



CMI

Accredited by the Western Association of Schools and Colleges

CMI JOB CLASSIFICATION MANUAL

November 13th, 2017

ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT

INTRODUCTION

As part of its compensation strategy based on internal equity, CMI requires that all jobs are evaluated and classified based on the essential and job-related functions as documented in job descriptions.

A classification structure has been developed in consultation with CMI staff. This Manual outlines the classification structure and is designed to support the Human Resources Committee make fair, consistent and equitable decisions on the appropriate classification or level of roles. The classification structure allows for consideration of team based work and recognises increased complexity of work resulting from the impact of information technology on modern workplaces. The descriptors outlined in this Manual also provide broad guidance on the level of performance expected of staff at each level.

We have identified three broad job families at CMI.

Administration and Support covering management, professional, technical, general administrative and facilities support roles.

Academic and Student support covering non-instructional faculty, library, research and student support roles.

Instructional Faculty

The classification structure does not cover the Instructional Faculty family.

ORGANISATIONAL DESIGN AND JOB DESIGN

Underlying any job classification structure is the concept of organizational design. At the highest level, it involves the establishment of structures, systems and processes which effectively deliver outcomes to an organisation in line with its strategic objectives.

Organisational design is important in the context of job sizing, as decisions as to which tasks are grouped together into organisational units and to which jobs those units report has a big impact on job design. For example, organisational units may be hierarchical and have a functional structure, with each job specialising in one part of the task that the unit is required to achieve. Alternately, a team or project management structure may be adopted, with all roles in the team undertaking several aspects of the task that the unit is required to achieve.

Good job design is key to an effective organisation. Good job design involves having a clear role, a broad spread of duties, the opportunity to allow the incumbent some latitude on how the work is done, clear levels of accountability and responsibility. Job design informs a range of other HR practices including recruitment of staff, career development, performance management, job sizing and succession planning.

WHAT IS WORK VALUE?

Work value is based on the premise, that as jobs require more qualifications, skill and knowledge to undertake, as decision making becomes increasingly complex and as the level of accountability becomes greater, so the worth of the job (and the compensation attached to it) increases.

Work value is not a subjective analysis of the value of the individual to the supervisor, but a structured process of assessing one job against a standard range of factors common to all jobs.

Work value is determined by job sizing. Job sizing is not about the incumbent of the job, but the duties of the job.

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The job sizing process requires examination of jobs in their broader context, so it is important to explore the levels of jobs above and below the job being considered as well as the organisational context in which the incumbent is required to operate. (This should be included in the job description).

ELEMENTS OF A JOB TO BE CONSIDERED IN DETERMINING WORK VALUE

All job sizing systems rest on the identification of key qualifications, knowledge and skills necessary for the incumbent to do the job. Jobs are evaluated on the basis that the work is required by the College and the outcomes specified in the job description are achieved. Judgements are made based on the minimum qualifications and requirements of the role and not the qualifications and skills of the current incumbent.

The component parts against which every job will be considered are set out below.

Factor	Definition
Knowledge and Experience	These factors describe the inputs necessary to do the job
<i>Minimum qualifications and experience and expertise</i>	This means the level of formal training required to undertake the role and the extent of specialist knowledge and/or of practical experience necessary to perform the duties. It also assesses the extent to which specialised knowledge of machinery, computers or other tools is necessary to do the job.
<i>Written communications</i>	This means the level of expertise in researching and writing the necessary to undertake the role.
<i>Spoken communications</i>	This considers the level of expertise and capacity in oral and representational skills necessary to undertake the role
Complexity of task	These factors describe the extent to which the job is guided by the supervisor, the level of complexity of the role and the judgement necessary to carry out the job.
<i>Level of autonomy</i>	The extent of supervision, direction or guidance required for the incumbent to undertake the role and the freedom of the incumbent to act.
<i>Task Complexity and Judgement</i>	This takes into account the clarity of goals, guidelines and policies, the nature and variety of tasks and the scope to determine methods or strategy to achieve goals. The degree of analysis and initiative in problem solving required and the originality and initiative required to reach a solution.
People Requirements	These factors describe the responsibility for control of staff and/or interpersonal skills needed to do the job.
<i>Understanding human relations</i>	The level of interpersonal and/ or student or staff management skills necessary to undertake the role. All jobs must include a statement about interpersonal skills
<i>Team work</i>	The extent to which the role is expected to participate in team work or lead teams.
<i>Supervisory responsibilities</i>	The extent of responsibility for management of staff within the College. Management includes responsibility for staff development, mentoring and completion of performance review.
Authority and Accountability	These factors describe the level of responsibility for the outputs from the position
<i>Decision making authority</i>	The level of discretionary decision making necessary and its direct or indirect contribution to the College of those decisions.
<i>Accountability</i>	Extent to which the role is solely accountable for ensuring accuracy of data, timelines of work, delivering outcomes, exercising financial, student or staff delegations, revenue generation or management of budgets, large groups of staff or capital expenditure.

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HIERARCHY OF FACTORS

The CMI classification structure is based on a hierarchical relationship between each of the factors. The more senior the job, the more qualifications, skills and experience are required of the incumbent to successfully exercise the duties of the role, and the more accountability the incumbent will have for achieving the outcomes of the job.

