an informal people leadership responsibility, this should be described, outlining the nature of this leadership.



People Leadership

Select the appropriate people leadership from the list below: (Select <u>one</u> statement that most accurately describes the nature of the people leadership responsibility of the job)	✓
No formal people leadership responsibility. May coordinate small numbers of volunteers, students or NFT employees.	<input type="checkbox"/>
No formal people leadership responsibility. Manages schedules, resources as part of day to day support.	<input type="checkbox"/>
Formal people leadership responsibility for a team or group of individual contributors.	<input type="checkbox"/>
Direct and indirect people leadership for a team of highly specialized group of individual contributors and/or multiple teams.	<input type="checkbox"/>
Formal people leadership responsibility for a team or group of individual contributors.	<input type="checkbox"/>
Policy and strategic broad-based leadership across a Division and/or the College.	<input type="checkbox"/>

This section of People Leadership requires the selection of the most appropriate statement that best describes the leadership accountability of the job holder.

Only one (1) statement should be selected.



People Leadership

An Example:

This example is for the position of Dean.

Deans recruit, select and recommend all full and part-time faculty and staff hires – ensuring training, motivation and evaluation of staff.

10. PEOPLE LEADERSHIP

The **formal supervisory responsibility** for people, or informal leadership providing coaching or mentoring or work coordination to others.

Briefly describe the types of formal and informal leadership of this role:

1. The job holder recruits, selects and hires part-time faculty and makes recommendations for full-time faculty hires.
2. The job holder provides leadership, supervision and guidance to faculty.

Select the appropriate people leadership from the list below: (Select <u>one</u> statement that most accurately describes the nature of the people leadership responsibility of the job)	✓
No formal people leadership responsibility. May coordinate small numbers of volunteers, students or NFT employees.	<input type="checkbox"/>
No formal people leadership responsibility. Manages schedules, resources as part of day to day support.	<input type="checkbox"/>
Formal people leadership responsibility for a team or group of individual contributors.	<input type="checkbox"/>
Direct and indirect people leadership for a team of highly specialized group of individual contributors and/or multiple teams.	✓
Formal people leadership responsibility for a team or group of individual contributors.	<input type="checkbox"/>
Policy and strategic broad-based leadership across a Division and/or the College.	<input type="checkbox"/>



Section 11

Functional/Technical Leadership



Functional/Technical Leadership

What is it?

Functional/Technical Leadership – Job holders who provides subject matter expertise and advice on discipline specific topics.

This leadership is informal in nature.

Job holders who are high on functional/technical leadership typically are not people managers, but rather individual contributors.

People leaders can also assume a functional/technical leadership role if they are the main subject matter experts in their field.

Tips for Completion:

11. FUNCTIONAL/TECHNICAL LEADERSHIP

The informal functional and technical leadership demonstrated in subject matter expertise and advice on discipline specific topics.

Briefly describe the ways in which the role provides functional/technical leadership:

Click or tap here to enter text.

Type of Functional/Technical Leadership Provided	To Whom
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

When documenting Functional/Technical Leadership consider the following:

- The level of technical/functional expertise that the individual brings to the role and uses it to advance the work performed in the organization



Functional/Technical Leadership

An Example:

This example is for the position of Associate Director, Capital Development

The Associate Director, Capital Development manages all aspects of the project from the internal determination of space needs, negotiation of client requirements, approvals, permit stage documentation through to detailed architectural and engineering design, construction administration, deficiency completion, client occupancy and warranty reviews. The Associate Director also provides leadership and motivation for the Renovation and Capital Works business unit, ensuring responsible and safe management of associated human and fiscal resources

11. FUNCTIONAL/TECHNICAL LEADERSHIP

The informal functional and technical leadership demonstrated in subject matter expertise and advice on discipline specific topics.

Briefly describe the ways in which the role provides functional/technical leadership:

- The job holder has specific knowledge in architectural and engineering features that can inform sustainability, workplace utilization, financial, and energy efficiency initiatives and plans.
- The job holder provides subject matter expertise on conducting assessments, and implementing plans related to capital projects.

Type of Functional/Technical Leadership Provided	To Whom
Consultations on space design and utilization	Humber departments
Advice on major capital projects	Specific projects teams and the Executive Leadership Team
Advice senior managers on capital infrastructural investments	Senior leaders



Section 12

Physical/Sensory



Physical/Sensory

What is it?

Physical/Sensory Effort- considers the frequency, intensity, and duration of physical or sensory exertion required by the job.

