

Simon Fi

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PART II: JOB QUI

INTRODUCTION

The WJQ Part II: Job Questionnaire contain
WJQ Part I: Job Description.Qn ()0.35660m6B6808784pm [(T)-16.77q

tion processes by job
supervisors and employees,
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INSTRUCTIONS

STEP 1: Complete the WJQ job description.

STEP 2:

WJQ PART II: JOB QUESTIONNAIRE BOOKLET

SECTION E: Responsibility

This section asks questions about the level of responsibility associated with the duties of the position.

E. 1. Level of Independence

Addresses the level of independence that can be exercised within the position by the employee **after** completing the training period for the position.

After reading the statement below select a letter from the right hand column that best describes the **primary/most common level** of independence that can be exercised within the position by the employee after completing the training period for the position.

A. Work is provided with specific instructions describing

Answer:



1. The primary emphasis of independence at this level.

Now, read the statement below and select a letter from the right hand column that best describes the **secondary/next common level** of independence. You may use the same letter more than once.

Answer:



2. The secondary emphasis of independence at this level.

E. 4. Communication

E. 6. Impact of Errors Consider the most common errors, the type of errors and the consequences of those errors and how common errors in work affect individuals, services, programs, departments or the university? Errors may arise in many different aspects of work.

Errors in confidentiality and security are often overlooked. A confidential issue is something that is not available to unauthorized personnel or the general public. Some examples would be processing or reporting of student grades, providing personal information, reference letters, personnel records, medical records, security records, unpublished research information, labour relations, academic salary, tenure and promotion activities, etc. A security issue is something that must be protected or have controlled or restricted access. Some examples would be handling purchase/payment transactions, computer passwords, master keys, petty cash, and controlling building, room or equipment access, etc.

Each level of impact error is described below. Think of the different levels within the context of the overall description provided.

Definitions:

- A. **Minimal** Frustrating and/or embarrassing, etc.
- B. **Minor** Inconvenience, annoyance and/or small financial implications, etc.
- C. **Moderate** Negative consequences, publicity and/or inappropriate public exposure, etc.
- D. **Considerable** Legal and/or costly financial implications, etc.

Remember:

- Consider normal impact; NOT extreme, rare or improbable results.
- Consider the likelihood errors are caught through other levels of review (i.e. fellow employees, the supervisor).
- Consider errors occurring one time rather than the compounding effect of several errors or the same error over a long period of time.
- Do not consider the likely result of blatant neglect or intentional disregard for policies, procedu

F. 8. Physical/ Dexterity Addresses periods of physical or dexterity attention required on a **regular** basis in the position.

After reading the statements, select **a letter** for each statement from Response Table 1. Then, select **a letter** for each statement from Response Table 2.

Answers from Response Tables:

Table 1 Table 2



21.



22.

Requires **finger/hand** movements such as typing, filing, grasping, drawing/painting, working with circuitry, building or dismantling equipment, and/or precise **eye/hand** coordination, such as key punching, cashiering, data entry, calibrating equipment, conducting diagnostic tests, measuring, preparing solutions, etc.



23.



24.

Requires physically demanding periods of work such as lifting, carrying, pushing, pulling and reaching movements.

G. 10. Mobility

Addresses the **concentrated** mobility effort required on a **regular** basis in the position.

After reading the statements, select **a letter**

SECTION H: Skill and Knowledge

This section asks questions about the level of skill and knowledge required to perform the duties and carry out the responsibilities of the position.


H. 12. Education

Addresses the minimum formal and continuing education requirements to satisfactorily perform the work of the position. Both formal and continuing education must be directly related to the duties of the position. Do not consider the personal education of the employee.

Formal Education

Think about the specific duties of the position and the minimum level of formal education that would provide the type and level of knowledge necessary to satisfactorily perform the duties of the position. Then read the statement below. After reading the statement select a letter from the right hand column that best describes the minimum level of formal education.

Answer:

 40. Knowledge gained through this minimum level of formal education would enable the employee to perform the duties of the position at a satisfactory level.

- A. Less than high school graduation.
- B. High school graduation.
- C. High school graduation and general courses or training of short duration (up to two weeks) (e.g., word processing/equivalent courses; occupational health & safety seminars; lab/fire/emergency training; etc.).
- D. High school graduation and general courses or training of moderate duration (one semester/equivalent) (e.g., industrial first aid; data processing; office procedures).
- E. High school graduation and one year of post-secondary education or formal program equivalent.
- F. High school graduation and two years of post-secondary education or formal certificate/diploma program equivalent.
- G. Undergraduate degree.
- H. Undergraduate degree and additional formal education.

Continuing Education

Think about the specific duties of the position and the minimum level of continuing education that would provide the type and level of knowledge necessary to learn new and/or revised procedures, methods, operations, theories, etc. to satisfactorily perform the duties of the position. Then read the statement below. After reading the statement select a letter from the right hand column that best describes the minimum level of continuing education.

Answer:



41. Knowledge gained through this minimum level of continuing education would enable the employee to perform the duties of the position at a satisfactory level.