Compare the differences in qualifications, breadth and accountability between an Academic, Administration and Student Support job at Grade 2 and a Job at Grade 4

Job Factor	Academic, Administration and Student Support Roles Grade 2	Academic, Administrative and Student Support Roles Grade 4
Qualifications	Completion of high school plus at least 2 years experience	High school graduate with more than 10 years directly related experience in CMI or similar College or AS or AB plus up to 3 years experience. Trade or professional qualifications with extensive experience.
Written communication	Undertakes data entry, maintains records and inventories or types emails or correspondence written by others. Writes and responds to brief emails May organise and document schedules to achieve outcomes in area of responsibility. May format documents.	Will undertake complex data entry and/or draft responses to emails which require research, data analysis or provision of advice. Will draft correspondence and reports for senior managers based on precedent or direction from the supervisors. May document processes or procedures or document small IT systems for administrative or academic use.
Human Relations	Knows CMI policies for dealing with students or staff and /or members of the public. Understands CMI policies in relation to staff and student behaviour.	Has a detailed understanding of CMI's policies in relation to staff and students. <i>AND may do one or more of the following:</i> May advise staff on human resources, administration, professional matters and on employment conditions and pay. May have detailed knowledge of student issues. May provide advice to students on personal or academic issues. May support orientation training of students.
Decision making	Will make decisions on how work is done in relation to the scope of the role, usually with knowledge of previous decisions by the supervisor.	Will make decisions on the area of responsibility outlined in the job description. Decisions are guided by policy or procedure, knowledge of precedents, or may be guided by knowledge gained through professional training or formal qualifications. Decisions normally have an immediate impact on an individual or small group of individuals or the immediate work area.

Distinguishing correctly between the various levels of responsibility and accountability as represented by each of the factors is critical to a fair and consistent outcome.

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USING THE JOB SIZING MANUAL

SOME BASICS

Before starting

- You must be trained in job evaluation or job sizing techniques.
- You should read the classification descriptors and be familiar with the hierarchical relationship between the factors
- Ensure you have read and understand the documentation provided. If you do not understand the terminology or what is being described, ask for further clarification from the Human Resources.

Documentation

- Normally you will receive documentation in the form of a job description and/or Job Evaluation Questionnaire.
- Examine this documentation carefully for descriptions which seem inconsistent. As you get more experienced in job sizing you will start to be more alert to anomalies or poor job design. These are some of the factors you may look for
 - Very high levels of qualifications being specified, but very low levels of accountability.
 - Extensive supervisory responsibilities with low levels of accountability
 - High levels of Task Complexity and Judgement but low levels of qualifications specified.
 - A very broad range of tasks in unrelated fields.
- These factors may mean that the job is either poorly documented or poorly designed, and it is worth checking with the supervisor of the role that the job description is accurate
- As the factors are hierarchical it is important to understand the role of the supervisor as well as of the job that you are currently considering. A subordinate cannot carry the same level of accountability as the supervisor.
- Ensure that the documentation is approved by the supervisor, and if necessary, the supervisor's supervisor.

JOB EVALUATION RULES

The classification descriptors for each level are not mutually exclusive, and jobs at each level can undertake elements of jobs at a lower level or at a higher level. Normally you should expect that a job may have elements across at least two levels.

A judgement needs to be made as to the level where the bulk of the responsibility lies and the form in this Manual guides you on how to do this. One or two factors which score at a higher level do not mean that the job as a whole has a value at the higher level.

Some elements in the system are hierarchical. This means that against some work value elements, a subordinate job cannot work at an equal to or higher level than a superior job. By subordinate, we mean a job which is directly supervised by a higher level job. The factors are:

- Complexity of task
- Decision making authority
- Accountability

While normally other work value elements of the subordinate job would score lower than the superior or supervisor role, in some cases they may score the same as the supervisor role. It is therefore important that when evaluating a job, the supervisor and the subordinate roles are examined at the same time.

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Normally the scores for the factors in the knowledge and experience group should be the same as or similar to scores in the decision making and accountability group. A well-designed job does not require a person to accept a higher level of accountability than the level of knowledge and experience needed to undertake the role.

In Human Relations, incumbents of more senior jobs must meet the requirements of lower level jobs. The assessor must make a determination of the major focus of the role, and only evaluate the position under one of these criteria.

THE STRUCTURE OF THE MANUAL

The Manual is structured in such a way as to ensure that you consider every factor before making a final recommendation as to the appropriate size of the role. Hence you are required to look at each major group of factors systematically.

Step 1. Examine the documentation in relation to the **Knowledge and Experience** Factors. You should determine the appropriate level of each of the sub factors by level and record this on the form in the Manual headed Knowledge and Experience. Do not be concerned if they cover up to three levels. You may have questions you would like to ask the supervisor or the incumbent. At this stage you should only note these. At the end of the process, you should make an overall judgement as to which level the Knowledge and Experience factors fit. To guide this, you average the numbers you have accorded to each of the sub factors.

Step 2. Examine the documentation in relation to **Complexity of Task** sub factors. You should follow the same process as in Step 1 but remember that you may need to check the supervisor's job description in relation to job complexity, At the end of the process, you should make an overall judgement as to which level Complexity of Task factors fit.

Step 3. Examine the documentation in relation to **People Requirements** sub factors. Remember that a job might be required to lead a team, but not have supervisory responsibilities for that team. If the job does not have a supervisory role, you should score it with a "0" At the end of the process, you should make an overall judgement as to which level the People requirements fit.

Step 4. Examine the documentation in relation to **Accountability and Decision making**, sub factors. Remember you may need to check the supervisor's job description in relation to Accountability and Decision making as this is one of the areas where the subordinate cannot score higher than the supervisor. Otherwise you should follow the same process as in Step 1 and come to a view on the best fit for the Accountability and Decision making factor.

Step 5. Go to the form **Overall Assessment**. Here you should insert the level(s) at which you assess each factor. At this stage you may need to seek further information about the job under consideration, and you should obtain that from the supervisor. You should then make a preliminary judgement as to which level the job should be sized. Then you should look at

- The classification descriptor for jobs at that level to ensure that your overall decision as to job size fits the classification descriptor
- The occupational equivalents to ensure that the classification level you have assigned is broadly comparable to the occupational equivalents listed in the descriptors.

Step 6. Make a final recommendation to the President.

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ASSESSMENT PROCESS

Step 1. Assessing Knowledge and Experience

Assess each sub factor based on the information in the job description. Identify where the information best fits each of the sub factors and write the number in the Best Fit column. (You can identify only **one** number for each sub factor)

Remember, the level that best fits needs to be where the bulk of the responsibility lies.

