



CLASSIFICATION REVIEW PROCESS AND THE NEW POSITION QUESTIONNAIRE

EDUCATION SESSION

PRESENTED BY:

PUBLIC SERVICE COMMISSION

SHAPE THE
Future

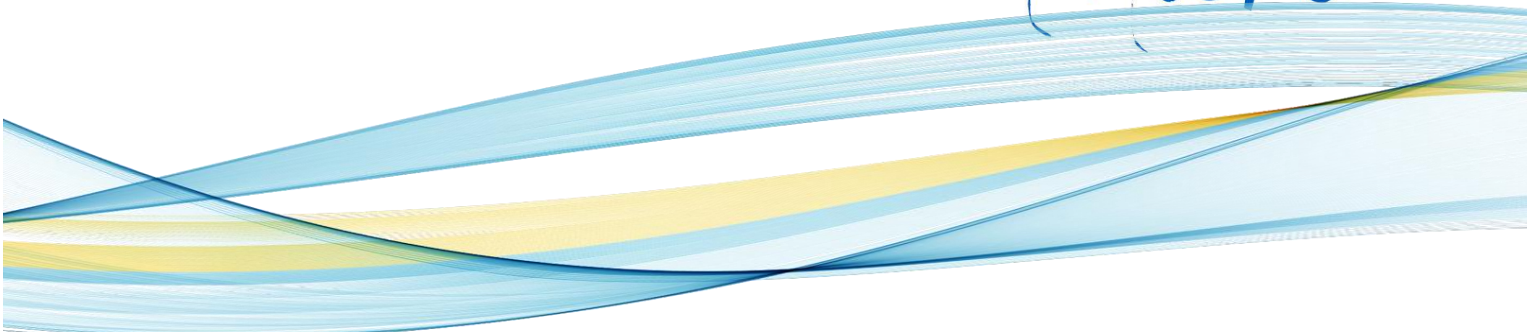


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CLASSIFICATION REVIEW PROCESS AND THE NEW POSITION QUESTIONNAIRE

KEY LEARNING OUTCOMES

The purpose of the Classification Review process is to ensure pay equity and consistency in classification levels across the civil service, associated agencies, and Health PEI. The current state of the Classification Review Process sees unreasonable timelines, a general lack of understanding of the job analysis process and the Willis tool, and frequent conflicting expectations of review results, which has resulted in an eroding confidence in the process.

The Classification Review Lean Six Sigma Project presented an opportunity to improve timeliness, efficiency, and customer satisfaction, by applying Lean Six Sigma Principles and ultimately improving the classification review process.

As a result of this recent Lean Six Sigma Project, the Public Service Commission has modernized the Classification Review Process. As part of our improvements, the Position Questionnaire and Guide have been revised. Understanding the Classification Review Process and the new Position Questionnaire Form and guide will enable employees at all levels to clearly describe a position so that it can be evaluated and classified in a timely and efficient manner.

This presentation will provide an in-depth look at the Classification Review Process and the new and improved Position Questionnaire Form. In particular, during today's presentation, you will learn about:

- **Brief History and Definition of Classification:** We will discuss how the current classification system for the PEI Public Service came into being and how it evolved, including defining what classification is and what it is not.
- **The Steps in the Classification Review Process:** What are the various steps in the process from when the Position Questionnaire is developed, completed, and signed to when the Classification Review is completed and the result / decision is communicated.
- **The Roles and Responsibilities in the Classification Review Process:** We will discuss and provide an overview of the roles and responsibilities of all parties involved in the classification review process.
- **The New Position Questionnaire Form and Guide:** We will discuss and demonstrate the New Position Questionnaire Form and Guide so that employees at all levels can understand the functionality of the new form and ensure that Position Questionnaire is clear, complete, and correct prior to submitting it to the Public Service Commission for review.

INTRODUCTION

ABOUT THE PUBLIC SERVICE COMMISSION

The Public Service Commission (PSC) is an independent and impartial agency established by the Civil Service Act. It provides leadership and coordination to human resources in the public sector of the province which includes all government departments and agencies, health care facilities, and other public sector employers.

As the corporate agency responsible for human resource leadership, management and administration and responsive to the Minister of Finance, the PSC provides a full suite of human resource services in the areas of:

- Classification;
- Recruitment and Selection (Staffing);
- French Language Services;
- Organizational Design and Development;
- Human Resource Planning;
- Learning and Development;
- Payroll Administration;
- Policy Development;
- Occupational Health and Safety;
- Labor Relations;
- Employee Assistance; and
- Diversity Management.

The PSC is organized into three divisions with functionally aligned work units to deliver specific services to the public and to the provincial public service. The divisions are:

- Human Resource (HR) Management and Labor Relations Division;
- Staffing, Classification and Organizational Development Division; and
- Administration, Corporate Human Resource Management System (HRMS) and Payroll Division.

The Staffing, Classification and Organizational Development Division's primary responsibility is to develop a professional workforce by providing quality human resource services in collaboration with the employer.

The Classification Section is responsible for the development, maintenance and administration of the job evaluation process and the classification plan which establishes the framework for pay plans. The section also provides advice on organization design and compensation.

AUTHORITY FOR CLASSIFICATION

Section 4 of the *Civil Service Act* outlines the responsibilities of the Public Service Commission. Pursuant to Section 4(1)(c), the Commission shall:

“establish and maintain a classification plan”.

In accordance with Section 13 of the *Civil Service Act*:

13. Classification Plan

- (1) The Commission shall maintain, develop and implement a classification plan
- (a) as a basis for uniform treatment of employees performing the same kind or level of work; and
 - (b) to provide a systematic basis for organization and administration.

Classification of positions

- (2) The Commission shall approve the classification of each position in the classified division.

Alteration

- (3) The classification of each position shall not be altered for the purpose of adjusting rates of compensation.

Duties

- (4) An employer shall define the duties and responsibilities to be assigned to each position under his jurisdiction.

Deputy head may request review

- (5) A deputy head may request the Commission to review the classification of any position under his jurisdiction.

This applies to all positions within the provincial public service, including its crown corporations and agencies such as the PEI Liquor Control Commission, both Union of Public Sector Employees positions (UPSE Civil) and Excluded positions.

Other positions in the health sector (Health PEI) and the education sector (Public Schools Branch and French Language School Board) have either a service contract with the PSC or have language contained within their associated collective agreements surrounding classification.

As outlined in Article 43 – Classification Review and Appeal Procedures – of the Collective Agreement between The Government of Prince Edward Island and The Prince Edward Island Union of Public Sector Employees:

ARTICLE 43 - CLASSIFICATION REVIEW AND APPEAL PROCEDURES

43.01 Classification Review

- (a) In order to maintain or update the classification system, the Commission may review classifications.
- (b) A classification review may be requested by an Employing Authority or a permanent employee by preparing a description of the position on an approved position questionnaire with a cover letter specifying the reasons for the request.
- (c) A classification review request from an Employing Authority shall be submitted directly to the Commission.
- (d) A classification review request from an employee shall be delivered to the employee's supervisor with a copy to the human resource manager and date stamped on the date of delivery. Within twenty (20) days of receiving the employee's request, the position questionnaire shall be reviewed and signed by the employee's supervisor, the human resource manager and the Deputy Minister and forwarded to the Commission for classification review.
- (e) The Commission will review the classification of the position and notify the employee and Employing Authority of its decision within forty-five (45) days of receiving the request.

As outlined in Article 39 – Classification Appeal Procedure – of the Collective Agreement between Health PEI and The Prince Edward Island Union of Public Sector Employees:

ARTICLE 39 - CLASSIFICATION APPEAL PROCEDURE

39.01 Classification Review and Appeal Procedure

- (a) In order to maintain or update the classification system, the Employer may review classifications.
- (b) A classification review may be requested by an Employer or a permanent employee by preparing a description of the position on an approved position questionnaire with a cover letter specifying the reasons for the request.
- (c) A classification review request from an Employer shall be submitted directly to the Public Service Commission.
- (d) A classification review request from an employee shall be delivered to the employee's supervisor with a copy to the human resource manager and date stamped on the date of delivery. Within twenty (20) days of receiving the employee's request, the position questionnaire shall be reviewed and a decision will be made whether to forward to the Commission for review. All requests forwarded to the Commission must be signed by the supervisor, human resource manager and the Deputy Minister.
- (e) The Commission will review the classification of the position and notify the employee and Employer of its decision within forty-five (45) days of receiving the request.

As outlined in Article 14 – Classification Review and Appeal Procedure – of the Collective Agreement between Health PEI and The Prince Edward Island Nurses Union:

ARTICLE 14 - CLASSIFICATION REVIEW AND APPEAL PROCEDURE

14.1 Classification Review

- (a) In order to maintain or update the classification system, the Public Service Commission may review classifications.
- (b) A classification review may be requested by the Employer or a Permanent Employee by preparing a description of the position on an approved position questionnaire with a cover letter specifying the reasons for the request.
- (c) A classification review request from an Employer shall be submitted directly to the Commission and copies of the position questionnaire shall be provided to all Employees who may be affected by the request.
- (d) A classification review request from an Employee shall be delivered to the Employee's supervisor with a copy to the human resource manager and date stamped on the date of delivery. Within twenty (20) days of receiving the Employee's request, the position questionnaire shall be reviewed and signed by the Employee's supervisor, the human resource manager and the CEO of Health PEI and forwarded to the Commission for classification review.
- (e) The Commission will review the classification of the position and notify the Employee and Employing Authority of its decision within forty-five (45) days of receiving the request.

As outlined in Appendix “F” Classification Review Process of the Collective Agreement between Health PEI and International Union of Operating Engineers (Local 942):

APPENDIX “F”

CLASSIFICATION REVIEW PROCESS

1. A classification review may be requested by either the Employer or a Permanent Employee by preparing a position questionnaire along with a covering letter specifying the reason(s) for the request. A Temporary Employee may request a review where they are the incumbent in the temporary position of one year or greater and there is no permanent incumbent.
2. A request from the Employer for a classification review of a new or vacant position shall be submitted directly to the Public Service Commission.
3. When the request for a review is made by an Employee, they shall submit it to the supervisor and forward a copy for the HR Department. The questionnaire is to be signed by the employee and dated the day it is submitted to the supervisor. Within 20 days, the position questionnaire shall be reviewed, signed by the supervisor and forwarded to the HR Department with a copy back to the Employee. The HR Department shall send the request to the Public Service Commission review.
4. The Public Service Commission shall review the classification of the position and notify the Employee and Employer of the decision within sixty (60) days of receiving the request. The Employer shall advise the Union of the results. (No grievance arising out of failure to meet this time line).
5. An Employee whose position is reclassified to a higher group classification shall be promoted and paid in accordance with Article 36. In circumstances where the Employee was performing the duties of the reclassified position prior to the date of submitting the position questionnaire, the adjusted pay increase shall be effective as of forty-five (45) days prior to the date when the completed position questionnaire was submitted to the supervisor.
6. An Employee whose position is reclassified to a classification with a lower maximum pay than the employee’s current rate of pay shall retain his current rate of pay until such time as the rate for the new classification equals or exceed the current rate.
7. The entire process will not exceed six months in duration. Such process shall not be unreasonably delayed.
8. With 20 days of receiving notification, the Employee may request to meet with the Classification Officer to review the results.

As outlined in Article 18 – Classification Appeal – of the Collective Agreement between The Education Negotiating Agency and The Canadian Union of Public Employees (Union Locals 1145, 1770 and 1775):

ARTICLE 18 - CLASSIFICATION APPEAL

18.2

- (a) A permanent employee shall submit to the Employer a request to review the classification of his/her position by completing a description of the position and a covering letter specifying the reasons for the request. The Employer shall forward a copy of the request to the Local President.
- (b) A request for review or appeal shall demonstrate that the present duties of the position are substantially different from those on which the classification of the position within the plan was determined.
- (c) The Employer shall, within ten (10) days of receiving the description of the position, forward it to the PEI Public Service Commission.
- (d) The PEI Public Service Commission will advise the Employer within thirty (30) days of its decision to reclassify the position or not reclassify the position. The Employer shall immediately inform the employee of the Commission's decision.

HISTORY OF CLASSIFICATION

The rationale and history of classification on Prince Edward Island goes back to the early and mid 1990's and the issues that arose as a result of pay equity and various amalgamations and restructuring of public services within the province.

Within the Civil Service, as of 1990, it was apparent that the current classification system had outlived its usefulness. The existing classification structure was some twenty years old and in many respects bore little resemblance to the actual duties of positions within the civil service. As well the pay equity experience of the late 1980's had illustrated apparent flaws within the existing system. This was similar to the experience that the federal government went through in the early 2000's in its attempts to convert to a new classification system as a result of issues arising out of its pay equity dispute.

On October 1st, 1988, the *Pay Equity Act* was proclaimed. In late 1988, the pay equity process began with the formation of a Joint Committee on Pay Equity Implementation. The Joint Committee began work in January 1989. In the selection of a job evaluation system, the Joint Committee was guided by certain requirements of the Act, namely:

- the selection of the job evaluation system had to be a joint decision;
- it had to be a single system which could be applied to all classes;
- it had to be a gender-neutral system; and
- it had to be capable of measuring the four factors of skill, effort, responsibility and working conditions.

As part of this effort, the Committee advertised and invited proposals from qualified consulting firms that have experience in the development of pay equity plans. There were fourteen (14) companies who had requested to be considered and submitted proposals.

The Joint Committee recommended Norman D. Willis and Associates Ltd and the Willis evaluation system for use and Treasury Board entered into a contract with the Willis firm in June 1989. While similar to other factor-point evaluation systems, it was determined that the Willis System was a more user-friendly system that met the establish criteria.

In September 1989, a series of pay equity information sessions was held to provide employees with the opportunity to learn about the process. Training sessions were conducted by Willis consultants to assist those employees selected for the data gathering effort.

Members of the Joint Committee worked with the current classification listing and lists of employees in the classes to select a representative sample of employees who would

each be asked to complete a Job Information Questionnaire. The objective was to obtain information from each of the classes within the classification system. Letters were then prepared and sent to 1,051 employees who were to participate in the process.

A Job Information Questionnaire was developed using a series of open-ended questions to solicit information on each position. The information requested was designed to enable evaluation to be carried out on four main factors of skill, effort, responsibility and working conditions. The Questionnaire consisted of thirty-seven (37) pages of which half were used to provide sample answers to assist employees in completing the questions.

On November 1st, 1990 the Employer announced that the Civil Service Commission would conduct a classification study to review all positions in the Civil Service. Ultimately, 1,063 questionnaires were received and reviewed and 461 employees were interviewed. Consultants from Norman D. Willis and Associates Ltd trained an evaluation committee over a four-month period.

Owing to many factors, including the *Public Sector Pay Reduction Act*, a major realignment of government departments and regionalization of health and social services, implementation did not occur until 1996 in the Civil Service. The study and the implementation affected both unionized and excluded employees.

Community and Correctional Services and the Department of Health and Social Services were implemented on December 22, 1997 and April 1, 1998 respectively, subsequent to their transfer back to the Civil Service.

THE WILLIS SYSTEM HAS BEEN IN OFFICIAL USE BY THE PUBLIC SERVICE COMMISSION SINCE 1996 AND IS A GENDER-NEUTRAL POINTS BASED SYSTEM USED TO EVALUATE ANY POSITION

CLASSIFICATION REVIEW – LEAN SIX SIGMA PROJECT



In October 2016, it was recognized that the current state of the Classification Review Process sees unreasonable timelines, a general lack of understanding of the job analysis process and the Willis tool, and frequent conflicting expectations of review results, which has resulted in an eroding of confidence in the process.

The Lean Six Sigma Project presented an excellent opportunity to improve timeliness, efficiency, and customer satisfaction by applying Lean Six Sigma principles and ultimately improving the classification review process.

In a briefing note in February 2000, it stated *“much dissatisfaction and conflict continues to exist among employees around classification review. Much of this conflict emanates from the fact that the evaluation of work performed by employees rarely ever lives up to the employee’s expectation. Employees who have seen their salaries increase as a result of a classification study seem to take the view that it is about time that they are finally recognized for their contribution. Employees who remain status quo seem to have their expectations raised that they would finally be recognized only to have them dashed; and finally, employees who are red circled in the end feel that the evaluation is a personal slight on their value as an employee. For many professional employees, concerns are expressed that the system undervalues their work as the resulting salary often does not reflect well against external marketplace comparison.”*

“All we are doing is looking at the time line, from the moment the customer gives us an order to the point when we collect the cash. And we are reducing the time line by reducing non-value adding wastes”

Taiichi Ohno – Chief Architect of the Toyota Production System

Principles of Lean

The Principles of Lean are as follows:

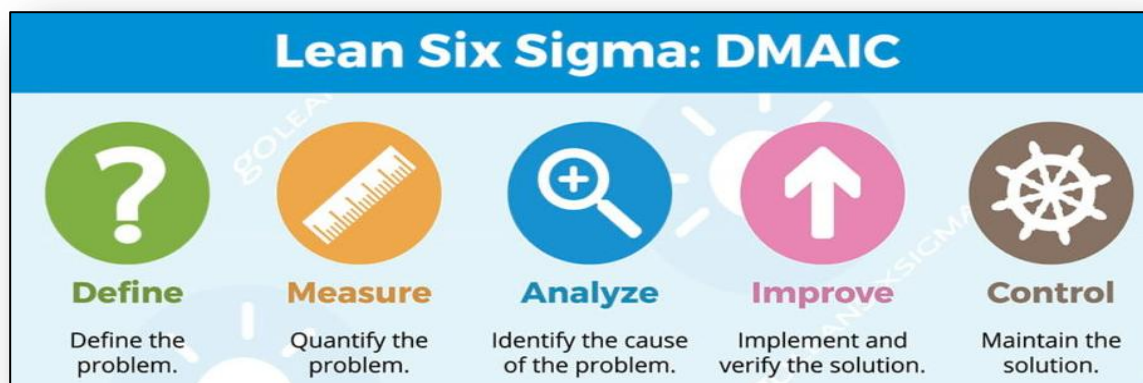
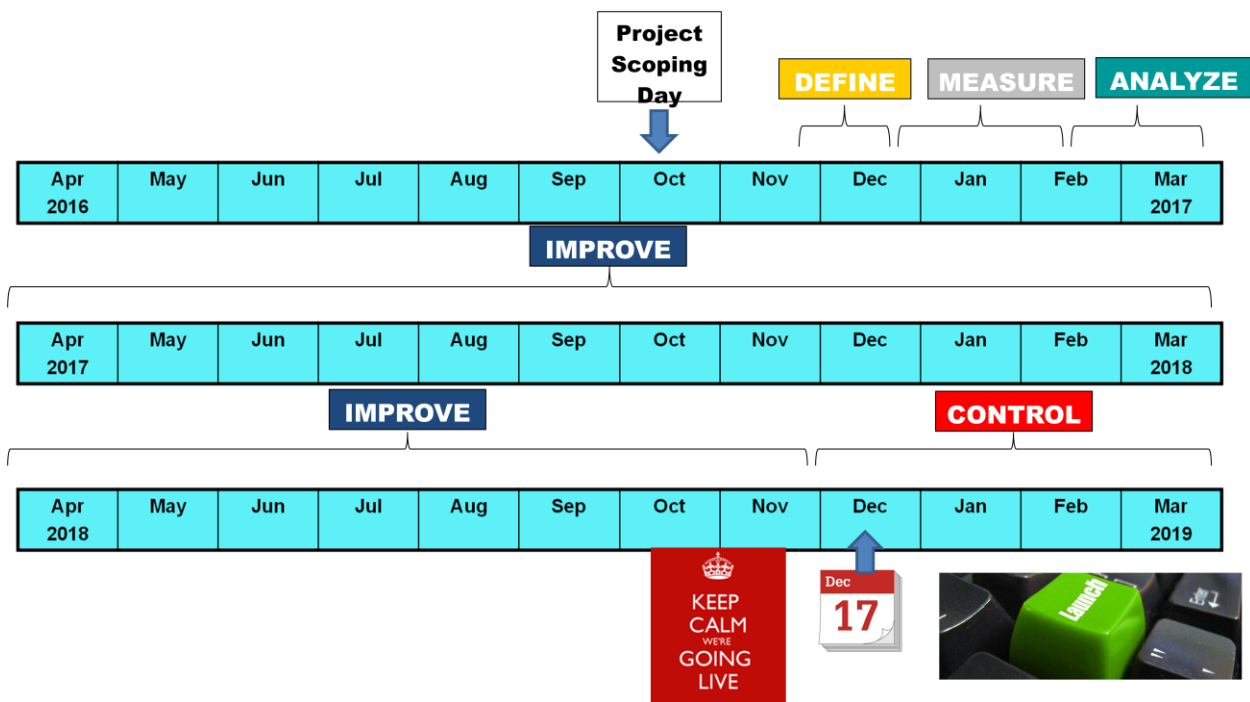
- Define Value from the Customer’s Perspective
- Identify and Map the Value Stream – the set of all the activities, both Value Added and Non-Value Added, required to bring a specific product or service from request to delivery. It also included the information management processes that support the physical process
- Reduce Waste and Improve Flow – make the value flow without interruption; requires tasks to be performed more efficiently and accurately. There is no room for errors, defects, rework, etc. Waste can come from office inventory, waiting, overproduction, transportation, mental motion, defects and rework, and over-processing.
- Move from “Push” to “Pull” from Customer – you allow customers to pull the work from you rather than pushing the work downstream.
- Pursue Perfection

