

# State of West Virginia

## Facilitator Protocol



# Today's Objectives

- **Understand your role as a facilitator/employee assistance representative**
- **Introduce you to the protocol on how to facilitate a GROUP employee session in the completion of the JCQ**
- **Tips on providing assistance to employees – either in a group or individual setting**

# Facilitator Role

- **Guide discussions within group sessions, gain general group agreement, and move the discussion through each section of the protocol within established time constraints to obtain all information necessary for completion of the JCQ**
- **Areas of responsibility**
  - Session Preparation
  - Within the Session
  - Immediately Following Session Completion

# Facilitator Role

## Maintain cognitive awareness

- Do not assume you understand job specific terms. Probe and ask for an explanation or examples
- Do not be overly concerned with making sure everyone in the room is “ok” with agreed upon words. However, you do want to be sure the group has captured the appropriate level of responsibility
- Guide the discussion but if you are doing more talking than the group then change your approach
- If some participants are quiet, it is ok to occasionally call on them to ask them what they think, but do it casually as you would in a normal conversation

## Technical Quality

- Ensure the essential duties, decision making authority, etc. are performed by the “majority” of employees

# Facilitator General Tips

- The facilitator should be sure he/she is prepared a day or two prior to a session to clarify materials needed and to inquire about any special issues such as building security
- If a location does not have materials or even if they do, the Facilitator should bring back-up materials such as: 25-30 copies of both the Group and Individual JCQs, a copy of the supplemental instructional guide for a how to complete a JCQ, 2 flip chart markers, tape, a few extra pens, and blank paper (either for group participants to use as scratch paper or to use as name tents)
- During each session, flip through your protocol and JCQ to be sure that you are covering all the sections. There is no shame in keeping the notes handy and referencing them

# Facilitator Protocol & Tips Group Session

# Protocol Session Purpose

## Step 1: Explain the purpose of the session

- To gather data on your job so that we can complete the JCQ
- Outcome of the data gathered will be to update the classification plan so that it is an accurate representation of the work currently being performed throughout the State

### Tip

- Be sure to alleviate any fears of “hidden agendas.” Say something like “We are here to simply gather information about your job. As was mentioned by the Governor we have outgrown our current classification plan. Our specifications are 15 years old - it is time for an update”
- Do not list all the possible hidden agendas as you might give people ideas about why they should be nervous. Lean on the side of giving them the basic facts and the positive aspects of this process. For example: modernization of the classification plan to reflect size and complexity of our State government OR we will be in a better position to adapt to the changing needs of our government
- If employees have questions around possible hidden agendas re-state what this process is about and direct them to the project website for further information: [www.plans.wv.gov](http://www.plans.wv.gov)

# Protocol Session Agenda

## Step 2: Quickly review the agenda

- “I want to quickly review how we are going to spend our three hours together”

<b>Brief overview of session purpose .....</b>	<b>5 min</b>
<b>Introductions, Your Role &amp; Assignment of JCQ recorder .....</b>	<b>10 min</b>
<b>Job Purpose .....</b>	<b>15 min</b>
<b>Important &amp; Essential Duties.....</b>	<b>60 min</b>
<b>BREAK.....</b>	<b>10 min</b>
<b>Challenges.....</b>	<b>15 min</b>
<b>Decision Making.....</b>	<b>10 min</b>
<b>Key Contacts.....</b>	<b>10 min</b>
<b>Financial Responsibilities.....</b>	<b>5 min</b>
<b>KSAs and Education &amp; Experience.....</b>	<b>20 min</b>
<b>Working Conditions.....</b>	<b>10 min</b>
<b>Supervision .....</b>	<b>10 min</b>

# Protocol

## Set the Right Tone

### Step 3: Set the right tone

- You are here to **represent the job of “x” as currently being performed**
- Describe the **job, not your personal skills and experiences**
- Describe the **job as it currently exists**, not what was performed in the past or what you hope the job will be in the future
- We will describe the job **as performed by the “majority” of employees**
- We want to ensure we capture the **important and main permanent responsibilities** of the job...not the “one time, special circumstance” duties or as part of a temporary assignment

80%

### Your role as group participants

- Provide an understanding for how work is carried out today
- Share thoughts, listen to others, discuss, challenge, and agree
- An accurate description of the work will depend on the input and energy of this group