12. PHYSICAL/SENSORY EFFORT		
<i>Consider the frequency, intensity, and duration of physical or sensory exertion required by the job.</i>		✓
Minimal or occasional effort	<i>Exerts physical and sensory effort expected in a day-to-day office environment. May occasionally exert effort exceeding that expected in an office environment.</i>	<input type="checkbox"/>
Moderate effort	<i>Exerts regular, ongoing physical or sensory effort for a quarter to half of the work period for up to 2 hours at a time without the opportunity to switch tasks or take a break.</i> <i>Physical tasks include, but are not limited to, walking or standing for extended durations and/or lifting or carrying objects from 20 - 40 lbs.</i> <i>Sensory tasks include, but are not limited to, tasks that require close attention to detail over a moderate period of time without the ability for a break, and where focus and thinking must be sustained for a period of time.</i>	<input type="checkbox"/>
Considerable effort	<i>Job holder exerts regular, ongoing physical or sensory effort for more than half of a work period with intervals of greater than 2 hours without the opportunity to take a break or change to another task.</i> <i>Physical tasks include, but are not limited to, climbing, digging, using heavy equipment that requires the continuous expenditure of physical effort, and/or lifting or carrying objects that are awkward and/or greater than 40 lbs.</i> <i>Sensory tasks include those that require close attention to detail over a consistently extended period of time without the ability for a break, and where focus and thinking must be sustained for an extended and continuous period of time.</i>	<input type="checkbox"/>

Tips for Completion:

When documenting Physical/Sensory consider the following:

- Physical is regular and ongoing physical exertion over a period of time.
- Sensory is the requirement to complete a task which requires the role to focus and/or pay close attention to detail over a period of time without the ability for a break.



Section 13

Work Environment



Work Environment

What is it?

Work Environment- considers the disagreeable exposure to unavoidable conditions or hazards in relation to the safety of the job holder.

Tips for Completion:

13. WORK ENVIRONMENT		
<i>Consider the disagreeable exposure to unavoidable conditions or hazards (chemicals, equipment, etc.) in relation to the safety of the job holder.</i>		✓
Minimal or limited exposure	<i>The work is performed in an environment with almost no exposure to disagreeable conditions or hazards.</i>	<input type="checkbox"/>
Frequent exposure	<i>Job holder is exposed to minor conditions or hazards.</i> <i>Job holder is exposed to angry/impatient/distressed people fairly frequently.</i>	<input type="checkbox"/>
Severe exposure	<i>Job holder is exposed to major disagreeable conditions or hazards.</i>	<input type="checkbox"/>
Travel	<i>Job holder travels within the province and out of country moderately to frequently</i>	<input type="checkbox"/>

When documenting Work Environment consider the following:

- The environment in which the work is performed and the level of exposure to disagreeable conditions or hazards.
- The length of time the role is on call for a period of time.
- The amount of domestic and international travel involved – within province, across country and abroad (outside Canada). Travel between campuses is not captured.



Section 14

HRBP Review and Validation



Review & Validation

What is it?

The final step in the completion of the Job Fact Sheet Form is the review by the HRBP and the confirmation from the HRBP that the role is ready for evaluation.

14. HRBP REVIEW AND VALIDATION

Divisional Approval for Evaluation Received	<input type="checkbox"/>	HRBP Reviewed	<input type="checkbox"/>
--	--------------------------	----------------------	--------------------------

Achieving Validation:

- HRBP can consider an email thread between the submitting manager and their divisional leader or senior manager (whichever applies) as validation that the JFS has been reviewed and is approved for submission.
- Once this approval is achieved, the HRBP can check the first box, and after their own review, they can check the second box.
- The final step in the process is to ensure all required documents have been provided as part of the Evaluation Package:

1. The completed Job Fact Sheet
2. An Organizational Chart showing the job being submitted for evaluation
3. Justification and Summary Sheet (optional)



Appendix

- Overview of the Justification and Summary Sheet
- How to Access Your Organizational Chart on the HRMS
- The Contents of a Competed Job Evaluation Package

The Justification and Context Summary Form

The intention behind the Justification and Context Summary document is to:

Provide a format which can be used by the department manager to add any important perspectives related to the job, that the manager feels is necessary to effectively evaluate the job.

Some content that can be shared include:

- The reason for the evaluation request – this may include such situations as; new job resulting from a reorganization, new services, revised responsibilities, etc.
- The criticality of the job – in its role and to the department
- Comparative jobs referenced – internally/externally
- Industry specific impacts – such as labour market scarcity, 'hot job', uniqueness of the job, etc.

JUSTIFICATION AND CONTEXT SUMMARY

FOR FULL-TIME ADMINISTRATION NON-BARGAINING UNIT POSITIONS

Instructions:

Complete this document if you wish to provide additional context and/or other relevant information **pertaining to the job** that you believe is important to know, in order to appropriately evaluate the job.

1. JOB VALUE TO THE DEPARTMENT/DIVISION/COLLEGE:

Provide any additional information or description that was NOT already captured in the Job Fact Sheet (JFS):

Click or tap here to enter text.