Knowledge and Experience		Level	Best fit
<p>Minimum Qualifications and Experience</p> <p>This means the level of qualifications and experience necessary to do the job.</p> <p><i>Extensive means work experience with several employers or over 10 years experience</i></p>	<p>Completion of 9th grade plus a minimum of 3 years relevant experience or further schooling.</p> <p>And/OR</p> <p>May have high school trade certificate and have a driver's license, basic computer skills, or use equipment such as a vacuum cleaner or a drill.</p>	1	
	<p>Completion of high school plus at least 2 years experience</p> <p>AND/OR</p> <p>May require trade or other certificate to operate specific equipment or extensive experience in operating that equipment. My require a heavy vehicle or other licenses, or use a computer with standard software.</p>	2	
	<p>Trade or professional qualification with up to 3 years experience, or high school graduate with up to 10 years relevant experience.</p> <p>AND/OR</p> <p>May require licenses which require extensive training and regular recertification, or know complex computer software relevant to the role, or be required to repair, maintain vehicles, generators or laboratory equipment according to guidelines or manuals.</p>	3	
	<p>High school graduate with more than 10 years directly related experience in CMI or similar College or AS or AB plus up to 3 years experience. Trade or professional qualifications with extensive experience</p> <p>AND/ OR</p> <p>Require extensive experience in the operation and maintenance of a range of complex equipment for which no training or manuals are available or use complex software for which extensive training is required.</p>	4	
	<p>AS or AB with extensive experience or Bachelor degree with up to 5 years experience.</p>	5	
	<p>Bachelor degree with a minimum of 5 to 8 years experience, or AA or AB degree plus professional registration and extensive experience or Masters degree plus 5 experience. Has knowledge and experience in management.</p>	6	
	<p>PhD or Masters and more than 5 years years experience in management or leadership roles.</p>	7	

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Knowledge and Experience		Level	Best fit
<p>Spoken Communications</p> <p>Assesses the level of spoken communication, advocacy or negotiating skills necessary to do the job.</p> <p><i>Authoritative means specific advice provided by an expert person in the matter e.g. staff benefits, financial aid for students</i></p> <p><i>Complex matter is one which involves working across several organizational units in CMI and/or external agencies e.g. hospitalisation of a student</i></p>	Communicates with supervisors, staff and students on matters relating to their job.	1	
	Will provide general advice to students or staff and/or members of the community on policies, processes and rules associated with job responsibilities. May communicate with external agencies or organisations on behalf of supervisor or as a routine part of the role, e.g. to arrange meetings	2	
	Will provide authoritative advice to staff or students in relation to trade or professional matters specifically related to their job. May communicate with external agencies or suppliers as part of the role e.g. registration of health insurance for staff, student health cards.	3	
	Will provide authoritative advice on complex matters, broader CMI policies and rules to students and/or staff and/or members of the community; <i>AND may do one or more of the following:</i> May represent CMI to visitors, members of the public or schools in areas of responsibility. May communicate regularly with suppliers. May support students in their academic endeavours e.g. writing library, laboratory.	4	
	Will speak authoritatively on areas of responsibility, will engage with students and/or staff across CMI. Will provide advice to members of the public in relation to the area of responsibility. <i>AND may do one or more of the following:</i> May run training sessions for staff and/or students in areas of expertise. May engage or negotiate with external stakeholders on programs or initiatives of mutual benefit in area of responsibility. May provide guidance to students on specific study or research techniques.	5	
	Will speak authoritatively on area of responsibility and on matters relating to CMI. Will advocate for issues or policies relevant to the role. Will comment on and discuss submissions or documentation developed by persons outside of area. Will clearly explain CMI's position to persons outside of CMI. May represent CMI to the broader community. May act as CMI's representative on a committee or to an external organisation and negotiate within scope of role on CMI's behalf.	6	
	Will speak authoritatively on CMI issues. Will advocate for CMI interests to governments, government departments and aid and other agencies. Leads major strategies in CMI. Represents issues to the Board of Regents and represents CMI to the broader community. Represents the President in senior forums. May make public appearances on behalf of CMI.	7	
Completes checklists, enters data in ledgers or computers, signs off	1		

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Knowledge and Experience		Level	Best fit
<p>Written Communications</p> <p>This means the level of expertise in writing and/or researching necessary to carry out the role.</p>	<p>completion of tasks, logs into a computer and enters data related to the role.</p> <p>May use email.</p>		
	<p>Undertakes data entry, maintains records and inventories or types emails or correspondence written by others. Writes and responds to brief emails</p> <p>May organise and document schedules to achieve outcomes in area of responsibility. May format documents.</p>	2	
	<p>Will prepare or edit routine correspondence, will prepare and document plans relating to the work area. Will draft reports based on data.</p> <p>May take minutes of meetings. May draft instructions content for web pages or material for circulation to the broader community</p>	3	
	<p>Will undertake complex data entry and/or draft responses to emails which require research, data analysis or provision of advice. Will draft correspondence and reports for senior managers based on precedent of direction from the supervisors.</p> <p>May document processes or procedures or document small IT systems for administrative or academic use.</p>	4	
	<p>Will prepare reports or email based on data from a wide variety of internal and external sources. Will draft papers and reports for senior managers. Provides written advice to senior staff to support decision making.</p> <p>Will compile data for submissions to accrediting and aid agencies.</p> <p><i>AND may do one or more of the following:</i></p> <p>May documents research outcomes and drafts submissions for research funding.</p> <p>May develop instructional framework for online material.</p> <p>May draft specifications and contracts for significant purchases. May develop and document major IT systems for academic or administrative purposes.</p> <p>May prepare web content. May draft policies and procedures or programs to support academic outcomes.</p>	5	
	<p>Researches and prepares original correspondence for which no CMI precedent exists. Develops submissions on behalf of CMI. Develops and drafts policies and procedures.</p> <p>Develops business plans, forecasts, strategic documents and proposals for research funding.. Will develop College wide plans for area of responsibility. Drafts documents recommending significant change for consideration by senior staff and/or Board of Regents.</p> <p>Drafts and collates information for accreditation purposes. Analyses data to support College initiatives or complex decision making.</p> <p>May write up research outcomes for publication in academic journal and develop submissions for research funding.</p>	6	
	<p>Writes in areas where no precedent exists.</p> <p>Analyses information and data and prepares information to develop College strategies and initiatives, improved funding or to support complex decision making.</p>	7	

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Knowledge and Experience		Level	Best fit
	Approves submissions to the Board of Regents, governments, aid agencies. Develops policy and other documents which have College wide impact.		
Next Step. Add up the numbers in the Best Fit column and average them			
Overall Assessment of Knowledge and Experience			

Step 2. Assessing Complexity of Task.

