Confused??

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HELPFUL HINTS

Part II: Job Questionnaire Guide
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The Helpful Hints Guide provides you with assistance in selecting the best answers in the Job Questionnaire and includes:

A. Description of the different Question and Answer formats.

B. Comments or examples for the following subfactors:

   E.1 Level of Independence
   E.3 Direction Exercised
   E. 5 Problem Solving
   E. 6 Impact of Errors
   G. 9 Work Environment
   H. 12 Education
   H. 14 Administrative Skill
   H. 15 Analytical Reasoning Skill
   H. 16 Computer Skill
   H. 17 Creative or Artistic Talent
   H. 18 Numeric/Mathematical Skill
   H. 19 Technical Skill

There are two different Question/Answer formats:

1. PRIMARY/MOST COMMON AND SECONDARY/NEXT MOST COMMON QUESTION FORMAT

This question format evaluates areas of responsibility and skill and knowledge required to perform the work of the position. It captures areas of responsibility and skill and knowledge often missed in traditional job evaluation plans by providing recognition to secondary subfactor levels that are different than primary/most common subfactor levels.

   Ask yourself:

   How do the duties and responsibilities described in the job description apply to the subfactor?

   What is the most common level of the subfactor that best represents the duties and responsibilities?

   Select a level for the primary/most common answer.

   Then ask yourself:

   Is there a different level of the subfactor that also represents the duties and responsibilities?

   If so, select a level for the secondary/next most common answer.

   If not, select the same level chosen for the primary/most common answer.
2. DURATION OF ACTIVITY AND FREQUENCY OF ACTIVITY QUESTION FORMAT

This question format evaluates areas of concentrated effort required to perform the work of the position and the normal working conditions related to the work being performed. It measures the various types of concentrated effort by duration and/or frequency.

Response Table 1: (Duration of Activity)

- Asks you to report concentrated time periods of attention required on a regular basis.

Response Table 2: (Frequency of Activity)

- Activities cannot be continuous if there are frequent interruptions experienced.
- Activities may occur frequently, but last a short period of time (i.e. less than one hour).
- If there are continuous interruptions the duration of concentrated effort would not be continuous.

For an audiovisual assistant position required to daily test the sound system in a theatre:

<table>
<thead>
<tr>
<th>The duration of the auditory activity would be:</th>
<th>B</th>
<th>Less than one hour at a time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The frequency of the auditory activity would be:</td>
<td>C</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

For an audiovisual assistant position required to mix sound for a long video production:

<table>
<thead>
<tr>
<th>The duration of the auditory activity would be:</th>
<th>D</th>
<th>More than two hours at a time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The frequency of the auditory activity would be:</td>
<td>B</td>
<td>Occasional</td>
</tr>
</tbody>
</table>

For a receptionist position answering the phone in addition to performing a variety of other duties:

<table>
<thead>
<tr>
<th>The duration of the auditory activity would be:</th>
<th>B</th>
<th>Less than one hour at a time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The frequency of the auditory activity would be:</td>
<td>C</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

For a switchboard operator position answering call after call with little or no other duties:

<table>
<thead>
<tr>
<th>The duration of the auditory activity would be:</th>
<th>D</th>
<th>More than two hours at a time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The frequency of the auditory activity would be:</td>
<td>D</td>
<td>Continuous</td>
</tr>
</tbody>
</table>
HELPFUL HINTS

Here are helpful hints for some of the subfactors identified in the Job Questionnaire to help you understand what the subfactors are trying to measure. The examples are not an exhaustive list of all possibilities but will assist you in determining the best level(s) to select for the position you are evaluating.

<table>
<thead>
<tr>
<th>E. 1. Level of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Measures the degree to which independence can be exercised in the performance of work by a trained employee.</td>
</tr>
<tr>
<td>• It does not measure the type of supervision provided to the employee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. 3. Direction Exercised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of duties at different levels:</td>
</tr>
</tbody>
</table>

B. Assigns and checks work of temporary assistants and department staff.

C. Directs the day-to-day work flow by organizing and assigning the work schedule and checks the work of a number of staff.

D. Sets priorities, coordinates and monitors work produced through the Word Processing Facility.

E. Guides the in-house on-line database system team to provide access of information to the department.
E. 5.  Problem Solving

Examples of duties at different levels:

B. Resolves minor repair or maintenance problems on equipment that requires simple part replacement, lubrication or cleaning.