- A. Does not require any continuing education.
- B. Requires learning new university/department related procedures and/or methods.
- C. Requires learning new procedures and/or methods acquired through reading non-university/department publications.
- D. In addition to B. and C. requires registration in formal seminars, training sessions, workshops, conferences, etc.
- E. In addition to B., C. and D. requires registration in post-secondary courses (one semester/equivalent).

H. 13. Experience


The amount of experience required for entry into the position that is acquired after the Education has been completed.

H. 14. Administrative Skill Addresses the overall administrative skill requirements of the position. Administrative skills are defined as the preparation and/or processing of forms, requisitions, work orders and/or other 'paper work,' the coordination and/or scheduling of activities and the complexity of procedures used to perform the work. ('Paper work' includes electronic form completion using a computer.)

Preparation and/or Processing


After reading the statement below select a letter from the right hand column that best describes the **primary/most common level** of administrative skill.

Answer:

 43. The primary emphasis of administrative preparation and/or processing is at this level.

Now, read the statement below and select a letter from the right hand column that best describes the **secondary/next common level** of administrative skill. You may use the same letter more than once.

Answer:


 44. The secondary emphasis of administrative preparation and/or processing is at this level.

- A. Does not require any primary and/or secondary preparation and/or processing.
- B. Prepares and/or processes forms, requisitions, work orders and/or other 'paper work'. Procedures are straightforward.
- C. Prepares and/or processes forms, requisitions, work orders and/or other 'paper work'. Some procedures vary with the type of request and may require reference to administrative guidelines.
- D. Prepares and/or processes forms, requisitions, work orders and/or other 'paper work'. Procedures involve a large number of different requests and frequent reference to and interpretation of a variety of administrative guidelines.

Coordination and/or Scheduling


After reading the statement below select a letter from the right hand column that best describes the **primary/most common level** of administrative skill.

Answer:

 45. The primary emphasis of administrative coordination and/or scheduling is at this level.

Now, read the statement below and select a letter from the right hand column that best describes the **secondary/next common level** of administrative skill. You may use the same letter more than once.

Answer:

 46. The secondary emphasis of administrative coordination and/or scheduling is at this level.

- A. Does not require any primary and/or secondary coordination and/or scheduling.
- B. Coordinates and/or schedules routine activities which may require some setting of priorities and follow-up. Procedures are straightforward.
- C. Coordinates and/or schedules non-routine activities which require setting of priorities and follow-up. Some procedures vary with the type of request and may require reference to administrative guidelines.
- D. Coordinates and schedules a wide range of interrelated activities or many different facets of a large event which are closely monitored for changes which may result in review and adjustment of priorities. Procedures require frequent reference to and interpretation of a variety of administrative guidelines.

H. 15. Analytical Reasoning Skill

Addresses the level of analytical reasoning required to perform the duties and carry out the responsibilities of the position.

After reading the statement below select a letter from the right hand column that best describes the **primary/most common level** of analytical reasoning skill.

Answer:



47. The primary emphasis of analytical reasoning skill is at this level.

H. 17. Creative or Artistic Talent

Addresses an employee's use of systems or applications, handcraft or other skills and innate artistic talent to produce creative or artistic work. Many jobs do not require any specific creative or artistic talent, but some do.

Your response should address whether or not creative or artistic talent is a requirement of the position. The response also should relate to the work requirements of the position for a trained employee and not a particular individual's creative or artistic talent, length of service or performance in the position.

After reading the statement below select a letter from the right hand column that best describes the

H. 18. Numeric/Mathematical Skill

Addresses the knowledge and ability requirements to deal with duties ranging from counting and simple addition to higher mathematics.

After reading the statement below select a letter from the right hand column that best describes the

SIMON FRASER UNIVERSITY & C.U.P.E., LOCAL 3338
WEIGHTED JOB QUESTIONNAIRE (WJQ) CUSTOM
PART II: JOB QUESTIONNAIRE ANSWER SHEET
(To complete this sheet, refer to WJQ Part II Job Questionnaire Booklet.)

Department Name: _____

Position Number(s): _____

Current Position Classification: _____

Department's Position Title: _____

Evaluating Supervisor's Name: _____

Evaluating Supervisor's Position Title: _____

Date Completed: _____

Part II is being completed by: (please check one) Employee

(Double click on box and choose "checked" to check a box.) Evaluating Supervisor

Section E

Section F

Section G

Section H

If this Part II Job Questionnaire was completed by the employee or the union, it must be reviewed by the evaluating supervisor. The supervisor will either approve the employee's/union's responses or will note changes to submitted responses in the space provided below. The supervisor should consult with the employee on any changes.

EVALUATING SUPERVISOR APPROVAL

Information provided in Part II accurately reflects the requirements of the position OR some question responses selected by the employee/union should be changed before Part II can accurately reflect the requirements of the position. These changes are as follows:

EMPLOYEE REVIEW

I have reviewed the responses to Part II of the WJQ Custom Questionnaire.

NOTE: If this form was completed as part of an employee or union request for re-evaluation, then following the "Employee Review," the employee must be given a copy of this page.