Go through the same process as in Step 1, identifying which sub factor best fits the information in the job description.

Remember, the level that best fits needs to be where the bulk of the responsibility lies.

Complexity of Task			Best Fit
Level of Autonomy Assesses the level of supervision, direction or guidance required to undertake the role and the freedom of the incumbent to act.	Generally, works under close supervision, with tasks regularly assigned and checked for completion Normally completes tasks in the order they are assigned or organised.	1	
	Generally works under close supervision and regularly undertakes a single or group of tasks for which training has been provided. Normally tasks are completed in the order directed by the supervisor or dictated by the training.	2	
	Works under general supervision. Will recommend plans or activities in area of responsibility. May alter the order in which tasks are achieved responding to requirements of students and/or staff and members of the community. May monitor faults in a diverse range of complex tools and equipment and initiate action for repair.	3	
	Works under general direction. Subject to priorities set by the supervisor or other plans, will make decisions on the order in which tasks are undertaken. Will accept new assignments if they are related to the role, subject to the supervisor's approval. <i>AND may do two or more of the following:</i> May monitor and initiate action for repairs on essential equipment and plant essential to the operation of CMI. May be required to initiate action in emergency situations when no supervisor is available. May undertake professional work in the broad scope of the role. May train staff and/or students in area of expertise.	4	
	Works under general direction. Will organise work in a manner to achieve outcomes expected of the role, the supervisor and CMI. May manage a small unit providing a specific service to students and/or staff and members of the community.	5	
	Works under general direction. Will organise work to achieve outcomes expected by CMI aligned to the Strategic Plan. Will provide definitive advice to staff and/or students in areas of expertise.	6	

Definitive means advice on matters where policy

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Complexity of Task			Best Fit
<p><i>guidelines are unclear or do not exist.</i></p>	<p>May manage a large campus or is accountable for the operation of a section/unit in CMI. May manage an academic program and make modifications within that program in line with the strategic plan.</p> <p>May alter priorities or undertake new tasks as they emerge provided they are aligned with current plans or strategies.</p> <p>May be CMI's sole expert in a professional area</p>		
<p><i>Major means programs which are compulsory or apply to more than 50% of the students of the College.</i></p>	<p>Works collaboratively with the President and senior staff.</p> <p>Supports the President in decision making on the day to day operations of the College. Makes decisions which impact all areas of the College in line with strategic directions of the College.</p> <p>Will coordinate the activities of a range of administrative and academic support departments.</p> <p>May make changes in activities/programs in line with overall strategy or structure of the program.</p>	7	
<p>Task Complexity and Judgement</p> <p>This takes into account the clarity of goals or work assignments, the extent to which work is guided by policies, procedures and precedents and the level of problem solving necessary to do the work.</p>	<p>Generally, carries out tasks which are defined and guided by experience, practice or training. May clean premises or patrol grounds</p>	1	
	<p>Works on regular tasks for which on the job and information or equipment needs are known. Has a regular and organised pattern of work.</p> <p>Will monitor work area for problems or issues and alert the supervisor or relevant person for advice or action.</p>	2	
	<p>Is required to work with information, systems and processes where most of the information necessary to complete the task is available. Will recommend solutions to problems or issues associated with the role and implement the solution after discussion with supervisor.</p> <p>Will undertake repairs of equipment or plant where manuals or training are available.</p> <p>May organise or schedule tasks in line with availability of resources or urgency of requirements.</p>	3	
	<p>Will work with partial or conflicting information and data. Will monitor or analyse statistical or financial data.</p> <p>Will act or make decisions guided by professional practice, manuals or policies and procedures.</p> <p><i>AND may do two or more of the following:</i></p> <p>May organise rosters, schedule maintenance or events or develop budgets in line with operational requirements of the immediate work area.</p> <p>May plan student activities or events which also involve the community or business.</p> <p>May monitor expenditure in line with budget or financial plan.</p> <p>May supervise a small unit</p>	4	
	<p>Work is guided by policy, precedent and/or professional knowledge and standards. Incumbent is expected to solve problems within policy or precedent. Will develop innovative solutions within bounds of role or professional discipline or expertise.</p> <p><i>AND may do one or more of the following:</i></p> <p>May be required to develop solutions for complex technical and</p>	5	

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Complexity of Task			Best Fit
	operational problems associated with the campus and its physical plant. May provide instruction or support in their area of expertise. May be required to undertake independent research and analysis. May be required to develop plans or budgets on a College wide basis.		
	Will deal with new situations where there is no CMI precedent. Will analyse complex data sets and draw conclusions. In professional or technical positions, be a recognised expert in the field and decisions will be guided by professional knowledge. In management positions, organise and oversee the planning, budgeting, implementation and reporting processes. May be required to articulate and implement service standards and/or to develop innovative strategies for achieving College plans.	6	
	Is required to use initiative within broad guidelines and across a wide range of activities including activities or situations which are not formally part of the role. Advice and resolution are often precedent setting and authoritative with decisions impacting on policy and/or the strategic direction and will have College wide and/or external significance.	7	
Next Step	Add up the numbers in the Best Fit column and average them.		
Overall assessment of Complexity of Task			

Step 3. Assessing People Requirements

Go through the same process as in Step 1, identifying which sub factor best fits the information in the job description.

Remember, the level that best fits needs to be where the bulk of the responsibility lies.

