

# 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 to the incumbent for information purposes and as a job description.

#### POSITION IDENTIFICATION

Date: 01-Apr-2025

**College:** St. Lawrence College  
**Incumbent:** Vacant  
**Position Title:** Senior Consultant Employee Relations & Workforce Abilities  
**Classification:** 11  
**Division/Department:** Human Resources  
**Location/Campus:** Tri-Campus  
**Immediate Supervisor (title):** William McMillan, Director, Employee Relations & Workforce Abilities

#### Type of Position:

Administrative    Part-Time Administrative  
   Sessional Academic    Part-Time Academic  
   Part-Time Support    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: \_\_\_\_\_

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## POSITION SUMMARY

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

The Senior Consultant, Employee Relations & Workforce Abilities role conducts the majority of the day-to-day operations of the department. The Senior Consultant, Employee Relations & Workforce Abilities provides leadership and advice to members of the College Leadership Team with respect to Employee Relations functions and interpretation of the Collective Agreements, as well as College policies and procedures and ensures compliance with best practices and legislation. The Senior Consultant, Employee Relations & Workforce Abilities, leads in the coordination and organizing of activities and documentation with respect to Employee/Labour Relations functions and guides all College staff with respect to the disability management process of the college including WSIB, Short Term Disability and Long-Term Disability procedures. The Senior Consultant is responsible for the progression of employees through the Disability Management process at the College and is the primary contact with the Colleges Third Party Disability Management Provider, Workplace Safety & Insurance Board and the Colleges Long Term Disability Provider. The incumbent responds to all inquiries from internal clients and partners and initiates appropriate actions in achieving measured solutions. The Senior Consultant is responsible for preparing a variety of personnel lists, surveys and reports, etc., and for ensuring accuracy and compliance with legislation, College Values and following best practice in serving clients. The Senior Consultant is responsible for researching and preparing appropriate documentation and correspondence for disability management meetings & reviews, hearings, grievance meetings, arbitrations, investigations, assessing human rights accommodations etc. The Senior Consultant ensures compliance with timelines and procedures, as detailed in the Colleges Collective Agreements and Policies. The Senior Consultant represents the College at meetings, arbitrations and other hearings etc., as assigned. The incumbent acts on behalf of the Director and the College in matters when authorized to do so.

## 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

#### **Labour / Employee Relations:**

**35%**

- Ensures that College Belonging, People & Culture (BPC) and Employee Relations Workforce Abilities (ERWA) procedures, policies and practices are in accordance with collective agreements and legislative requirements.
- Fosters positive working relationships between management and unions by responding to issues and inquiries related to employee relations issues as proactively as possible.
- Liaises with union representatives as the College representative to investigate and resolve employee/union issues in a manner acceptable to all parties.
- Leads grievance meetings as College Designate in order to investigate and respond to alleged breaches of the collective agreement; coordinates the collection of data and evidence; researches jurisdiction and precedence, drafts and issues formal responses on behalf of the College with respect to

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same.

- Acts as a College designate with respect to Human Rights cases (Tribunal) and arbitration proceedings. Coordinates the compilation of evidence and, in conjunction with legal counsel, provides guidance to College resources/witnesses at arbitration hearings, as well as matters before external board or tribunals.
- With the assistance of the Director, compiles data/evidence, drafts briefs and leads as the college designates in expedited arbitration proceedings.
- Negotiates and drafts settlements/resolutions on behalf of the College, in consultation with the Director, Employee Relations & Workforce Abilities where required; implements resolutions and communicates those outcomes to all impacted partners to ensure ongoing compliance with required outcomes.
- Provides specialist advice, training, guidance and / or direction to human resources staff, managers, and employees on a wide range of Employee Relations related matters including guidance on progressive discipline, termination, and the layoff/recall process.
- Manages fully cycle disciplinary and termination process, including fact finding, analysis recommendations/approval, business case where required, documentation, scripting, supporting management at meetings and ensuring implementation.
- Acts as a resource to the Director in the resolution of labour relations issues and in the formulation of grievance responses and minutes of settlement.
- Coordinates when appropriate, the mediation of issues pertaining to interpersonal conflicts/workplace conflicts. This includes examining the process and outcomes of mediated settlements to ensure alignment with college policy and values.
- Leads and guides managers and employees through the Performance Improvement Plan process and consults with manager on appropriate time to consider progressive discipline steps.
- Leads and/or supports Employment Stability activity including coordination of committees, requests for severance calculations, vacancy review, qualification review, scheduling, drafting documentation, leading layoff/recall meetings, securing union representation and executing documentation.