Responds to or refers routine questions from students by providing information regarding standard procedures, programs and/or services.

C. Investigates and resolves problems by gathering information to answer questions from campus and/or off-campus individuals.

Resolves problems regarding group meetings and determining schedules, bookings, supporting material and services.

Resolves simple electronic design or construction problems using an empirical approach to improve the functioning of equipment.

D. Resolves problems related to the design and development of new systems and changes to existing systems by running test cases and simulations to test for validity.

Investigates discrepancies and determines remedial adjustments to reconcile difficult accounts by analyzing transactions and verifying entries.

Resolves problems by asking a number of questions and referencing resource material to determine the specific nature of problems before determining appropriate responses.

E. Analyzes equipment hardware and software application problems to determine reasons for failure. Researches causes and tests for solutions. Selects the most appropriate process(es) and methods to resolve problems.

F. Monitors the quality control of chemical and biochemical analyses for scientific research and publication by reviewing and selecting published procedures, modifying existing methods and developing new preparative and analytical procedures.

E. 6.  Impact of Errors

- Looks at the range of errors within all jobs in the bargaining unit.
- Most common errors.
- Not errors caused by neglect or intentional disregard.
- Likelihood of errors being caught by others.

Examples of duties at different levels:

A. Put the wrong account number on a cheque requisition.

B. Did not order enough copy paper for printers which caused delays of 1/2 a day to a day of work.

C. Did not maintain strictly confidential information (examinations, personnel issues, etc.) which caused inappropriate exposure and negative consequences.

D. Misconfigured network software during installation which caused wide-spread internal and external user communication delays and the coordination and involvement of a number of individuals to resolve.
### G. 9. Work Environment

#### Normal work Environment

**Question 25**
- Distracting noise caused from impact printers.
- Unpleasant odours caused from formaldehyde, cleaning agents, toners from printers, etc.
- Variation of temperature (hot and cold) in an office caused from heating system variations or seasonal changes.

**Question 26**
- Working in and out of year round temperature controlled environments that are above or below standard room temperatures.
- Operating noisy equipment such as an offset press.
- Working in a heavy machinery area.

#### Potential Health or Safety Hazards

**Question 28**
- Operating power tools.
- Operating offset presses.

**Question 29**
- Printer toner is **not** a toxic gas.
- Microcomputers and terminals are **not** radioactive.

**Question 30**
- Typing on a keyboard.
- Electronic wanding of material.

**Question 32**
- Biological agents and materials such as known pathogens and infectious agents (bacteria, viruses, fungi, mycoplasmas and parasites, cell lines, animal remains); organisms used in recombinant DNA and genetic manipulations.
Examples of careers at various levels:

A. Positions which do not require the application of high school level course knowledge or skills to perform the work.

B. Positions which do require the application of high school level course knowledge and skills to perform the work.

C. Positions which require additional knowledge and skill (acquired through short training seminars or courses up to two weeks) not available through the completion of high school courses to perform the work.

D. Positions which require additional knowledge and skill (one semester or equivalent) not available through the completion of high school courses to perform the work.

E. Positions which require one year of post-secondary course to acquire the knowledge and skill to perform the work. Some examples of career opportunities are office administration as bookkeepers, accounting clerks (accounts receivable or payable, payroll, general ledger), medical office assistants, word processing operators, administrative secretaries, etc.

F. Positions which require the equivalent of a two year certificate or diploma to acquire the knowledge and skill to perform the work. Some examples of career opportunities are: Technologists in fields such as microprocessing, process automation and instrumentation, and microelectronics; computing programmers and analyst/programmers, computer operators, microcomputer specialists; media resource; building, drafting and project technologists; library technicians; purchasing agents; etc.

G. Positions which require the equivalent of an undergraduate degree to acquire the knowledge and skill to perform the work. Some examples of career opportunities are specialized scientific research, laboratory and instrument technologists; photographers, graphic artists, etc.

H. Positions which require the equivalent of an undergraduate degree and additional formal education to apply graduate level theoretical knowledge and skills to perform the work.
**H. 14. Administrative Skill**

Examples of duties at different levels:

**Preparation/Processing**

B. Completes journal entries; processes cancelled cheques; reviews requisitions, forms and/or work orders for completeness and accuracy.

