

# Job Fact Sheet Questionnaire

## CAAT Job Evaluation System for Non-Bargaining Unit Employees

### Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

#### POSITION IDENTIFICATION

DATE: September 2024

**College:** St. Lawrence  
**Incumbent:** Vacant  
**Position Title:** Strategic Initiatives Program Manager  
**Position #:** NEW  
**Classification:** Payband 11  
**NOC Code:**  
**Division/Department:** Strategic Corporate Planning  
**Location/Campus:** Kingston  
**Immediate Supervisor (title):** Director Strategic Corporate Planning

#### Type of Position: Full-time

Administrative

Part-Time Administrative

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: \_\_\_\_\_

Date: \_\_\_\_\_

**Recommended by**  
Position's Manager: \_\_\_\_\_

Date: \_\_\_\_\_

**Approved by**  
Senior Manager: \_\_\_\_\_

Date: \_\_\_\_\_

## Job Fact Sheet Questionnaire

### POSITION SUMMARY

**Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.**

The Strategic Initiative Program Manager will play a crucial role in overseeing and coordinating a variety of projects within the Strategic Initiative program. This individual will provide strategic leadership to Project Managers and Change Management Leads, leveraging extensive experience in project management to ensure the successful delivery of complex, interconnected projects. By employing industry-standard project management methodologies, the Strategic Initiative Program Manager will guarantee that all Strategic Initiative projects are executed within scope, on time, and on budget.

In this role, the Strategic Initiative Program Manager will manage the entire program's lifecycle. This includes coordinating activities across projects, monitoring interdependencies, and balancing resources to address needs and priorities effectively. The Strategic Initiative Program Manager will engage with various groups throughout the college to align project outcomes with organizational goals, identify and mitigate risks impacting multiple projects, and manage change issues that arise. Additionally, the role includes overseeing the Strategic Initiative Program budget, ensuring financial resources are managed efficiently and forecasted accurately.

The Strategic Initiative Program Manager will also lead the development and oversight of a Project Management Community of Practice aimed at advancing the skills of Project Managers across the college. This involves creating and implementing best practices, recommending tools and resources, and providing support to resolve issues. By managing the governance process, the Strategic Initiative Program Manager will ensure that project management standards are consistently applied across the organization, thereby enhancing the overall effectiveness and efficiency of project delivery.

# Job Fact Sheet Questionnaire

## KEY DUTIES

**Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.**

	Key Duties	% of Time
1	<p>Manage Full program life cycle ownership of all Strategic Initiatives: successful project delivery will include full implementation from initiation to deployment for multiple complex initiatives simultaneously to ensure projects are completed within scope, on time, and within budget.</p> <ul style="list-style-type: none"> <li>○ <b>Engage and manage client expectations:</b> Ensure that all key clients are identified, and their needs and expectations are managed effectively throughout the program lifecycle. This includes regular updates and alignment meetings.</li> <li>○ <b>Ensure alignment with organizational goals:</b> Verify that the strategic initiatives align with the overall strategic goals and objectives of the organization and adjust plans as necessary to stay in alignment.</li> <li>○ <b>Optimize resource allocation:</b> Beyond determining and managing resource requirements, actively optimize the allocation of resources to maximize efficiency and effectiveness.</li> <li>○ <b>Champion change management:</b> Actively support and drive the change management process, ensuring that all changes are communicated effectively, and that the organization is prepared for any transitions resulting from the program.</li> <li>○ <b>Implement quality assurance processes:</b> Ensure that quality assurance processes are in place to monitor the quality of deliverables and adherence to standards.</li> <li>○ <b>Support training and development:</b> Identify training needs related to the program and ensure that team members and clients are adequately trained and prepared.</li> <li>○ <b>Conduct post-program evaluations:</b> After completion, perform evaluations to assess the overall success of the program, capturing lessons learned and best practices for future initiatives.</li> <li>○ <b>Ensure governance and compliance:</b> Ensure that the program adheres to all relevant governance frameworks, regulatory requirements, and organizational policies.</li> <li>○ <b>Foster a culture of continuous improvement:</b> Encourage innovation and continuous improvement within the program and across project teams, seeking ways to enhance processes and outcomes.</li> <li>● Work creatively and analytically in a problem-solving environment demonstrating teamwork, innovation, and excellence.</li> <li>● Provide leadership, coaching, and manage Project Managers and Change Management Leads to ensure all Strategic Initiatives are properly planned with Project Charters to define the project scope and goals, project plans developed to</li> </ul>	70%