### **Disability Management & Employee Absence:**

- Administers the intake and progression of employees through the Disability Management process by monitoring emails and requests for accommodation, modified workload & unscheduled absences.
- Provides prompt responses to Managers and Employees with regards to requests for support and guidance of the disability management process.
- Ensures that information is appropriately centralized, secured and documented accurately for appropriate records retention purposes.
- Collaborates with managers regarding disability management and absence prevention.
- Oversees and maintains contact with staff on incidental and short-term sick leaves.
- Leads employee re-integration to the workplace through planning, coordination & implementation of timely modified work programs with input

**25%**

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from internal or external providers.

- Ensures timely completion of all documents with other health care professionals, third party consultants, disability insurance carriers, WSIB, LTD and private insurances as required.
- Provides guidance on and actions College policies with respect to disability management. Also provides direction and guidance to employees related to third party (public & private) insurance carriers.
- Coordinates the process and placement of employees back into the workplace. Makes recommendations to the Director on unique cases that may require additional internal or external supports.
- Monitors and provides reports to the Director regarding attendance and disability management programs and delivers training as assigned.
- Assists with ergonomic requirements for staff which includes arranging assessments as required in coordination with Safety & Security
- Ensures protection of confidential and sensitive employee information.

### **Investigations & Investigation Reports:**

- Determines the scope and takes the lead on internal investigation processes for employee-related matters within the organization, most often related to employee misconduct and disciplinary issues and complaints of workplace harassment and/or discrimination. **20%**
- Responsible to conduct formal investigations in accordance with legislation, collective agreements, college policy, and principles of natural justice and procedural fairness.
- Conducts detailed interviews with complainants, respondents, witnesses, and other parties as needed in order to determine the precise nature of complaints, in order to make evidence-based determinations.
- For formal investigations, issues written findings in the form of a final report, to the Director, Employee Relations & Workforce Abilities.
- Communicates findings with relevant parties and follows-up to ensure outcomes are understood; works with parties post-investigation to determine next steps and to minimize conflict.
- Maintains comprehensive and detailed records and case files. In cases where third party external investigators are retained, acts as the lead internal point of contact and a resource for all matters pertaining to the investigation process.

### **Leadership Training**

- Assist the Director and collaborate with Talent Management in leading the development of training focused on leadership development that is in alignment with the Colleges Culture and Values. **10%**
- Present on issues related to Human Rights, Respect in the Workplace, Harassment & Workplace Violence.
- Collaborate and establish relationships with the various equity offices of the college in the promotion and development of educational opportunities for staff.

### **Reporting / Record-Keeping / Data Collection:**

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- Maintains grievance status report and updates progress regularly. **5%**
- Prepares dues and levy files, submits cheque requests, performs monthly audit of dues deductions to ensure accurate deductions, requests collection of arrears and verifies adjustments.
- Coordinates the retrieval of data from People and Payroll operations for the collection of data for reports, surveys, voting lists, etc as required.
- Filters, edits and runs queries from time to time.
- Finalizes the preparation of reports and surveys as required, including part-time activity lists, personnel lists, Council Surveys and Reports (EERC, October Census, ad hoc data requests); grievance financial report; voting lists; coordination of rationale data. Distributes as appropriate and ensures College compliance for content and timelines.
- Initiates engagement and prepares all corresponding information with respect to all employee leaves, absences and exits with People & Payroll Operations.