# Tips

## Set the Right Tone

### Tips

- You may want to expand on the meaning for ‘majority of employees.’ Say: “we plan to describe the job currently being performed by group consensus.” Some of you may agree with the majority of what is discussed but perhaps there is a certain section in which you feel your job is different. That is ok, we would still like to get your input. At the end of our session, we can copy the Group JCQ. You can use the agreed content in the Group JCQ to complete an Individual JCQ for your job. For the participants that choose this option, tell them they will need to complete every section of their Individual JCQ. They can not submit a combination of pages from the Group and Individual JCQs
- You may get a group participant that is clearly misclassified. Simply excuse him/her and tell him/her they will need to complete an individual JCQ
- To either set the right tone or if you get the question – “why are we completing a group questionnaire?” say: “the positive for completing a Group JCQ with others performing the same job is to benefit from brainstorming that results in capturing the full essence of the job than if perhaps done alone.” Remember this is a voluntary process, if they feel strongly they should not be in a group session then excuse them

# Protocol

## Introductions and Roles

### Step 4 (if lack of familiarity exists): Personal introductions

- Name
- What agency/unit do you work in?
- How long have you worked in your current job?

### Step 5: Explain your role and assign a JCQ Recorder

- When introducing your role as a facilitator, mention that you will be keeping time and moving things along to be sure all the sections are covered. Mention that you want to respect their time (i.e., you want to end on time), but you also want to be sure that you cover all sections to fully capture their job
- You will need to ask a group member to be the recorder of the agreed upon job content and document the information with a blue pen in the JCQ

### Step 6: Questions and concerns

# Protocol

## Questionnaire: Job Purpose

### Step 7a: Brainstorm overarching ideas without mention of specific tasks

- A Summary of the Job
  - Why does this job exist?
  - What is the overall end result expected for this job?
- Brief – One or Two sentences in most cases
- **Not** a laundry list of tasks

### Step 7b: Quality check

- Did we ....
  - Summarize why the job exists?
  - Specify the appropriate action, focus areas, and end results?
  - Limit your statement to one or two sentences?

# Tips

## Questionnaire: Job Purpose

### Tips

- Couple of bullet points that reflect the work performed and a couple of bullet points to represent the end result (i.e., how does this position contribute to the agency, department, State, the public, etc.)
  - **Two parts:** what is the work performed (high level) and how does the job contribute
- They may list more than 5 or 6 bullet points, or some of the initial thoughts might be too specific
- ★ ▪ Have them quickly go back and review the list and ask them which points broadly represent the job and place a “star” next to those items

# Examples

## Questionnaire: Job Purpose

### Examples

#### **Secretary**

- “Performs full clerical, administrative, and general office duties involving transcription, typing, record and file maintenance, mail distribution, and telephone reception. These activities support the operations of the department by assisting others in accomplishing department objectives.”

#### **Market Development Specialist**

- “Conduct market studies for the purpose of identifying new applications for existing products and markets for new products. Develop and implement plans for introducing new products and applications that will increase market share and income.”

# Protocol

## Questionnaire: Important & Essential Duties

### 8A: Identify Categories of Responsibility

- Brainstorm 5 - 6 major categories of responsibility together as a group
  - Probe: What are the ½ dozen things that need to get done by the end of the “day?”

**OR**

- Provide each participant with a piece of paper and give them about 5 minutes to list the tasks they perform, then have them group their tasks into a common theme/category, and finally ask them to provide a heading for each category (these instructions can be provided at once). On a flip chart, get the group to agree on the 5-6 categories of responsibility

### Example: Secretary

- Correspondence
- Filing
- Answer Phones
- Report Creation
- Equipment Operation

# Protocol

## Questionnaire: Important & Essential Duties

### Step 8B: Define 1 or 2 Essential Function statements for each category of responsibility

- What are the characteristics of an Essential Duty?
  - Specific to the level/job
  - Timeless
  - Distinct
  - Focused on end results

- For each category flip chart the following format and fill in the sections

Verb	Object	End Result
What Is Done	To What/Whom	With What Outcome

# Protocol

## Questionnaire: Important & Essential Duties

### Step 8C: Frequency and Percent of time

- Review each essential duty and have the group assign a frequency code and approximate percentage of time



- Frequency codes:
  - D – Daily
  - W – Weekly
  - B – Bi - Weekly
  - M – Monthly
  - Q – Quarterly
  - S – Semi – Annually
  - Y – Yearly

- Percent of time of the combined duties needs to approximate 100%

# Tips

## Questionnaire: Important & Essential Duties

### Tips

- Avoid getting into the “weeds” (i.e., task focused)
  - You may want to call out “the weeds” when the group starts going in that direction. You may even recruit an ally in the group who will begin to monitor everyone else
  - If the group is starting giving you a long list of tasks, ask them how they can consolidate the list
- Get the specifics – avoid vague statements by probing to ensure the description is representative of their job and not also applicable to another job. For example:
  - Group says: Assist customers with all customer service issues.
  - You probe: How do you assist? What kind of assistance?
- After completing the Important & Essential Duties, ask the group to look around the room and recall the conversation. Ask them if anything is missing. Does everyone agree that they have captured the main duties of their job?
  - Watch the non-verbal clues and try to get some kind of response. You want to be sure that the group is in agreement
  - This is the time to also gather frequency and percentage of time information

