

Frequently Asked Questions

The New Plan

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- Who is covered by the new plan?
- Does the new system look like the old one?
- What's different from the old plan?
- Does the JCQ replace my job description?
- Is my job title used by the raters?
- Could I be taken out of MUSA because of my new evaluation?

Filling out the Questionnaire

- Can I work on this on work time?
- How long does it take to fill this out?
- This is taking too long, can I get help?
- I work in 2 different locations and am paid based on 2 different rates of pay. How do I fill out a JCQ?
- What if my supervisor is also a MUSA member?
- What part does the department manager play?
- We're getting a new director over the summer, should we wait to do this? Things may change.
- I have some problems filling out the JCQ, who can I talk to?
- Should I sign the JCQ even though I don't agree with everything in it?
- It's too busy here to fill out the JCQ just now, can't we wait to fill this out?
- My supervisor said I must stop doing something and I think it might affect my rating, what do I do?
- Does it matter what format I fill out?
- I don't know how to fill out the JCQ because my job is project-based, what I do changes with each project.
- Do I have to write this or can my supervisor do it?
- I have a brand new position being created, do I have to fill a JCQ out for it?
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- I conduct Health and Safety inspections at work. Where does that go?
- I have been accommodated because of a physical limitation, does that affect my JCQ?
- Do you have a list of "power words" we can use?
- My job description is really old and out-of-date. What will the rating committee do with it?
- Will there be "sample" questionnaires available at each level?
- I'm part-time, does that affect my JCQ?
- I just recently became a supervisor. Does that affect completion of the JCQs?
- I deal with persons with disabilities as part of my job. Where is this covered in the JCQ?

Acronyms

- What do the acronyms mean?

Multi-incumbent Issues

- How do I get together with other secretaries?
- One of my colleagues is away for 3 months, do we wait to fill this out?
- I don't want to be on the same JCQ as everyone else, do I have to?
- Who decides if I am in a multi-incumbent job?
- What if only 1 or 2 boxes are different for me?
- Can we submit a JCQ that includes a sessional person?
- I want to use 1 job description, but my staff want to do separate JCQs, what do we do?
- We have separate jobs, but have to cover for each other for absences. Should we do 1 JCQ?
- Is it better to submit later when the raters are more experienced?

Specific Sub-factor Questions

- Job Summary: How much should I write?
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- 1.1 Applied Reasoning and Analytical Skills: Is there a limit to how much I put into one of these boxes?
- 2. Breadth of Knowledge: I'm having trouble with what is "outside my immediate work area".
- 3.1 Adaptation to Change/Updating of Learning: How can I tell how often changes occur?
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- 4.1A Interpersonal Skill - Communicating, extending common courtesy, working cooperatively: Doesn't everyone have to do this?
- 5. Education and Experience: What do I do with two combinations?
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- 6.1C Dexterity and Coordination - Operate Office Equipment: Why do you need examples of this?
- 6.1C Dexterity and Coordination - Operate Office Equipment: What do you want here, model numbers?

7 - Frequently Asked Question

Q: In 'Physical Effort' (Sub-factor 7), can you identify the differences between: 1. Finger movements such as keyboarding/use of mouse where accuracy is secondary; 2. Keyboarding/use of a mouse where accuracy is primary with prolonged rapid movements; and 3. Precise placement of objects, including pointing and scrolling with a mouse, pipetting, etc.?

- 7.1 Physical Effort: Why do you need frequency or times per cycle?
- 7.1 Physical Effort: What do you mean by "cycle"?
- 7.1 Physical Effort: What if I do different things during the summer than during term?
- 7.3 Physical Effort - Typical weight of animate or inanimate objects: How do I figure out these weights?
- 8.1 Mental Effort: Where do I put "database design"?

10 - Frequently Asked Questions

Q: If a secretary shows student assistants (who report to various managers) how to fill in their time sheets, so that she can then input the payroll data into Oracle, is this considered direction for inclusion in Question 10 - Responsibility for Others?

Q: If a staff member shows a colleague how to set up a macro or clean out their cache on their desktop computer, is this considered direction for the purposes of Question 10 or just assistance (which is clearly described elsewhere in the JCQ)?