Introduction to Six Sigma (6σ)

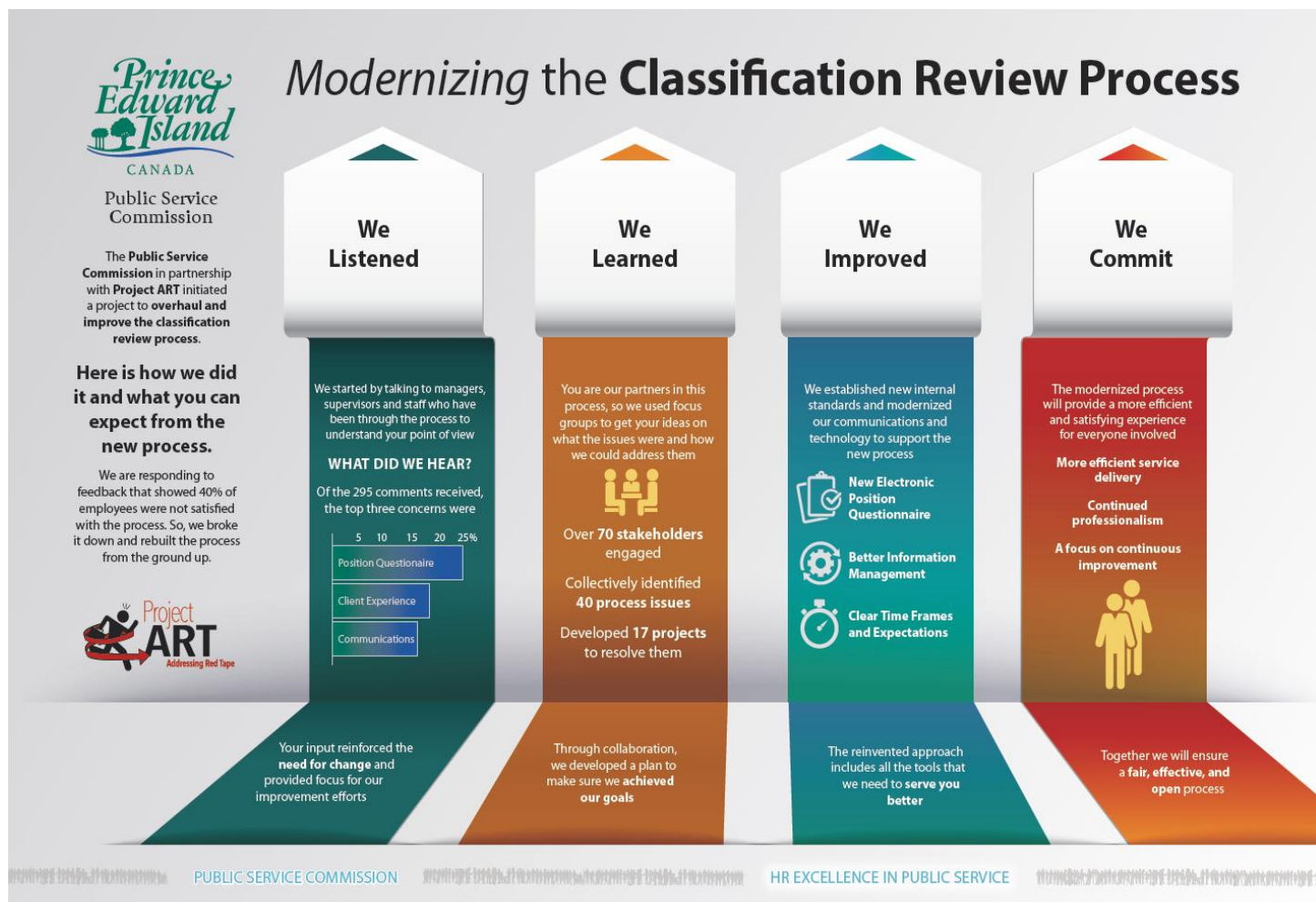
Sigma (σ) is the symbol for Standard Deviation. The Standard deviation is a measure of how spread out numbers is. A Six Sigma Process is one where the customer specifications are 6 standard deviations from the mean. A Six Sigma process yields only 3.4 defects for every million opportunities. Six Sigma provides a statistical measurement of an organization's process, which is both reliable and valid. It improves an organization's ability to analyze and solve problems as well as providing a management framework for simultaneously thinking about process economics, quality and customers.

It focuses on minimizing process variation through identifying and removing the cause of defects and errors.

Lean Six Sigma Project Roadmap / Timeline



Modernizing the Classification Review Process



The Classification Project Team interviewed 53 employees and received 295 comments and discreet observations / comments regarding the process. The comments were sorted and grouped into a number of topic areas / attributes. The top 3 areas were related to:

- The Position Questionnaire (PQ);
- Client Experience; and
- Communications.

In addition, the Project Team mapped the Classification Process, measured lead and processing times, and analyzed approximately 300 completed PQs that were processed during the period April 1, 2015 – March 31, 2016 for defects – PQs were not complete, not clear, or not correct. The result was that 43% of the PQs that were received and processed during that time had defects, which in turn resulted in additional “rework”

thereby increasing the average Turn Around Time (the time from when a PQ is received at the PSC to when a classification review is completed and the final decision is rendered).

During the “Analyze” phase of the project, there were 40 process issues that were identified and 17 projects were developed to resolve them. The Larger Projects (“improvements”) were as follows:

- Revise Position Questionnaire (PQ) Form;
- Central Inventory of PQs;
- Communications and Training Plan;
- Queue Management;
- Backlog;
- Appeals Process;
- Macro Relationship Map; and
- Benchmarking.

After two (2) years of hard work by the Project Team, which included representatives from various departments and agencies, and the team of Classification Consultants, we went “live” on December 17, 2018 with the new and improved process. What we have done to modernize the Classification Review Process included:

- Revised the PQ form and created a PQ Checklist to allow for standard inputs across all Sectors;
- Created a Central Inventory of PQs in Alfresco to allow HR staff to access the most current classified PQ for the position. All existing PQs contained within the PSC position files were scanned and uploaded to Alfresco – over 3000 PQs from Health PEI and over 2900 PQs from Civil;
- Updated the Classification module in PeopleSoft to allow HR staff to generate a report that will indicate the status of their department / agency PQs within the queue (Queue Management);
- Completed 149 residual reviews (a.k.a. “Backlog”) for encumbered positions that were submitted for review prior to September 30, 2017;
- Updated the Classification information on the PSC website (<https://psc.gpei.ca>) and included all new documents;

- Linked the Health PEI Staff Resource Centre website to our Classification information on the PSC website;
- Provided 2-hour training sessions for all HR staff across all sectors (Civil, Health, Education) on the new PQ, PQ Guide, PQ Checklist, Central Inventory, and Queue Management Report;
- Eliminated the “Preliminary Decision Form” document and replaced it with an e-mail; and
- Created new central e-mail address PQ@gov.pe.ca that HR staff can use to send the e-versions of the PQs, org charts, etc.

DEFINITION OF CLASSIFICATION

Classification can be defined as:

- a fair, equitable evaluation of duties and responsibilities of a position using a standard set of criteria;
- a basis of uniform treatment of employees performing the same kind or level of work (outlined in s. 13(1)(a) of the *Civil Service Act*); and
- provides order to our structure by laying out a hierarchy of positions in the public service (alluded to in s. 13(1)(b) of the *Civil Service Act* - “provides a systematic basis for organization and administration”).

Classification is NOT:

- an evaluation of a person, or a person’s abilities and skills to do a job;
- a measure of how well one is doing in their job;
- a measure of how long one has been doing the job; and/or
- a measure of how busy one is in the job.

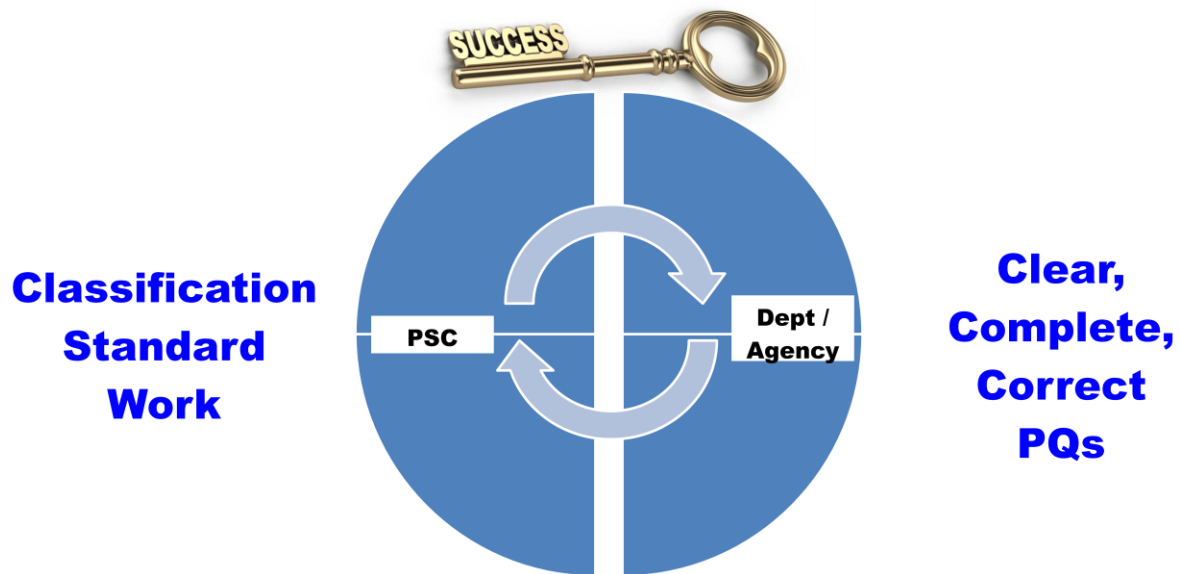
**These are issues related to job performance and workload,
NOT classification**

A Classification Review should NOT:

- be initiated only as a means of obtaining a pay increase; or
- be initiated as a means of rewarding an employee for a job well done.

A Classification Review is about the Position NOT the Person. Compensation and Classification are two separate issues and two different processes – compensation is negotiated between the employer and the various unions as part of the collective bargaining process.

ROLES AND RESPONSIBILITIES



The Classification Review Process is co-dependent on the activities in the Department / Agencies and the Activities at the Public Service Commission.

Role of the Employee

- Understand when their position should be reviewed – if there have been significant changes in the role.
- Discuss these changes in their position with supervisor or manager
- Request existing PQ from HR manager
- Download and complete new PQ from PSC Website (<https://psc.gpei.ca>) using PQ Guide as support
- Understand that if the information contained within the PQ is clear and complete, then contact with the Classification Consultant may not be required

Role of the Supervisor / Manager / Director

- Be aware of when a position should be reviewed and ensure positions reporting to the Supervisor/Manager/Director remain current and are updated when significant changes have occurred
- Assist the employee through the development of the PQ
- Develop PQ for vacant or new positions
- Communicate with HR Manager regarding PQ to obtain a copy of most recent classified PQ
- Review PQ to ensure it is clear and complete

- Cross reference and compare previous PQ with new PQ and ensure changes in the position are properly noted in the PQ and in the “Significant Changes” section
- Provide approving signature on PQ
- Forward signed PQ to HR Manager
- Review preliminary decision email and respond to the Classification Consultant on the decision
- Consider if there is an impact on any other roles within the department as a result of a significant change in duties
- Understand that if the information contained within the PQ is clear and complete, then contact with the Classification Consultant may not be required

Role of the HR Manager

- Understand when a position should be reviewed
- Download most recent PQ from Alfresco and forward to employee or supervisor
- Review the PQ to ensure duties and responsibilities are properly explained and that the PQ is clear, complete and correct
- Acquire necessary signatures
- Complete the PQ Checklist
- Forward the signed PQ and PQ Checklist (including Organizational Chart) to the PSC and e-mail the e-version of the original PQ, and Org Chart to PQ@gov.pe.ca
- Receive and respond to preliminary decision email in consultation with Supervisor/Manager/Director within the prescribed time
- Understand the appeal process and his/her role in that process
- Consider if there is an impact on the duties and responsibilities of other departmental positions, and if so, speak with the appropriate Director in order to initiate the review process of the potentially impacted positions

Role of the PSC Admin

- Monitor and maintain the PQ@gov.pe.ca e-mail
- Receive the signed PQ checklist, signed PQ and org charts via mail / e-mail
- Review the submitted material to ensure that it is complete and consult with Senior Classification Consultant if there are questions
- If documents are not complete, advise HR Manager and return if necessary
- If the PQ submission is complete, enter the PQ in the Queue Management module of PeopleSoft and set status to “Open”
- Complete the final decision memo

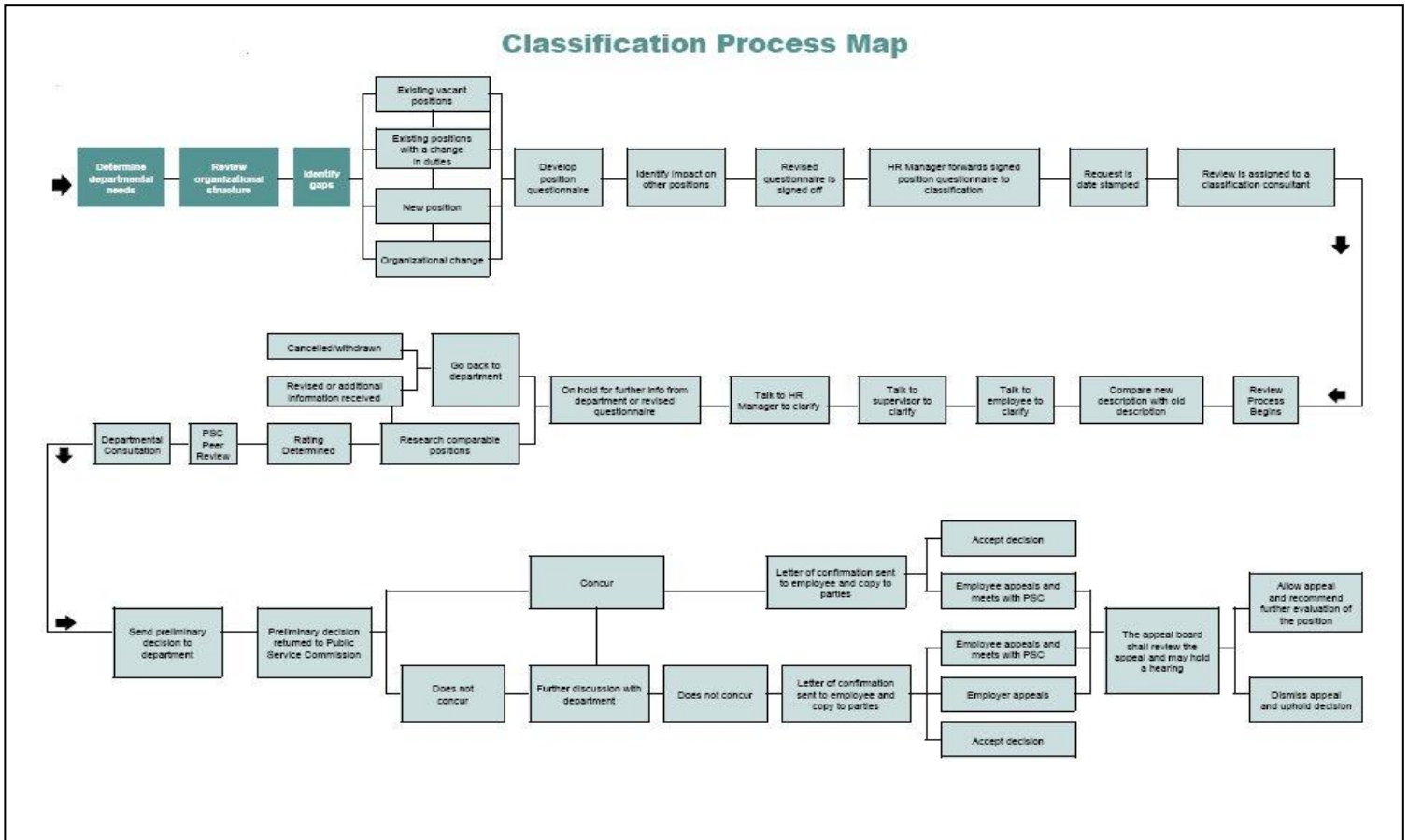
Role of the Classification Consultant

- Obtain the next “Open” PQ from the Queue and change status to “Assigned” in the PeopleSoft Queue Management Module
- Analyze PQ and complete classification review in accordance with standard work practices
- Complete “Preliminary Decision” email and communicate the result to supervisor/manager/director, HR Manager, and CC Deputy Minister / Executive Director.
- Send completed classification review file to PSC Admin for final decision memo
- Provide post review debrief to employee, supervisor/manager/director or HR Manager as required

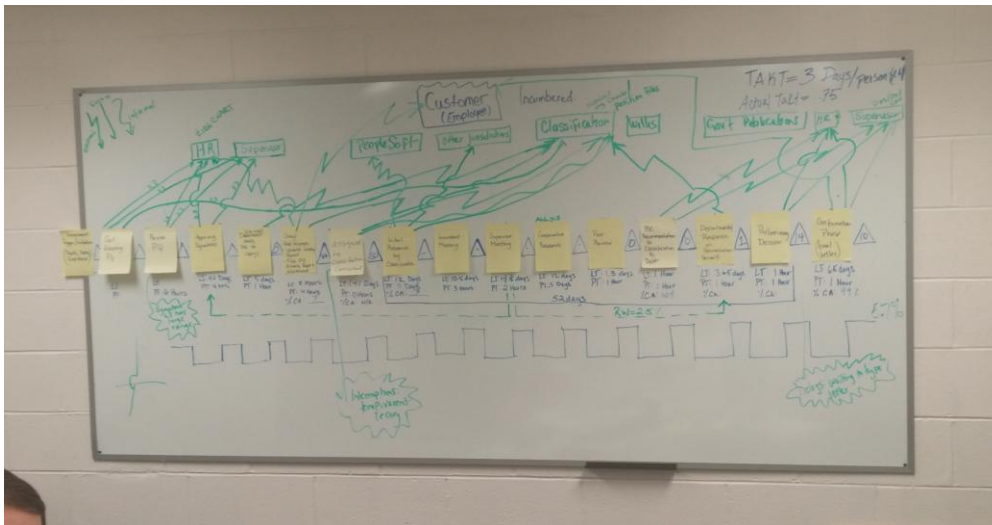
CLASSIFICATION REVIEW PROCESS - STEPS

PRE-LEAN SIX SIGMA CLASSIFICATION REVIEW PROCESS

See Appendix A

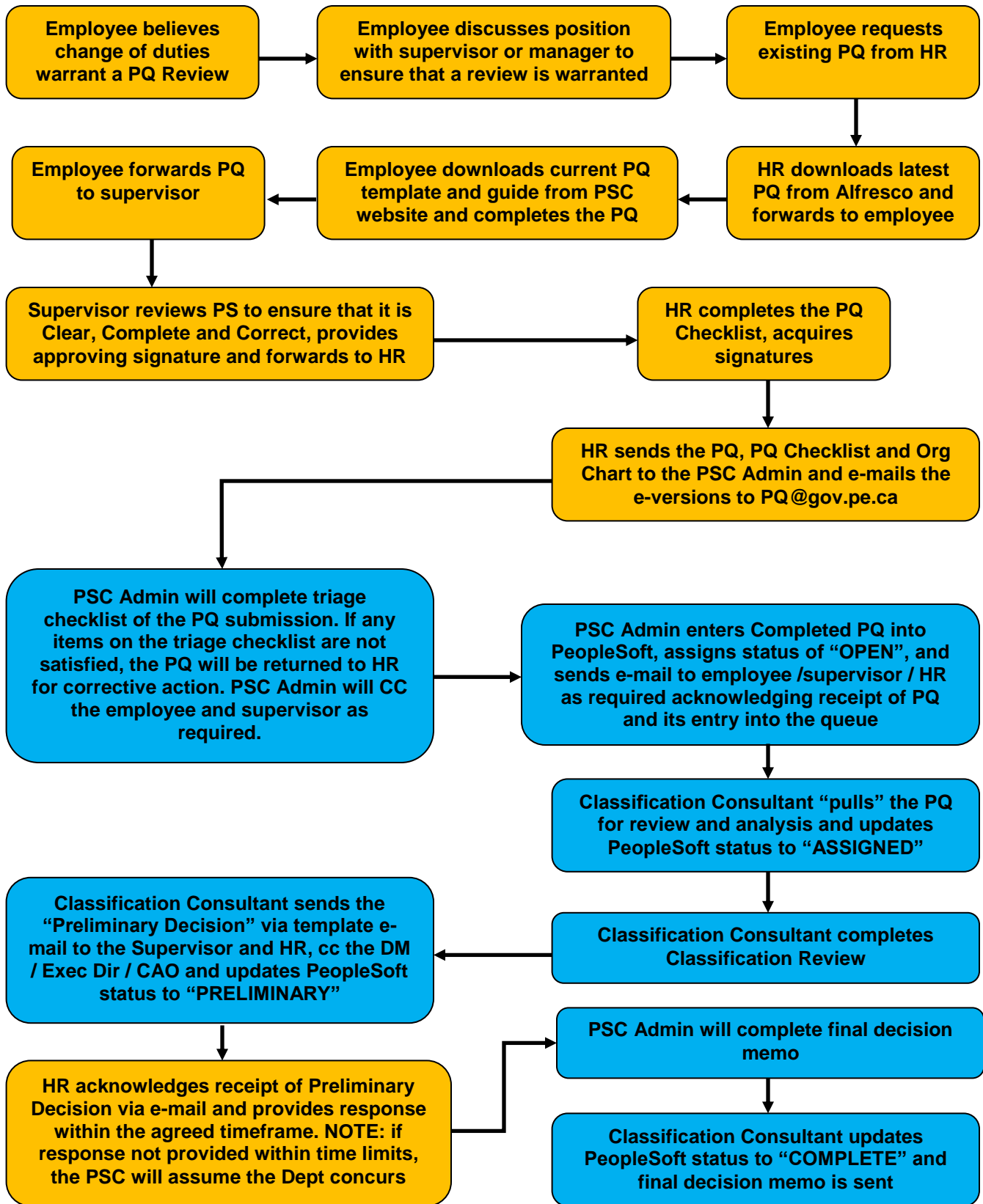


VALUE STREAM MAP OF THE CLASSIFICATION REVIEW PROCESS DURING THE LEAN SIX SIGMA PROJECT



NEW CLASSIFICATION REVIEW PROCESS

DEPARTMENT
PSC



DEVELOP POSITION QUESTIONNAIRE (PQ)