People Requirements			Best fit
<p>Understanding Human Relations</p> <p>All jobs require the incumbent to interact with others. Here we assess the extent to which the job is required to work with, advise or influence student or other staff</p>	Understands and demonstrates appropriate behaviour in the workplace.	1	
	Knows CMI policies for dealing with students or staff and /or members of the public. Understands CMI policies in relation to staff and student behaviour.	2	
	Understands CMI's policies on staff and students. May advise staff and students on professional or academic matters according to CMI policies.	3	
	Has a detailed understanding of CMI's policies in relation to staff and students. <i>AND may do one or more of the following:</i> May advise staff on human resources, administration, professional matters and on employment conditions and pay. May have detailed knowledge of student issues. May provide advice to students on personal or academic issues. May support orientation training of students.	4	
	Has a detailed understanding of CMI's policies in relation to staff and students. Understands people management and/or student	5	

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People Requirements			Best fit
	<p>engagement and learning principles</p> <p>May provide definitive advice to students on health, personal and career issues.</p> <p>May develop orientation and other training for students.</p>		
	<p>Articulates and exemplifies CMI's policies in relation to staff and/or students.</p> <p>Has expert knowledge of student and academic issues and/or staffing policies and people management.</p> <p>May deal with and resolve complex issues relating to staff and/or students.</p>	6	
	<p>Articulates and exemplifies CMI's policies in relation to staff and students. Has expert knowledge of staff, student and academic issues.</p> <p>Deals with and determines complex issues relating to staff and students.</p> <p>Resolve concerns of stakeholders in relation to staff and students.</p>	7	
Teamwork	May occasionally work as a member of a team	1	
	May regularly work as a member of a team	2	
	May work as a member of a team. May coordinate a small group to achieve a one off outcome or a single event.	3	
	May work as a member of a team and lead a small team in relation to a specific project or activity with a short term effect	4	
	May lead a small team working on short term projects designed to become a regular function at CMI e.g. implementation of performance management process	5	
	Will manage a large team which is accountable for a core activity, e.g. implementation of a new IT system.	6	
	Will lead teams undertaking major College projects which have an extended lifespan	7	
Supervisory Responsibilities	Does not supervise staff	0	
	Normally does not supervise staff but may occasionally oversee students or others engaged on specific tasks or short-term work.	1	
	Normally does not supervise staff but regularly oversees students or others engaged on specific tasks or short-term work.	2	
	Will supervise up to two staff employed at a lower level and /or students undertaking support tasks.	3	
	Will normally contribute to performance reviews, which are undertaken by the supervisor.		
	Will supervise and mentor 3 or more staff employed at levels lower than the role under review.	4	
	Will normally jointly conduct performance reviews with the supervisor.		
	Will directly or indirectly supervise and mentor staff who are employed on levels lower than the role under review.	5	
Will normally undertake performance reviews.			
Will directly or indirectly supervise and mentor staff employed at	6		

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People Requirements			Best fit
	supervisory level and/or groups of staff with specific professional expertise. Will be accountable for performance reviews. May lead a section or an organisational unit.		
	Supervises other staff management levels who in turn are accountable for delivery of major programs. May act for the President in President's absence.	7	
Next steps	Add up the numbers in the Best Fit column and average them.		
Overall assessment of People Requirements			

Step 4 Assessment of Accountability and Decision Making

Go through the same process as in Step 1, identifying which sub factor best fits the information in the job description.

Remember, the level that best fits needs to be where the bulk of the responsibility lies.

Accountability and Decision Making			Best fit
Decision Making Assesses the level and/extent of decisions that the incumbent of the role will be expected to make. <i>Executive decisions means decisions which when executed will have a major impact on the College as a whole.</i>	Does not make decisions without reference to the supervisor.	1	
	Will make decisions on how work is done in relation to the scope of the role, usually with knowledge of previous decisions by the supervisor.	2	
	Will make decisions in relation to the scope of the role. Decisions are guided by policy, rules, procedures	3	
	Will make decisions on the area of responsibility outlined in the job description. Decisions are guided by policy or procedure, knowledge of precedents, or may be guided by knowledge gained through professional training or formal qualifications. Decisions normally have an immediate impact on an individual or small group of individuals or the immediate work area.	4	
	Will make decisions within the broad scope of the role or activity. Decisions may have a major impact on the effectiveness of the total CMI operation, e.g. to ensure the continued operation of essential physical plant or the safety and security of the student body as a whole, or relate to accreditation requirements.	5	
	Will make decisions on behalf of the College in relation to area of expertise or responsibility. May approve expenditure within budget	6	
	Will approve expenditure within budget or unbudgeted expenditure aligned to CMI strategy. Decisions result in policies and /or actions which have a CMI wide impact and which are binding on CMI	7	
Accountability	Accountable for completion of duties and tasks specified by the supervisor on a regular basis accurately and on time.	1	

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Accountability and Decision Making			Best fit
Assesses the extent to which the role is solely accountable for ensuring accuracy of data, advice, timeliness of work, delivering outcomes, revenue generation or management of budgets, large groups of staff or operational and/or capital expenditure.	Accountable for achievement of duties and tasks as specified in the job description accurately and on time e.g. inputting student information on student database, typing correspondence.	2	
	Accountable for achievement of the outcomes of the role as specified in the job description e.g. total enrollment process, recruitment process for staff.	3	
	Accountable for achievement of the broad duties of the role as specified in the job description, provision of advice. Where supervising a small unit, accountable for the performance and outcomes of that unit.	4	
	Accountable for delivering outcomes and performance of role and/or unit Accountable for provision of accurate advice to students and/or staff Accountable for decisions made in the line with delegations, policy or procedures.	5	
	Accountable for the provision of definitive advice to CMI management in area of expertise and the quality of that advice. and/or Accountable for management of a unit, organisational group or campus at CMI and delivering the outcomes required of that unit.	6	
	Accountable for delivery of major CMI projects. Accountable for managing expenditure against budget. Accountable for administrative, student and academic support operations of CMI. Accountable for coordination of groups or individuals across the College to achieve relevant elements of the Strategic Plan. Accountable for achievement of relevant elements of the Strategic Plan.	7	
Next steps	Add up the numbers in the Best Fit column and average them.		
Overall assessment of Accountability and Decision Making			

Step 5. Determining the Level of the Job

Here you average the scores derived for each of the 4 major factors. Enter here the overall assessments for each factor and divide by 4.