Q: If a staff member asks a departmental secretary (who reports to a manager) to help with a machine-readable document, or asks a web technician (who reports to a manager) to load a final document into a departmental web site, or asks a student assistant (who reports to a manager) to get a book out of the stacks for a researcher, is this considered direction/supervision for Sub-factor 10 - Responsibility for Others, or should it be described elsewhere in the JCQ?

- 10.1 Responsibility for Others: I don't know if my guidance/assistance should be included in Responsibility for Others or not.
- 10.2 Responsibility for Others: What do you mean by short and long term?
- 10.2 Responsibility for Others: Where do I indicate casual employees (including those that are also students)?
- 10.3 Responsibility for Others: Should I just put an X in the appropriate boxes?
- 11.4 Accountability for Decisions and Actions Affecting People, Assets and Information - Impact of Decisions and Actions: I don't understand what this question is asking.
- 11.5 Accountability for Decisions and Actions Affecting People, Assets and Information - How are the outputs of work monitored for accuracy?: Can't I check two boxes?
- 12.1 Physical Environment: The categories provided describe specific disagreeable conditions that exist in some jobs.
- 12.1 Physical Environment: Can I put down the unpleasant odours in my office?

- 12.1 Physical Environment: Can I put down lack of space and being crowded?
- 13.1 Psychological Environment - Threats to personal safety: Must a threat have been made?
- 13.1 Psychological Environment: The “multiple and/or simultaneous deadlines” box applies to my job. What information should I include?

After Filling out the Questionnaire

- When should I sign the JCQ?
- I submitted my JCQ but now my job has changed. What should I do?
- I forgot something, how can I change what I submitted?
- How soon will I see the Rating Notes?
- What happens if my rating comes out different than expected?

Points and Salary Issues

- What will happen to my salary?
- When will I know what will happen to my salary?
- What if my pay grade goes down?
- My salary comes from “soft money.” I ‘m really worried about the impact of a new evaluation.
- I am over-maximum. Could this change that?
- Will the pay grid change?
- How does length of service factor into the job evaluation process?

Pay Equity

- Didn’t we do pay equity already at McMaster?
- What is pay equity, in brief?
- Is this new plan pay equity compliant?
- What does “gender-neutral” mean?

THE NEW PLAN

Where did the new plan come from?

The plan was created jointly here at McMaster by MUSA and the University. The JJESC studied legal requirements plus numerous other job evaluation plans. The plan was then built from scratch for the purpose of evaluating jobs in the MUSA bargaining unit. The range of levels in each of the sub-factors was designed for the breadth of jobs in this unit.

Who is covered by the new plan?

The plan will be used to evaluate ALL the jobs within the MUSA bargaining unit. This is a diverse bargaining unit with a large variety of jobs.

Does the new system look like the old one?

Pay Equity requires that job evaluation plans measure four mandatory elements: skill, responsibility, effort and working conditions. Other than these four factors, there are many

differences. This new system makes available to everyone the Plan, the Factor Weightings, Rating Notes and an Instruction Manual with Sample Responses.

What’s different from the old plan?

The 14 sub-factors were chosen and designed to fit jobs in the MUSA bargaining unit only. The total job scores on the new system are spread out over a larger number of points (greater spread between top and bottom score). Other major differences include the jointness of the development of the plan and rating processes, transparency, greater detail in the collection of information about jobs, and understandability of the new system.

Does the JCQ replace my job description?

For the purpose of job evaluation, yes. The present job description includes a position description questionnaire component (the bubble sheet). In the new system, the questionnaire (JCQ) is separate and is the source of information for job evaluation. There is still a need for a separate job description that will describe the major responsibilities of the job and will be used for recruitment, to ensure incumbents are aware of the job functions, etc.

Is my job title used by the raters?

Your JCQ will be rated based on its content only. Your job title will not be used by the raters to evaluate your job.

Could I be taken out of MUSA because of my new evaluation?

No, the inclusion of a job in the bargaining unit is solely based on the Recognition Clause (Article 2) of the Collective Agreement.

FILLING OUT THE QUESTIONNAIRE

Can I work on this on work time?

Yes. You and your supervisor need to make time for this important University initiative.

How long does it take to fill this out?

