

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

College: St. Lawrence College

Incumbent:

Position Title: Associate Dean, School of Community Services

Classification: Administrative Pay Band 13

Division/Department: Faculty of Business & Community Services

Location/Campus: Kingston

Immediate Supervisor (title): Dean, Faculty of Business & Community Services

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> Other |

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.

Provides broad academic leadership to the diverse programs within the School of Community Services. Ensures the objectives of the programs are attained through effective management of teaching and learning processes and performance measures. Manages compliance with federal, provincial and international regulatory bodies and legislation related to program delivery and development. Facilitates the on-going review of existing programs and the development of new programs to reflect market changes and the employment needs of industry. Conducts investigations of complaints from students and staff and initiates the problem-solving process. Establishes positive relationships with service sector, industry and business representatives and participates in College's student recruitment. Develops effective communication strategies to ensure exemplary school operations. Operationally responsible for a budget which includes identifying problems, problem solving, developing solutions and providing recommendations to the Dean and financial services. Leads the development and implementation of student success, student development and career development initiatives for the School. Responsible for quality assurance for all academic areas under the purview of the School of Community Services, including compliance with PEQAB guidelines for an applied degree. In addition, provides leadership oversight to the Centre for Behavioural Studies.

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.

<u>KEY DUTIES</u>	<u>% OF TIME</u>
1. Academic Leadership	(35%)
<ul style="list-style-type: none">• Works collaboratively in the development and implementation of the college's strategic plan as part of the college's academic planning process.• Responsible for the effective delivery of all academic programs within the school by ensuring applicable standards are achieved through the effective management and quality assurance of the teaching and learning processes. This includes the provision of appropriate learning resources and maintenance of close contacts with the external community, field/work/clinical placements, program advisory committees and other regulatory bodies. This includes compliance with PEQAB guidelines for the applied degree.• Reviews curriculum processes for assigned portfolio, and implements	

Job Fact Sheet Questionnaire

initiatives related to curriculum.

- Ensures program and course learning outcomes are in accordance with college policies and ministry standards. Develops operational standards where established practices do not exist. Ensures external accreditation requirements are adhered to, where appropriate
- Provides leadership in the development and implementation of new academic programs and the ongoing review of existing programs in response to changing economic and market pressures, changing technology and employment opportunities according to business/industry/field standards and College/Ministry guidelines.
- Develops new initiatives to assist the College with new partnerships and strategic alliances, and the development and implementation of alternative learning and deliveries.
- Actively participates and holds executive positions on several committees and represents the school/faculty on College, community and provincial committees. (ie. Heads of Community Services)

2. Ensures Effectiveness of Operations (School of Community Services and Centre for Behavioural Studies) (25%)

- Projects student enrolment for the purpose of college planning
- Ensures the effective use of human, physical and financial resources, reallocating resources appropriately as necessary.
- Manages the planning, generation and accuracy of data for course loading for student timetables, calendar materials, programs of study, course outlines, etc.
- Ensures Occupational Health and Safety requirements are implemented and maintained.
- Collaborates with the Deans and other college managers, to ensure effective academic operations and implementation of special projects.
- Acts as the Dean's designate as required.
- Responsible for Quality Assurance for all academic areas under the purview of the school.

3. Manage and Develop Human Resources (20%)

- Ensures a high level of performance through effective recruiting, selecting, hiring, developing, motivating, evaluating and training of faculty and support staff within the assigned portfolio.
- Promotes and monitors ongoing professional development of all staff.
- Motivates, directs and administers the activities of faculty in their teaching assignments and complementary functions that create an effective working, teaching and learning environments.
- Conducts first and second level investigations and initiates the problem-solving process for disputes involving faculty, staff and students. Utilizes Collective Agreements, Student Code of Conduct documents, college policies and procedures etc. to assist in the dispute resolution process.

Job Fact Sheet Questionnaire

- Responsible for the decisions made at Step 2 of the student Academic Appeal process
- Establishes and fosters a working environment that encourages innovation, communication and interaction among and between faculty and support staff to promote new and existing school initiatives.
- Advises students to help them resolve problems and facilitates success strategies.

4. Financial Management

(10%)

- Projects student enrolment for the purposes of College budget development and review
- Operationally responsible for a budget which includes identifying problems, problem solving, developing solutions and providing recommendations to the Dean and financial services
- Co-develops budgets
- Assists in the development of MOU's with external academic partners which includes academic articulation, quality assurance, and financial agreements.
- Anticipates and prepares for the response to trends and shifts in funding
- Anticipates and manages program risk.
- Manages the fiscal implications of program accreditations, audits and reviews
- Develops, manages and prioritizes capital resources.

5. Community Engagement and College Partnerships/Public Relations

(10%)

- Establishes and maintains positive, ongoing relationships within the various fields including program advisory committee members, professional associations, business/industry/government representatives,
- Coordinates partnership arrangements with other educational institutions and ensures these are promoted both within the College and to the broader external community.

TOTAL:

100%

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.

- a) Allocate human, physical, and financial resources in order to effectively deliver high quality programs that meet the changing needs of our students and communities.
- b) Resolve interpersonal conflicts among students, staff, and faculty with equanimity and fairness, striking a balance between supporting student success and upholding academic standards.
- c) Initiate program modifications and enhancements to meet changing industry standards and marketplace developments through effective team collaboration and the acquisition of necessary resources.

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

- | | |
|---|--|
| <input type="checkbox"/> Partial Secondary School | <input type="checkbox"/> Secondary School Completion |
|---|--|

Post-Secondary

- | | |
|---|--|
| <input type="checkbox"/> 1-Year Certificate | <input type="checkbox"/> 4-Year Degree |
| <input type="checkbox"/> 2-Year Diploma | <input checked="" type="checkbox"/> Masters Degree |
| <input type="checkbox"/> 3-Year Diploma/Degree | <input type="checkbox"/> Post Graduate Degree |
| <input type="checkbox"/> Professional Designation | Specify: |
| <input type="checkbox"/> Other | Specify: |

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

- Diversity in educational specializations preferred
- Master's Degree in adult education, or educational administration, or a discipline specific to community or social services

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, and operating equipment).

- Computer literacy
- Conflict Resolution
- Leadership
- Team facilitation
- Budget management
- Curriculum design
- Program development
- Effective communication skills

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"/> 0 - no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input checked="" type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

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

- Academic environments / Adult Education; curriculum design, program development
- Human Services / Community Service experience and asset
- Supervisory responsibilities
- Problem solving
- Dispute Resolution
- Budgetary experience
- Strategic and analytical thinking, planning and resource management
- Talent Management
- Teamwork and Collaboration
- Post-secondary teaching experience an asset

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.

- a) Ensures that academic programs are meeting industry needs: achieving ministry outcomes; applying relevant learning strategies, achieving student success, and leading to graduate employment. Includes quality assurance over existing programs (identifying, documenting, and solving of problems). Proposing and developing new academic programs based on labour market analysis.
- b) Manages the hiring process of full time and part time faculty and support staff, establishes faculty and staff workloads in accordance with the collective agreements and negotiates short term contracts with part time and partial load employees.
- c) Manages financial decisions pertaining to allocating and reallocating resources within an approved budget as well as approving purchases consistent with approved college policies

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.

- a) Matters pertaining to student or staff suspension.
- b) Implementation of new programs and /or significant changes to existing programs or the suspension of an existing program.
- c) Major capitol purchases in excess pre-approved limits.

Job Fact Sheet Questionnaire

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.

- Minister's Binding Directives (MCU), Published Program Standards (MCU) Collective Agreements, College policies and procedures (see detailed list on Intranet) Occupational Health and Safety Act, Employment Standards Act, Employment Insurance Act, Postsecondary Education Quality Assessment Board (PEQAB) guidelines, Ontario Qualifications Framework, Academic Policies Manual, Placement Procedures Manual

Job Fact Sheet Questionnaire

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, effects on staff, students, clients or public.

- a) Accurate projection of student enrollment leads to efficient use of resources for academic planning. Projections and faculty course loads are used as the structural basis for budget development. Errors in judgement in these areas leads to resource utilization problems including significant errors in the departmental budget.
- b) Judgement errors in dealing with conflict resolution with staff, students, and faculty can negatively impact the academic success of students; create risk for the safety of the college community; cause labour relations issues (grievances, productivity, job satisfaction); impact the reputation of the academic programs; and possibly cause financial losses due to impact on enrollment.

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	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Counsellors	Student support, academic success, conflict resolution	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Professors	Teaching and learning, program development, student success, conflict resolution, supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Deans/Associate Deans	Committee work, decision making, conflict resolution, quality assurance	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Students	Advising, student support and development, academic success, conflict resolution, student development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Student Association	Student support, special projects, events	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	College Executive	Strategic planning, budget, program development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Security Services	Student support, conflict resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Registrar's Office	Academic policy, student support, academic success, program development, conflict resolution, admissions, scheduling	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Facility Services	Academic planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Financial Services	Academic planning, operation budget processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Student Services	Student support, conflict resolution	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Applied Research	Coordination of resources for research projects; project support	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	International Office	Student support, new project development, problem solving	<input type="checkbox"/>	<input checked="" type="checkbox"/>
External to the College:			Occasional	Frequent

Job Fact Sheet Questionnaire

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Colleges Ontario	Consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Program Advisory Committees	Program development, quality assurance	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Heads of Community Services	Committee work, consultation, special projects	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	MCU	Program development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Community/Industry partners	Consultation, collaboration, special projects, student learning opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
Occasional (O) Frequent (F)	Contacts are made once in a while over a period of time. Contacts are made repeatedly and often over a period of time.			

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.

(X) 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.*
School of Community Services and the Manager, Centre for Behavioural Studies
- ☐ 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.

- Full time, partial-load and part time faculty
- Manager, Centre for Behavioural Studies

Job Fact Sheet Questionnaire

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	27
Non-Full Time Staff (FTE) *	80
Support Staff *	0
Contract for Service **	
Total:	57.2

*** 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
Reading complex information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	short
Analyzing financial spreadsheets	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	short
Report writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	short
Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	short
Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	short
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	short
Computer usage for email, reports, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	short
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Job Fact Sheet Questionnaire

Job Fact Sheet Questionnaire

FREQUENCY:

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

DURATION:

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

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.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
travel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 (note definitions below)		
	Occasional	Frequent	Continuous
none	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	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.