## Job Fact Sheet Questionnaire

	<b>Key Duties</b>	<b>% of Time</b>
	<p>ensure tasks are sequentially planned with dependencies considered, and Change Management plans are developed to support smooth transition and adoption of the Strategic Initiatives across the College.</p> <ul style="list-style-type: none"> <li>• Analyze interdependencies across projects to anticipate risks and provide guidance to Project Managers with mitigation strategies. The Strategic Initiative Program Manager will be accountable for ensuring the resource requirements are adequately planned and available to ensure all Strategic Initiatives are completed on time and within budget. Understand and identify the relationship between dependencies across projects to determine risks to project timelines.</li> <li>• Anticipate and identify risks and issues impacting multiple projects and determine mitigation strategies. Oversee the execution of the mitigation strategies and continually monitor the impact on the projects. Anticipate and manage issues and conflict across multiple Project Teams to ensure the impact on projects is minimized.</li> <li>• Responsible for the determination of resource requirements for all strategic initiatives and manage the Strategic Initiative budget and mid-year forecast.</li> <li>• Select and report on program success criteria results.</li> <li>• Develop and deliver progress reports regarding project milestones, deliverables, dependencies, risks, and issues, communicating across leadership.</li> <li>• Oversee the completion of comprehensive project documentation, including project plans, schedules, status reports, and other relevant documents.</li> <li>• Collaborate with the Communications team to develop and approve content for updates on the Strategic Program, utilizing communication methods appropriate to each group.</li> <li>• Chair meetings with Project Managers and Change Management Leads in a PMO setting.</li> </ul>	
2	<p><b>Project Management Community of Practice</b></p> <ul style="list-style-type: none"> <li>• Lead the development and oversight of a Project Management Community of Practice to advance the skill set of Project Managers across the college, ensure best practices are consistently applied and to provide support for resolving issues.</li> <li>• Recommend tools and resources to be used across the college to advance project management practices.</li> <li>• Define the CoP's vision and goals for the CoP to align with the college's overall goals and project management needs.</li> <li>• Develop, document, and regularly update project management best practices and standards that the CoP should follow.</li> <li>• Plan and facilitate regular meetings, workshops, and training sessions to foster knowledge sharing and continuous learning within the CoP.</li> <li>• Foster collaboration and networking among project managers and other interested parties to build a strong and supportive community.</li> <li>• Develop metrics and methods for evaluating the effectiveness of the CoP in improving project management practices and skills.</li> </ul>	<b>25%</b>

## Job Fact Sheet Questionnaire

	<b>Key Duties</b>	<b>% of Time</b>
<b>3</b>	<b>Other Duties as Assigned</b> <ul style="list-style-type: none"><li>• Other duties may be assigned.</li></ul>	<b>5%</b>
	<b>TOTAL</b>	<b>100%</b>

## Job Fact Sheet Questionnaire

### 1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

**Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.**

1. The management of multiple large, complex projects simultaneously to ensure all Strategic Initiatives are completed within scope, on time and within budget. It requires the ability to effectively prioritize and balance requirements and schedules for multiple projects with competing resource requirements to achieve strategic goals.
2. Various Strategic Initiatives will require the same resources throughout the lifecycle of projects. The incumbent must determine how to allocate resources effectively (including human resources, budget, time, and technology) across multiple complex projects to ensure the successful execution of each project while considering constraints such as deadlines, budget limitations, and team capabilities.
3. The incumbent is responsible for anticipating, identifying, assessing, and mitigating risks and issues that could impact each Strategic Initiative project. This involves making complex decisions about which risks prioritizing and how to address them within the program plan. They must weigh the potential impact of each risk against the cost and feasibility of mitigation strategies.

## Job Fact Sheet Questionnaire

### 2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

#### Non-Post Secondary

Partial Secondary School

Secondary School Completion

#### Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify:

Other

Specify: Certification

#### A) Specify and describe any program speciality, certification or professional designation necessary to fulfil the requirements of the position.