The length of time it takes to complete the JCQ will vary. It will typically take a few hours. We recommend that prior to starting you read everything through and start jotting down notes. Common tasks can be written up with colleagues. Once you are confident that it is accurate and complete, you and your supervisor should sign it and submit it. After writing/typing up the questionnaire, re-read it and edit. Alternately, divide up the sub-factors and write the first draft for selected questions only. If you are in a job with multiple incumbents, try letting a “focus group” write up the first draft. The others who are not part of the focus group would only need to review and possibly make revisions before signing off.

This is taking too long, can I get help?

Contact the JJESC for questions or clarifications. <jjesc@mcmaster.ca>

I work in 2 different locations and am paid based on 2 different rates of pay. How do I fill out a JCQ?

It sounds like you have 2 separate part-time jobs and each job has been evaluated into a different pay grade. You may also have a different supervisor for each job. In this circumstance, you and your supervisor(s) will need to complete 2 JCQs, 1 for each job.

What if my supervisor is also a MUSA member?

MUSA members who formally supervise other MUSA members can sign off as the supervisor on a JCQ. A supervisor in this situation may wish to consult with the TMG Manager to whom they report.

What part does the department manager play?

The immediate supervisor will be working with the incumbent to ensure the JCQ is accurate and complete. Only the immediate supervisor is required to sign the JCQ with the incumbent. This supervisor may be seeking guidance from the department head or other managers. The department head and/or department manager will ensure that complete and accurate JCQs are submitted for all staff in the MUSA bargaining unit.

We're getting a new director over the summer, should we wait to do this? Things may change.

We recommend you begin completing a draft JCQ now. There may be value in getting opinions from both the outgoing and incoming Directors. Changes in managers and re-organizations happen regularly and any changes can be addressed later.

I have some problems filling out the JCQ, who can I talk to?

Check out our web sites, read the Instruction Manual, attend an orientation session, or email the JJESC at jjesc@mcmaster.ca

Should I sign the JCQ even though I don't agree with everything in it?

Incumbents and supervisors should make every effort to work together to reach consensus on the wording. Contact the JJESC (jjesc@mcmaster.ca) if an agreement still cannot be reached.

It's too busy here to fill out the JCQ just now, can't we wait to fill this out?

Because of the variations in business cycles across the bargaining unit, there is no set deadline. It is important that JCQs be completed and submitted as soon as possible and hopefully before the end of summer. The JJESC will follow up on outstanding JCQs beginning in the fall. Bear in mind there are over 1900 people in the Bargaining Unit whose jobs must be evaluated in a very short period of time.

My supervisor said I must stop doing something and I think it might affect my rating, what do I do?

Contact the JJESC <jjesc@mcmaster.ca> We have a procedure to assess whether financial compensation is required for the work that has been removed from your duties for the time that you have been doing these duties.

Does it matter what format I fill out?

No, you can use the paper copy, or the electronic options.

I don't know how to fill out the JCQ because my job is project-based, and what I do changes with each project.

You need to capture the transferable skills and abilities required for all projects and to describe the dynamics of your job. Concentrate on the big picture instead of specific projects.

Do I have to write this or can my supervisor do it?

The JCQ is to be completed jointly. We recommend you meet with your supervisor after reading through the documents to discuss how the JCQ is to be completed. The JCQ needs to be as complete and accurate as possible. Supervisors know what needs to be done. Incumbents know what they do on a daily basis. Together you can both capture a more complete and accurate picture of the job.

I have a new position being created, do I have to complete a JCQ?

Both the current job description format and a new JCQ are needed for new positions. The evaluation resulting from the job description will determine the pay grade for posting and will be the pay grade in effect until June 15, 2005. The rating from the JCQ will be used to determine the pay grade as of June 16, 2005. Only if a position ceases before June 16, 2005 is a JCQ not required.

What's the absolute deadline for this?

The JCQs need to be returned as soon as possible in order to get all the rating done on time. This means that you need to submit your JCQ by fall 2004 at the very latest. We will be following up to ensure all MUSA jobs are submitted in time.

Do I include my Infotech duties?

Do NOT include any Infotech duties for which you are paid a stipend. Only include Infotech-type duties if you are not separately compensated.

I conduct Health and Safety inspections at work. Where does that go?