C. Processes a variety of reimbursements and refunds; a variety of academic program applications for admission, grades, committees, extensions, withdrawals, appeals, etc.

D. Processes contract and grant documentation by reviewing agency requirements/stipulations, organizing internal and external reporting systems, etc.

   Processes a variety of applications for financial assistance by reviewing and assessing individual criteria and applying applicable policies.

**Coordination/Scheduling**

B. Coordinates the duplicating/printing/mailout of materials.

   Schedules the maintenance of equipment in accordance with a preventative maintenance program.

C. Coordinates all phases of academic program components from admission through graduation.

   Coordinates the usage of a number of laboratories ensuring labs are available and equipped with required materials.

D. Coordinates all phases of a project involving a variety of different resource personnel from construction through to completion.

   Coordinates all phases of a number of different programs running concurrently in various stages from advertising, location, registration through to program evaluation.
**H. 15. Analytical Reasoning Skill**

*Examples of duties at different levels:*

B. Inspects equipment and follows standard procedures to perform preventative maintenance and recognizes when further technical servicing is required.
   
   Processes a large volume of cheque requisitions following standard procedures and recognizes when there should be a variation from procedures to process a cheque requisition correctly.

C. Interprets sketches or oral instructions and identifies additional or revised requirements.
   
   Examines supporting documents required to process transactions and determines if additional information is necessary.

D. Investigates irregularities in regulations, guidelines and procedures and reviews processes to determine actions required to resolve issues.
   
   Evaluates technologies, theories and applications to recommend or select the most appropriate methodology or to incorporate new technology into existing procedures.

**H. 16. Computer Skill**

*Examples of duties at different levels:*

B. Updates database(s) with changes and prints selected lists.

C. Uses word processing applications to produce text, tables, charts, and graphs on a personal computer.

D. Produces camera-ready documents by composing/editing, formatting and preparing text using page composition applications on a personal computer.

   Scans and manipulates graphic work electronically, creates page layouts using computer drawing and desktop publishing software.

   Searches, selects, retrieves, edits and/or modifies records from various computer databases to obtain or provide current information.

E. Operates/investigates computer programs/applications to test and analyze network or application performance.

   Evaluates, installs and upgrades hardware/software in support of the local area networks.

   Develops and writes standard computer programs from specifications.

F. Analyzes and measures system performance, verifies accuracy of system performance or the accuracy of data collection systems, determines if performance matches an application, and makes recommendations regarding suitable solutions to a variety of research applications.

   Analyzes requirements, designs program specifications, develops and/or modifies programs to support the activities of systems analysts and users and to verify the correct operation of systems.
## H. 17. Creative or Artistic Talent

**Examples of duties at different levels:**

- **B.** Prepares camera-ready copy by compiling, composing, editing, formatting text and graphics using page composition applications.

- **C.** Designs glass apparatus or equipment by interpreting sketches or oral instructions.
  - Designs and drafts maps, diagrams, etc.

- **D.** Designs, illustrates and produces graphic materials and projects.

## H. 18. Numeric/Mathematical Skill

**Examples of duties at different levels:**

- **B.** Counts cash and records amount received/deposited.
  - Records the number of patrons using the facility and totals records.

- **C.** Prepares cash summaries.
  - Performs account reconciliations.

- **D.** Performs cost projections.

- **E.** Calculates the standard deviation.

- **F.** Calculates the hydrostatic pressure of submerged objects.
### H.19. Technical Skill

**Examples of duties at different levels:**

**Technical Maintenance/Analytical Skills**

B. Performs routine preventative maintenance and/or conducts minor installations, repairs or adjustments to equipment, tools and/or machines.

- Cleans, adjusts, lubricates, reconfigures and/or installs parts to ensure equipment operation.

C. Maintains, upgrades, and replaces high vacuum equipment.

D. Creates modifications to adapt machines for specific uses.

- Constructs and maintains a variety of optical interferometers.

**Technical Methodological/Operational Skill**

B. Photocopiers, fax machines, printers, tape recording and/or playing devices, overhead projectors, slide carousels, microscopes.

C. Operates, sets up and advises in the use of uncommon equipment such as: terminal multiplexons with or without modems; gamma radiation counter; electroencephalograph; etc.

D. Operates the computerized gas chromatography/mass spectrometer.

- Assists faculty with demonstration of Transmission and Scanning Electron Microscope.

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