Factor	Assessment
Knowledge and Experience	
Complexity of Task	
People Requirements	
Accountability and Decision making	
Final Score	

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The final score should guide as to the level to which the job should be classified. Before finalising the recommendation you should check:

- The level compared with the level of similar jobs.
- The level of the supervisor's or subordinate's jobs.
- To see if the classification outcomes fits the CMI Classification Descriptors which are found in Attachment A of this Manual.
- To see if the classification aligns to the occupational equivalents found in the Classification Descriptors.

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Attachment A

CMI Classification Descriptors: Academic, Administration and Student Support Job Families

Note the following key definitions:

- Extensive means work experience with several employers or over 10 years experience
- Authoritative means specific advice provided by an expert person in the matter e.g. staff benefits, financial aid for students
- Complex matter is one which involves working across several organizational units in CMI and/or external agencies e.g. hospitalisation of a student
- Definitive Advice means advice on matters where policy guidelines are unclear or do not exist.
- Major Programs means programs which are compulsory or apply to more than 50% of the students of the College.
- Executive decisions means decisions which when executed will have a major impact on the College as a whole.

ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT	
LEVEL 1	
Knowledge and Experience	
Qualifications and Experience	Completion of 9 th grade plus a minimum of 3 years relevant experience or further schooling. And/OR May have high school trade certificate and have a driver's license, basic computer skills, or use equipment such as a vacuum cleaner or a drill.
Spoken Communications	Communicates with supervisors, staff and students on matters relating to their job.
Written Communications	Completes checklists, enters data in ledgers or computers, signs off completion of tasks, logs into a computer and enters data related to the role. May use email.
Level of Autonomy	Generally, works under close supervision, with tasks regularly assigned and checked for completion Normally completes tasks in the order they are assigned or organised.
Task Complexity and Judgement	Generally, carries out tasks which are defined and guided by experience, practice or training. May clean premises or patrol grounds.
Understanding of Human Relations	Understands and demonstrates appropriate behaviour in the workplace.
Teamwork	May occasionally work as a member of a team
Supervisory Responsibilities	Normally does not supervise staff but may occasionally oversee students or others engaged on specific tasks or short-term work.
Decision Making	Does not make decisions without reference to the supervisor.
Accountability	Accountable for completion of duties and tasks specified by the supervisor on a regular basis accurately and on time.
Typical activities	

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	ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT
LEVEL 2	
Knowledge and Experience	
Qualifications and Experience	Completion of high school plus at least 2 years experience AND/OR May require trade or other certificate to operate specific equipment or extensive experience in operating that equipment. May require a heavy vehicle or other licenses, or use a computer with standard software.
Spoken Communications	Will provide general advice to students or staff and/or members of the community on policies, processes and rules associated with job responsibilities. May communicate with external agencies or organisations on behalf of supervisor or as a routine part of the role, e.g. to arrange meetings
Written Communications	Undertakes data entry, maintains records and inventories or types emails or correspondence written by others. Writes and responds to brief emails May organise and document schedules to achieve outcomes in area of responsibility. May format documents.
Level of Autonomy	Generally works under close supervision and regularly undertakes a single or group of tasks for which training has been provided. Normally tasks are completed in the order directed by the supervisor or dictated by the training.
Task Complexity and Judgement	Works on regular tasks for which on the job and information or equipment needs are known. Has a regular and organised pattern of work. Will monitor work area for problems or issues and alert the supervisor or relevant person for advice or action.
Understanding of Human Relations	Knows CMI policies for dealing with students or staff and /or members of the public. Understands CMI policies in relation to staff and student behaviour.
Teamwork	May regularly work as a member of a team.
Supervisory Responsibilities	Normally does not supervise staff but regularly oversees students or others engaged on specific tasks or short-term work.
Decision Making	Will make decisions on how work is done in relation to the scope of the role, usually with knowledge of previous decisions by the supervisor.
Accountability	Accountable for achievement of duties and tasks as specified in the job description accurately and on time e.g. inputting student information on student database, typing correspondence.
Typical activities	
Level 3	
Knowledge and Experience	
Qualifications and Experience	Trade or professional qualification with up to 3 years experience, or high school graduate with up to 10 years relevant experience.

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	ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT
	AND/OR May require licenses which require extensive training and regular recertification, or know complex computer software relevant to the role, or be required to repair, maintain vehicles, generators or laboratory equipment according to guidelines or manuals.
Spoken Communications	Will provide authoritative advice to staff or students in relation to trade or professional matters specifically related to their job. May communicate with external agencies or suppliers as part of the role e.g. registration of health insurance for staff, student health cards.
Written Communications	Will prepare or edit routine correspondence, will prepare and document plans relating to the work area. Will draft reports based on data. May take minutes of meetings. May draft instructions content for web pages or material for circulation to the broader community
Level of Autonomy	Works under general supervision. Will recommend plans or activities in area of responsibility. May alter the order in which tasks are achieved responding to requirements of students and/or staff and members of the community. May monitor faults in a diverse range of complex tools and equipment and initiate action for repair.
Task Complexity and Judgement	Is required to work with information, systems and processes where most of the information necessary to complete the task is available. Will recommend solutions to problems or issues associated with the role and implement the solution after discussion with supervisor. Will undertake repairs of equipment or plant where manuals or training are available. May organise or schedule tasks in line with availability of resources or urgency of requirements.
Understanding of Human Relations	Understands CMI's policies on staff and students. May advise staff and students on professional or academic matters according to CMI policies.
Teamwork	May work as a member of a team. May coordinate a small group to achieve a one off outcome or a single event.
Supervisory Responsibilities	Will supervise up to two staff employed at a lower level and /or students undertaking support tasks. Will normally contribute to performance reviews, which are undertaken by the supervisor.
Decision Making	Will make decisions in relation to the scope of the role. Decisions are guided by policy, rules and procedures.
Accountability	Accountable for achievement of the outcomes of the role as specified in the job description e.g. total enrolment process, recruitment process for staff.
Typical activities	
LEVEL 4	