Only include health and safety if it is an integral part of your job. All duties that result from volunteer committee work is not to be reported on your JCQ. Most people that serve on Joint Health and Safety Committees would not report any of that work.

I have been accommodated because of a physical limitation, does that affect my JCQ?

Yes. It's best to fill out the JCQ to provide a description of your job, not the modifications made for you alone. Working with your supervisor may make this easier, but contact the JJESC if you have difficulty with separating the job requirements from your own. <jjesc@mcmaster.ca>

Do you have a list of "power words" we can use?

We don't have such a list. The JCQ calls for point-form and specific examples from your job. Your choice of specific words should not affect the evaluation. Avoid using words which would not be clear to the raters. Use clear, specific examples throughout the questionnaire.

My job description is really old and out-of-date. What will the rating committee do with it?

The JCQ is the primary basis of evaluation. If the raters have questions, they will seek clarification by requesting supplemental information that may include telephone or in-person interviews with supervisors and/or employees, recent job postings and/or the job description. The Rating Notes will indicate if any other source of information (besides the JCQ) was used.

Will there be “sample” questionnaires available at each level?

Do not wait for these. We are looking at a massive undertaking over a few months. There may be some samples available later on (on the web sites), but they will be used only to illustrate individual sub-factors. These cannot replace your own specific job examples. Do not wait for these samples to become available prior to completing the JCQ.

I’m part-time, does that affect my JCQ?

The JCQ asks about time spent on various activities. If you are part-time, be sure to indicate this and also indicate the number of hours per week you work.

I just recently became a supervisor. Does that affect completion of the JCQs?

If the positions you supervise have been stable, you should be able to work with your staff to complete the necessary JCQs. If you have difficulty with this, you could wait until the Fall of 2004 to give you a better understanding of the jobs which you supervise, or tick the signature page box indicating that you’ve been in the job less than 12 months.

I deal with persons with disabilities as part of my job. Where is this covered in the JCQ?

There is not one section for this. Most of the skill and responsibility sub-factors have places for examples relating to working with people with special needs.

ACRONYMS

What do the acronyms mean?

CA = Collective Agreement (the MUSA 2003-2006 contract)

JCQ = Job Content Questionnaire

JJESC = Joint Job Evaluation Steering Committee

JRC = Job Rating Committee

MUSA = McMaster University Staff Association

MULTI-INCUMBENT JOBS

How do I get together with other secretaries?

Your supervisor or department head can facilitate this within their own areas. If you want to go outside your immediate work area, discuss this with your managers. You can email the JJESC <jjesc@mcmaster.ca> for assistance.

One of my colleagues is away for 3 months, do we wait to fill this out?

No, you should begin now. You might want to submit a multi-incumbent JCQ. When the absent staff member returns, they would read, agree with, and then submit the signature page only to show they wish to be part of the multi-incumbent JCQ already submitted, or submit an individual JCQ.

I don't want to be on the same JCQ as everyone else, do I have to?

No, however, the questionnaire measures job content (ie. how much skill is needed, or how much effort is expended) and you may be surprised to find that the completed JCQ is very close to your job. We recommend sharing as much as possible and considering the differences in the context of the new plan.

Who decides if I am in a multi-incumbent job?

Department heads and supervisors have been asked to identify potential multi-incumbent jobs. If an individual does not believe they are part of a multi-incumbent job, they and their supervisor may complete an individual JCQ describing the job.

What if only 1 or 2 boxes are different for me?

If you are working on a multi-incumbent JCQ, and find that a couple of areas of your job differ significantly from those of the other incumbents, incorporate those differences into a single JCQ (ie. The JCQ will look very much like the multi-incumbent one, but will have the differences included.) Consider if you prefer separate JCQs or a multi-incumbent JCQ which incorporates the differences.

Can we submit a JCQ that includes a sessional person?

You cannot sign off for someone else. If you submit a multi-incumbent JCQ before all staff sign off, the missing staff can submit the signature page when they return to work. A multi-incumbent job may include full-time, part-time and sessional people.

I want to use 1 job description but my staff want to do separate JCQs, what do we do?