**Other Duties as Assigned**

**5%**

**TOTAL:**

**100%**

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### 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) Providing advice and guidance on all labour and employment relations issues to managers and employees; including collective agreement and labour law interpretation, progressive discipline and termination, layoff/recall, human rights complaints, mediation of workplace conflict, employee conduct issues, and management advisory issues in general. The incumbent provides official college responses to grievances and complaints, and consults with the Director prior to engaging in the negotiation of settlements with employees/union representatives for all bargaining units.
- b) The incumbent is responsible for intake of all employees with respect to the disability management process and procedures. The incumbent is responsible for gathering appropriate information from the employee on their request for accommodation or accessing short / long term disability and ushering them through the process in compliance with the collective agreement, college policy, jurisprudence and guiding legislation. The incumbent is the main point of contact for third party insurance carriers, the WSIB. The incumbent is responsible for the establishment and review of accommodation plans and engages the Director in circumstances where an employee may need additional resources of guidance in the process.
- c) Responsibility to initiate, conduct and/or oversee investigations with respect to workplace harassment, human rights discrimination, and misconduct; the incumbent has the autonomy to determine the best course of action within the unique circumstances and context of each complaint, lead investigations and investigative processes, and make findings and recommendations based on the evidence available.

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### 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:

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

Three Year Diploma/Degree in Business Administration, Human Resources, or Social Sciences. An equivalent combination of relevant education and experience will be considered.

#### 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).

- Solid understanding of standard office practices and procedures, including file management.
- Skillful knowledge of human resources functions.
- Customer service skills.
- Knowledge of College policies/practices/procedures; Collective Agreements, Human Rights and other applicable legislation.
- Problem-solving skills.
- Proficiency with word processing, spreadsheet and database software (Microsoft Office Suite); email communications (Outlook); HRMS (PeopleSoft).
- Analytical skills – manipulating and analyzing data/statistics.
- Ability to coordinate/monitor activities, schedule meetings, grievances, etc., and follow up on action items.
- Researching skills – ability to research laws, arbitration decisions, past practice.
- Ability to provide administrative services including liaising, preparing correspondence, etc.
- Demonstrated initiative and ability to work in a self-directed manner.

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- Respect for confidentiality at all times.
- Detail oriented and accurate.
- Team player.
- Resourceful and flexible.
- Tactful, courteous and responsive – ability to exercise sound judgment.
- Ability to problem solve and be solutions oriented
- Knowledge and previous experience in Disability Management.

### 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.

Minimum nine (9) years related, experience in a human resources environment, with emphasis on labour relations and disability management. Background must include substantial experience in a unionized environment, working with and interpreting complex collective agreements as well as acting as the main point of contact for employee's engaging in the disability management process. Proven success dealing tactfully with sensitive issues, analyzing and solving problems of an administrative or technical nature.

Proven ability and experience handling high volume, multiple task assignments accurately. Experience managing projects and setting priorities to meet strict deadlines required.

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### 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) Schedules labour relations meetings, hearings, grievances, arbitrations, etc. by contacting the appropriate participants and coordinating arrangements. Ensures appropriate information has been prepared. Initiates and follows up on resulting deadlines and action items. Conducts investigations at all levels of the College where serious conduct may be investigated and reviewed. Investigations involve forms of employee conduct or breaches of any college policy including legislation which the organization must abide by. The Director provides guidance and input in the drafting of a report but the incumbent is responsible for using their knowledge and judgement in making findings and reaching conclusions in the investigation procedure.
- b) The intake and communication with an employee through the disability management process including referral to third party disability management provider for greater insight into restrictions and functional limitations of an employee's request for accommodation or entitlement to sick leave benefits. Follows Ontario Human Rights Legislation and Occupational Health and Safety Act and actively engages with all levels of staff in the institution and review of reasonable accommodation plans.
- c) The incumbent provides official college responses to grievances and complaints, as well as the negotiation of settlements with employees/union representatives while leading consultations college officials. The incumbent seeks final approval before executing. The incumbent also leads managers through the performance improvement plan process and provides guidance on content of planning documents as well as appropriate time to engage the progressive discipline outlined in HR policy.