Minimum 4-year degree in Business Administration, Commerce, Science, Engineering, process Engineering, or another relevant field of study. Program Management Professional (PgMP) certification required.

#### B) Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

- Strong strategic leadership and interpersonal skills, with the ability to collaborate effectively with diverse parties. building consensus among diverse groups. Strong conflict resolution skills will be necessary.
- Excellent problem-solving abilities and decision-making skills to find solutions to risks, project dependencies and other issues.
- Proficiency in project management tools and software.
- Effective communication skills, capable of engaging with technical and non-technical users.
- Excellent organizational and time management skills to manage multiple priorities and meet deadlines while providing quality customer service.

## Job Fact Sheet Questionnaire

### 3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

**Experience required at the point of hire. Up to and including:**

- |   |   |
|---|---|
| <input type="checkbox"/> no experience required | <input type="checkbox"/> 4 years            |
| <input type="checkbox"/> 3 months               | <input type="checkbox"/> 5 years            |
| <input type="checkbox"/> 6 months               | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 1 year                 | <input checked="" type="checkbox"/> 9 years |
| <input type="checkbox"/> 18 months              | <input type="checkbox"/> 11 years           |
| <input type="checkbox"/> 2 years                | <input type="checkbox"/> 13 years           |
| <input type="checkbox"/> 3 years                | <input type="checkbox"/> 15 years           |
|   | <input type="checkbox"/> 17 years           |

**Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.**

Minimum nine (9) years of experience, which will include the following experience aspects:

- Experience in program management for complex projects and group facilitation.
- Experience with creating and managing multiple project budgets and identifying required resources.
- Experience in preparing written materials and presentations to communicate concepts, plans, and results to various audiences. Written materials include proposals, briefings, reports, newsletters, articles, and bulletins.

Specify and describe any **special skills or type of training necessary** to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, and operating equipment).

- Knowledge of the strategic plan of the College and strategic initiatives.
- Excellent knowledge of program management and change management.
- Communication skills (verbal, written) to make recommendations and prepare



## Job Fact Sheet Questionnaire

- reports for all levels (including Board of Governors).
- Conflict resolution skills
- Strong fiscal management skills to create budgets and manage costs.

## Job Fact Sheet Questionnaire

### 4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/management systems.

**A) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.**

- Strategic Initiative Program Manager must decide how to allocate resources (budget and personnel) across various Strategic Initiatives. They may need to adjust timelines, reassign team members, or allocate additional resources to ensure critical milestones are met. The Strategic Initiative Program Manager will determine which projects should be prioritized based on their strategic value, urgency, and impact on the strategic objectives. This requires balancing competing demands to ensure the program is completed on time.
- Anticipating and identifying potential risks and issues that could impact the project's timeline or quality, they determine appropriate course of action to minimize the impact of the risks or resolve issues.
- The Strategic Initiative Program Manager will provide effective communications to various parties, including Executive Sponsors and the College Executive Team. They decide how to handle feedback and manage expectations.

**B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.**

- Additional Strategic Initiative budget requires will require approval from the College Executive Team.
- Additional Strategic Initiatives or major scope alterations in a project's deliverables or objectives that could impact timelines, costs, or resource requirements.
- Approval of high-risk decisions or timeline adjustments extending beyond the strategic plan period.

**Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.**

## Job Fact Sheet Questionnaire

- The College's Strategic Plan
- KPI/Student Experience Survey Results
- College Policies

### 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

**Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.**

- Improperly assigning resources (budget or personnel) can cause delays or unsuccessful completion of the Strategic Initiative. It may also cause additional costs to rectify the error.
- Not anticipating or underestimating potential risks or issues could lead to financial losses or unsuccessful achievement of project goals.
- Neglecting to understand change management concerns that are unique to different parties impacted by the change could lead to the initiative not being adopted into college operations.