If jobs on the same pay grade and separate JCQs all share the similar requirements and duties, you may be able to use one job description even if there are several JCQs. It is easier for people who do the same job to work together and submit one JCQ, but an employee who feels strongly that his/her job is not the same as others may submit a separate JCQ.

We have separate jobs, but have to cover for each other for absences. Should we do 1 JCQ?

Backing-up each other does not mean you have the same job. You will probably want to reflect your own skill-set in your own JCQ. However, if you work together, you can both use common elements and establish differences more clearly. If you write separate JCQs, remember to include all the skills that you must have for back-up.

Is it better to submit later when the raters are more experienced?

No, consistency checking is already established, there should be no differences in the quality of rating over time.

SPECIFIC SUB-FACTOR QUESTIONS

Job Summary: How much should I write?

The job summary does not need to be long, involved or in sentence form. It should provide an overview of what the job entails, in everyday English. Check with your job description for a starting point.

Second Languages: Are programming languages considered as second languages?

Programming languages, although not considered second languages, are a specialized skill and should be identified in Sub-factor 1 (Applied Reasoning and Analytical Skill) of the Job Content Questionnaire. We would suggest that employees and supervisors include the different types of programming languages required by the job in Question 1.1B ('Examples of challenging materials you write, author or design'), or if more appropriate, in Question 1.1E ('Examples of complex and challenging tasks involving analysis and solving problems').

1.1 Applied Reasoning and Analytical Skills: How do I know what's complex or not?

Use specific job examples for everything you enter on your JCQ. When in doubt, add another example. Even the word "complex" is relative, so qualify it if you use it. What we mean by '*use the most complex examples*' is to save you writing too much. For example, if you use power machinery with strict procedures and safety guidelines, you don't need to tell us that you also use an electric pencil sharpener.

1.1 Applied Reasoning and Analytical Skills: Where should I indicate the requirement in my job to use other languages?

Be sure not to forget this skill. It might be in most of the boxes of this sub-factor, depending on what you do with other languages (the reading and writing boxes may be most appropriate). If you need to speak the language, put that in sub-factor 4, Interpersonal Skill.

1.1D Applied Reasoning and Analytical Skills - Searching for, Gathering and Processing Information: I don't get this question, what do I put here?

What information do you need to identify and get? Is there information that you gather together? Do you do something with what you gathered? Check the Sample Responses for help.

1.1 Applied Reasoning and Analytical Skills: Is there a limit to how much I put into one of these boxes?

No. If you run out of room, you can attach another sheet to continue. If you are using the electronic format, the boxes will expand as you type. Include enough information to enable the reader to obtain a complete and accurate picture of your job.

2. Breadth of Knowledge: I'm having trouble with what is "outside my immediate work area".

Check the Sample Responses for help. Be specific about what you need to know that is not limited to your immediate work area. Examples of the immediate work area are a faculty, department, sub-department or research project.

3.1 Adaptation to Change/Updating of Learning: How can I tell how often changes occur?

Look back at the major changes you have experienced while in your job. Major changes in your field or department should be noted. The frequency of change is vital to rating this sub-factor, so don't ignore this aspect.

3.3 Adaptation to Change/Updating of Learning: I can't get an X in these boxes.

If you are using the Word Perfect or Word versions of the JCQ, it will be simpler to put the X beside the boxes. The desktop application allows Xs inside the boxes.

3.3 Adaptation to Change/Updating of Learning: What do you mean by “advanced personal study/research”?

This could be almost any kind of individual study or course or reading that you do outside of a structured class environment. Remember to provide examples of these.

4.1A Interpersonal Skill - Communicating, extending common courtesy, working cooperatively: Doesn't everyone have to do this?

We are looking for specific job examples of what your job requires. Break the question up into its component parts and think of specifics.

5. Education and Experience: What do I do with two combinations?

Many jobs have “either/or” combinations of education and experience. This is often used in job postings. For your JCQ, we ask for the minimum level of education required and the pre-job and on-the-job experience that goes with that level. Remember, the on-the-job experience is how long until you can perform all the job tasks and ensure a smooth flow of work. Please note that this sub-factor is not asking about the incumbent's education or experience, only the minimum requirement for the job. This can be difficult to determine as incumbent's often have either more or less than the minimum requirements. You and your supervisor may need to consult past job postings.