Prince Edward Island Public Service Commission

POSITION QUESTIONNAIRE FORM (v1.2_25 Oct 2018)

Section 1 – Position Identification:

1.1 TYPE OF POSITION: Choose	1.3 POSITION NUMBER: Click here
1.2 VACANT: Choose	1.4 FTE: Click here 1.5 UNION: Choose
1.6 DEPARTMENT: Choose	1.10 POSITION (WORKING) TITLE: Click here
1.7 DIVISION: Click here	1.11 JOB CLASSIFICATION TITLE: Click here
1.8 WORK SECTION: Click here	1.12 BILINGUAL: Choose
1.9 WORK LOCATION: Click here	
1.13 INCUMBENT NAME: Click here	1.14 EMPLOYEE ID: Click here

Section 2 - Purpose:
In one or two sentences state the main purpose of this job. (NOTE: It is often easier to complete this section AFTER describing the main duties and responsibilities.)

The information provided in this questionnaire will be used to evaluate and classify this position. Suggestions to consider in completing the questionnaire and location of Position Questionnaire Guide are provided on the last page of this document. The Position Questionnaire Guide has been prepared to assist you. Contact your HR Manager if there are areas of this questionnaire you are unable to complete.

Section 3 – Certification Signatures:
(NOTE: The signatures below provide concurrence that the information contained within this position questionnaire is accurate, clear, complete and correct and that the document is a true reflection of the duties, responsibilities, and body of knowledge required for the position)

3.1 EMPLOYEE CERTIFICATION:
DATE: _____ SIGNATURE: _____

3.2 SUPERVISOR CERTIFICATION:
Click here POSITION NUMBER: Click here
NAME (print): _____ POSITION NUMBER: _____
POSITION TITLE: Click here _____
DATE: _____ SIGNATURE: _____

3.3 HUMAN RESOURCE MANAGER/OFFICER CERTIFICATION:
DATE: _____ SIGNATURE: _____

3.4 DEPUTY HEAD / CAO CERTIFICATION:
Click here
NAME (print): _____
DATE: _____ SIGNATURE: _____

RETURN COMPLETED FORMS TO: PEI PUBLIC SERVICE COMMISSION, BOX 2000, CHARLOTTETOWN, PE C1A 7N8, TELEPHONE: 368-4306 FAX: 368-4383

Prince Edward Island PUBLIC SERVICE COMMISSION
FOR Excellence in Public Service

See Appendix B

For encumbered positions, supervisors and permanent employees can initiate a request via their HR Manager as outlined in the flowchart on Page 21. Ideally, this is a collaborative process.

For vacant / new positions, the Supervisor / Department or Agency management make the request via their HR manager.

The PQ Form and Guide are available on the PSC Website as follows:

<https://psc.gpei.ca/classification>

There are a number of things to be considered when developing a PQ as follows:

- Duties or responsibilities – new or changed?
- Supervision of staff – new role or changed?
- Knowledge required for duties – new or changed?
- Required to manage a facility, a program, service or operation, or other similar change?
- Budgetary responsibilities – new or changed?
- Responsibility for making decisions – new or changed?
- Nature and frequency of interaction with others changed?

If the answer is “YES” to any of items listed above, then a Classification Review **MAY** be warranted.

Other things that may have an impact on the classification of a position include:

- Changes to the organizational structure;
- Adding additional layers of leadership / supervision has an impact on positions above and below;
- Reassigning duties from one position to another could potentially impact both; and
- Reassigning staff supervision from one position to another could have a potential negative impact on the “losing” position

If an employee believes that his/her position has changed since it was previously reviewed, or if a department / agency believes that a vacant position has changed since it was previously reviewed, then the significant changes section (Section 4) of the PQ must be completed.

In Section 4 and throughout the PQ, it is important to note and identify any of the duties or responsibilities which have been added or deleted from the position; is the knowledge or any of the position requirements for the duties new or changed; have there been any changes to the leadership, supervision or guidance requirements; have there been any changes in resource control; have there been any changes to the responsibility for making decisions or the nature and frequency of interaction with others.



Section 4 – Significant Changes:

(NOTE: Identify any of the duties or responsibilities which have been added to or deleted from this position; is the knowledge or any of the position requirements for the duties new or has it changed; have there been any changes to the leadership, supervision or guidance requirements; have there been any changes in resource control; have there been any changes to the responsibility for making decisions or the nature and frequency of interaction with others)

NOTE: Before this section is completed, consider and answer the following questions. If this is a NEW position that was not previously classified, then select “NO” for each of the questions below:

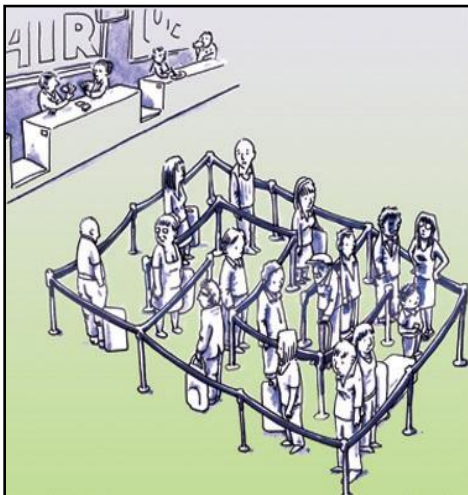
4.1 Have any duties or responsibilities been added to or deleted from the position ?	Choose
4.2 Supervision of staff – new role or changed ?	Choose
4.3 Knowledge and/or education required for the duties – new or changed ?	Choose
4.4 Is the position now required to manage a facility, a program, service or operation – new or changed ?	Choose
4.5 Have there been any changes in budgetary responsibilities or resource control ?	Choose
4.6 Responsibility for making decisions – new or changed ?	Choose
4.7 Has the nature and frequency of interaction with others changed ?	Choose
4.8 Have there been any changes to the organizational structure of the work unit, section, division ?	Choose

4.9 SIGNIFICANT CHANGES: Choose

4.10 IF “YES” SUMMARIZE BELOW (How does this Position Questionnaire differ from the Position Questionnaire that was previously classified?):

[Click here](#)

Once the Clear, Complete and Correct PQ has been received at the PSC, it is entered into the queue.



Normally, PQs are prioritized by the date in which they have been received at the PSC. However there are some exceptions. Vacant / new positions take priority over positions that are encumbered. Also, depending on operational requirements, departments / agencies may prioritize their positions that have been submitted. These priorities will

come from the Deputy Ministers of the various government departments or the Executive Leadership Team (ELT) for Health PEI and be communicated via the HR Managers.

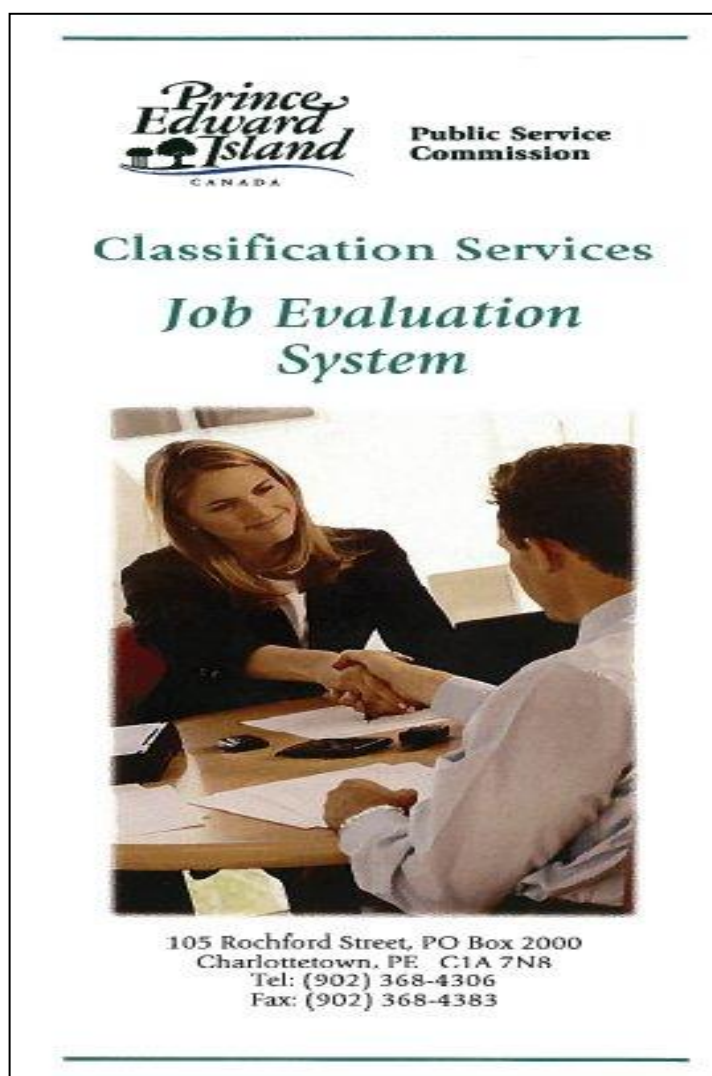
POSITION QUESTIONNAIRE ASSIGNED TO CLASSIFICATION CONSULTANT

Once a Classification Consultant has been assigned a PQ to review, he/she will:

- Review the position file and position history (as required);
- Compare the new PQ with the previously reviewed PQ (if applicable);
- May contact the employee, supervisor, or HR manager to clarify any issues or information contained within the PQ; and
- Develop a Willis Rating:
 - Based on the PQ, position history, internal specifications, and comparable positions;
 - For an established position (encumbered or vacant), the starting point and foundation is with the existing rating from the previous review; and
 - Only significant changes presented in the new PQ and during the review process will warrant a change in the ratings.

The Ratings are based on 4 main factors with 10 sub-factors. The application of the ratings and the use of the Willis tool is a complex process that is not easily understood. It takes a lot of understanding and training in the use of the Willis tool and it normally takes a new Classification Consultant approximately 12 months to be comfortable in its application. Classification reviews are not completed in isolation and each PQ stands on its own merit. Positions are compared to other positions as a whole, on the 4 individual factors and/or the 10 individual sub-factors.

WILLIS JOB EVALUATION SYSTEM



See Appendix C

As discussed earlier, the Willis Job Evaluation System was selected in June 1989 as a result of the issues that arose from pay equity and the fact that the classification system that had existed up to that point had outlived its usefulness. The criteria that had been used by the Joint Committee in the selection process included:

- The system must identify and address historical gender-based pay inequities between male and female dominated job classes;
- The system should have been successfully utilized in a larger (500+ employees) public sector environment, preferably in Canada;
- The system should have a verifiable history of successful implementation through a joint union/management evaluation process, preferably would have been used successfully in a bargaining unit covering a wider variety of occupations;

- The system must be gender neutral;
- The system must be capable of evaluating a wide variety of classes – from production oriented classes to ones with a service orientation; classes with significant technical content to those with little technical but more supervisory content; and classes with little or no public contact to those with significant public contact;
- The system must be capable of measuring, in a comparative way, skill, effort, and responsibility normally required in the performance of work and the conditions under which the work is performed; and
- Any proposed system must respect the integrity of the grade description method used by the Civil Service Commission (now called the Public Service Commission) for evaluating the majority of jobs.

The concept of Pay Equity required a non-traditional approach to job measurement in that jobs which may be dissimilar in nature, and which may respond to different job markets, are compared on a common scale of value.

A single, bias-free measurement tool must be used to evaluate the relative content of positions. Position measurement, also often referred to as job evaluation, is the use of such a measurement tool to determine relative value of jobs, one to another.

The Willis position evaluation system is a sound, valid method that has been employed in a large number of applications throughout North America since 1971. It can be, and has been, used to measure all kinds of positions in a wider variety of organizations, both private and public sector. Some of the considerations and approaches used in measuring each position are as follows:

- Evaluate Position Content – the facts regarding the position’s actual job requirements are to form the only basis for evaluation. Present salary, market supply, historical relationships, etc have no bearing on position measurement. The facts are determined in questionnaires completed by employees, supplemented by position descriptions, and in some cases, information obtained in personal interviews;
- Evaluate the Job, Not the Person or Job Title – variations in performance of the individual occupying a position should not influence the evaluation. The position should be evaluated on the basis of its requirements, assuming a full satisfactory level of performance (not necessarily above or below expectations, but meeting expectations). This, however, should not obscure the fact that the individual incumbent may influence the requirements of the position. This is especially true at higher levels in the organization where the particular strengths or qualifications of an incumbent may cause the addition or modification of responsibilities. Bear

in mind that the level of responsibilities are to be evaluated, not how well they are accomplished.

- Evaluate at Stretch Points – every job has a mix of duties performed, some of which require greater skills and responsibilities. For example, a position may have a variety of problems to solve, some of which require substantial analysis and creativity, while other problems call for a lesser degree of these skills. The position, however, should be evaluated on the basis of the highest skill or most challenging level required as a normal part of the job.

To a great extent, position evaluation is an exercise in advanced semantics in that the words used to describe the position are compared to the words in the evaluation dimensions or factors defining varying levels required for full satisfactory job performance. Therefore it is important that the Classification Consultants have a consistent and mutually agreed-upon understanding of the words that describe each factor and dimension.

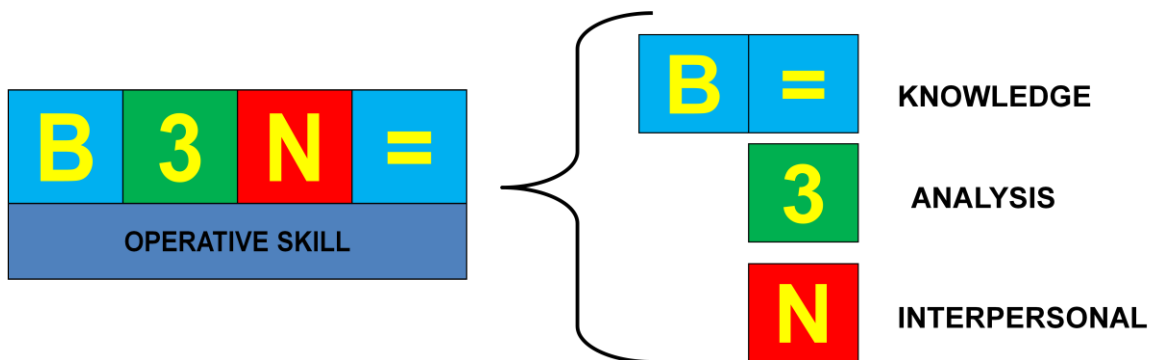
Positions are evaluated according to three components or factors which are characteristic of all jobs plus a fourth component that applies to those positions having lead, supervisory and/or managerial responsibilities.

Willis System Components or Factors

The four components or factors in the Willis Job Evaluation System are:

- Operative Skill;
- Managerial Skill;
- Responsibility; and
- Working Conditions.

Operative Skill

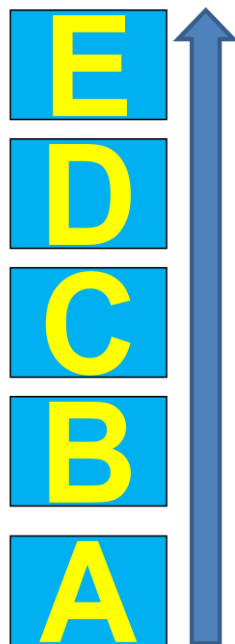


The Operative Skill Factor encompasses the total body of knowledge, skills, aptitudes and abilities necessary to perform or oversee the functional aspects of a job in a satisfactory manner. Every position requires a certain amount of knowledge and skill for full satisfactory job performance. There are certain things that an incumbent must know and abilities that an incumbent must possess to be able to meet the job's requirements and responsibilities. It does not matter how these skills and knowledge are obtained – they could be by formal education, specialized training or job-related experiences.

Operative Skill evaluates the position in relation to three dimensions:

- Functional Knowledge – the amount of specialized or technical knowledge required by the job is measured. This considers knowledge about the job's function and is measured in breadth (comprehensiveness) and depth (thoroughness). In evaluating functional knowledge, it is important to consider how complex is the subject matter(s) with which the position must be familiar or the level of skill which is required and how knowledgeable must the incumbent be in that field (or fields). This consideration should incorporate an assessment of the importance of the end results expected of the employee including the tolerance that may be permitted for error.

There are five levels:



“A” – typically positions that require a high school diploma or equivalent

“B” – jobs that require vocational competence or positions that require adeptness in the operation of complex machinery. Typically positions that require a diploma plus varying levels of experience

“C” – typically positions that require a professional body of knowledge such as a post-secondary or advanced degree or the highest level of technical knowledge.

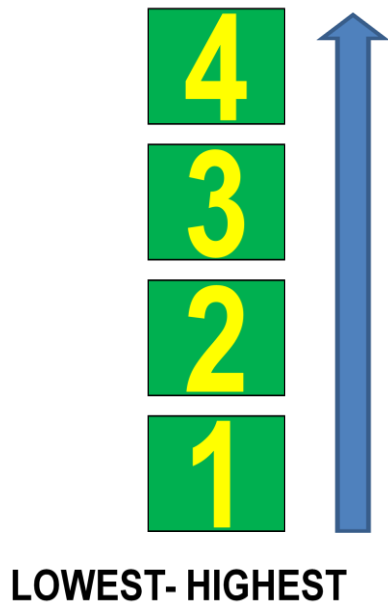
“D” – typically Directors have this knowledge rating for having fairly high professional credentials plus broad knowledge and sufficient experience in applying the principles and practices in a wide range of situations

“E” – positions at this level are required to obtain expert status in a professional field and the requirement for knowledge at the forefront of their fields; typically lawyers / solicitors

LOWEST- HIGHEST

- Analysis – nature / extent of evaluative, innovative or creative thinking required and the complexity of information considered in either problem solving or decision making.

There are 4 levels:



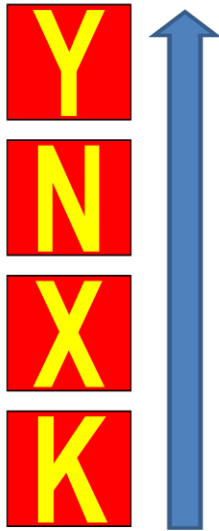
“1” – typically, positions at this level are not required to analyze a problem or look at its component parts. Response to a situation is based virtually upon instruction or previous instruction rather than having choices for consideration. An “A” in Operative Skill would be the only functional knowledge associated with a “1” in analysis.