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ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT	
Knowledge and Experience	
Qualifications and Experience	<p>High school graduate with more than 10 years directly related experience in CMI or similar College or AS or AB plus up to 3 years experience. Trade or professional qualifications with extensive experience</p> <p>AND/ OR</p> <p>Require extensive experience in the operation and maintenance of a range of complex equipment for which no training or manuals are available or use complex software for which extensive training is required.</p>
Spoken Communications	<p>Will provide authoritative advice on complex matters, broader CMI policies and rules to students and/or staff and/or members of the community;</p> <p><i>AND may do one or more of the following:</i></p> <p>May represent CMI to visitors, members of the public or schools in areas of responsibility.</p> <p>May communicate regularly with suppliers.</p> <p>May support students in their academic endeavours e.g. writing library, laboratory.</p>
Written Communications	<p>Will undertake complex data entry and/or draft responses to emails which require research, data analysis or provision of advice. Will draft correspondence and reports for senior managers based on precedent or direction from the supervisors.</p> <p>May document processes or procedures or document small IT systems for administrative or academic use.</p>
Level of Autonomy	<p>Works under general direction. Subject to priorities set by the supervisor or other plans, will make decisions on the order in which tasks are undertaken. Will accept new assignments if they are related to the role, subject to the supervisor's approval.</p> <p><i>AND may do two or more of the following:</i></p> <p>May monitor and initiate action for repairs on essential equipment and plant essential to the operation of CMI.</p> <p>May be required to initiate action in emergency situations when no supervisor is available.</p> <p>May undertake professional work in the broad scope of the role. May train staff and/or students in area of expertise.</p>
Task Complexity and Judgement	<p>Will work with partial or conflicting information and data. Will monitor or analyse statistical or financial data.</p> <p>Will act or make decisions guided by professional practice, manuals or policies and procedures.</p> <p><i>AND may do two or more of the following:</i></p> <p>May organise rosters, schedule maintenance or events or develop budgets in line with operational requirements of the immediate work area.</p> <p>May plan student activities or events which also involve the community or business.</p> <p>May monitor expenditure in line with budget or financial plan.</p>

CMI JOB CLASSIFICATION MANUAL

	ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT
	May supervise a small unit.
Understanding of Human Relations	<p>Has a detailed understanding of CMI's policies in relation to staff and students. <i>AND may do one or more of the following:</i></p> <p>May advise staff on human resources, administration, professional matters and on employment conditions and pay.</p> <p>May have detailed knowledge of student issues. May provide advice to students on personal or academic issues.</p> <p>May support orientation training of students.</p>
Teamwork	May work as a member of a team and lead a small team in relation to a specific project or activity with a short term effect.
Supervisory Responsibilities	<p>Will supervise and mentor 3 or more staff employed at levels lower than the role under review.</p> <p>Will normally jointly conduct performance reviews with the supervisor.</p>
Decision Making	<p>Will make decisions on the area of responsibility outlined in the job description. Decisions are guided by policy or procedure, knowledge of precedents, or may be guided by knowledge gained through professional training or formal qualifications.</p> <p>Decisions normally have an immediate impact on an individual or small group of individuals or the immediate work area.</p>
Accountability	<p>Accountable for achievement of the broad duties of the role as specified in the job description, provision of advice.</p> <p>Where supervising a small unit, accountable for the performance and outcomes of that unit.</p>
Typical activities	
LEVEL 5	
Knowledge and Experience	
Qualifications and Experience	AS or AB with extensive experience or Bachelor degree with up to 5 years experience.
Spoken Communications	<p>Will speak authoritatively on areas of responsibility, will engage with students and/or staff across CMI. Will provide advice to members of the public in relation to the area of responsibility.</p> <p><i>AND may do one or more of the following:</i></p> <p>May run training sessions for staff and/or students in areas of expertise.</p> <p>May engage or negotiate with external stakeholders on programs or initiatives of mutual benefit in area of responsibility.</p> <p>May provide guidance to students on specific study or research techniques.</p>
Written Communications	<p>Will prepare reports or email based on data from a wide variety of internal and external sources. Will draft papers and reports for senior managers. Provides written advice to senior staff to support decision making.</p> <p>Will compile data for submissions to accrediting and aid agencies.</p> <p><i>AND may do one or more of the following:</i></p>

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	ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT
	<p>May documents research outcomes and drafts submissions for research funding.</p> <p>May develop instructional framework for online material.</p> <p>May draft specifications and contracts for significant purchases. May develop and document major IT systems for academic or administrative purposes.</p> <p>May prepare web content. May draft policies and procedures or programs to support academic outcomes.</p>
Level of Autonomy	<p>Works under general direction. Will organise work in a manner to achieve outcomes expected of the role, the supervisor and CMI.</p> <p>May manage a small unit providing a specific service to students and/or staff and members of the community.</p>
Task Complexity and Judgement	<p>Work is guided by policy, precedent and/or professional knowledge and standards. Incumbent is expected to solve problems within policy or precedent. Will develop innovative solutions within bounds of role or professional discipline or expertise.</p> <p><i>AND may do one or more of the following:</i></p> <p>May be required to develop solutions for complex technical and operational problems associated with the campus and its physical plant.</p> <p>May provide instruction or support in their area of expertise.</p> <p>May be required to undertake independent research and analysis.</p> <p>May be required to develop plans or budgets on a College wide basis.</p>
Understanding of Human Relations	<p>Has a detailed understanding of CMI's policies in relation to staff and students. Understands people management and/or student engagement and learning principles</p> <p>May provide definitive advice to students on health, personal and career issues.</p> <p>May develop orientation and other training for students.</p>
Teamwork	<p>May lead a small team working on short term projects designed to become a regular function at CMI e.g. implementation of performance management process.</p>
Supervisory Responsibilities	<p>Will directly or indirectly supervise and mentor staff who are employed on levels lower than the role under review.</p> <p>Will normally undertake performance reviews.</p>
Decision Making	<p>Will make decisions within the broad scope of the role or activity. Decisions may have a major impact on the effectiveness of the total CMI operation, e.g. to ensure the continued operation of essential physical plant or the safety and security of the student body as a whole, or relate to accreditation requirements.</p>
Accountability	<p>Accountable for delivering outcomes and performance of role and/or unit</p> <p>Accountable for provision of accurate advice to students and/or staff</p> <p>Accountable for decisions made in the line with delegations, policy or procedures.</p>
Typical activities	
LEVEL 6	
Knowledge and Experience	