5.1 Education and Experience: I obtained a diploma after secondary school, where should I indicate this?

Remember, do not enter your own background, but the requirements of your job – these are often not the same. If the diploma is required for the job, indicate the name and length of the program in the appropriate box.

6.1C Dexterity and Coordination - Operate Office Equipment: Why do you need examples of this?

It is tempting to just say “yes, I use these.” However, you could be seriously short-changing yourself. You could use a standard telephone only for yourself, answer the one office phone, or use one with three lines and several non-standard features. You should never assume that the raters will just know what you do.

6.1C Dexterity and Coordination - Operate Office Equipment: What do you want here, model numbers?

No, the raters need specific examples of what you are doing with the equipment. There are great variations in how people use this equipment. Multi-line telephone operation or specialized copier operation are examples.

7 - Frequently Asked Question

Q: In Physical Effort (Sub-factor 7), can you identify the differences between:

- 1. Finger movements such as keyboarding/use of mouse where accuracy is secondary;**
- 2. Keyboarding/use of a mouse where accuracy is primary with prolonged rapid movements; and**
- 3. Precise placement of objects, including pointing and scrolling with a mouse, pipetting, etc.?**

1. 'Keyboarding/use of mouse where accuracy is secondary' would include all word-processing, responding to emails, searching the Internet, and the entering of data into spreadsheets because errors can be corrected fairly easily.
2. 'Keyboarding/use of mouse where accuracy is primary with prolonged rapid movements' would include entering information into real-time systems where keying/coding errors are typically discovered later or have to be corrected by someone other than yourself; or data entry where the keyboarding is sustained and rapid. Think of on-line banking as an example of this. If you are transferring funds and you incorrectly transpose the account number you key in, once you hit enter, the funds are transferred into someone else's account and you cannot correct the error.
3. 'Precise placement of objects, including pointing and scrolling with a mouse' would include some graphic design, graphical information systems (GIS) or computer assisted design (CAD) applications where the mouse work must be very precise.

7.1 Physical Effort: Why do you need frequency or times per cycle?

We realize that this can be difficult to figure out. However, it is vital information for the raters. There is such a wide range of diversity within the bargaining unit, that no assumptions can be made. This is very important information for ranking your job with all the others.

7.1 Physical Effort: What do you mean by "cycle"?

A cycle is a time frame, by day, week, month or year. Examples are: 2 hours a day every December and April, or 1 day per week all year.

7.1 Physical Effort: What if I do different things during the summer than during term?

Note both frequencies in the boxes. For example, 1 hr./day during fall/winter term, 3 hrs/day during summer

7.3 Physical Effort - Typical weight of animate or inanimate objects: How do I figure out these weights?

Imagine buying sugar, potatoes or cement by weight, even borrow a scale and weigh some examples. Consult with your colleagues to determine weights. It is important to provide an accurate estimate.

8.1 Mental Effort: Where do I put "database design"?

Use the most appropriate box or the "other" box, but you need to elaborate and be specific. "Database design" can mean several things, so the raters need to have a clear understanding of what you mean.

10 - Frequently Asked Questions

Q: If a secretary shows student assistants (who report to various managers) how to fill in their time sheets, so that she can then input the payroll data into Oracle, is this considered direction for inclusion in Question 10 - Responsibility for Others?

Yes. A secretary, whose job requires that they show students how to complete their time sheets on an ongoing basis, should check the Yes box in Question 10.1; indicate for how many short-

term and/or long-term casual employees she does this for in Row D of the chart in 10.2; then put a tick mark in Column D for the fifth box down (‘provide functional advice or direction to others in how to carry out work tasks’) in 10.3 using the illustration of the time sheets in the Example column.

Q: If a staff member shows a colleague how to set up a macro or clean out their cache on their desktop computer, is this considered direction for the purposes of Question 10 or just assistance (which is clearly described elsewhere in the JCQ)?

Yes. An employee, whose job requires that they always show colleagues how to resolve computer-related problems, should check the Yes box in Question 10.1; indicate for how many short-term and/or long-term colleagues in the MUSA bargaining unit she does this for in Row C of the chart in 10.2; then put a tick mark in Column C for the fifth box down (‘provide functional advice or direction to others in how to carry out work tasks’) in 10.3 using the illustration of advising other employees on how to clean out their cache, or how to set up a macro, etc. in the Example column. (The only situation in which this would not apply would be if the employee in question is in receipt of the InfoTech stipend. In this situation an employee should check the No box in question 10.1.)