## Job Fact Sheet Questionnaire

### 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

**Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.**

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Senior Leadership Team: President and Sr. and Vice Presidents	Prepare and deliver briefings on all projects, proposal of projects and recommending actions. Persuade/Influence decision making regarding resources.		X
	Other Senior managers, Deans, Directors, Associate Deans. And Managers of Academic Operations.	Collaborate with leaders and managers to understand resource availability and negotiate for required resources to ensure projects impacted by unavailable resources are not impeded.		X
	Project Managers	Coach and mentor for advancement of Project Management skills. Provide leadership and advice in Project Management to anticipate and manage risks/issues.		X
	Administrators, faculty, support staff and students.	Discuss changes and enhancements, determine requirements, provide advice and guidance regarding Project management methodologies. Engage for collaboration and input to identify and support project initiatives. Build consensus. Use influence management and persuasion.		X
External to the College:			Occasional	Frequent
External to the college, e.g.	Community or Government Relations	Seek input into strategic outcomes.	X	

## Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact								
suppliers, advisory committees, staff at other colleges, government, public/private sector.											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Occasional</b></td> <td style="width: 10%;"><b>(O)</b></td> <td colspan="2"><b>Contacts are made once in a while over a period of time.</b></td> </tr> <tr> <td><b>Frequent</b></td> <td><b>(F)</b></td> <td colspan="2"><b>Contacts are made repeatedly and often over a period of time.</b></td> </tr> </table>				<b>Occasional</b>	<b>(O)</b>	<b>Contacts are made once in a while over a period of time.</b>		<b>Frequent</b>	<b>(F)</b>	<b>Contacts are made repeatedly and often over a period of time.</b>	
<b>Occasional</b>	<b>(O)</b>	<b>Contacts are made once in a while over a period of time.</b>									
<b>Frequent</b>	<b>(F)</b>	<b>Contacts are made repeatedly and often over a period of time.</b>									

## Job Fact Sheet Questionnaire

### 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:
  -

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

**Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.**

The incumbent provides expertise in Project Management to Project Managers and Change Management Leads. Provides guidance and makes recommendations to Executive Sponsors and College Executive Team.

## Job Fact Sheet Questionnaire

### 7b. SPAN OF CONTROL

**Span of Control** is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

**Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.**

Type of Staff	Number of Staff
Full-Time Staff	
Non Full Time Staff (FTE) *	6
Contract for Service **	0
<b>Total:</b>	0

**\* Full Time Equivalency (FTE) conversions for non full time staff are as follows:**

#### **Academic Staff**

Identify the total average annual teaching hours taught by all non full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non-post secondary teachers.

#### **Support Staff**

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

#### **Administrative Staff**

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

#### **\*\* Contract for Services**

When considering “contracts for services,” review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

## Job Fact Sheet Questionnaire

### 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

#### PHYSICAL DEMANDS

**Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.**

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting (at meetings, workstation, etc.)			X		
Standing (presentations, facilitation)		X			

#### SENSORY DEMANDS

**Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.**

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Research, analysis, developing solutions			X			I
Writing/composing documents and report writing			X			I
Consulting/guiding administrators and staff			X			I
Leading meeting/chairing or participating in meetings dealing with		X				L



## Job Fact Sheet Questionnaire

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
projects require a high level of analysis						

## Job Fact Sheet Questionnaire

### FREQUENCY:

<b>Occasional:</b>	Occurs once in a while, sporadically.
<b>Moderate:</b>	Occurs on a regular, ongoing basis for up to a quarter of the work period.
<b>Considerable:</b>	Occurs on a regular, ongoing basis for up to a half of the work period.
<b>Extended:</b>	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
<b>Continuous:</b>	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

### DURATION:

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	More than two hours at a time without the opportunity to change to another task or take a break.

## Job Fact Sheet Questionnaire

### 9. WORKING CONDITIONS

**Working Conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

#### Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

*Note on Travel: St. Lawrence College has adopted the following guidelines for travel. From the list below, please indicate which category best describes the travel required for the position.*

1. *Local travel on a regular basis up to 2 times per week.  
Out-of-town travel on a regular basis 1 – 2 times per month.*
2. *Local travel on a regular basis more than 2 times per week.  
Out-of-town travel 2 – 8 times per month.*
3. *Out-of-town travel on a regular basis more than 8 times per month.*

Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to other campuses	X		

## Job Fact Sheet Questionnaire

### Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency <small>(note definitions below)</small>		
	Occasional	Frequent	Continuous
N/A			

### Frequency:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.

### Additional Notes Pertaining to this Position:

Please save form in the following format: "Position Title – Department – Incumbent".  
 Please note formatting errors will be corrected if necessary.  
 To cursor from one entry point to the next please use the arrow keys or Tab.