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	ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT
Qualifications and Experience	Bachelor degree with a minimum of 5 to 8 years experience, or AA or AB degree plus professional registration and extensive experience or Masters degree plus a minimum of 5 years experience. Has experience knowledge and experience in management.
Spoken Communications	Will speak authoritatively on area of responsibility and on matters relating to CMI. Will advocate for issues or policies relevant to the role. Will comment on and discuss submissions or documentation developed by persons outside of area. Will clearly explain CMI's position to persons outside of CMI. May represent CMI to the broader community. May act as CMI's representative on a committee or to an external organisation and negotiate within scope of role on CMI's behalf.
Written Communications	Researches and prepares original correspondence for which no CMI precedent exists. Develops submissions on behalf of CMI. Develops and drafts policies and procedures. Develops business plans, forecasts, strategic documents or proposals for research funding. Will develop College wide plans for area of responsibility. Drafts documents recommending significant change for consideration by senior staff and/or Board of Regents. Drafts and collates information for accreditation purposes. Analyses information and data to support College initiatives or complex decision making. May write up research outcomes for publication in academic journal and develop submissions for research funding.
Level of Autonomy	Works under general direction. Will organise work to achieve outcomes expected by CMI aligned to the Strategic Plan. Will provide definitive advice to staff and/or students in areas of expertise. May manage a large campus or is accountable for the operation of a section/unit in CMI. May manage an academic program and make changes within that program in line with the strategic plan. May alter priorities or undertake new tasks as they emerge provided they are aligned with current plans or strategies. May be CMI's sole expert in a professional area
Task Complexity and Judgement	Will deal with new situations where there is no CMI precedent. Will analyse complex data sets and draw conclusions. In professional or technical positions, be a recognised expert in the field and decisions will be guided by professional knowledge. In management positions, organise and oversee the planning, budgeting, implementation and reporting processes. May be required to articulate and implement service standards and/or to develop innovative strategies for achieving College plans.
Understanding of Human Relations	Articulates and exemplifies CMI's policies in relation to staff and/or students. Has expert knowledge of student and academic issues and/or staffing policies and people management. May deal with and resolve complex issues relating to staff and/or students.
Teamwork	Will manage a large team which is accountable for a core activity, e.g. implementation of a new IT system.

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	ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT
Supervisory Responsibilities	Will directly or indirectly supervise and mentor staff employed at supervisory level and/or groups of staff with specific professional expertise. Will be accountable for performance reviews. May lead a section or organisational unit.
Decision Making	Will make decisions on behalf of the College in relation to area of expertise or responsibility. May approve expenditure within budget
Accountability	Accountable for the provision of definitive advice to CMI management in area of expertise and the quality of that advice. and/or Accountable for management of a unit, organisational group or campus at CMI and delivering the outcomes required of that unit.
Typical activities	
LEVEL 7	
Knowledge and Experience	
Qualifications and Experience	PhD or Masters and more than 5 years experience in management or leadership roles.
Spoken Communications	Will speak authoritatively on CMI issues. Will advocate for CMI interests to governments, government departments and aid and other agencies. Leads major strategies in CMI. Represents issues to the Board of Regents and represents CMI to the broader community. Represents the President in senior forums. May make public appearances on behalf of CMI.
Written Communications	Writes in areas where no precedent exists. Analyses information and data and prepares information to develop College strategies and initiatives, improved funding or to support complex decision making. Approves submissions to the Board of Regents, governments, aid agencies. Develops policy and other documents which have College wide impact.
Level of Autonomy	Works collaboratively with the President and senior staff. Supports the President in decision making on the day to day operations of the College. Makes decisions which impact all areas of the College in line with strategic directions of the College. Will coordinate the activities of a range of administrative and academic support departments. May make changes in activities/programs in line with overall strategy or structure of the program.
Task Complexity and Judgement	Is required to use initiative within broad guidelines and across a wide range of activities including activities or situations which are not formally part of the role. Advice and resolution are often precedent setting and authoritative with decisions impacting on policy and/or the strategic direction and will have College wide and/or external significance.
Understanding of Human Relations	Articulates and exemplifies CMI's policies in relation to staff and students. Has expert knowledge of staff, student and academic issues.

CMI JOB CLASSIFICATION MANUAL

	ACADEMIC, ADMINISTRATION AND STUDENT SUPPORT
	Deals with and determines complex issues relating to staff and students. Resolve concerns of stakeholders in relation to staff and students.
Teamwork	Will lead teams undertaking major College projects which have an extended lifespan.
Supervisory Responsibilities	Supervises other staff management levels who in turn are accountable for delivery of major programs. May act for the President in President's absence.
Decision Making	Will approve expenditure within budget or unbudgeted expenditure aligned to CMI strategy. Decisions result in policies and /or actions which have a CMI wide impact and which are binding on CMI
Accountability	Accountable for delivery of major CMI projects. Accountable for managing expenditure against budget. Accountable for administrative, student and academic support operations of CMI. Accountable for coordination of groups or individuals across the College to achieve relevant elements of the Strategic Plan Accountable for achievement of relevant elements of the Strategic Plan.
Typical activities	