**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) A drafted recommendation of discipline to an employee must be reviewed by the Director before its issuance to an employee. The same applies in the preparation and actioning of a Performance Improvement Plan to an employee.

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- b) Arbitration or grievance settlements outside agreed-upon parameters or that represent a substantial change in practice for the College or the College sector.
- c) Referring a disability management case for an Independent Medical Exam (IME) or taking action to sever compensation for an individual who is not cooperating in the Disability Management Process.

**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.**

- College policies and procedures
- Support and Academic Collective Agreements
- Terms and Conditions of Employment for Administrative Staff
- College's Collective Bargaining Act (CCBA)
- Employment Standards Act (ESA)
- Ontario Human Rights Code (OHRC)
- Worker's Safety & Insurance Act (WSIA)
- Workplace Safety & Insurance Board Procedures (WSIB)
- Occupational Health & Safety Act (OHSA)
- Arbitration Awards (including WRAs)
- Freedom of Information and Protection of Privacy Act (PIPEDA)
- Accessibility for Ontarians with Disabilities Act (AODA)
- Ontario Labour Relations Act (OLRA)
- Personal Information Privacy and Electronic Documents Act (PIPEDA)
- Personal Health Information Protection Act (PHIPA)

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### 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.**

- a) Inappropriate or ineffective action when dealing with staff or union representatives could lead to embarrassment and loss of trust to the department. This could also affect management / union relationship. Inappropriate and ineffective action will also result in monetary penalties or other serious penalties for not complying with the OHSA, the Collective Agreement or the ESA.
- b) The incumbent must exercise tact and judgement in responding to inquiries. Confidentiality and legal implications are critical at all times. Incorrect or improper release of sensitive information may result in irreparable damage to employees the College and the union / management relationship.
- c) Inability to take prompt action when scheduling investigations or completing investigations, grievances or hearings, or executing settlements may result in financial cost to the College. Failure to be informed of sector wide labour relations practices may also have sector wide implications as a poor arbitration decision could lead to sector wide changes / consequences.

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### 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.	Associate Deans, Deans, Executive Offices/Sr. VPs, Directors, peers.	Scheduling meetings, follow-up, information gathering, providing guidance, leading meetings, providing leadership training and guidance.		X
	Local Union, Executives/Stewards	Scheduling meetings, follow-up, information gathering, information sharing, negotiation of settlements & agreements, provide joint training, jointly action committee tasks.		X
	Finance & Payroll	Union billing, implementation of settlements & arbitration decisions, dues/levy adjustments, providing guidance and insight to labour law best practice.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Arbitrators/Nominees	Scheduling; account clarification	X	
	Legal Counsel	Scheduling meetings, following-up, gathering information, discussing legal inquiries, arbitration prep.		X
	College Employer Council (CEC) Representatives	Information gathering, seek guidance, provide insight to CEC on College Operations related to Collective Agreement.		X
	Ext. Investigators & Mediators	Coordinate Onboarding, give direction on scope of investigation, educate on College policy, supervise product delivery and issue payment for services.		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Arbitrators, Nominees	Discussion at arbitration with respect to case details, procedural issues, settlements.	X	
Occasional (O)	Contacts are made once in a while over a period of time.			
Frequent (F)	Contacts are made repeatedly and often over a period of time.			

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### 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.**

- Provides advice and recommends courses of action with respect to all Employee/Labour Relations & Disability Management functions including the interpretation of Collective Agreements, policies, procedures, best practices legislation & jurisprudence. This guidance and course of action is supplied to managers, associate deans, directors, deans and all members of the belonging, people & culture team.

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### 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) *	
Contract for Service **	
<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.

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### 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
Keyboarding / computer use			X		
Sitting for prolonged periods of time			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
Verbal abuse from employees.				X		I
Travel between campuses.		X				I
Dealing with agitated students / employees.				X		I
Preparing reports, manipulating data, creating spreadsheets.		X				L

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### 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.

## 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
Requires occasional travel to other campuses.		X	
Dealing with difficult, angry or upset employees.		X	

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### 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
Not applicable.			

### 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: