**Provisional Rating Form**

***For provisional rating of new jobs only***



**Ontario Tech University Provisional Rating Form**

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| This form is designed to collect information about the content and scope of this job as it is currently designed. The focus is on job content and work related factors (skills, responsibilities, effort and working conditions) - not performance on the job. Consider the information being requested for the factor and please provide concise descriptions and examples with sufficient detail. |

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**PART A**

1. **IDENTIFICATION**

|  |  |
| --- | --- |
| JOB TITLE: |   |
| DEPARTMENT: |  |
| TITLE OF SUPERVISOR: |  |
| NAME OF SUPERVISOR: |  |
| DATE SUBMITTED: |  |

1. **JOB PURPOSE**

In a few sentences, describe the overall purpose / mandate of the role (i.e. why the job exists and key result(s) to be achieved).

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1. **ORGANIZATIONAL WORK CHART**

Attach a copy of the department org chart to this document, OR complete the section below.

Title of Immediate Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title(s) of all jobs reporting to you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title(s) of all jobs reporting indirectly to you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **KEY ACCOUNTABILITIES**

Please describe the 4-6 major responsibilities of the job, supported by a few examples, and estimate the % of time, spent on each on an annual basis.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Responsibility Description** | **%** |
| 1 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Responsibility Description** | **%** |
| 2 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Responsibility Description** | **%** |
| 3 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Responsibility Description** | **%** |
| 4 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Responsibility Description** | **%** |
| 5 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Responsibility Description** | **%** |
| 6 |  |  |  |

**Factor 1 – EDUCATIONAL KNOWLEDGE**

1. Identify the minimum level of education including the program or degree specialization required for the job based on today’s standards*. Note: This may differ from the level of education of the incumbent. Please select the highest level required.*

|  |  |  |
| --- | --- | --- |
| Check one | Minimum Level of Education | Description of Program of Study and Degree or Diploma |
| [ ]  | Completion of high school |  |
| [ ]  | Completion of a formal post-secondary/college program of one academic year  |  |
| [ ]  | Completion of a formal post-secondary/college program of two academic years |  |
| [ ]  | Completion of a formal post-secondary/college/university program of three academic years |  |
| [ ]  | Completion of a university program consisting of four academic years |  |
| [ ]  | Completion of a master’s degree in a specialized or occupational field or completion of an undergraduate degree plus professional certification |  |
| [ ]  | Completion of a PhD/EdD |  |

1. Identify any certifications or professional designations required for the job. Provide details of how they are obtained including formal examinations or experience requirements (only include experience that relates to the awarding of a certification or designation)

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**Factor 2 – EXPERIENTIAL KNOWLEDGE**

1. Identify the minimum amount and type of experience required (both previous job related experience and on-the-job experience) in order to carry out the full responsibilities of the job:

|  |  |  |
| --- | --- | --- |
| Check one | Minimum Level of Previous Related Job Experience | Describe Type of Experience(i.e. both technical and organizational) |
| [ ]  | Up to and including 1 year of experience |  |
| [ ]  | Over 1 year and including 3 years |  |
| [ ]  | Over 3 years and including 5 years |  |
| [ ]  | Over 5 years and including 7 years |  |
| [ ]  | Over 7 years and including 10 years |  |
| [ ]  | Over 10 years and including 15 years |  |
| [ ]  | Over 15 years |  |

**PART B**

**FACTOR 3 – COMMUNICATION SKILLS**

This factor includes the full range of communication skills that are required to carry out the responsibilities of the job on a regular basis (i.e. more than 25% of the time). It covers skills such as oral, writing, listening, observing, presenting, counseling, use of tact/persuasion/ diplomacy, and negotiating, influencing, etc. *This* ***does not*** *include supervision or responsibility for customer relationships.*

1. From the list below, select **the one option** that best summarizes the highest level of communication skills required to carry out the key responsibilities of the job on a regular basis Typically most jobs use a range of communication skills. If more than one level of communication applies, select the highest level required by your job on a regular basis (i.e. more than 25% of the time)

|  |
| --- |
| Level of Communication |
|  [ ]  | Communication is related to job tasks and requires the exchange of information with general discussion and clarification. |
|  [ ]  | Communication is generally related to job tasks and requires comprehension, discussion, clarification, and explanation of potentially complicated information. |
|  [ ]  | Communication requires considerable comprehension and interpretation of information of a detailed technical, specialized, or complex nature.  |
|  [ ]  | Communication regularly involves addressing contentious and/or complex information or issues with others, requiring diversified levels and forms of communication. |
|  [ ]  | Communication involves dealing with controversial and/or sensitive issues and involves a wide range of diversified communication styles and approaches frequently requiring negotiating and/or counseling. |
|  [ ]  | Communication requires a high degree of diplomacy to resolve highly controversial and/or sensitive issues and difficult problems affecting the entire university. |

1. Description

|  |
| --- |
| For the level chosen above please provide 2-3 examples to illustrate the communication skills that are required to carry out the responsibilities of the job on a regular basis including the :1. primary contacts (the “who”)
2. purpose of communicating with those contacts (the “why”)
3. method of communication (the “how”)
4. Nature of the content of the communication (the “what”).

**Example 1.****Example 2.****Example 3.**  |

1. What is the most challenging/difficult communication situation dealt with by your job on a regular basis? Please support your answer with examples. If one of the three examples shown above answers this question you do not need to repeat the answer, just refer to the example number above.

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**FACTOR 4 – PROBLEM RESOLUTION & ANALYSIS**

This factor covers the types of problems encountered on the job on a regular basis (i.e. more than 25% of the time), the complexity of problem solving and analysis required by the job, and the skills required and resources available in developing and/or applying solutions to solve these problems. Virtually every job has some form of problem solving in its responsibilities requiring both identification of issues/problems, and the identification and/or selection of solutions and/or analytical thinking.

When describing the problems encountered consider their frequency and complexity, choice of action and judgment required to analyze the problem, appropriate options for resolution (e.g. following established rules, practices, precedents, guidelines, policies, etc.), and developing a recommendation(s).

1. From the list below, select the **one option** that best summarizes the overall level of problem solving and analytical skills required by the job.

|  |
| --- |
| Type of Problem Resolution and Analysis |
|  [ ]  | Work involves clearly defined detailed tasks and procedures that are straight forward. |
|  [ ]  | Judgment required to assess situations but solutions generally covered by procedures, standards or precedents that are well defined. Typically analyzes established practices or procedures within own work area. |
|  [ ]  | Judgment required to solve problems from numerous alternatives covered by standards and precedents of a general nature. Typically analyzes procedures, methods and systems within a department/faculty. |
|  [ ]  | Problem resolution involves analysis of defined work of a specialized nature. Typically analyzes existing policies/programs affecting a department/faculty’s operations and develops recommendations and/or modifications to procedures and guidelines. |
|  [ ]  | Analyzes broad problems, generally of an operating or specialized nature requiring the development of solutions often where procedures and guidelines are inadequate or not established. Typically, judgment is extensive requiring the development of solutions to diverse problems affecting both the short term and/or long term operation of the department/faculty |
|  [ ]  | Identifies fundamental problems for a major department/faculty, analyzing both short and long term implications, and develops and implements solutions governed only by university policy. Typically, analyzes needs in new and undefined areas to develop new programs, ideas and/or services. |
|  [ ]  | Identifies fundamental issues/problems affecting the overall operation of the university typically with long term impact. .Develops and implements long term solutions, constrained only by policy direction from the most senior roles within the university. |

1. Please describe the 2-3 key problems most frequently encountered in the job. For each problem identified, please describe the type of analysis used to deal with the problem and how the problem is resolved (i.e. choose from a set of identified options, select from established practices/precedents/policies, or develop new solutions). Please describe any specific policies, procedures, and/or guidelines that guide the problem resolution. Please include any other resource persons who are typically involved in solving the problem.

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| --- |
| Problem Type of Analysis How Problem is Resolved  |
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1. Please describe any policies, procedures, and /or guidelines in place that guide the problem resolution of the job and provide examples.
2. What is the most challenging problem faced on the job and how is it typically resolved?

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**FACTOR 5 – RESPONSIBILITY FOR SERVICE TO OTHERS**

This factor examines the responsibility to understand, anticipate, identify, and manage the current and future service needs of others, both internally and externally (i.e. students, staff, faculty and others) on a regular basis.

Consider those individuals and groups that the job serves; they may be internal or external to the university. Every job in the university serves others; the product or service provided to others may be in the form of information, products or support from another unit internally, and the full range of products and services provided externally (e.g. students).

1. From the list below, select **the one option** that best summarizes the overall level of responsibility for services provided to others by the job on a regular basis, and then identify in more detail, in part b below, the key service responsibility of the job, supported by examples.

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| --- |
| Level of Responsibility for Service to Others |
|  [ ]  | Responds to direct requests or accepts orders/instructions from others for a specific product, service or information. |
|  [ ]  | Reacts/responds to request from others, where some discussion with others is necessary to determine which product/service or information is required. |
|  [ ]  | Focus is on identifying the true requirements and providing solutions by building and managing on-going relationships to understand the customer and help them define their requirements. |
|  [ ]  | Develops service related practices or guidelines for a department/faculty. A primary focus is on how customer service is delivered. |
|  [ ]  | Anticipates new services and programs and takes a longer-term strategic approach to service, proactively measuring the needs of the university’s stakeholders, in order to determine their needs, identify alternatives and options, and recommend new products/services and ways to deliver services consistent with the university’s strategic direction. |
|  [ ]  | Develops long term strategies across the university to identify the types of products and services required by others.  |

1. Who does your job primarily provide service to?
2. What is the nature of the service provided?
3. Please illustrate your choice in part a) above by describing 2-3 key service challenges faced by your job.

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**FACTOR 6 – INDEPENDENCE OF ACTIONS AND/OR DECISIONS**

This factor covers the independence of decisions and/or actions of the job as well as the controls on decisions/ recommendations of the job on a regular basis.

The decisions/actions required by the job are often impacted by or limited by various organizational controls. These controls can be in the form of university strategy/policy, executive direction, management/supervision, operating manuals, legislation, professional standards, policies, procedures, form completion, protocols, or demands and schedules of machinery, equipment or computers.

1. From the list below, select the **one option** that best summarizes the overall level of independence of action in the job, and then in part b, identify in more detail the independence of action and controls on decisions/recommendations of the job

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| --- |
| Level of Independence of Actions/Decisions is Governed by: |
|  [ ]  | Instructions, procedures, and standards that are clearly defined |
|  [ ]  |  Works under general direction and guidance, referring unusual problems to the supervisor.  |
|  [ ]  | Broad policies and general direction; typically non-routine work where decisions are based on interpretation of departmental/faculty standards and procedures and/or technical professional standards |
|  [ ]  | Works under broad guidance and/or department/faculty objectives. Typically can take action without consultation except when a policy change is required or major investment required. |
|  [ ]  | Plans, carries out major programs and plans for a major department, or faculty, working independently within broad university wide policies. |
|  [ ]  | Takes full responsibility for actions affecting the entire university within policy limits. |

1. Please describe the independence of your job using examples of two or three typical decisions and/or recommendations made, supported by an example(s).

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1. Please provide examples of situations or decisions/recommendations that are referred to Supervisor (or others) for approval, direction or resolution before action can be taken by incumbent.

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1. Please provide examples of situations or decisions/recommendations where no consultation with the supervisor is required before action can be taken by incumbent.

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**FACTOR 7 – IMPACT OF ACTIONS AND /OR DECISIONS**

This factor examines the probable effect of actions and decisions made as a requirement of the job on a regular basis, in terms of the impact on the individual, team, department/function, faculty and/or university*. Please note that actions and/or decisions may involve more than one faculty/department but the final impact may be limited to just one faculty or department*.

The impact may be direct or indirect in terms of financial (e.g. revenue, expenses, damaged/lost equipment or assets, materials and/or supplies), operational (e.g. health and safety of others, delivery of services, operational efficiency, productivity), and/or reputational (affecting the reputations of the university with customers, regulatory agencies, competitors and the general public). *Please note that in the following “customers” includes students, staff, faculty and all other stakeholders such as regulatory agencies and the general public.*

Please consider normal rather than exceptional or rare circumstances.

1. From the list below, select the **one option** that best summarizes the overall level of impact of action in the job, and then identify in more detail the degree of impact on individual, team, department/function, faculty, and/or university.