2. KEY CONTEXTS

*The following perspectives best described the job today: **(Select all that apply)***

Perspectives	X		X
There is a high turnover rate and currently an internal gap for this job or jobs like this	<input type="checkbox"/>	This skill crosses multiple industries and multiple regions (including international)	<input type="checkbox"/>
This is considered a 'hot skills job' – the demand for the skill out-weighs the supply	<input type="checkbox"/>	This job is best benchmarked within the higher education sector	<input type="checkbox"/>
The skill complexity for this job is high (skill complexity describes how specialized and blended the learning and years of experience required to perform this job can be)	<input type="checkbox"/>	This job is best benchmarked outside the higher education sector	<input type="checkbox"/>

The Justification and Context Summary Form

There is an urgency for this job due to:

Click or tap here to enter text.

In which industry/sectors would you look to draw your talent for this position:

Click or tap here to enter text.

3. PROVIDE ANY ADDITIONAL INFORMATION YOU FEEL IS APPROPRIATE TO BETTER UNDERSTAND THIS JOB

Click or tap here to enter text.

The Organizational Chart

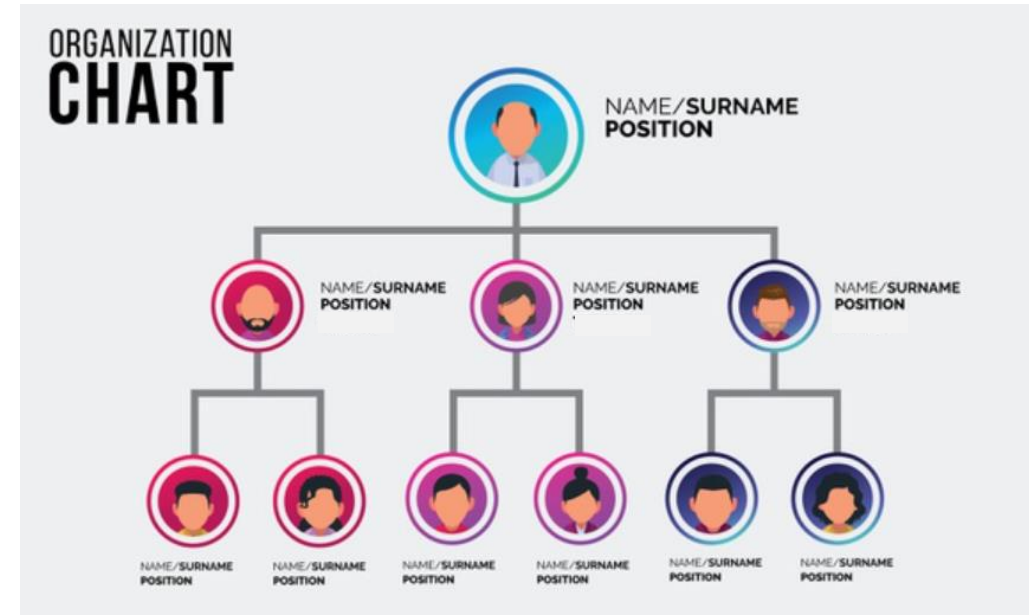
Positioning of the Job – The Organizational Chart

An organizational chart view is required when submitting a job for evaluation. This can be done using any business application such as Visio, Excel, PowerPoint or Word.

Department managers should review their organization on the HRMS and ensure that the organization chart currently available is accurate.

Corrections can be included with the evaluation package submission.

Steps for finding organization charts on HRMS are covered in the next slides.



The Organizational Chart

On the main springboard page, go to “My Organization Chart”

Good evening, Dawn Bassant!

Me My Team Talent Acquisition Reporting My Client Groups Benefits Administration Tools >