# Examples

## Questionnaire: Important & Essential Duties

### Example 1: Secretary

Verb	Object	End Result
What Is Done	To What/Whom	With What Outcome
Produce	A variety of correspondence and reports	to provide accurate and timely material that assists others in completing their work

### Example 2: Market Development Specialist

Verb	Object	End Result
What Is Done	To What/Whom	With What Outcome
Conduct	Market studies	To increase sales, market share, and income

# Protocol

## Questionnaire: Challenges

**Step 9a: Ask the question, “What is the most difficult problem you have to solve in order to accomplish your duties?”**

- Flip chart responses. You are looking for 1 or 2 examples

**Step 9b: Ask the question, “When looking at all you do in your job, what is the most complex duty?”**

- Flip chart responses. You are looking for 1 or 2 examples

# Tips

## Questionnaire: Challenges

### Tips

- Most difficult problem – things to consider or if need help probing:
  - Technical complexity, interdependence of various departments or components of the job, creative and innovative aspects, and economic and environmental impacts
- If they are struggling with the most complex duty, have them look around the room at the essential duties and ask “which of these duties took the longest to learn?” Then ask them “why.” This will help them get at a definition of “complexity” for their job

# Examples

## Questionnaire: Challenges

### Most Difficult Problem Example

#### Secretary

- Supporting several professionals with very different work styles and priorities
- Creating new reports when little work direction is given

### Most Challenging Duty Example

#### Senior Manufacturing Engineer

- Implementing cost reduction measures without sacrificing long-range customer objectives
- Translating very complex and technical user specifications into sound engineering solutions

# Protocol

## Questionnaire: Authority & Responsibility

**Step 10a: Draw a line down the middle of a blank flip chart. On one side as a header write “Total Authority” and on the other “Recommend”**

Explain that you want 3 or 4 examples of decisions they have final authority to make and 3 or 4 examples of recommendations they provide to others for final approval

- Total Authority means – authority to make the decision and sign off on the action
- Capture their responses on the appropriate side

**Step 10b: Ask who (job title, not person) reviews or checks their work**

**Step 10c: Ask at what point is their work reviewed**

- Probes: Randomly, periodically when working on an assignment or project, at completion of some activity, through reports, etc.

# Tips

## Questionnaire: Authority & Responsibility

### Tips

- Decision Making can be a bit tough for employees to grasp because few positions have “final” authority to make decisions on many issues without further sign-off, etc.
  - Facilitators will need to probe and throw out a few examples to get them thinking. If they are really struggling, start with their decision making around prioritization of work, workflow, how to get work done. Most people can get their heads around this part
- If there are not enough examples for recommendations then ask about the decisions that are controlled by policy.
  - For example: purchasing decisions above \$200 dollars
- If the group is still having difficulty with this section, encourage them to scan the room to recall the Essential Duties. Throw out some ideas to prompt their thinking

# Protocol

## Questionnaire: Key Contacts

### **Step 11a: Brainstorm the titles of individuals or groups with which their job has the most frequent contact and the nature of the interaction**

- Make sure to capture both internal (within the working environment) and external contacts, excluding their direct supervisor and subordinates as key contacts

### **Step 11b: Go back over the key contacts and ask about the frequency**

- Frequency codes:
  - D – Daily
  - W – Weekly
  - B – Bi -Weekly
  - M – Monthly
  - Q – Quarterly
  - S – Semi – Annually
  - Y – Yearly

# Tips and Examples

## Questionnaire: Key Contacts

### Tip

- ★ The group will most likely give you a long list of relationships and interactions. Ask them to put a “star” by the top 5, most KEY relationships.

### Examples

#### **Secretary**

- Inside contact: Department Managers to schedule meetings and relay information
- Outside contact: Travel Agency to arrange flight, care, and hotel reservations

#### **Market Development Manager**

- Inside: Engineering Manager to determine how products meet customers' present and future needs
- Inside: Customer Manager to determine if certain characteristics can be built into products

# Protocol

## Questionnaire: Financial Responsibilities

### **Step 12: Direct group participants to this section in the questionnaire and walk them through type of responsibility and dollar amount**

- The key here is to understand financial responsibilities in the context of final authority. This means the job has the authority to make final decisions for spending, purchasing or other obligations
- This section is not relevant for jobs that are a “part” of the process in agency purchasing or accounting. Such as filling out a purchase order and sending that along to another job for actual purchase of the items
- Use the dollar amount ranges and have them indicate how much money they are responsible for annually for a particular financial duty. For example, if they are responsible for the management of \$4 million in grants and have input into a budget of \$6 million. You would indicate “Budgets – has input into setting a budget - \$5,000,001 to \$10,000,000 annually” and “Grants – management - \$1,000,001 to \$5,000,000 annually”

# Protocol

## Questionnaire: KSA's and Education & Experience

**Step 13a: Engage the group in a discussion around the 6 – 8 key technical or business skills, abilities, and knowledge required to perform the essential duties**

- Flip chart responses

**Step 13b: After KSAs are discussed, progress the conversation to Education & Experience. Direct the group to this section in the questionnaire and facilitate agreement on level of education, length of experience, and licenses/certifications/registrations**

- Focus should be on assessing the minimum requirements needed to perform the essential duties

# Tips

## Questionnaire: KSA's and Education & Experience

### Tips

- It may be difficult for the group to jump into a discussion around the level of education and experience required for their job
  - It is likely in some instances, employees have been in their job a long time and it has been a number of years since their education and so to ask what level of education is required often results in comments such as “I don’t have any formal education,” or “you just need experience, who cares what degree you have”
  - Therefore, ease into this discussion by making sure you start with “what are the types of knowledge and the skills someone is required to have walking in the door?” It is easier to first describe the knowledge and the skills – more of a neutral discussion
  - After you have confirmed the list of required knowledge and skills, ask “now how many years would it take the average/typical person to acquire the knowledge and skills you have identified” (i.e., how many years of experience)
  - After this is established, now you can ask “would a degree reduce the number of years of experience and if so, what level and type of degree”

# Protocol & Tips

## Questionnaire: Working Conditions

### **Step 14: Direct the group to this section in the questionnaire and facilitate agreement on each working condition**

Make sure to capture additional notes for those working conditions that require further description:

- Lifting
- Orders, Fumes
- Extreme temperatures
- Extreme noise
- Unusual mental stress
- Other

#### **Tip**

This section addresses any ADA issues. You will need to make sure during this discussion that the Physical Requirements or Working Environment is aligned with the Essential Duties of the job. For example, if an employee says they need to travel but you find out they only need to travel to get to work and don't travel as part of their duties then this is not a working condition

# Protocol & Tips

## Questionnaire: Supervision

**Step 15: Direct the group to this section in the questionnaire and facilitate agreement on each supervision section**

### Tip

- Because the group may slightly vary in the number and type of classifications supervised, document a reasonable number and the “typical” classifications overseen for the Group JCQ
- If there is large variation in the number and type of classifications supervised they will need to fully complete an Individual JCQ
- If there are some group participants that supervise and the rest of the group does not, then have the participants with the supervisory responsibilities complete this section in a second Group JCQ

# Protocol

## Questionnaire: Additional Comments & Signatures

**Step 16: Tell the group this is their opportunity to include additional commentary in the JCQ that has either not yet been discussed or that they feel is important for someone to understand their job**

- Flip chart responses and agree on verbiage

**Step 17: Pass the completed Group JCQ around the room to gather signatures of the session participants and their agreement or disagreement with the group description of their job (Use page 21 of Group JCQ to gather signatures). Make additional copies of this page as needed**

# Protocol

## Questionnaire: Session Supervisor and Facilitator Steps

**Step 18: Give the completed JCQ and the “Supervisory Instructions” to the attending session supervisor for completion of their section. Only one supervisor should complete the Supervisor Review Section on the paper Group JCQ (this can be found on pages 17-18 of the JCQ)**

**Step 19: As the facilitator, be sure to complete Group JCQ Cover Sheet – Page 1 (located on page 20 of the Group JCQ) if you have not done so during preparation**

**Step 20: Collect all original forms at the end of the Group Session. Forward to the appropriate Agency Human Resources representative and work with this representative to determine the most efficient way to circulate the Group JCQ to other employees in the same classification**

# Questionnaire Sorting

# JCQ Sorting Guidelines

- **Why Sort?:** Even though employees may have completed individual JCQs, they may be doing similar work
- **Objective:** Within each classification, group similar JCQs together. Agency will have 2 weeks to sort and DOP 2 weeks
- **Process:** Read the completed content of the JCQ and determine if the content is the same or very similar as another JCQ
- **Guidelines (only sort JCQs within the same classification):**
  - The reason why the job exists is the same as another job
  - Categories/type of the Essential Duties is similar to another job
  - Supervisory comments appear to be similar words or 'cut and pasted'
- **When in doubt about a job do not group with other jobs that are clearly similar to one another**
- **We want and need your help. To alleviate any pressure you might feel about this responsibility - there will be a second review**