Q: If a staff member asks a departmental secretary (who reports to a manager) to help with a machine-readable document, or asks a web technician (who reports to a manager) to load a final document into a departmental web site, or asks a student assistant (who reports to a manager) to get a book out of the stacks for a researcher, is this considered direction/supervision for Sub-factor 10 - Responsibility for Others, or should it be described elsewhere in the JCQ?

It appears that what is being described above would probably best be captured in Sub-factor 9: Planning and Coordination in the third box down in Question 9.1 (‘Do you schedule tasks, activities performed by others or coordinate resources used by others?’).

10.1 Responsibility for Others: I don’t know if my guidance/assistance should be included in Responsibility for Others or not.

This question asks if you co-ordinate, direct or supervise others. If you feel that you direct others in an employee-type relationship, you can say “Yes” and elaborate further on this within this sub-factor.

10.2 Responsibility for Others: What do you mean by short and long term?

We are using 12 months as the cut-off between short- and long-term. If you want to use a different cut-off, or your department uses a different definition, please explain on the JCQ.

10.2 Responsibility for Others: Where do I indicate casual employees (including those that are also students)?

Casual employees (including those that are also students) should be indicated in category D, staff outside MUSA bargaining unit. Academic responsibility for students does not go in this sub-factor, use the next one, sub-factor 11, Accountability.

10.3 Responsibility for Others: Should I just put an X in the appropriate boxes?

NO, examples are absolutely necessary here. The sub-factor is difficult to rate without examples and could be returned to you as incomplete if they are missing.

11.4 Accountability for Decisions and Actions Affecting People, Assets and Information - Impact of Decisions and Actions: I don't understand what this question is asking.

This is a question that asks about the general, overall impact of your decisions and actions.. Try thinking of how your mistakes are caught. For some individuals, an error is discovered immediately, and can be corrected before something is distributed outside. In other cases, an error is not discovered until material leaves the department or university.

11.5 Accountability for Decisions and Actions Affecting People, Assets and Information - How are the outputs of work monitored for accuracy?: Can I check two boxes?

Yes. It is possible to check more than one box, but explain which decisions fit into each category.

12.1 Physical Environment: The categories provided describe specific disagreeable conditions that exist in some jobs.

Yes, and some members of the bargaining unit work in these conditions. If you do not, please indicate with 'N/A' If you do encounter these things, you must give the frequency for each item.

12.1 Physical Environment: Can I include the unpleasant odours in my office?

Only if these odours are intrinsic to your job, i.e. they are expected as part of getting the job done, like chemical fumes. This is similar to reporting "poor lighting" – it does not mean that you don't have a strong enough light-bulb, but that you must do your job in low lighting, such as a photographic darkroom.

12.1 Physical Environment: Can I include lack of space and being crowded?

You are describing the physical environment your job is located in, but you need specific examples and frequency for when this is problematic.

13.1 Psychological Environment- Threats to Personal Safety: Must a threat have been made?

If your psychological environment is such that you and your supervisor have this on your mind, you can put the likelihood or fear on your JCQ. You need to describe it in the example and frequency area.

13.1 Psychological Environment: The "multiple and/or simultaneous deadlines" applies to my job. What information should I include?

You must give examples and frequencies for this in order for the raters to evaluate this appropriately.

AFTER FILLING OUT THE QUESTIONNAIRE

When should I sign the JCQ?

Some departments may have a manager review all the JCQs prior to their submission. Do not sign your JCQ until it's ready to be sent in for rating. Take a copy when you sign the JCQ. Filing electronically will send you a copy of the version submitted. Once submitted, any changes to the JCQ must be jointly agreed upon.

I submitted my JCQ but now my job has changed. What should I do?

You and your supervisor should review your JCQ. You can re-submit a corrected JCQ, signed by

all the people that submitted the initial one. Please attach a statement to the signature page that explains what you are doing and what questions have changed.

I forgot something, how can I change what I submitted?

You and your supervisor should review your copy of your JCQ and determine what you need to change. Re-submit and make sure the new signature page is signed by all the previous signatories. Attach a statement that explains what you are doing and what questions have been altered.

How soon will I see the Rating Notes?

The Rating Notes will be sent out after ALL the rating is completed and the consistency checking is finished. This will not be until spring of 2005.

What happens if my rating comes out different than expected?

When you receive the Rating Notes, you and your supervisor will be able to request a Reconsideration of particular sub-factors. Following the reconsideration process, your job should be considered fairly and accurately evaluated. Results of the reconsideration process are final.

POINTS AND SALARY ISSUES

What will happen to my salary?

There may be some changes to individual pay grades after evaluation under the new plan. NO ONE'S PAY WILL BE REDUCED. This is guaranteed in the Collective Agreement (see the Letter of Intent).

When will I know what will happen to my salary?

Evaluation results (ie. the Rating Notes) will be released once all of the jobs have been rated. We expect this to occur in the Spring of 2005. The implementation of the results will be effective June 16, 2005, the details of which will be conveyed in a letter to each employee and their supervisor.

What if my pay grade goes down?

There will be NO reduction in your salary, but you will be placed in the new pay grade determined by your evaluation. If your rate of pay falls beyond Step 10 of the new grade, you will be red-circled. New employees entering the same job will be placed in the new, lower salary grade.

My salary comes from "soft money." I'm really worried about the impact of a new evaluation.

Budgets for "soft money" or grants-based research figure salary increases into their projections. It is anticipated that the necessary salary adjustments will be accommodated as they have been in the past (ie. for the retroactive salary increases resulting from the first Collective Agreement). The source of funding for the position you hold does not impact the completion of the JCQ. Complete your JCQ as completely and accurately as possible in order that the appropriate rating may be determined.

I'm over-maximum. Could this change that?

As this new system values jobs differently, it is possible that your job will be placed in a different pay grade. Should the Step 10 rate of this new pay grade exceed your current salary you will no longer be over-maximum. The across-the-board increases provided for in the Collective

Agreement will also address the over-maximum issue.

Will the pay grid change?

The points determining the pay grades will be adjusted since we know that we will have a much wider point spread. The JJESC will determine the necessary changes in consultation with the Union and the University. All changes will be communicated as they are finalized.

How does length of service factor into the job evaluation process?

This new job evaluation system determines the pay grade for your job based on the requirements of the job. It does not assess individual performance or their length of service.

PAY EQUITY

Didn't we do pay equity already at McMaster?

Yes, McMaster University posted a pay equity plan in 1990 and reposted a pay equity plan again in 1995. The recent collective agreement negotiated between MUSA and the University provided for the development of a new job evaluation system for positions in the MUSA bargaining unit. The JJESC is responsible for developing the new system that will be in effect June 16, 2005 and will be responsible for developing the resulting pay equity plan to ensure pay equity is maintained.

What is pay equity, in brief?

Pay Equity is equal pay for work of equal value. The Pay Equity Act requires that jobs be evaluated and work mostly or traditionally done by women be compared to work mostly or traditionally done by men. If jobs are of comparable value, then female jobs must be paid at least the same as male jobs. The value of jobs is based on the levels of skill, effort, responsibility and working conditions involved in doing the work. To learn more about pay equity, here are some web sites:

http://www.gov.on.ca/lab/pec/index_pec.html

http://www.gov.on.ca/lab/pec/peo/english/about_us.html

http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90p07_e.htm

<http://www.gov.on.ca/lab/pec/peo/english/links.html>

Is this new plan pay equity compliant?

The JJESC is obligated to ensure the new job evaluation system is gender neutral and meets the requirements of the provincial Pay Equity Act. The Committee began by studying the federal and provincial acts and guidelines on pay equity. The four factors (skill, responsibility, effort and working conditions) are mandatory, the sub-factors selected for this plan were drawn from amalgamating good ideas that work in other places (always in consultation with legal requirements), customizing them to fit the MUSA bargaining unit.

What does "gender-neutral" mean?

Gender neutrality ensures there is no bias, either for or against any gender. It is very important that the tools of job evaluation are gender-neutral, this gives credibility to the data collected.