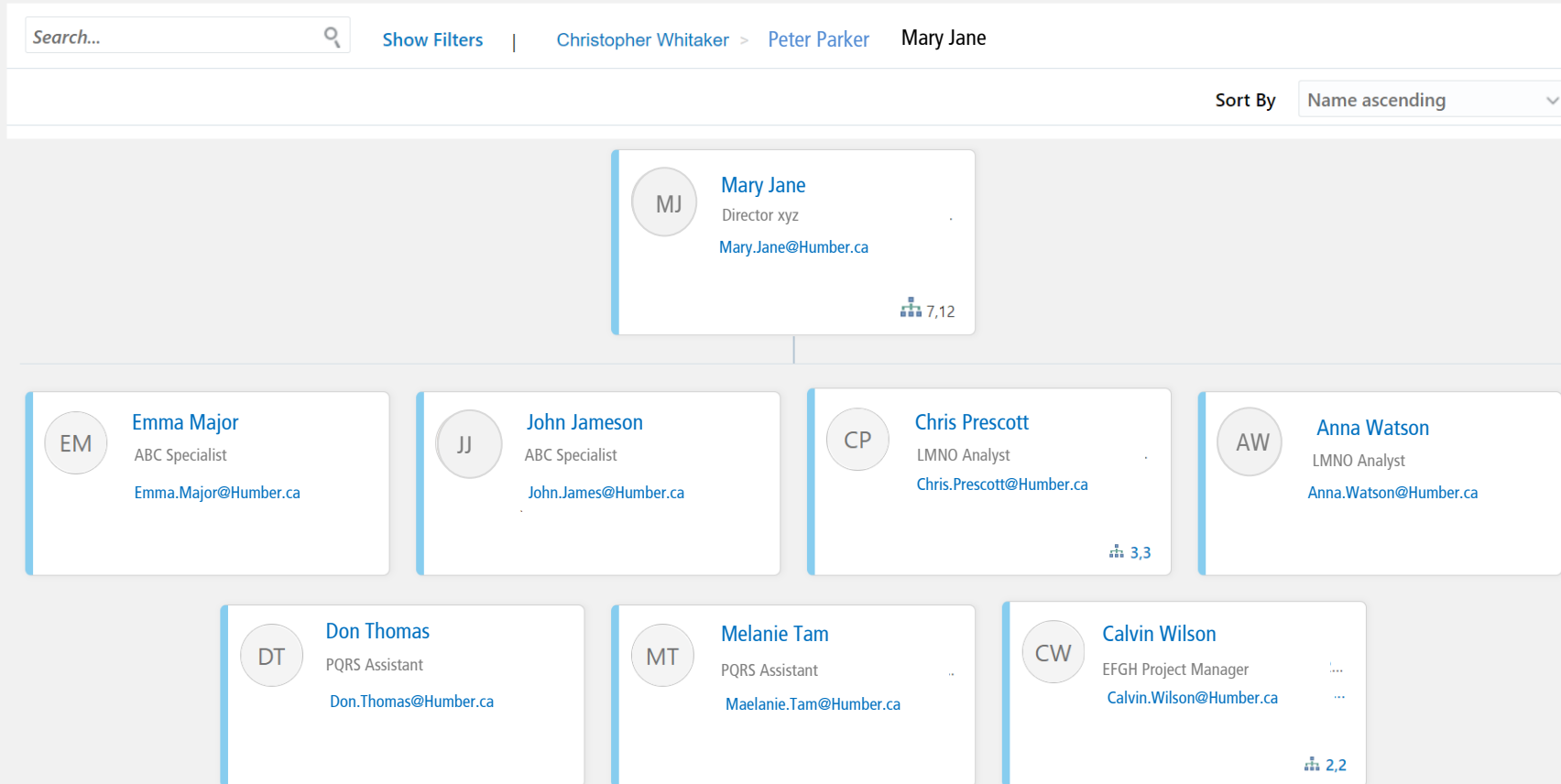
QUICK ACTIONS APPS

Personal Details
Document Records
Identification Info
Contact Info
Family and Emergency Contacts
My Organization Chart
My Public Info
Change Photo

Personal Information
Benefits
Pay
Time and Absences
Directory
Internal Career Portal
Roles and Delegations
Chrome River
Banner
HRMS Knowledge Base
My Onboarding
My Benefits Enrolment Form

The Organization Chart – As Shown on HRMS

The Organizational Chart



By reviewing the Organization Chart on HRMS, the department manager can check for errors. If the job is shown on the chart, the department manager can print this view, noting if the job title has changed.

When producing the view of the organization chart showing the job, the department manager can take the opportunity to update inaccurate information.

The Organization Chart – As Shown on HRMS

Contents of the Job Evaluation Package

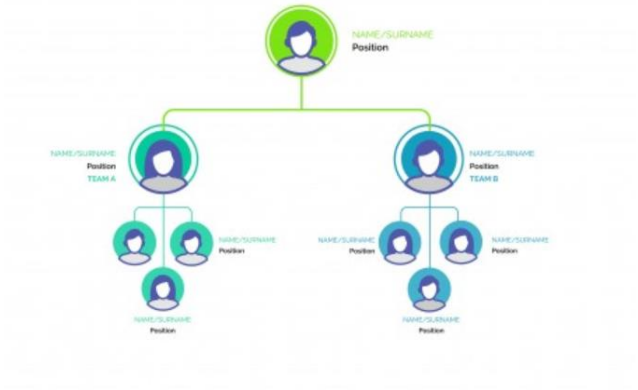
Once completed, the job evaluation package includes the following:



JE Package contains:



A completed JFS questionnaire



A revised Department/Faculty Organization Chart showing the new/revised position



A Justification and Context Summary document (if required)

The Full Job Evaluation Package

If you have questions about how to complete the Job Fact Sheet, please reach out to the HROE department and your HRBP.