“2” – this level is appropriate for the first range of jobs that have to look at parts of a problem. Some analysis is required. The considerations are relatively simple and there is a set way of dealing with a situation. There is some consideration of uncomplicated data by established routines or quick reactions. The selection of the appropriate course of action from a number of alternatives is common

“3” – typically, positions at this level are required to analyze problems containing substantial diversity of data. The problems tend to be generally non-routine or recurring and of a similar type. Work involves the selection and adaptation of established methods and techniques.

“4” – typically, this level defines positions which not only must analyze non-routine problems containing a wide variety of data, but also must engage in evaluative thinking. This level is characterized by positions that deal with complex analyses and must weigh the desirability and/or probability of possible outcomes in relation to each other. It is the type of position that must be thinking a problem out several steps in the future. Requires creativity and innovation in the development and implementation of policies and programs.

- Interpersonal – this dimension measures the direct people contact or human relations skill required of a position. It deals with the extent to which the position must be able to establish rapport with, empathize with and influence the actions of others. It does not matter where the others are within or outside the organization, or whether they are peers, subordinates, or superiors. The nature and the skills necessary to influence them are to be measured.



LOWEST- HIGHEST

“K” – typically, this first level applies to those positions that have no requirement for personal contacts with others beyond immediate supervisors and perhaps other members of work teams. Normal courtesy and consideration of others is required. There are very few positions in the public service that have a “K” rating for interpersonal.

“X” – typically, positions at this level are expected to interact with others as a normal part of the function of their jobs. No special requirements exist, however, to influence or motivate the activities of others. Contacts tend to be limited to the exchange of information. Tact, courtesy, diplomacy and consideration of others are required for the purpose of giving and receiving information.

“N” – typically, this level fits positions in which direct interaction with others or the influence of others is a major responsibility. Contacts requiring personal attention to others are the primary job function OR contacts are for the purpose of advising, influencing and motivating others. Tact, discretion and diplomacy are required. It could be thought of as nudging others along a path which they may be inclined to follow.

“Y” – typically at this level, motivating others (subordinates, other employees, members of the public) or getting them to do something that they might not do otherwise is the key to success of the position. Most supervisory positions, for example, fall at this level. Direct interaction with others is a major responsibility of the job. Contacts are multi-faceted and in-depth, meaning that deep emotional issues are explored and challenged, with far-reaching consequences. For example, when a position is assigned a “Y” interpersonal rating the primary purpose of the position is to explore with the client the functions of the maladaptive behaviours, challenge the thought processes of the client and to implement a treatment plan to facilitate behavioural change.

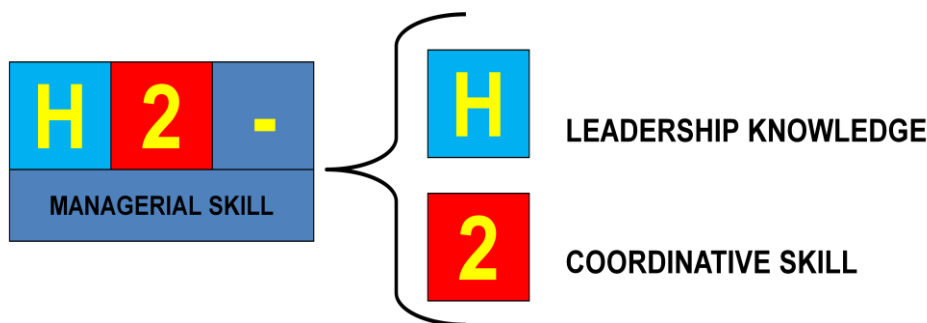
The Operative Skill component encompasses approximately 60 – 70% of the final value.

The shading on Operative Skill (i.e. “-”, “=”, or “+”) only applies to the knowledge dimension.

Some general rules in the application of the Willis System for the Operative Skill factor are as follows:

- (1) When shading knowledge, consider more education, more training, more experience, higher skill level**
- (2) Avoid double counting – must consider is it more knowledge or more analysis**
- (3) Minimum basic requirements of a position should be reasonable given the duties and responsibilities**
- (4) If the position has a “B” in knowledge it cannot have a “4” in analysis.**

Managerial Skill



The Managerial Skill Factor deals with the extent to which the position incumbent may need to have knowledge about the planning, organizing, executing, controlling and evaluating activities, resources (financial, physical, human), programs, functions and/or sub functions. It also considers the nature and complexity of this managerial process. It relates to the responsibility for the work of others (employees, temporary staff, volunteers, committee members, consultants, etc) as directing the work of others is part of the management function. It included both formal (supervisor / managerial) leadership and informal (team/committee) leadership. The characteristics of the leadership functions are evaluated as opposed to a simple counting of the number of employees supervised.

The functions of supervision include:

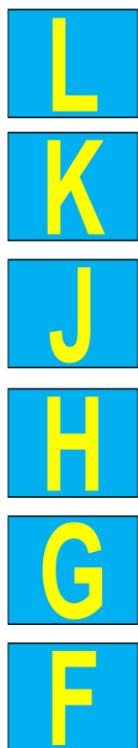
- training;
- scheduling and assigning work;
- monitoring work in progress and/or work accomplishments; and
- evaluating performance.

The elements of management include:

- planning at a strategic level;
- organizing multiple resources;
- providing leadership / direction to the organization; and
- reviewing and evaluating results and directing needed corrective action.

Managerial Skill evaluates the position in relation to two dimensions:

- Leadership Knowledge – this dimension measures what the position incumbent is required to know about management systems and techniques such as guiding, supervising, or managing work including the skills involved in coaching, motivating, and facilitating the work of others and in providing leadership and direction within the work unit. This is distinct from the requirement to exercise managerial skills. In evaluating leadership knowledge, one must also consider the number of people supervised in addition to the type and complexity of the work being performed.



LOWEST- HIGHEST

“F” – this level applies to those positions in which leading or supervising of others, or managing, are not job requirements.

“G” – positions at this level are looked to for technical guidance and/or responses to questions of a functional nature; leadership knowledge is required to provide functional guidance, training and coaching to others.

“H” – this level applies to those positions having some assignments related to the supervision of employees.

“J” – positions at this level are fully responsible for the supervision of employees and the supervisory activity itself is of major importance to the job’s required accomplishments; knowledge is required of a full range of supervisory functions including training, scheduling and assigning work, monitoring work in progress and/or work accomplishments, and evaluating performance.

“K” – knowledge is required in a number of managerial functions such as strategic planning and evaluation, organization design, and operational direction.

“L” – positions at this level by their nature, complexity, and importance, require full understanding of the processes and systems of management

- Coordinative Skill – this dimension covers the degree to which the required managerial knowledge must be exercised and how the leadership knowledge and skills are applied in achieving work objectives; the responsibility for planning, organizing, and coordinating work activities. Other aspects to be considered include:
 - the complexity of the coordinative activity;
 - the extent of harmonizing or blending different, diverse or even competing functions or sub-functions to achieve desired results; and
 - the amount of impact of the management activity on the total organization.



“1” – applies to positions having no requirement to practice leading, guiding, supervising or managing in performing their work.

“2” – applies to positions in which operational guidance or leading are afforded to others; there is some responsibility to exercise leadership skills such as coaching employees or leading work teams.

“3” – efforts of others are coordinated in performing one or more specific activities.

“4” – coordinates the work of related work units or functional areas.

“5” – coordinates the work of diverse, unrelated work units or functional areas.

LOWEST- HIGHEST

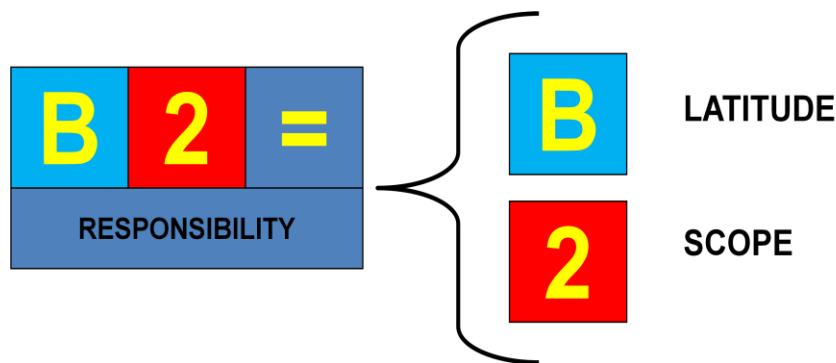
The Managerial Skill component encompasses approximately 10% of the final value.

The shading on Managerial Skill (i.e. “-“, “=”, or “+”) applies to both dimensions.

Some general rules in the application of the Willis System for the Managerial Skill factor are as follows:

- (1) “F” in leadership knowledge always goes with “1” in coordinative skill;**
- (2) “G” in leadership knowledge always goes with “2” in coordinative skill, there is never a “G3”;**
- (3) “J2” and “K5” do not exist; and**
- (4) “L” in leadership knowledge must be with “4” or “5” in coordinative skill.**

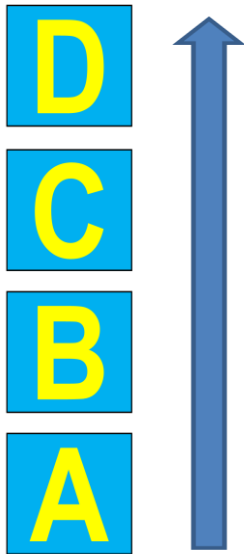
Responsibility



The Responsibility Factor evaluates the results expected of the position, but not the consequence of achieving a result. It can be thought of as the measure of the job’s reason for existence in the organization. Responsibility refers to the contribution made to the overall results of the organization and the level of accountability for the achievement of the organization’s objective. It is used to evaluate responsibility for program delivery as well as for human, financial, materiel and capital resources.

Responsibility is measured in two dimensions:

- Latitude – this dimension measures the existence of absence of personal or procedural restraints (i.e. how much freedom does the position have to make decisions and get things done).



LOWEST- HIGHEST

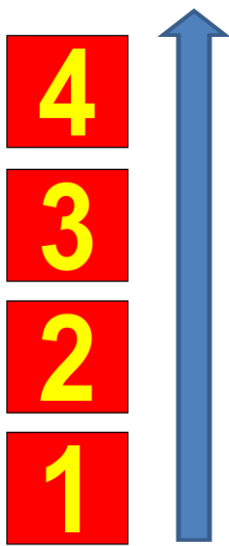
“A” – typically, positions at this level have few choices open and tend to work within a set routine or under close supervision. The options available could be along the lines of deciding personal work priorities at a job site, or selecting appropriate tools to complete an assignment; duties are routine and clearly delineated with limited options; work is closely controlled.

“B” – typically, positions at his level are controlled by work procedures and methods with a number of alternative courses of action available at stages in the work process. The emphasis is on how work is to be accomplished; similar and clearly defined procedures and methods are followed, and/or work is frequently reviewed.

“C” – typically, positions at this level function under a variety of work procedures with a substantial degree of selection between alternatives available; procedures followed tend to be varying or complex and generally defined, and/or efforts are reviewed after the fact.

“D” – typically, positions at this level tend to be limited only by policies governing a specific department or similar organizational unit. Direction tends to be administrative in that emphasis is placed upon the specific end results expected with the means of accomplishment left up to the incumbent. Positions at this level tend to be setting the “how” for subordinate positions; activities and methods are broadly outlined with emphasis on departmental or functional policies and goals.

- Scope – this dimension measures the size and nature of the job’s impact on end results based on resources and program objectives affected and the extent of accountability one has for the end results. The scope should relate to the basic reason the job exists. The degrees of size may be generally related to the annual budget entrusted to or affected by the position under examination. They may reflect objectives, or stewardship or spheres of influence. It should be noted that this dimension is not intended to measure the importance of the end result or the consequences of error. The latter are measured according to the amount of job knowledge required for fully satisfactory achievement of results as outlined in the definition of Functional Knowledge in Operative Skill.



LOWEST- HIGHEST

“1” – services afforded are facilitative, collateral, or incidental in nature and contribute to, or provide for prescribed results. Resources affected are small and unidentifiable.

“2” – typically, positions at this level tend to participate, influence, and share in the responsibility for end results, but do not fully control those end results. Resources affected are small and not measurable.

“3” – typically, positions at this level have a predominant and direct impact on the utilization of small to moderate technical, financial and/or human resources; or the resources that are influenced are substantial in size.

“4” – positions measured at this level have the principal or controlling impact on substantial resources or end results, or the position has direct influence on the total resources of the organization.

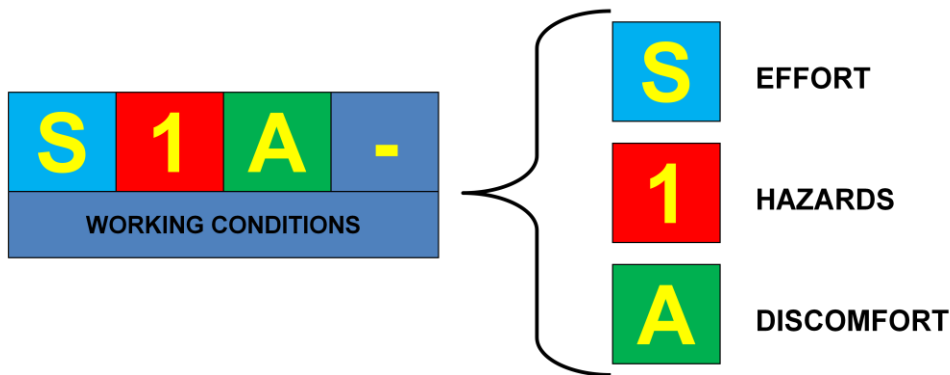
The Responsibility component encompasses approximately 20% of the final value.

The shading on Responsibility (i.e. “-“, “=“, or “+“) applies to both dimensions.

A general rules in the application of the Willis System for the Responsibility factor is as follows:

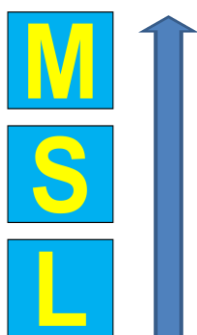
- The “Latitude” dimension of Responsibility cannot be any higher than the “Functional Knowledge” dimension of Operative Skill. (i.e. “if you have a “B” in knowledge, cannot not have “C” in latitude.

Working Conditions



A number of jobs require that employees be exposed to adverse and/or undesirable conditions within their normal working situations. The intention is not to evaluate temporary situations such as overcrowded conditions or understaffing; rather, those conditions to be considered are those that are to be expected in performing the activities for which the job was designed. There are three dimensions that should be independently considered in determining if, and to what degree, Working Conditions should be afforded:

- Effort – this dimension measures the amount of intellectual and/or physical energy expended on the job. without regard for the size, strength, stamina or gender of the individual employee. Normal fatigue that accompanies a full day of productive effort on any job is not be included. On the other hand, the evaluation of effort should give consideration to any significant expenditure of energy that is a function of the nature of the work itself. In addition to physically tiring work, the intent is to include extensive and intense concentration such as, for example, extended periods of sensory attention with accountability for speed, precision, and/or accuracy. In assessing the amount of effort the job requires, consideration should be given to the extent to which it is prolonged (i.e.duration) as well as its intensity.



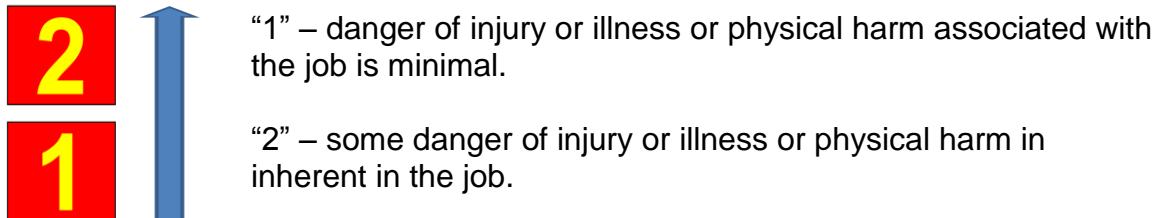
LOWEST- HIGHEST

“L” – activities require little working in tiring or restrained positions, lifting, climbing or other situations that, by their nature, cause a marked degree of fatigue.

“S” – work is characterized to a considerable degree by tiring or restrained positions, lifting or climbing, extended concentration, or other situations causing mental or physical fatigue.

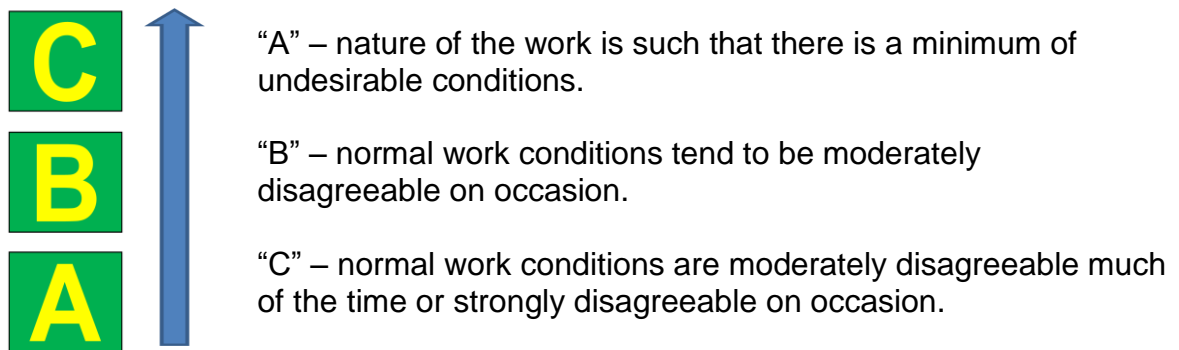
“M” – a substantial expenditure of mental or physical energy is the nature of, and normal to, the work.

- Hazards – this dimension measures the relative exposure to potential physical or mental bodily injury, whether caused by accident, illness, other physical harm, or developed as a chronic condition directly related to the job’s physical or stressful environment. This assumes normal use of protective clothing and observance of safety precautions.



LOWEST- HIGHEST

- Discomfort – this dimension measures job conditions that would normally be perceived as disagreeable by employees (i.e. the environmental or stressful conditions associated with the work). The degree and extent of disagreeableness are assessed. The Discomfort dimension considers mental, as well as physical, disagreeableness. These include such things as noise and temperature, isolation, exposure to emotionally draining situations, frequent personal contacts with irate members of the public, or exposure to inmates in a correctional facility.



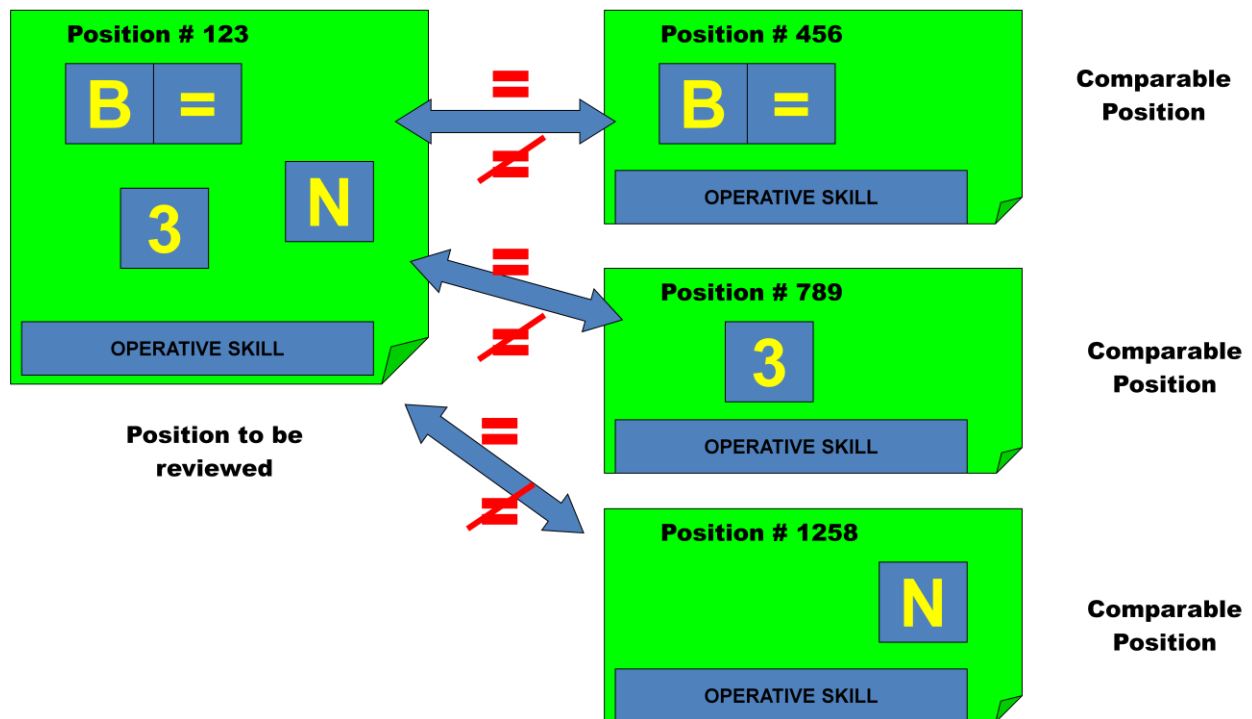
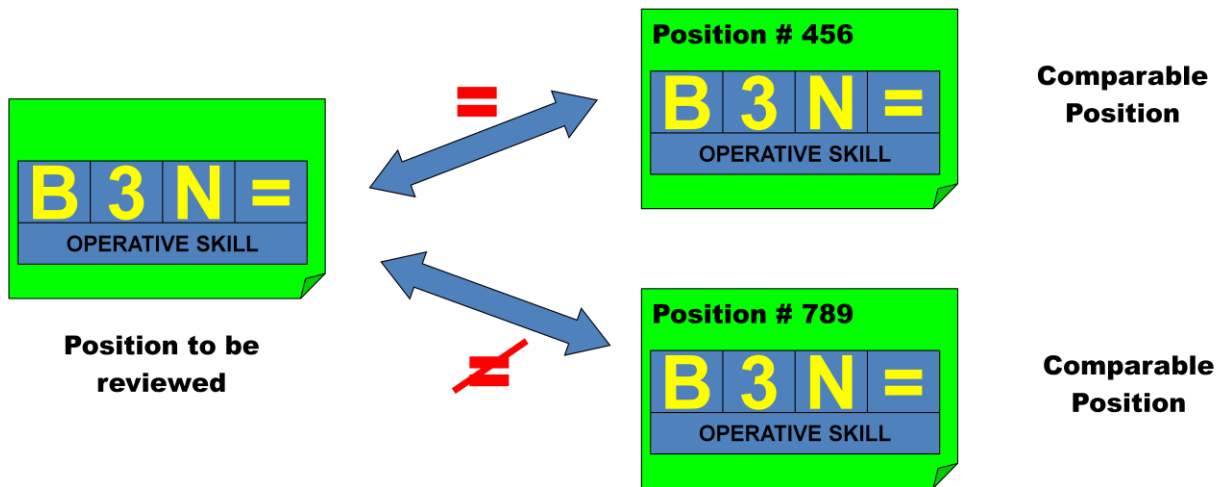
LOWEST- HIGHEST

The Working Conditions component encompasses approximately 2 – 5% of the final value.

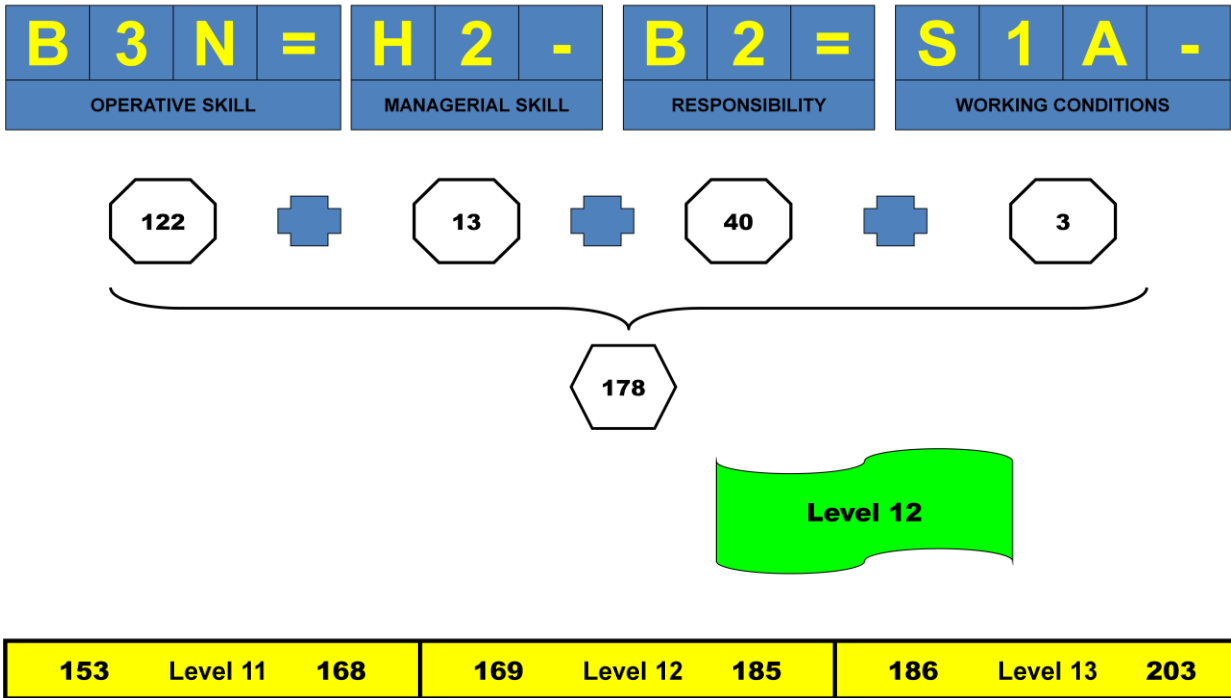
The shading on Working Conditions (i.e. “-“, “=“, or “+“) applies to all three dimensions.

COMPARING POSITIONS / DETERMINING RATINGS

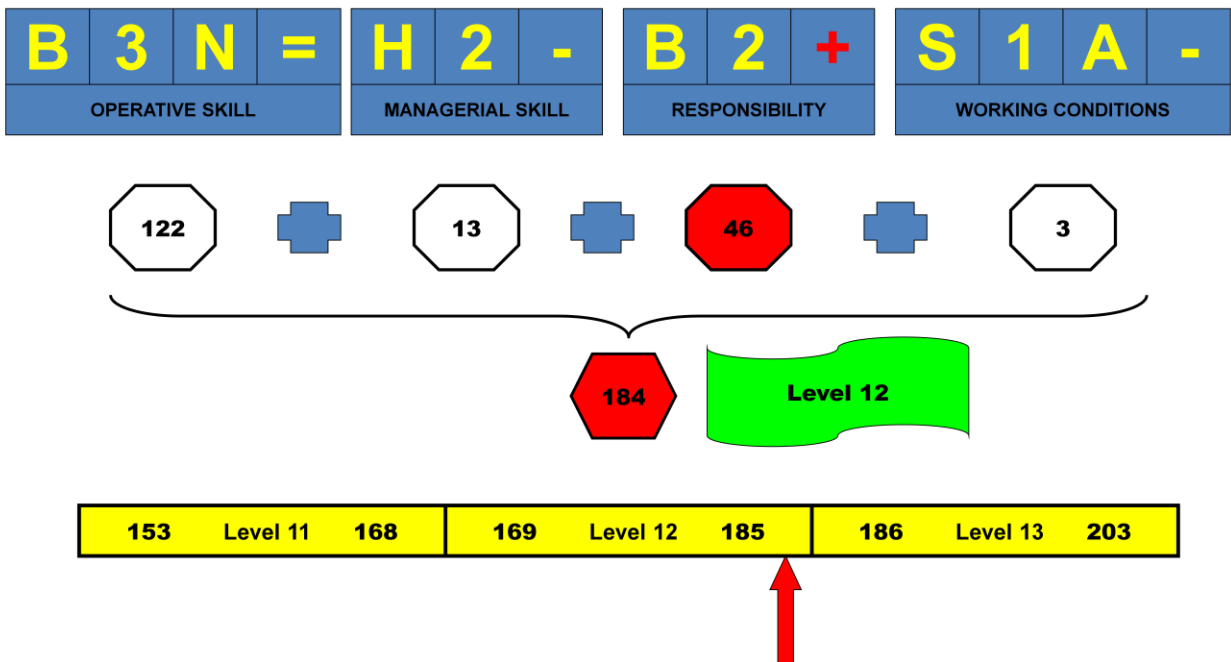
As part of the review process, a Classification Consultant will compare the position with other positions within the same section/division/department or throughout the entire organization. Positions are compared as a whole or by their individual factors and/or dimensions. Even though positions may not be identical, there may be qualities of other positions that may be similar. Human nature is to look at what is the same; sometimes it is easier to examine the differences.



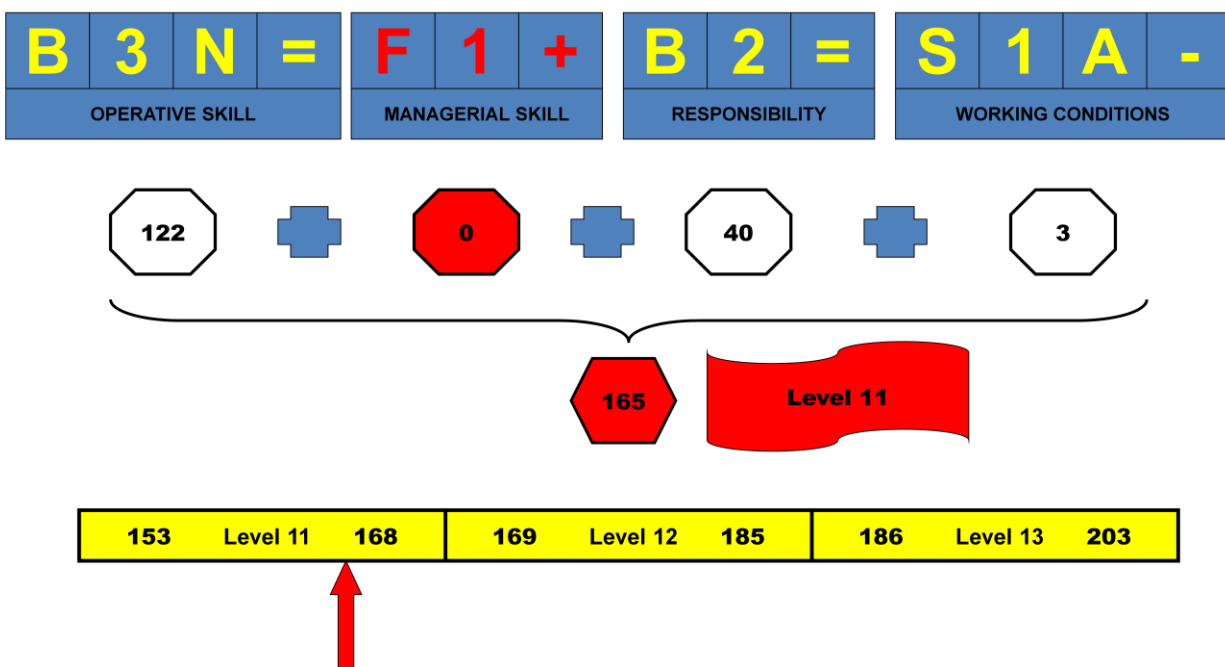
Example of Initial Review Ratings:



Example of Review Ratings following a change in the duties / responsibilities:



Example of Review Ratings following a change in Managerial Skill:



When a position is reviewed, there are 3 possible outcomes:

- the position is rated, classified, and confirmed at the same level;
- the position is rated, classified and upgraded to a higher level; or
- the position is rated, classified and downgraded to a lower level (and the incumbent is red circled).

AFTER THE RATINGS ARE DETERMINED

After the Classification Consultant determines the ratings for the position to be reviewed, he/she will meet with the Senior Classification Consultant (who in turn will meet with the Director) to discuss the review and the rationale used to arrive at the result. This is like an independent and objective review of the ratings, background and comparable positions whereby questions are asked and issues are discussed to ensure that all of the bases have been covered.

Once the ratings are finalized, the Classification Consultant will send the Preliminary Decision via e-mail to the Supervisor and HR Manager with a carbon copy (CC) to the Deputy Minister or agency equivalent (Executive Director / CAO / CEO, etc).

Sample Preliminary Decision E-mail:

From: Glenn Moriarity

To: Supervisor, HR Manager

CC: Deputy Minister

Subject: Preliminary Decision – Classification Review – Position Working Title (Position # 123456 – Vacant)

Reply Requested: By 5/17/2019

Good morning folks.

We have completed the classification review of this position based on the position questionnaire that we received at our office on 02 May 2019. Due to changes in the position, the ratings have been adjusted to reflect similar ratings in like positions. As a result of this review, it is recommended that the position be rated and classified at Level 18, upgraded from Level 17.

Please advise if you are in agreement so that we can finalize the classification review process and issue the Classification Decision Memo.

If we do not receive a response within three (3) business days from receipt of this e-mail, we will assume that you concur with our recommendation and we will issue the final decision.

Also, please be advised that the contents of this e-mail are confidential and should not be shared with any potential incumbents until the preliminary decision and confirmation processes are completed.

Also please let me know if you have any questions or concerns. I look forward to hearing from you soon.

Thanks and have a great day.

Glenn

Glenn Moriarity
Senior Classification Consultant
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Respect-Integrity-Accountability-Excellence

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Throughout the review process, the Public Service Commission maintains the integrity of the Classification plan in accordance with the provisions of the *Civil Service Act*. Also, the Public Service Commission has no vested interest in the outcome of the classification review process. The Classification Consultants have to ensure fairness and consistency across all sectors.

There are opportunities throughout the process for employees and supervisors to meet with a Classification Consultant to discuss the review.

Once the Department concurs with the Preliminary Decision e-mail, the Final Decision memo will be prepared and sent to the Department / Employee as required.

If the Employee does not agree with the decision of the Public Service Commission, then there is an appeal process.

APPEAL PROCESS

If a permanent employee believes that the classification decision is not correct he/she has the option to appeal. The process is outlined and identified in various Collective Agreements as follows:

- Article 43 – Classification Review and Appeal Procedures – of the Collective Agreement between The Government of Prince Edward Island and The Prince Edward Island Union of Public Sector Employees:

ARTICLE 43 - CLASSIFICATION REVIEW AND APPEAL PROCEDURES

43.03 Appeal Process

- (a) The Classification Appeal Committee will be appointed pursuant to Section 17 (2), (3), and (4) of the *Civil Service Act* Regulations.
- (b) An Employing Authority or a permanent employee may appeal the decision of the Commission with respect to classification of a position to the Classification Appeal Committee within fifteen (15) days of receipt of the decision.\
- (c) An appeal to the committee shall be made in writing to the chairperson specifying the reasons for the appeal and the appellant shall send a copy of the appeal to the Commission.
- (d) An appeal shall not be considered by the Committee unless the decision of the Commission was reviewed by the appellant with a designated employee of the Commission prior to the filing of the appeal.
- (e) The Commission shall provide the chairperson of the Committee with all documentation in the Commission's possession with respect to the appeal.

ARTICLE 43 - CLASSIFICATION REVIEW AND APPEAL PROCEDURES (continued)

43.03 Appeal Process

- (f) The Committee shall review the appeal within thirty (30) days and may hold a hearing if required.
- (g) The Committee shall communicate its decision in writing, giving sufficient reasons therefore to the parties within thirty (30) days of reviewing the appeal.
- (h) A decision of the majority of the Committee on an appeal shall constitute the decision of the Committee and shall be binding on the Commission, the Employing Authority and the employee.
- (i) The Committee shall not deal with an appeal on any position which has been considered by it within the previous twelve (12) months unless the appellant can demonstrate in writing that there has been a substantial change in the duties and responsibilities of the position since the position was last reviewed by the Committee.

- Article 39 – Classification Appeal Procedure – of the Collective Agreement between Health PEI and The Prince Edward Island Union of Public Sector Employees:

ARTICLE 39 - CLASSIFICATION APPEAL PROCEDURE

39.03 Appeal Process

- (g) A Classification Appeal Board consisting of one (1) member appointed by the Union, one (1) member appointed by the Employer and a mutually agreeable chairperson. Members shall be named for a two (2) year period.
- (h) An Employer or a permanent employee may appeal the decision of the Commission with respect to classification of a position to the Classification Appeal Board within fifteen (15) days of receipt of the decision.
- (i) An appeal to the Board shall be made in writing to the chairperson specifying the reasons for the appeal and the appellant shall send a copy of the appeal to the Commission.
- (j) An appeal shall not be considered by the Board unless the decision of the Commission was reviewed by the appellant with a designated employee of the Commission prior to the filing of the appeal.
- (k) The Commission shall provide the chairperson of the Board with all documentation in the Commission's possession with respect to the appeal.

ARTICLE 39 - CLASSIFICATION APPEAL PROCEDURE (continued)

39.03 Appeal Process

- (l) The Board shall review the appeal in a timely manner and may hold a hearing.
- (m) The Board shall communicate its decision in writing, giving sufficient reasons therefore to the parties within thirty (30) days of reviewing the appeal.
- (n) A decision of the majority of the Board on an appeal shall constitute the decision of the Board and shall be binding on the Commission, the Employer and the employee.
- (o) The Board shall not deal with an appeal on any position which has been considered by it within the previous twelve (12) months unless the appellant can demonstrate in writing that there has been a substantial change in the duties and responsibilities of the position since the position was last reviewed by the Board.

- Article 14 – Classification Review and Appeal Procedure – of the Collective Agreement between Health PEI and The Prince Edward Island Nurses Union:

ARTICLE 14 - CLASSIFICATION REVIEW AND APPEAL PROCEDURE

14.3 Appeal Process

- (a) A Classification Appeal Board consisting of one (1) member appointed by the Union, one (1) member appointed by the Employer and a mutually agreeable chairperson shall be named for the term of the Collective Agreement.
- (b) An Employer or a permanent employee may appeal the decision of the Commission with respect to classification of a position to the Classification Appeal Committee within twenty-one (21) days of receipt of the decision.
- (c) An appeal to the Committee shall be made in writing to the chairperson specifying the reasons for the appeal and the appellant shall send a copy of the appeal to the Commission.
- (d) An appeal shall not be considered by the Committee unless the decision of the Commission was reviewed by the appellant with a designated employee of the Commission prior to the filing of the appeal.
- (e) The Commission shall provide the chairperson of the Committee with all documentation in the Commission's possession with respect to the appeal.
- (f) The Committee shall review the appeal in a timely manner and may hold a hearing.

ARTICLE 14 - CLASSIFICATION REVIEW AND APPEAL PROCEDURE (continued)

14.3 Appeal Process

- (g) The Committee shall communicate its decision in writing, giving sufficient reasons therefore to the parties within thirty (30) days of reviewing the appeal.
- (h) A decision of the majority of the Committee on an appeal shall constitute the decision of the Board and shall be binding on the Commission, the Employer and the employee.
- (i) The Committee shall not deal with an appeal on any position which has been considered by it within the previous twelve (12) months unless the appellant can demonstrate in writing that there has been a substantial change in the duties and responsibilities of the position since the position was last reviewed by the Committee.
- (j) The Appeal Board shall not:
 - (1) change existing salary relationships between classifications;
 - (2) modify any descriptions, responsibilities or specifications for any classification level, group or category;
 - (3) change a position title to another classification level, group or category; accept an appeal of the classification of any position that has been considered by it, or the review panel on implementation of the new classification plan, within the previous twelve (12) months, except where the appellant can demonstrate in writing that there has been a substantial change in the duties and responsibilities of the positions; or
 - (4) rule on the status of the incumbent whose position is the subject of the appeal.

- Appendix F Classification Review Process of the Collective Agreement between Health PEI and International Union of Operating Engineers (Local 942):

APPENDIX "F"

CLASSIFICATION REVIEW PROCESS

- 9. In the event that the parties are unable to agree with the results of the review, a grievance may be filed at Step 2 of Article 15.02 of the Collective Agreement.

- Article 18 – Classification Appeal – of the Collective Agreement between The Education Negotiating Agency and The Canadian Union of Public Employees (Union Locals 1145, 1770 and 1775):

ARTICLE 18 - CLASSIFICATION APPEAL

18.3 Employee Classification Appeal Procedures


- (a) An employee may appeal the decision of the PEI Public Service Commission within ten (10) days of receipt of the Commission's decision. Such appeal shall be filed with the Chair of the Board. A copy of the appeal shall be forwarded to the Employer, the Union office, Local President and the PEI Public Service Commission.
- (b) The Board shall consist of one member and alternate appointed by the Minister and a mutually agreed chairperson. The Board shall be named for the term of the agreement.

18.4 Classification Appeal Board Procedures

- (a) The appeal to the board shall be in writing specifying the reasons for the appeal.
- (b) The Employer shall provide up-to-date job descriptions to the Board and employee(s) as necessary.
- (c) The Board shall review the appeal and if requested by the employee or Employer at the time of the application, the Board shall hold a hearing to record testimony from the Employer, or persons having knowledge of the duties and responsibilities of the position or any other position as set out in the Schedules of the Collective Agreement.
- (d) The Board shall communicate its decision in writing, including the reasons therefore, to the parties to the appeal within thirty (30) days of receipt of the appeal.
- (e) The decision of the Board is binding on all parties to the appeal.
- (f) The Appeal Board shall not:
 - i. Change, or in any way amend, existing salary relationships between classification.
 - ii. Modify any descriptions, concepts, responsibilities or specifications for any classification, level, group, or category; or
 - iii. Reconsider an appeal of the classification of any position that has been considered by it within the previous twelve (12) months unless there has been a substantial change in the duties of the position.



NEW POSITION QUESTIONNAIRE FORM AND GUIDE

POSITION QUESTIONNAIRE FORM



PEI PUBLIC SERVICE COMMISSION


POSITION QUESTIONNAIRE FORM (v1.2_25 Oct 2018)	
Section 1 – Position Identification:	
1.1 TYPE OF POSITION: Choose 1.2 VACANT: Choose	1.3 POSITION NUMBER: Click here 1.4 FTE: Click here 1.5 UNION: Choose
1.6 DEPARTMENT: Choose 1.7 DIVISION: Click here 1.8 WORK SECTION: Click here 1.9 WORK LOCATION: Click here	1.10 POSITION (WORKING) TITLE: Click here 1.11 JOB CLASSIFICATION TITLE: Click here 1.12 BILINGUAL: Choose
1.13 INCUMBENT NAME: Click here	1.14 EMPLOYEE ID: Click here
Section 2 - Purpose: In one or two sentences state the main purpose of this job. (NOTE: It is often easier to complete this section AFTER describing the main duties and responsibilities.)	
The information provided in this questionnaire will be used to evaluate and classify this position. Suggestions to consider in completing the questionnaire and location of Position Questionnaire Guide are provided on the last page of this document. The Position Questionnaire Guide has been prepared to assist you. Contact your HR Manager if there are areas of this questionnaire you are unable to complete.	
Section 3 – Certification Signatures: (NOTE: The signatures below provide concurrence that the information contained within this position questionnaire is accurate, clear, complete and correct and that the document is a true reflection of the duties, responsibilities, and body of knowledge required for the position)	
3.1 EMPLOYEE CERTIFICATION: DATE: _____ SIGNATURE: _____	
3.2 SUPERVISOR CERTIFICATION: <div style="display: flex; justify-content: space-between;"> Click here Click here </div> NAME (print): _____ POSITION NUMBER: _____ <div style="display: flex; justify-content: space-between;"> Click here _____ </div> POSITION TITLE: _____ DATE: _____ SIGNATURE: _____	
3.3 HUMAN RESOURCE MANAGER/OFFICER CERTIFICATION: DATE: _____ SIGNATURE: _____	
3.4 DEPUTY HEAD / CAO CERTIFICATION: <div style="display: flex; justify-content: space-between;"> Click here _____ </div> NAME (print): _____ DATE: _____ SIGNATURE: _____	
RETURN COMPLETED FORMS TO: PEI PUBLIC SERVICE COMMISSION, BOX 2000, CHARLOTTETOWN, PE C1A 7N8, TELEPHONE: 368-4306 FAX: 368-4383	

HR Excellence in Public Service

See Appendix B

POSITION QUESTIONNAIRE FORM GUIDE



POSITION QUESTIONNAIRE GUIDE (v1.2_25 Oct 2018)

Section 1 –	<p>This section identifies the position described in the Position Questionnaire Form. All sub-sections 1.1 – 1.14 must be completed.</p>
1.1 TYPE OF POSITION	<p>If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.</p> <p style="text-align: center;">PLEASE NOTE:</p> <p>It is important that all “Choose” drop-down boxes are selected, even if the answer is “NO” or “Not Applicable” and all “Click here” text boxes contain text even if it is “Not Applicable”. If “Choose” drop-down boxes are not selected and “Click here” text boxes are empty, we will assume that information is missing and the PQ will be returned.</p>
1.2 VACANCY	
1.6 DEPARTMENT / AGENCY Choose	
1.7 DIVISION / BRANCH Choose	
1.8 WORK UNIT / LOCATION Choose	
1.9 WORK UNIT / LOCATION Choose	
1.13 INCUMBENT	

Section 2 - Purpose:
In one or two sentences state the main purpose of this job. (NOTE: It is often easier to complete this section AFTER describing the position.)

This should be a one-paragraph statement summarizing the duties and defining the overall role of the position. (E.g. “Under the guidance of the HR Manager, this position is responsible for coordinating human resource management services/programs relating to the unclassified division and provides assistance to managers and staff for a range of human resource issues including staffing, classification, payroll, benefits, pension administration and labor relations.”)

The information provided in this questionnaire will be used to evaluate and classify this position. Suggestions to consider in completing the questionnaire and location of Position Questionnaire Guide are provided on the last page of this document. The Position Questionnaire Guide has been prepared to assist you. Contact your HR Manager if there are areas of this questionnaire you are unable to complete.

Section 3 – Certification Signatures:
(NOTE: The signatures below provide concurrence that the information contained within this position questionnaire is accurate, clear, complete and correct and that the document is a true reflection of the duties, responsibilities, and body of knowledge required for the position)

3.1 EMPLOYEE CERTIFICATION:
DATE: _____ SIGNATURE: _____

3.2 SUPERVISOR CERTIFICATION:
NAME (print): _____
POSITION: _____
DATE: _____


This section is used to ensure that the employee, supervisor, HR manager and deputy head have agreed that the Position Questionnaire is accurate and complete. All portions of this section must be completed, including all signatures and dates.

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

3.3 HR MANAGER CERTIFICATION:
DATE: _____

3.4 DEPUTY HEAD / CAO CERTIFICATION:
Click here
NAME (print): _____
DATE: _____ SIGNATURE: _____

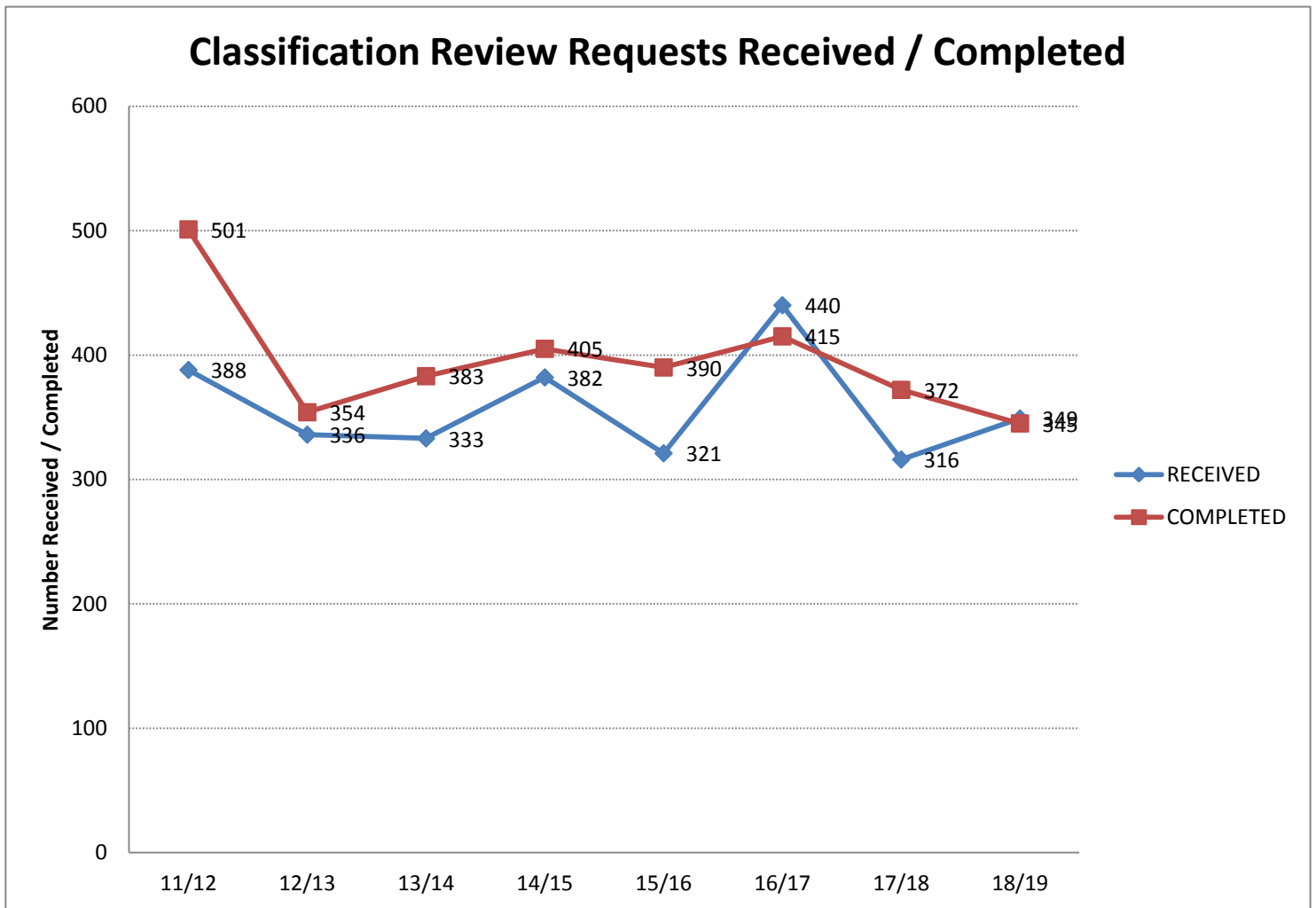
RETURN COMPLETED FORMS TO: PEI PUBLIC SERVICE COMMISSION, BOX 2000, CHARLOTTETOWN, PE C1A 7N8, TELEPHONE: 368-4306 FAX: 368-4383



PUBLIC SERVICE COMMISSION
HR Excellence in Public Service

See Appendix D

CLASSIFICATION STATISTICS



BEYOND CLASSIFICATION

Classification Consultants also offer advice during the planning phases of organizational structure change or when redefining position roles.

CONTACT INFORMATION

For more information, visit the Public Service Commission Website:

<https://psc.gpei.ca>

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- Cheryl Dillon
Administrative Support
cedillon@gov.pe.ca 902-368-4306

FREQUENTLY ASKED QUESTIONS (FAQs)

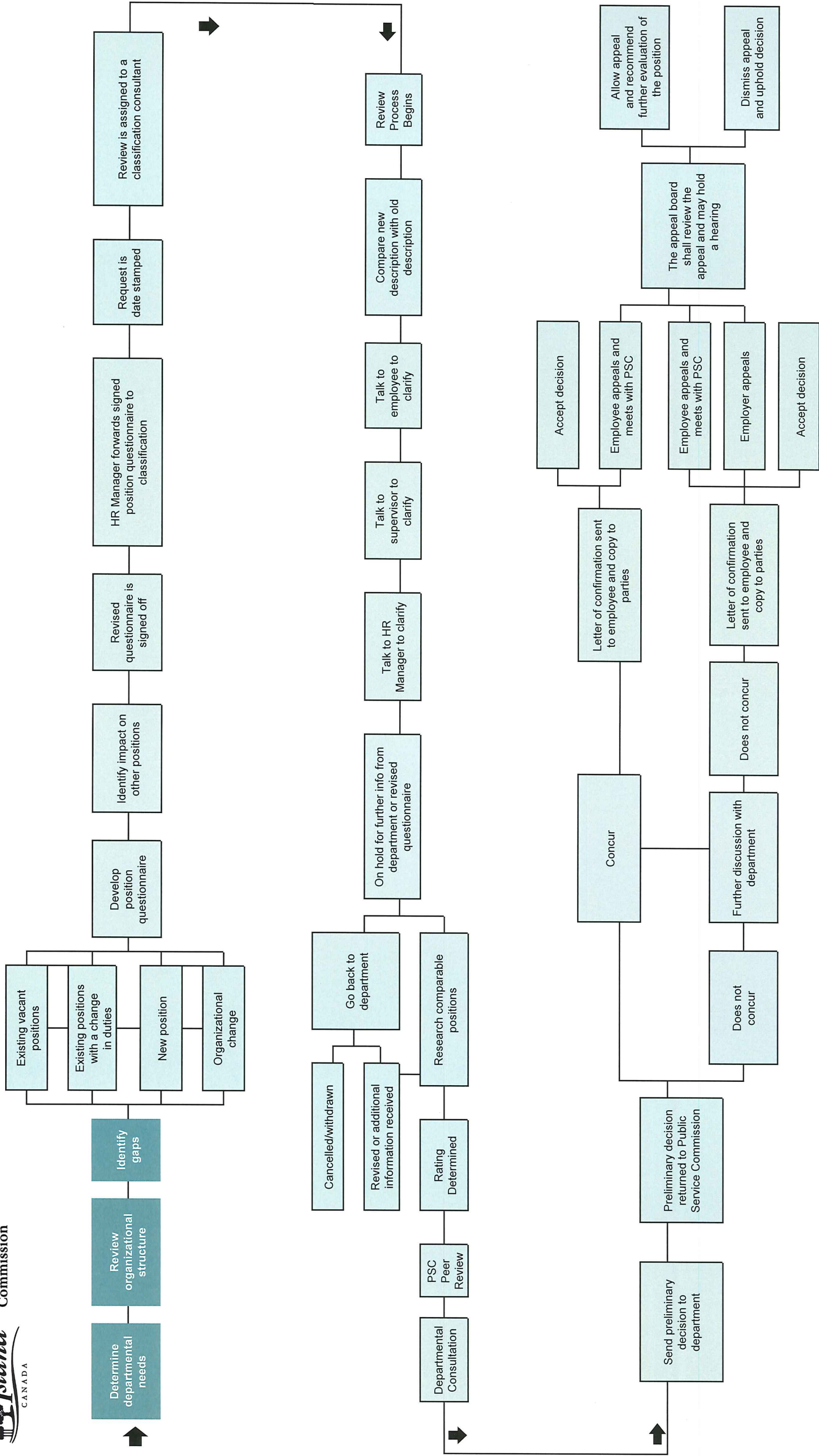
- (1) Can the Willis Evaluation System be used to evaluate ANY position?
 - *Yes, the Willis System compares factor by factor – not a position just to itself. Even new positions that have no like or identical positions can be evaluated using factor analysis.*
- (2) If a position questionnaire is well-written and uses appropriate or key words, will this increase the probability of the positions being reclassified to a higher level?
 - *No, the benefit of a well written position questionnaire is that it speeds up the analysis. Classification consultants review previous position questionnaires, investigate the duties and responsibilities and ask clarifying questions, etc to ensure that the information included on the position questionnaire is clearly understood.*
- (3) Should a position be reclassified if the workload doubles and you find yourself working a lot of overtime?
 - *No, volume of work is not a classification issue – it is a workload issue. Adding more of the same/similar duties does not change the job.*
- (4) Will employees / supervisors meet with classification consultants as part of the classification review process?
 - *Meetings may be requested in order to obtain clarity or additional information to assist with the review process OR as part of the “post-review” to discuss the results of the review with supervisors before the final decision memo is sent or discuss the results of the review with employees after the decision memo has been received.*
- (5) When a position has been rated, classified and upgraded to a higher level during a classification review, how is retroactive pay calculated?
 - *For encumbered positions, the effective date of the review is the date that the supervisor signed the position questionnaire. However if a person had assumed the new duties and responsibilities well before the date that the PQ was completed and signed by the supervisor, the effective date can be adjusted at the request of the Department to not more than sixty (60) days retroactive from the date the PQ was signed by the supervisor.*

- (6) When you read a job posting which looks very similar to the position that you are filling, should both positions be classified at the same level?
- *The job posting is a brief outline of the position being advertised. Reporting relationships, budget responsibilities, size and scope of work, and all duties and responsibilities may not be clearly defined in the job posting. For example, just because the position requires a bachelor / masters degree does not mean that the work is the same as another with the same requirement. Variances in any factor may result in a different classification level.*
- (7) Can management specify duties for a position?
- *Yes, in accordance with Article 4.01(g) of the Collective Agreement between the Government of Prince Edward Island and The Prince Edward Island Union of Public Sector Employees, the Employer has the right to evaluate jobs, classify positions, and specify the employees' duties.*
- (8) Should a very dedicated, hardworking employee be reclassified?
- *Dedicated, hardworking employees are the backbone of any efficient, productive workplace. Classification looks at the roles and responsibilities of the position, not the person in the position or their performance.*
- (9) One of the considerations in determining the managerial skill rating is the number of staff supervised. Is the number of staff supervised the only aspect that determines the managerial skill rating?
- *It is not just the number of staff supervised that is important, one must also look at the roles/responsibilities and the nature of the work for the employees that are being supervised.*
- (10) If an employee possesses education credentials at a level higher than is required for a position, should a classification review be requested so that the level can increase?
- *Positions are classified according to the knowledge, duties and responsibilities that is required. Classification is about the position, not the person.*
- (11) If changes to the duties and responsibilities of a position warrant a change in the Responsibility Rating during the classification review, will this result in the position being reclassified to a higher level?
- *Not necessarily – an increase in points for a rating may move the position higher on the point band, but not necessarily far enough to move it into the next level or point band.*

- (12) If an employee has been working in the same position and has been paid at Step 6 for the past 10 years, then a Classification review request should be initiated for his/her position?
- *A large percentage of employees are being paid at Step 6 and many believe that this means they deserve a raise. Compensation and classification are two separate issues whereby compensation is negotiated between the employer and the various unions through the collective bargaining process. The employee may have increased skills after being in the same position for a long time. If the roles, responsibilities, and duties have changed substantially, then the position should be submitted for a classification review. If the job has not changed, then the employee should be looking at promotional opportunities.*
- (13) After an employee has completed a PQ and submitted for classification review, how will the employee be notified that the PQ has been received at the Public Service Commission and of the result of the review?
- *Employees will receive an e-mail from the PSC indicating that the PQ has been received and entered into the queue. Once the Classification Review has been assigned to a Consultant, the Consultant will advise the employee / supervisor that the review work has been started and that they may be contacted directly if the Consultant has any additional questions or requires clarification on any of the information contained in the PQ. The employee will receive official notification of the classification result in a decision memorandum mailed directly to the employee. Upon receipt of the decision memo, the employee may request a “post-review meeting” with the Classification Consultant if he/she has any questions concerning the final outcome.*
- (14) Can an employee request a classification review of his/her position, even if their supervisor / manager does not agree that a review is warranted?
- *Ideally, the completion of a position questionnaire is a collaborative process between the employee and his/her supervisor. In accordance with Part V, Section 15 (2) of the Civil Service Act Regulations, a permanent employee or other eligible employee as designated by the Public Service Commission can submit a request for a classification review, however all signatures must be on the PQ to indicate concurrence that the information contained within the document is accurate, complete and a true reflection of the duties and responsibilities of the position.*

APPENDIX A

Classification Process Map



APPENDIX B

POSITION QUESTIONNAIRE FORM (V1.2_25 Oct 2018)

Section 1 – Position Identification:

<p>1.1 TYPE OF POSITION: Choose</p> <p>1.2 VACANT: Choose</p>	<p>1.3 POSITION NUMBER: Click here</p> <p>1.4 FTE: Click here 1.5 UNION: Choose</p>
<p>1.6 DEPARTMENT: Choose</p> <p>1.7 DIVISION: Click here</p> <p>1.8 WORK SECTION: Click here</p> <p>1.9 WORK LOCATION: Click here</p>	<p>1.10 POSITION (WORKING) TITLE: Click here</p> <p>1.11 JOB CLASSIFICATION TITLE: Click here</p> <p>1.12 BILINGUAL: Choose</p>
<p>1.13 INCUMBENT NAME: Click here</p>	<p>1.14 EMPLOYEE ID: Click here</p>

Section 2 - Purpose:

In one or two sentences state the main purpose of this job. (NOTE: It is often easier to complete this section AFTER describing the main duties and responsibilities.)

The information provided in this questionnaire will be used to evaluate and classify this position. Suggestions to consider in completing the questionnaire and location of Position Questionnaire Guide are provided on the last page of this document. The Position Questionnaire Guide has been prepared to assist you. Contact your HR Manager if there are areas of this questionnaire you are unable to complete.

Section 3 – Certification Signatures:

(NOTE: The signatures below provide concurrence that the information contained within this position questionnaire is accurate, clear, complete and correct and that the document is a true reflection of the duties, responsibilities, and body of knowledge required for the position)

3.1 EMPLOYEE CERTIFICATION:

DATE: _____ SIGNATURE: _____

3.2 SUPERVISOR CERTIFICATION:

[Click here](#)

[Click here](#)

NAME (print): _____

POSITION NUMBER: _____

[Click here](#)

POSITION TITLE: _____

DATE: _____ SIGNATURE: _____

3.3 HUMAN RESOURCE MANAGER/OFFICER CERTIFICATION:

DATE: _____ SIGNATURE: _____

3.4 DEPUTY HEAD / CAO CERTIFICATION:

[Click here](#)

NAME (print): _____

DATE: _____ SIGNATURE: _____

RETURN COMPLETED FORMS TO:

**PEI PUBLIC SERVICE COMMISSION, BOX 2000, CHARLOTTETOWN, PE
C1A 7N8, TELEPHONE: 368-4306 FAX: 368-4383**

Section 4 – Significant Changes:

(NOTE: Identify any of the duties or responsibilities which have been added to or deleted from this position; is the knowledge or any of the position requirements for the duties new or has it changed; have there been any changes to the leadership, supervision or guidance requirements; have there been any changes in resource control; have there been any changes to the responsibility for making decisions or the nature and frequency of interaction with others)

NOTE: Before this section is completed, consider and answer the following questions. If this is a NEW position that was not previously classified, then select “NO” for each of the questions below:

4.1 Have any duties or responsibilities been added to or deleted from the position ?	Choose
4.2 Supervision of staff – new role or changed ?	Choose
4.3 Knowledge and/or education required for the duties – new or changed ?	Choose
4.4 Is the position now required to manage a facility, a program, service or operation – new or changed ?	Choose
4.5 Have there been any changes in budgetary responsibilities or resource control ?	Choose
4.6 Responsibility for making decisions – new or changed ?	Choose
4.7 Has the nature and frequency of interaction with others changed ?	Choose
4.8 Have there been any changes to the organizational structure of the work unit, section, division ?	Choose

4.9 SIGNIFICANT CHANGES: [Choose](#) 4.10 IF “YES” SUMMARIZE BELOW (How does this Position Questionnaire differ from the Position Questionnaire that was previously classified?):

[Click here](#)

Section 5 - Duties:

(NOTE: This section describes the key activities, duties and responsibilities of the position. Consider the full range of job duties undertaken over the year. Most positions can be described in three (3) to five (5) duties or key work activities. For each duty or key work activity, provide a duty title or statement (a few words or short phrase) and the frequency of the duty. The total of all duties or key work activities should equal but not exceed 100% (for example: ½ day every day per year = 50%; 3 months per year = 25%; 2 ½ weeks per year = 5%) For each duty / key work activity, provide a list of associated activities / tasks that answers questions such as “what work is done?”, “how often is the work done?”, “by when is the work done (deadlines)?”, and “what is the outcome?”.

5.1a **DUTY 1:**

5.1b FREQUENCY (%): [Click here](#)

DUTY STATEMENT

[Click here](#)

5.1c **ASSOCIATED ACTIVITIES / TASKS (please list):**

5.1d **HAS THIS DUTY CHANGED:** [Choose](#)

IF “YES”, PROVIDE SPECIFIC DETAILS BELOW:

5.2a **DUTY 2:**

5.2b FREQUENCY (%): [Click here](#)

DUTY STATEMENT

[Click here](#)

5.2c **ASSOCIATED ACTIVITIES / TASKS (please list):**

5.2d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.3a DUTY 3: 5.3b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.3c ASSOCIATED ACTIVITES / TASKS (please list):

5.3d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.4a DUTY 4: 5.4b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.4c ASSOCIATED ACTIVITES / TASKS (please list):

5.4d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.5a DUTY 5: 5.5b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.5c ASSOCIATED ACTIVITES / TASKS (please list):

5.5d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

5.6a OTHER DUTIES: 5.6b FREQUENCY (%): Click here

DUTY STATEMENT

Click here

5.6c ASSOCIATED ACTIVITES / TASKS (please list):

5.6d HAS THIS DUTY CHANGED: Choose IF "YES", PROVIDE SPECIFIC DETAILS BELOW:

Section 6 – Position Requirements:

This section gathers information on the minimum level of completed formal education, skills, training, knowledge, and experience required for a new person being hired into this position. The total minimum level of completed schooling or formal training should include all classroom, laboratory, practicum, clinical, or apprenticeship, time required prior to graduation or certification.

6.1 MINIMUM QUALIFICATIONS (list in bullet form):

6.2 OTHER QUALIFICATIONS (list in bullet form):

6.3 LANGUAGE REQUIREMENTS FOR DESIGNATED BILINGUAL POSITIONS:

Choose Minimum requirement for Bilingual proficiency is **ADVANCED** oral proficiency or higher.

Choose Minimum requirement for this position would be **ADVANCED** reading and writing skills in both French and English.

6.4 HAVE ANY OF THE POSITION REQUIREMENTS LISTED ABOVE CHANGED FROM WHEN THE POSITION WAS PREVIOUS CLASSIFIED: Choose

IF “YES”, PROVIDE SPECIFIC DETAILS BELOW AND THE REASONS FOR THE CHANGE:

[Click here](#)

Section 7 – Leadership / Supervision / Guidance:

This section gathers information on the requirements to supervise others, lead others, and/or provide functional guidance or technical direction to enable them to carry out their work. (NOTE: Supervision includes responsibility for training employees, for scheduling and assigning their work, administering discipline, approving/denying leaves of absence, and for evaluating employee performance.)

7.1 Do any of the duties of this position include having the responsibility for the work of others (for example: employees, temporary /casual staff, students, volunteers , committee members, consultants, etc)?

Choose

7.2 If “YES” to the question above, is it “FORMAL” (supervisory / management) or “INFORMAL” (team , committee , project, policy, regulatory, etc).

Choose

7.3 Select YES for all that apply below and provide examples:

- (a) **Lead a project team or committee, prioritize tasks, assign work, monitor progress to achieve planned outcome(s).**

Yes No

Example:

[Click here](#)

(b) Provide technical direction as an expert in a field in order for others to carry out their primary responsibilities.

Yes No

Example:

[Click here](#)

(c) Provide training / education to staff.

Yes No

Example:

[Click here](#)

(d) Coordinate replacement and/or scheduling of employees.

Yes No

Example:

[Click here](#)

(e) Directly supervise a work group; assign work to be done, methods to be used, and take responsibility for all of the group.

Yes No

Example:

[Click here](#)

(f) Directly oversee & evaluate the daily work, practices and procedures of a defined program, section or division.

Yes No

Example:

[Click here](#)

(g) Complete Employee Performance Reviews.

Yes No

Example:

[Click here](#)

(h) Administer discipline.

Yes No

Example:

[Click here](#)

(i) Conduct workplace investigations / interventions on various HR related issues.

Yes No

Example:

[Click here](#)

(j) Approve / Deny Leaves of Absence.

Yes No

Example:

[Click here](#)

(k) Support management in strategic planning initiatives, program/service evaluation, development and implementation.

Yes No

Example:

[Click here](#)

(l) Manage multiple resources, strategic planning and evaluation, organizational design and operational direction of a section or division.

Yes No

Example:

[Click here](#)

(m) Other (Specify).

Yes No

Example:

[Click here](#)

7.4 Total Number of Staff that are supervised: [Click here](#)

7.5 Number of FTE: [Click here](#)

7.6 List the Position(s) that directly report to this position:

7.7 Worksite: [Choose](#) **If "Multiple" worksites, specify below:**

[Click here](#)

7.8 Has there been a change in leadership / supervision / guidance ? [Choose](#) **If "YES", provide specific details below:**

[Click here](#)

Section 8 – Resource Control:

This section gathers information on the resources (financial, capital, and material) that the position has direct or indirect control / influence over.

8.1 Financial Resources:**8.1a Budget**

Budget Type	Budget Amount	Please Specify
Salary	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here

8.1b Signing Authority: [Choose](#)

If “YES”, what is the maximum limit ? \$ [Click here](#)

Example:

[Click here](#)

8.2 List the material resources controlled (for example, equipment, facilities, supplies, inventory):

8.3 Has there been a change in resource control ? [Choose](#) If “YES”, provide specific details below:

[Click here](#)

Section 9 – Specialized Equipment, Instruments, or Computer Programs Used:

This section gathers information on any specialized equipment, instruments, or computer programs used and the frequency with which they are used (Daily/Weekly/Monthly/Yearly).

Equipment / Instruments / Computer Programs Used	Frequency Used (Daily, Weekly, Monthly, Yearly)

Section 10 – Decision Making and Independent Judgement:

This section provides a series of situations that may be encountered requiring decision making before taking action and gathers information on the extent to which the position exercises independent action.

10.1 Do any of the duties for this position involve any of the following and what is the likelihood of your actions having an impact on an outcome (i.e. financial loss or gain, effect on operations, delivery of programs / services, change in policy or strategic direction):

10.1a Problem Solving Choose

Example and Impact:

[Click here](#)

10.1b Recommendations Choose

Example and Impact:

[Click here](#)

10.1c Conflict Resolution Choose

Example and Impact:

[Click here](#)

10.1d Influencing Choose

Example and Impact:

[Click here](#)

10.1e Critical Thinking Choose

Example and Impact:

[Click here](#)

10.1f Negotiating Choose

Example and Impact:

[Click here](#)

10.1g Working with Limited Resources Choose

Example and Impact:

[Click here](#)

10.2 Please indicate the response that most appropriately describes the position; provide examples where requested and add any additional examples under "Other".

In this position, most often:

- Duties are routine with limited options in how the work is completed. Instructions / procedures are specific and work is closely supervised.
- Duties are less routine and work priorities are determined by the incumbent. Clearly defined procedures and methods are followed and work is frequently reviewed
- Duties tend to be varying and complex and there is a high degree of independent decision making. Some freedom in modifying or changing department methods or procedures but stay within program on legislative boundaries. Work is reviewed after the fact.
- Duties are broadly outlined with the work focused on setting departmental policies, goals and strategic direction. This position is ultimately accountable for departmental / division resources including human, financial, material and capital. The highest level of decision making in the organization rests with these positions. Work is completed independently with direction sought only when required.

Example:

[Click here](#)

10.3 All positions require some independent action, but to varying degrees. Some positions are highly structured and have many formal procedures, while others require exercising judgment or taking actions that have no precedents to serve as a guide.

Consider the type and level of guidance provided to this position. Guidance can come from rules, instructions, established procedures, defined methods, manuals, policies, professional standards, leadership from others and direct supervision.

10.3a To what extent does this position control its own work as opposed to being guided by influences such as rules, procedures, policies, supervisory presence or instructions directing actions required?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

- Most position requirements (to the extent possible) are set out within structure and rules and/or readily understood schedules to guide job tasks/duties required.
- Some restrictions apply, but the control over setting work priorities and pace of work is contained within the position.
- There are minimal restrictions, leaving significant control over the work being carried out within the scope of the position.
- Other

If "Other", please explain below:

[Click here](#)

10.3b To what extent does this position exercise judgment to determine how the work is to be done?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

- Work done is repetitive and predictable with little need for judgement.
- Work may present some unusual circumstances that require judgement or choices to be made.
- Work presents difficult choices or unique situations that require judgement.

Example:

[Click here](#)

Section 11 – Principal Contacts and Working Relationships:

This section gathers information on the typical contacts or working relationships that are necessary in performing the duties of the position.

11.1 Excluding the supervisor and any employees supervised, give typical examples of key personal contacts and the purpose of each.

	Contact	Purpose	Frequency
1.			Choose
2.			Choose
3.			Choose
4.			Choose
5.			Choose
6.			Choose

11.2 The following provides a series of situations that the position may encounter. Please choose the response that fits best for each situation:

IN PERFORMING THE DUTIES OF THE POSITION, HOW OFTEN IS IT REQUIRED TO:

11.2a Tell people things they DO NOT want to hear ?

- (i) Other employees Choose
- (ii) Clients / patients / residents / families Choose
- (iii) The general public Choose
- (iv) Other (specify) Choose

Examples of those selected:

[Click here](#)

- 11.2b Have contact with very upset or angry :**
- (i) **Employees** Choose
 - (ii) **Management** Choose
 - (iii) **Clients / patients / residents / families** Choose
 - (iv) **Members of the general public** Choose
 - (v) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2c Have contact with clients / patients / residents / families to :**
- (i) **Get information from them** Choose
 - (ii) **Inform them** Choose
 - (iii) **Counsel them** Choose
 - (iv) **Devise mutual goals / objectives with them** Choose
 - (v) **Check on their progress** Choose
 - (vi) **Influence and persuade them** Choose
 - (vii) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2d Have contact with the general public to :**
- (i) **Provide information** Choose
 - (ii) **Respond to questions** Choose
 - (iii) **Make presentations** Choose
 - (iv) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

11.2e Have contact with supervisors, supervisors of programs, departments or services, physicians to :

- (i) Get information from them Choose
- (ii) Inform them Choose
- (iii) Influence / persuade them Choose
- (iv) Get advice from them on work procedures Choose
- (v) Devise mutual goals / objectives with them Choose
- (vi) Arrange for services Choose
- (vii) Lead meetings Choose
- (viii) Other (specify) Choose

Examples of those selected:

[Click here](#)

11.2f Have contact with other employees to :

- (i) Get information from them Choose
- (ii) Inform them Choose
- (iii) Influence / persuade them Choose
- (iv) Get advice from them on work procedures Choose
- (v) Give them advice on work procedures Choose
- (vi) Get cooperation from other parts of the organization on projects and programs Choose
- (vii) Other (specify) Choose

Examples of those selected:

[Click here](#)

- 11.2g **Have contact with vendors, contractors, consultants, other government organizations / agencies / community groups and other external groups or organizations to:**
- (i) **Get information from them** Choose
 - (ii) **Inform them** Choose
 - (iii) **Confer with peer professionals** Choose
 - (iv) **Devise mutual goals / objectives with them** Choose
 - (v) **Arrange for services** Choose
 - (vi) **Lead meetings** Choose
 - (vii) **Check on their progress** Choose
 - (viii) **Influence / persuade them** Choose
 - (ix) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

Section 12 – Adverse Working Conditions:

This section gathers information on the physical effort, visual effort, environmental conditions, hazards, psychological / emotional challenges, or other conditions and unusual factors associated with the position.

12.1 SENSORY DEMANDS:

Requirement for extended concentration: Choose

Comments / Examples:

[Click here](#)

12.2 PHYSICAL DEMANDS (Working Positions):

- 12.2a **Sitting:** Choose
- 12.2b **Walking:** Choose
- 12.2c **Bending:** Choose
- 12.2d **Driving:** Choose
- 12.2e **Lifting:** Choose
- 12.2f **Standing:** Choose

Comments / Examples:

[Click here](#)

12.3 ENVIRONMENTAL FACTORS:

- 12.3a **Adverse Temperatures (Heat / Cold):** Choose
- 12.3b **Odour:** Choose
- 12.3c **Noise:** Choose
- 12.4d **Weather:** Choose
- 12.2e **Other (specify):** Choose

Comments / Examples:

[Click here](#)

12.4 HAZARDS: Choose

Comments / Examples:

[Click here](#)

12.5 EMOTIONAL CHALLENGES / STRESS: Choose

Comments / Examples:

[Click here](#)

12.6 UNUSUAL WORKING PERIODS OR WORK SCHEDULES: Choose

Comments / Examples:

[Click here](#)

12.7 OTHER: Choose

Comments / Examples:

[Click here](#)

Suggestions to consider in completing the Questionnaire:

- Please refer to the position Questionnaire Guide for assistance in completing this form. It is located on the PSC website at <https://psc.gpei.ca>
- Before beginning, read through the entire questionnaire carefully. This will give a better understanding of the information required.
- Tell the facts about what work is actually performed and give specific examples to make it clear. Describe the job so that a person unfamiliar with it will be able to understand what is required in this position.
- For assistance feel free to contact your supervisor, HR Manager or PEI Public Service Commission at 368-4306.

Your cooperation and timely response are gratefully acknowledged.

APPENDIX C

Working Conditions

This factor measures the frequency and intensity of adverse conditions associated with the work including the requirement for exceptional mental or physical effort as well as the exposure to hazards or to uncomfortable environmental conditions.

Position Questionnaire

The position questionnaire is a key component in the classification process as it identifies the duties and responsibilities assigned to a position.

The following guidelines may be useful in developing a position questionnaire:

- ◆ Consider the purpose of the position and the expected contribution it will make towards the objectives of the organization.
- ◆ Clearly describe the duties and responsibilities assigned to the position.
- ◆ Identify the resources, both human and physical, on which the position has an impact.
- ◆ Identify the types of decisions required of the position.
- ◆ Describe how the position fits in the organizational structure including the reporting relationship.
- ◆ Indicate the qualifications required to staff the position.

Refer to the position questionnaire guide for further support.

Classification Services Job Evaluation System



105 Rochford Street, PO Box 2000
Charlottetown, PE C1A 7N8
Tel: (902) 368-4306
Fax: (902) 368-4383

For further information on the
Classification Review Process,
visit the Intranet website:

iis.peigov/dept/psc/cop/

Classification Services



The Public Service Commission uses a job evaluation system for all Civil Service jobs and for many jobs in the health and education sectors. Other public service organizations have also opted to use the job evaluation system.

Positions are analyzed by applying a gender-neutral point-rating system which evaluates all positions based on factors common to all jobs. A number of safeguards are used to ensure integrity of the process.

Information used to classify positions is obtained through position questionnaires, organizational charts and personal interviews.

The end result is a hierarchy of jobs within an organization based on internal equity which strives to ensure fairness and consistency.

The Job Evaluation System Factors and Sub-factors:

Operative Skill

Gained through experience, association, training, and/or education, *Operative Skill* is the total amount of understanding, familiarity with facts or information, and skill necessary to perform or oversee the functional aspects of a job in a satisfactory manner. The three elements of this factor are:

- ◆ **Functional Knowledge:** the breadth and depth of knowledge required by the job, ranging from familiarity with routine duties or manual skills to a systems-focused knowledge of a number of functional areas or expert knowledge in a professional field.
- ◆ **Analysis:** the nature and extent of evaluative, innovative or creative thinking required, and the complexity of the information considered in problem-solving, decision-making, and/or the analysis of alternative solutions.
- ◆ **Interpersonal Communications:** the extent to which direct communication skills are required to perform the job – the nature, frequency, and purpose (or sensitivity) of personal contacts with others within and/or outside the organization and the context in which the communications take place.

Leadership Skill

This component deals with the nature and complexity of leadership responsibilities. The two elements are:

- ◆ **Leadership Knowledge:** the requirement to understand leadership practices including coaching, motivating, and facilitating the work of others; planning, organizing, supervising, coordinating and evaluating services and resources.
- ◆ **Coordinative Skill:** the degree to which the required knowledge must be applied – the variety and complexity of the services, programs, and/or initiatives requiring integration and leadership – the requirements to build teams or to develop partnerships.

Responsibility

This factor evaluates the level of accountability for the achievement of the organization's objectives. This factor is used to evaluate responsibility for program delivery as well as for human, financial, material, and capital resources. It has two parts:

- ◆ **Latitude:** the extent of restraint under which the job operates; the existence or absence of supervisory or procedural constraints limiting the employee's freedom in determining work methods, policies, and objectives. Limitation can be in the form of personal supervision or direction, established policies and procedures, or work standards and ethics related to professional association or licensing body.
- ◆ **Scope:** the general size and nature of the job's impact on end results based on the resources and program objectives affected. This element relates to the resources or end results the position affects and the extent of accountability for those end results.

APPENDIX D

POSITION QUESTIONNAIRE GUIDE (V1.2_25 Oct 2018)

Section 1 –	<p>This section identifies the position described in the Position Questionnaire Form. All sub-sections 1.1 – 1.14 must be completed.</p>
1.1 TYPE OF POSITION	<p>If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.</p> <p style="text-align: center;">PLEASE NOTE:</p> <p>It is important that all “Choose” drop-down boxes are selected, even if the answer is “NO” or “Not Applicable” and all “Click here” text boxes contain text even if it is “Not Applicable”. If “Choose” drop-down boxes are not selected and “Click here” text boxes are empty, we will assume that information is missing and the PQ will be returned.</p>
1.2 VACANCY	
1.6 DEPARTMENT / CHOICE	
1.7 DIVISION	
1.8 WORKING CONDITIONS	
1.9 WORKING CONDITIONS	
1.13 INCUMBENT	

Section 2 - Purpose:

In one or two sentences state the main purpose of this job. (NOTE: It is often easier to complete this section AFTER describing

This should be a one-paragraph statement summarizing the duties and defining the overall role of the position. (E.g. “Under the guidance of the HR Manager, this position is responsible for coordinating human resource management services/programs relating to the unclassified division and provides assistance to managers and staff for a range of human resource issues including staffing, classification, payroll, benefits, pension administration and labor relations”)

The information provided in this questionnaire will be used to evaluate and classify this position. Suggestions to consider in completing the questionnaire and location of Position Questionnaire Guide are provided on the last page of this document. The Position Questionnaire Guide has been prepared to assist you. Contact your HR Manager if there are areas of this questionnaire you are unable to complete.

Section 3 – Certification Signatures:

(NOTE: The signatures below provide concurrence that the information contained within this position questionnaire is accurate, clear, complete and correct and that the document is a true reflection of the duties, responsibilities, and body of knowledge required for the position)

3.1 EMPLOYEE CERTIFICATION:

DATE: _____ SIGNATURE: _____

3.2 SUPERVISOR CERTIFICATION:

NAME (print): _____

POSITION: _____

DATE: _____

3.3 HUMAN RESOURCE CERTIFICATION:

DATE: _____

3.4 DEPUTY HEAD / CAO CERTIFICATION:

Click here

NAME (print): _____

DATE: _____ SIGNATURE: _____

This section is used to ensure that the employee, supervisor, HR manager and deputy head have agreed that the Position Questionnaire is accurate and complete. All portions of this section must be completed, including all signatures and dates.

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

RETURN COMPLETED FORMS TO:

PEI PUBLIC SERVICE COMMISSION, BOX 2000, CHARLOTTETOWN, PE
C1A 7N8, TELEPHONE: 368-4306 FAX: 368-4383

Section 4 – Significant Changes:

(NOTE: Identify any of the duties or responsibilities which have been added to or deleted from this position; is the knowledge or any of the position requirements for the duties new or has it changed; have there been any changes to the leadership, supervision or guidance requirements; have there been any changes in resource control; have there been any changes to the responsibility for making decisions or the nature and frequency of interaction with others)

NOTE: Before this section is completed, consider and answer the following questions. If this is a NEW position that was not previously classified, then select “NO” for each of the questions below:

- 4.1 Ha
- 4.2 Su
- 4.3 Kn
- 4.4 Is change
- 4.5 Ha
- 4.6 Re
- 4.7 Ha
- 4.8 Ha

This section is used to identify the significant changes to the position that have occurred since it was previously reviewed. All sub-sections 4.1 – 4.8 must be completed first and if any of the answers are “YES” please list and provide applicable information about the changes in sub-section 4.9. It is important to note that the significant changes that you identify in sub-section 4.9 are reflected as applicable throughout the remainder of the PQ as required in Section 5 (Duties), Section 6 (Position Requirements), Section 7 (Leadership/Supervision/Guidance), Section 8 (Resource Control).

If this is a NEW position that was not previously classified, then select “NO” for sub-sections 4.1 – 4.9

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

Choose

Choose

Choose

Choose

Choose

Choose

Choose

Choose

4.9 SIGN Question

sition

[Click here](#)

Section 5 - Duties:

(NOTE: This section should describe in more detail the key activities, duties and responsibilities of the position. Most positions can be described into 5 to 6 general duties or key work activities. Each of those general duties should include (a) a brief *Duty Statement* describing the duty; (b) the *Frequency* of the duty and; (c) the *Associated Activity /Task List* for that duty. Together, these 3 elements should provide a clear picture of the purpose of the job, the scope of the work involved and what outputs or results must be accomplished.

This section should describe in more detail the key activities, duties and responsibilities of the position. Most positions can be described into 5 to 6 general duties or key work activities. Each of those general duties should include (a) a brief *Duty Statement* describing the duty; (b) the *Frequency* of the duty and; (c) the *Associated Activity /Task List* for that duty. Together, these 3 elements should provide a clear picture of the purpose of the job, the scope of the work involved and what outputs or results must be accomplished.

5.1a

DUTY STATEMENT:

Describe what is done in clear and precise language.

Click here

For example: “*Financial Administration*”.

5.1c

Unless the duty statement is obvious, explain the expected outcome of the duty.

5.1c

For example: “*Financial Administration - Administer the payment of accounts, approval of purchases, approval of revenue for the Department, ensuring compliance with the Financial Administration Act, Purchasing Act, approved appropriations, approved signing authorities, revenue budgets and departmental policies.*”

5.2a

FREQUENCY: Indicate the percentage of time this duty takes to complete. The frequency total for all duties should equal 100%.

DUTY STATEMENT:

ASSOCIATED ACTIVITIES / TASKS : List the tasks required by the duty to illustrate the complexity of the work. These are the tasks that need to be done in order to complete the duty.

Click here

For example:

5.2c

- *“Provide advice and assistance to staff on financial administration matters;*
- *Approve accounts payable and purchasing transactions in accordance with legislation, policies, procedures and guidelines including classification of accounts, signing authority limits, and purchasing thresholds;*
- *Audit the receipt of revenue for accuracy and approval”*

5.2d **HAS THE DUTY CHANGED:** For example: **“YES”**

5.3a *“Previously I required supervisor approval for purchases over \$500, which has increased to \$5,000.”*

DUT The following steps may help to ensure that the above noted elements are described accurately and completely.

Click

5.3c (1) Spend some time thinking about the job. What is the purpose of the job? What are its main areas of work?

(2) Consider the full range of job duties undertaken over the year.

5.3d (3) Prepare task list - Write in no particular order, all the tasks performed on a daily, weekly and yearly basis. Only include the work that is done, not how to do it or how well it is done. The tasks can provide information about the materials, procedures or equipment used and may further describe the outcome (i.e. written report, working pump).

5.4a (4) Group the task list into responsibility areas or key work activities/duties. For example: group together all the supervisory duties, all the planning duties or all the administrative duties.

DUT Provide a statement or brief description of each key work activity or general duty. i.e. “Policy Analysis/Advice – the position provide strategic policy advice to the senior management of the department” or simply “Supervision”.

Click

5.4c (5) The grouped task list should then be placed under each of the described work activities or general duties in bullet list format

5.4d (6) Then list the general duties or duty statements in order of importance and indicate the % of time spent on each. The Duty with the highest percentage of time should be “Duty 1”, etc.

(7) Miscellaneous duties can be combined in “Other Duties” in sub-section 5.6. if necessary.

5.5a (8) Finally, the completed list of duties should be reviewed to ensure that unusual terminology, technical terms or jargon are adequately explained; the duties are as concise and factual as possible; qualifying adjectives such as “difficult” or “major” are supported by specific examples; the job is described clearly and completely enough to be understood by a person unfamiliar with the work.

DUT

Click

5.5c **For Example:**

5.1 a DUTY 1: 5.1b FREQUENCY (%): 25%

DUTY STATEMENT

5.5d Human Resources – responsible for the direct supervision of two supervisors, and an admin support worker, plus overall responsibility for the 20 full and part-time staff who work in the section

5.c ASSOCIATED ACTIVITIES / TASKS (please list):

- Provide daily supervision; establishing goals and setting priorities;
- Develop position questionnaires, recruit, interview, select and train new staff;
- Conduct annual performance management reviews including professional development plans;
- Investigate and resolve performance concerns;
- Provide interpretations of the Collective Agreement;

5.6a

DUT

5.1d **HAS THIS DUTY CHANGED:** NO IF “YES”, PROVIDE SPECIFIC DETAILS BELOW:

Click

5.6c [Click here](#)

NOTE: If there has been a change identified here, this needs to be included in Section 4, sub-section 4.9

5.6d HA

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

Section 6 – Position Requirements:

This section identifies the minimum education, skills, experience, training, as well as language requirements for the position.

6.1 MINIMUM QUALIFICATIONS (list in bullet form):

- Must have Grade 12 or equivalent.
- Considerable experience operating nursery equipment including trucks, forklifts, skid steers, and tractors.
- Must have experience performing daily maintenance and minor repairs on equipment.
- Must have previous supervisory experience.
- Knowledge of pests, pest control and pesticide handling experience is required along with the Pesticide Applicators Certificate.

6.2 OTHER QUALIFICATIONS (list in bullet form):

- Additional relevant education and experience will be considered an asset.
- Knowledge of greenhouse operations would be an asset

[“Preferred” (defined as – referring to education, experience, skills or knowledge that may be favored over another in order to perform the duties and responsibilities of the position), “Asset” (defined as – referring to education, experience, skills or knowledge that may be useful to perform the duties and responsibilities of the position but not a necessity or preference) or “Required” (defined as – referring to education, experience, skills or knowledge that is absolutely necessary in order to perform the duties and responsibilities of the position) which may vary depending on the position]; [Some Experience = 3mos – 1yr; Experience = 1 – 3 yrs; Considerable Experience = 3 – 5 yrs; Extensive Experience = 5+ yrs]

Sub-section 6.3 is to be completed based on the language requirements for a designated bilingual (English and French) position.

Sub-section 6.4 is used to identify any position requirements that have changed since the position was previously classified. (e.g. Previously required a diploma plus extensive experience and it now requires a degree plus considerable experience)

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

Section 7 – Leadership / Supervision / Guidance:

This section gathers information on the requirements to supervise others, lead others, and/or provide functional guidance or technical direction to enable them to carry out their work. (NOTE: Supervision includes responsibility for training employees, for scheduling and assigning their work, administering discipline, approving/denying leaves of absence, and for evaluating employees)

This section provides the opportunity to identify and provide examples of the leadership, supervision and guidance requirements of the position. Not all subsections will apply. Sub-sections 7.1 and 7.2 must be answered. For each statement in sub-section 7.3 that applies, it requires an example to explain how/why it is accomplished.

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

7.3 Select YES for all that apply below and provide examples:

- (a) Lead a project team or committee, prioritize tasks, assign work, monitor progress to achieve planned outcome(s).

Yes No

Example:

Client Ongoing role such as committee chair, project manager, etc

(b) Provide technical direction as an expert in a field in order for others to carry out their primary responsibilities.

Yes No

Example:

Click here

Ongoing role such as a senior position providing direction to junior positions. Does not include new employee orientation

(c) Provide training / education to staff.

Yes No

Example:

Click here

Describe the type and frequency of formal training provided by this position

(d) Coordinate replacement and/or scheduling of employees.

Yes No

Example:

Click here

Describe the level of involvement in scheduling staff replacements for vacations, personal time and sick time.

(e) Directly supervise a work group; assign work to be done, methods to be used, and take responsibility for all of the group.

Yes No

Example:

Click here

Describe how this position directly supervises staff to ensure day-to-day work is completed.

(f) Directly oversee & evaluate the daily work, practices and procedures of a defined program, section or division.

Yes No

Example:

Click here

Describe the level of involvement in overseeing and evaluating the daily work

(g) Complete Employee Performance Reviews.

Yes No

Example:

Click here

Position is responsible for seasonal and/or annual performance plans of subordinate staff

(h) Administer discipline.

Yes No

Example:

Click here

Describe the level of involvement of administering discipline (verbal warning, written, suspension or discharge)

(i) Conduct workplace investigations / interventions on various HR related issues.

Yes No

Example:

Click

Describe the level of involvement in conducting workplace investigations (harassment, misconduct, insubordination)

(j) Approve / Deny Leaves of Absence.

Yes No

Example:

Click

Include sick, vacation, personal leaves of absence

(k) Support management in strategic planning initiatives, program/service evaluation, development and implementation.

Yes No

Example:

Click

Supportive role to management in operational and/or strategic planning and evaluation (not leading but more assisting role)

(l) Manage multiple resources, strategic planning and evaluation, organizational design and operational direction of a section or division.

Yes No

Example:

Click

Typically management level positions with full responsibility in leading/coordinating planning and evaluation of initiatives.

(m) Other (Specify).

Yes No

Example:

Click

If there are other Leadership/Supervision/Guidance requirements that are not specified above, specify here and provide examples.

7.4 Total Number of Staff that are supervised: [Click here](#)

7.5 Number of FTE: [Click here](#)

7.6 List the Position(s) that directly report to this position:

Provide a list which includes the position number, job title, and the name of the employee. All these positions should appear on the organizational chart submitted with the Position Questionnaire as part of the Checklist

7.7 Work

[Click here](#)

7.8 Has there been a change in leadership / supervision / guidance ? [Choose](#) If "YES", provide specific details below:

Click

E.g. " I now supervise 10 staff but previously I supervised 20." NOTE: If there has been a change identified here, this needs to be included in Section 4, sub-section 4.9

Section 8 – Resource Control:

This section gathers information on the resources (financial, capital, and material) that the position has direct or indirect control / influence over.

8.1 Finan

8.1a

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

Budget Type	Budget Amount	Please Specify
Salary	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here
Other	\$ Click here	Click here

8.1b Signing Authority: Choose

If “YES”, what is the maximum limit ? \$ Click here

Example:

Click here

8.2 List the material resources controlled (for example, equipment, facilities, supplies, inventory):

8.3 Has there been a change in resource control ? Choose If “YES”, provide specific details below:

Click

NOTE: If there has been a change identified here, this needs to be included in Section 4, sub-section 4.9

Section 9 – Specialized Equipment, Instruments, or Computer Programs Used:

This section gathers information on any specialized equipment, instruments, or computer programs used and the frequency with which they are used (Daily/Weekly/Monthly/Yearly).

Equipment / Instruments / Computer Programs Used	Frequency Used (Daily, Weekly, Monthly, Yearly)

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

Section 10 – Decision Making and Independent Judgement:

This section provides a series of situations that may be encountered requiring decision making before taking action and gathers information on the extent to which the position exercises independent action.

10.1 Do an position having change in
If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.

10.1a Problem Solving Choose

Example and Impact:

Click here Describe typical problems encountered and how they will be solved.

10.1b Recommendations Choose

Example and Impact:

Click here Describe the types of recommendations made and to whom

10.1c Conflict Resolution Choose

Example and Impact:

Click here Describe conflicts encountered in your work and how they are resolved.

10.1d Influencing Choose

Example and Impact:

Click here Describe who you are influencing and for what purpose.

10.1e Critical Thinking Choose

Example and Impact:

Click here Describe situations where you are required to consider and evaluate a variety of information in order to make a decision on your own.

10.1f Negotiating Choose

Example and Impact:

Click here Describe situations where you are required to negotiate with another party.

10.1g Working with Limited Resources Choose

Example and Impact:

Click here

10.2 Please indicate the response that most appropriately describes the position; provide examples where requested and add any additional examples under "Other".

In this position, most often:

- Duties are routine with limited options in how the work is completed. Instructions / procedures are specific and work is closely supervised.
- Duties are less routine and work priorities are determined by the incumbent. Clearly defined procedures and methods are followed and work is frequently reviewed
- Duties tend to be varying and complex and there is a high degree of independent decision making. Some freedom in modifying or changing department methods or procedures but stay within program on legislative boundaries. Work is reviewed after the fact.
- Duties are broadly outlined with the work focused on setting departmental policies, goals and strategic direction. This position is ultimately accountable for departmental / division resources including human, financial, material and capital. The highest level of decision making in the organization rests with these positions. Work is completed independently with direction sought only when required.

Example:

Click here

Select one of the choices above and provide an example

10.3 All positions require some independent action, but to varying degrees. Some positions are highly structured and have many formal procedures, while others require exercising judgment or taking actions that have no precedents to serve as a guide.

Consider the type and level of guidance provided to this position. Guidance can come from rules, instructions, established procedures, defined methods, manuals, policies, professional standards, leadership from others and direct supervision.

10.3a To what extent does this position control its own work as opposed to being guided by influences such as rules, procedures, policies, supervisory presence or instructions directing actions required?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

Select one of the choices below

- Most position requirements (to the extent possible) are set out within structure and rules and/or readily understood schedules to guide job tasks/duties required.
- Some restrictions apply, but the control over setting work priorities and pace of work is contained within the position.
- There are minimal restrictions, leaving significant control over the work being carried out within the scope of the position.
- Other

If "Other", please explain below:

Click here

10.3b To what extent does this position exercise judgment to determine how the work is to be done?

Please choose the answer that most closely represents expected position requirements. Choose one of the following:

- Work done is repetitive and predictable with little need for judgement.
- Work may present some unusual circumstances that require judgement or choices to be made.
- Work presents difficult choices or unique situations that require judgement.

Example:

Click Select one of the choices above and provide an example

Section 11 – Principal Contacts and Working Relationships:
This section gathers information on the typical contacts or working relationships that are necessary in performing the duties of the position.

11.1 Ex **Complete the table below, excluding the supervisor and any employees supervised.** and the
pu

If any portions of this Section are not completed, it will result in the Position Questionnaire being returned to the Department / Agency and it will not be entered into the Classification Queue for Review until it has been corrected and re-submitted.		
1.		
2.		
3.		Choose
4.		Choose
5.		Choose
6.		Choose

11.2 The following provides a series of situations that the position may encounter. Please choose the response that fits best for each situation:

IN PERFORMING THE DUTIES OF THE POSITION, HOW OFTEN IS IT REQUIRED TO:

11.2a Tell people things they DO NOT want to hear ?

- (i) Other employees Choose
- (ii) Clients / patients / residents / families Choose
- (iii) The general public Choose
- (iv) Other (specify) Choose

In each of the situations, select one word from the drop-down list that best fits for each one. Choices in the drop-down list include “Not Applicable”, “Almost Never”, “Sometimes”, “Often”, of “Most of the Time”. Also provide examples that best describe the situation.

Examples of those selected:

[Click here](#)

- 11.2b Have contact with very upset or angry :**
- (i) **Employees** Choose
 - (ii) **Management** Choose
 - (iii) **Clients / patients / residents / families** Choose
 - (iv) **Members of the general public** Choose
 - (v) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2c Have contact with clients / patients / residents / families to :**
- (i) **Get information from them** Choose
 - (ii) **Inform them** Choose
 - (iii) **Counsel them** Choose
 - (iv) **Devise mutual goals / objectives with them** Choose
 - (v) **Check on their progress** Choose
 - (vi) **Influence and persuade them** Choose
 - (vii) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

- 11.2d Have contact with the general public to :**
- (i) **Provide information** Choose
 - (ii) **Respond to questions** Choose
 - (iii) **Make presentations** Choose
 - (iv) **Other (specify)** Choose

Examples of those selected:

[Click here](#)

11.2e Have contact with supervisors, supervisors of programs, departments or services, physicians to :

- (i) Get information from them Choose
- (ii) Inform them Choose
- (iii) Influence / persuade them Choose
- (iv) Get advice from them on work procedures Choose
- (v) Devise mutual goals / objectives with them Choose
- (vi) Arrange for services Choose
- (vii) Lead meetings Choose
- (viii) Other (specify) Choose

Examples of those selected:

[Click here](#)

11.2f Have contact with other employees to :

- (i) Get information from them Choose
- (ii) Inform them Choose
- (iii) Influence / persuade them Choose
- (iv) Get advice from them on work procedures Choose
- (v) Give them advice on work procedures Choose
- (vi) Get cooperation from other parts of the organization on projects and programs Choose
- (vii) Other (specify) Choose

Examples of those selected:

[Click here](#)

- 11.2g Have contact with vendors, contractors, consultants, other government organizations / agencies / community groups and other external groups or organizations to:
- (i) Get information from them Choose
 - (ii) Inform them Choose
 - (iii) Confer with peer professionals Choose
 - (iv) Devise mutual goals / objectives with them Choose
 - (v) Arrange for services Choose
 - (vi) Lead meetings Choose
 - (vii) Check on their progress Choose
 - (viii) Influence / persuade them Choose
 - (ix) Other (specify) Choose

Examples of those selected:

[Click here](#)

Section 12 – Adverse Working Conditions:

This section gathers information on the physical effort, visual effort, environmental conditions, hazards, psychological / emotional challenges, or other conditions and unusual factors associated with the position.

12.1 **SELECTION CRITERIA:** **This section is used to identify working conditions associated with the position. In subsection 12.7, there is an opportunity to identify other challenges that are specific to the position.**

12.1 **RECOMMENDATIONS:**

12.1 **COMMENTS:**

12.1 **CLASSIFICATION:**

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12.2 **PHYSICAL DEMANDS (WORKING POSITIONS):**

- 12.2a Sitting: Choose
- 12.2b Walking: Choose
- 12.2c Bending: Choose
- 12.2d Driving: Choose
- 12.2e Lifting: Choose
- 12.2f Standing: Choose

Comments / Examples:

[Click here](#)

12.3 **ENVIRONMENTAL FACTORS:**

- 12.3a Adverse Temperatures (Heat / Cold): Choose
- 12.3b Odour: Choose
- 12.3c Noise: Choose
- 12.4d Weather: Choose
- 12.2e Other (specify): Choose

Comments / Examples:

Click here

12.4 HAZARDS: Choose

Comments / Examples:

Click here

12.5 EMOTIONAL CHALLENGES / STRESS: Choose

Comments / Examples:

Click here

12.6 UNUSUAL WORKING PERIODS OR WORK SCHEDULES: Choose

Comments / Examples:

Click here

12.7 OTHER: Choose

Comments / Examples:

Click here

Suggestions to consider in completing the Questionnaire:

- Please refer to the position Questionnaire Guide for assistance in completing this form. It is located on the PSC website at www.psc.gpei.ca
- Before beginning, read through the entire questionnaire carefully. This will give a better understanding of the information required.
- Tell the facts about what work is actually performed and give specific examples to make it clear. Describe the job so that a person unfamiliar with it will be able to understand what is required in this position.
- For assistance feel free to contact your supervisor, HR Manager or PEI Public Service Commission at 368-4306.

Your cooperation and timely response are gratefully acknowledged.