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| --- |
| EFFECT of Impact of Action/Decisions  |
|  [ ]  | May cause minimal disruption to operating efficiency or customer service with minimal financial, operational and/or reputational impact. |
|  [ ]  | May cause delays in processing or handling information or operational inefficiencies or additional expense (e.g. overtime to correct an error). May cause minor embarrassment in relations with customers but easily reparable. |
|  [ ]  | Could result in substantial unexpected overtime or additional expenditures to correct the situation. Will affect the achievement of departmental operational efficiency and/or project objectives and budgets. May cause identifiable deterioration in customer relations, typically requiring intervention by management to resolve. |
|  [ ]  | May cause delayed or reduced quality of customer service, delayed service to internal customers causing major operational inefficiencies, or significant financial costs. Likely to result in substantial unexpected overtime or additional expenditures to correct the situation. . May cause identifiable deterioration in customer relations, typically requiring intervention by a senior officer of the university to resolve. |
|  [ ]  | May cause financial losses or major disruption to quality and effectiveness of customer service, reputation of the university, or a breakdown in operational or financial controls of the university. Impact is typically long lasting requiring intensive intervention by senior officials of the university to resolve. |
|  [ ]  | Decisions and actions will “make or break” the university in terms of operational, financial and reputational impact. |

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| **Example of Actions/Decisions** | **Nature and Degree of Impact to Individual/Team/ Department, University etc.** |
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b) Please describe in the chart below the impact of actions or decisions made by the job on a regular basis using two or three examples to illustrate your response. In your response please describe the type of impact (i.e. financial, reputational, and/or operational and who is impacted (i.e. individual, team, department, etc.)

**FACTOR 8 – RESPONSIBILITY FOR LEADERSHIP**

This factor covers the responsibility for leadership, supervision, or management of functions/departments within the university. It also includes staff and/or functional responsibilities for co-ordination of work, functional control, and functional/ technical advice. Functional/technical advice is generally a requirement of project and staff positions.

Technical Advice is defined as leadership through the provision of typically standardized communications support on processes, procedures, and practices that normally do not require involved specialized interpretation and analysis.

Functional Advice is defined as leadership through the provision of individual specialized subject matter expertise to influence, consult, and guide others across the organization.

1. From the list below, select **the** **one option** that best summarizes the job’s overall responsibility for providing leadership, supervision, management, and/or technical/functional advice within the university on a regular basis and then identify in more detail the level of responsibility in part b below.

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| --- |
| Level of Responsibility for Leadership |
|  [ ]  | Team member/may show others how to perform certain procedures. |
|  [ ]  | Coordinates, assigns and oversees work flow in a designated area of work |
|  [ ]  | Typically in-charge of a work unit, program, or functional area |
|  [ ]  | Provides regular direction as a first line supervisor/leader and/or functional advice on a regular basis.  |
|  [ ]  | Provides general direction, often through supervisors/leaders and/or expert functional advice on a regular basis |
|  [ ]  | Provides broad direction and/or complex functional control of a major project or functional area. Leadership responsibilities are varied and intricate and/or provides advice and guidance to top management on a regular basis |
|  [ ]  | Provides direction on policy and strategy. Major functional control responsibilities that relate to all aspects of university |

1. Please illustrate the level of responsibility for leadership, supervision, or management of:
	1. functions/departments within the university; and/or
	2. staff and/or functional responsibilities for co-ordination of work, functional control of work; and/or
	3. Provision of functional and technical advice.

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1. Please provide examples of level of responsibility for leadership, supervision, or management (i.e. number and types of staff supervised/managed either directly and/or indirectly; the type of and frequency of technical/functional advice and to whom it is provided).

**FACTOR 9—MENTAL EFFORT**

This factor covers the level and intensity of mental effort and sensory attention required by the job on a regular basis over the course of a year. Consider the level, frequency, and duration of effort in your response and describe in part c) below.

Mental effort includes activities such as active listening, interpreting, reading, observing, driving, concentration on precision work, counseling, report/document preparation; and the use of the five senses (sight, taste, smell, touch, and hearing). Please note this is not an exhaustive list.

1. From the list below, select the one option that best summarizes the overall level and intensity of mental effort and sensory attention required by the job on a regular basis over the course of year, considering the duration of the effort.

|  |
| --- |
| Level of Mental Effort |
|  [ ]  | Limited Effort. Example: Attention is needed on various phases of work requiring limited effort such as reading, answering calls and/or checking of information |
|  [ ]  | Normal Effort Example: Concentration is necessary in the preparation of written and/or electronic materials. Use of computer software, and short periods of driving. Visual and/or listening attention with choice of action |
|  [ ]  | Considerable Effort Example: Concentration on precision work, report preparation and writing. Long periods of driving. Limited counseling, training, instruction. Visual and/or listening attention with limited choice of action |
|  [ ]  | Significant Effort Example: Concentration is necessary to provide regular or recurring counseling. Preparation of complicated reports requiring intensive demand. Competing multiple demands. Visual and/or listening attention with little choice of action. |
|  [ ]  | Substantial Effort Example: Continuous expenditure of visual and/or listening attention causing major fatigue. Tasks performed require almost continuous concentration in the handling of competing multiple demands. |

1. What is the most challenging mental efforts of the job? Please provide up to 3 examples including the duration and frequency of the effort. Frequency is defined as how often the effort is incurred during any given period of time. Duration is defined as the length of time the effort is expended at any one time.

FACTOR 10—PHYSICAL EFFORT

This factor measures the physical effort (physical positions and activities that generally produce fatigue) necessary to perform the job on a regular basis. . Consider the level, frequency, and duration of effort in your response and describe in part c) below.

1. From the list below, select the one option that best summarizes the overall physical effort required to carry out the job on a regular basis.

|  |
| --- |
| Level of Physical Effort |
|  [ ]  | Activities normally do not produce fatigue. Sitting, standing, regular movement with choice. Required to use a computer regularly for communications and preparation of brief documents. Standard office environment. |
|  [ ]  |  Periods Of Physical Strain Involving Some Fatigue. Sitting, standing, regular movement without choice over moderate time periods. May involve moving average weight materials which causes some fatigue. Required to use a computer regularly for communications and preparation of large documents or files.  |
|  [ ]  | Physical Exertion Causing Fatigue. Sitting or standing in fixed positions over long periods. Lifting, pulling, and pushing of heavy or awkward objects regularly. Required to use a computer constantly, primarily for data entry and typing requiring high fine motor skills. |
|  [ ]  | Strenuous Work Involving Considerable Effort And Fatigue. Working in cramped or uncomfortable positions for moderate time periods.  |
|  [ ]  | Heavy Labour Or Working In Cramped Positions Over Considerable Periods. Generally results in major fatigue. May involve lifting and moving substantial weights. |

1. What is the most challenging physical effort required by the job? Please provide an example.

Factor 11 –WORKING CONDITIONS / WORK ENVIRONMENT

This factor covers elements in the physical work environment that make it unpleasant, expose the incumbent to conditions and/or hazards that may cause increased health problems and the risk of accident. Work environment consists of exposure to: noise, odors, heat, cold, vibration, dirt, oil, chemicals, fumes, severe weather, disease, radiation, bodily fluids, etc. Also consider the possibility of work place injuries and occupational health issues under working conditions.

When examining this factor, one should also consider working conditions that cause disruptions to lifestyle, such as out-of-town travel, shift work and rotating hours of work.

1. From the list below, select **the one option** that best summarizes the typical environment in which the job operates on a regular basis.

|  |
| --- |
| Level of Working Conditions/Work Environment |
|  [ ]  | Comfortable Conditions. May be comparable to standard office. Little chance of injury or accident. |
|  [ ]  | Open Environment. Open exposure to background noises. A chance of injury or occupational health problems. Occasional exposure to 1 to 2 disagreeable elements. |
|  [ ]  | Some Exposure to Disagreeable Conditions. Could be outside work in protective environment. Regular exposure to 1 to 2 disagreeable elements. Chance of injury and occupational health problems. Some out-of-town travel (10% to 24% of the time) and/or shift/rotating hours of work. |
|  [ ]  | Exposure to Disagreeable Conditions. Regular exposure to 2 or 3 disagreeable elements. Possibility of injuries and occupational health problems. May be regular outside work. Regular out-of-town travel (25% to 50% of time), shift or rotating hours of work. |
|  [ ]  | Disagreeable Conditions. Continuous exposure to disagreeable elements. May be continuous outside work in all-weather elements. Exposure to serious injury and occupational health problems. Constant exposure to 2 or 3 disagreeable conditions. Out-of-town travel more than 50% of the time or frequent (more than 50% of time) shift/rotating hours of work. |
|  [ ]  | Severe Conditions. Very unpleasant working conditions. Possibility of fatal accidents and incapacitating occupational disease. |
|  [ ]  | Extreme Conditions. Constant exposure to very disagreeable conditions. Relief must be provided frequently. Distinct possibility of fatal accidents and incapacitating occupational disease. |

1. What specific elements are the job exposed to? Please describe, including the frequency of exposure and the duration of the exposure.
2. Please describe the nature, frequency, and duration of the travel requirements of the job including campus, provincial, and international travel and rotating hours of work.

**CONCLUSION**

Please review all questions and answers provided. If you believe there is a key aspect(s) of the job not described in this document, please illustrate below. If your response relates to one of the factors please reference the number of that factor.