

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: September 1st, 2022

College: St. Lawrence College
Incumbent: Vacant
Position Title: Employee Relations and Workforce Abilities Consultant
Classification: Payband 9
Division/Department: Belonging, People, and Culture
Location/Campus: Kingston Campus
Immediate Supervisor (title): William McMillan, Associate Director, Workplace Relations

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 Employee Relations and Workforce Abilities Consultant assists the Associate Director, Workplace Relations with the internal operations of the Workplace Relations Department. The Employee Relations and Workforce Abilities Consultant Provides leadership and advice to the College management team with respect to Workplace Relations functions and interpretation of Collective Agreements, policies, procedures and ensures compliance with best practices. The Employee Relations and Workforce Abilities Consultant coordinates and organizes activities and documentation with respect to Employee/Labour Relations functions. The incumbent is also responsible for the intake and progression of employees through the Disability Management Portfolio at the College and is the primary contact with the Colleges Third Party Disability Management Provider. The incumbent responds to initial inquiries from internal clients and partners and initiates appropriate actions in achieving measured solutions. The Employee Relations and Workforce Abilities 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 Workplace Relations best practices. The Employee Relations and Workforce Abilities Consultant is responsible for researching and preparing appropriate documentation and correspondence for disability management meetings & reviews, hearings, grievance meetings, arbitrations, investigations, etc. The Employee Relations and Workforce Abilities Consultant ensures compliance with timelines and procedures, as detailed in the Colleges Collective Agreements and Policies. The Employee Relations and Workforce Abilities Consultant represents the College at meetings and attends arbitrations and hearings etc., as assigned. The incumbent may act on behalf of the Associate Director as deemed appropriate.

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:

30%

- Supports the labour relations function by gathering data and preparing materials; researching; preparing routine correspondence; developing activity statistics and metrics.
- Responds to general email/phone inquiries, initiates appropriate actions, locates requested information, and resolves routine problems.
- Provides advice on labour issues to management as needed; refers more complex issues to Associate Director when required.
- Responsible for the timely preparation of a variety of personnel lists, surveys, and reports, ensuring accuracy and compliance.
- Tracks and coordinates the complaints, grievance, and arbitration processes. Monitors and ensures adherence to timelines, maintains grievance records, schedules appointments, prepares materials for grievance meetings/arbitration hearings, follows up on decisions and settlements to ensure timely resolution.

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- Schedules labour relations meetings, hearings, grievances, arbitrations, etc. by contacting the appropriate participants and verifying with central grievance scheduling committee and College Employer Council. Ensure appropriate information has been prepared. Initiates and follows up on resulting deadlines and action items.
- Attends grievance meetings, takes notes, and drafts grievance responses for Associate Director's review when assigned.
- Responsible for updating/coordinating Associate Director's electronic calendar as needed.
- Records keeper of UCC Full-Time Support, Part-Time Support and Academic. Prepares and distributes meeting agenda and minutes for both Academic and Support UCC and follows up members on action items.
- Ensures the centralization of documentation and retrieval system for all complaints, grievance and arbitration activities and suggests process improvements where required.
- Maintains shared records folder for Part-time Support, Full-time Support & Academic Unions including any committees outlined in the Collective Agreements.
- At the direction of the Associate Director, Workplace Relations leads roundtable discussions with bargaining unit employees when necessary.

Disability Management & Employee Absence

30%

- 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.
- Escalates issues arising through the disability management process to the Associate Director as required.
- Ensures that information is appropriately centralized, secured, and documented accurately for appropriate records retention purposes.
- Supports the attendance program by providing assistance and advice to managers & employees on available entitlements.
- Collaborates with managers regarding disability management and absence prevention.
- Oversees and maintains contact with staff on incidental and short-term sick leave.
- Assists in employee re-integration into the workplace through planning, coordination & implementation of timely modified work programs from internal or external providers.
- Liaises and ensures timely completion of all documents with other health care professionals, third party consultants, disability insurance carriers, WSIB, LTD and private insurances as required.
- Coordinates the process and placement of employees back into the workplace and liaises with the Associate Director, Workplace Relations, and Occupational Health Nurse for complex accommodation needs.
- Monitors and provides monthly report to the Associate Director, Workplace Relations regarding attendance and disability management programs and

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delivers training as assigned.

- Assists with ergonomic requirements for staff which includes arranging assessments as required in coordination with Safety & Security as well as the Occupational Health Nurse.
- Ensures protection of confidential and sensitive employee information.

Reporting / Record-Keeping / Data Collection:

- Generates invoices to OPSEU for reimbursement related to Union release activities. 20%
- Maintains grievance status report and updates progress regularly.
- 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.
- Implements systems to record/report labour relations activity including grievance/arbitration/legal costs (metrics). Gathers statistical information and maintains records and information databases as appropriate. Manipulates data and prepares accurate reports, surveys, voting lists, etc as required.
- Builds, edits, and runs queries and prepares 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.

Investigations & Investigation Reports

- Conducts investigations regarding Human Resources Policies and College Complaint Policy as assigned by the Associate Director. 20%
- Coordinate's investigation dates and times with staff and communicates effectively with Union on any matters where an employee may require union representation in the investigation process.
- Ensures that complainants allegations or allegations of misconduct are thoroughly investigated and that respondents have had the opportunity to respond to any allegations.
- Provides a comprehensive report and summary of facts to the Associate Director of Workplace Relations for review and consideration. Drafts letters of discipline as necessary and ensures the principles of progressive discipline are followed as per college policies.

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) The incumbent must be able to respond accurately and appropriately to various inquiries which often involves explaining and clarifying policies and procedures, using own judgement to determine if an inquiry should be referred to the Associate Director. Example: A manager is looking for information on job posting requirements. The incumbent must determine the pertinent facts, review the relevant portion(s) of the Collective Agreement, and provide guidance to the manager on the required steps. This requires a comprehensive knowledge of the Collective Agreement and its appropriate interpretation.
- b) The incumbent must be able to problem-solve to prepare information required for reporting requirements and be able to appropriately record information accurately during investigation process while also following established procedures outlined in College Policies & the Collective Agreement. Example: The Union requests information on part-time employees. The incumbent will need to determine the best approach to capture and present the data, which may involve editing queries alone or in conjunction with the HRMS Manager. The incumbent will then verify the output of the queries, editing the query as required. In addition, the incumbent must take accurate notes, ask difficult questions and run a thorough evidence-based investigation process when assigned by the Associate Director of Workplace Relations. The findings of the investigation must then be accurately presented for management review.
- c) The incumbent must be able to anticipate and locate information required for grievance meetings, arbitrations, and human rights issues. Example: preparing for an arbitration will often require the incumbent to liaise with legal counsel, determine the best approach to locate the required information and finally collect and compile that information in an orderly fashion. Many disclosure requests come in a day or two before the arbitration hearing, so the incumbent must be able to use own judgement to establish the feasibility of requests and whether assistance will be required from others in the department or throughout the College.

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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 degree in a relevant field of study such as Business Administration or Human Resources. Studies that include a strong emphasis on Human Resources and Labour/Industrial Relations preferred. An equivalent combination of 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.

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- Demonstrated initiative and ability to work in a self-directed manner.
- Respect for confidentiality.
- Detail oriented and accurate.
- Team player.
- Resourceful and flexible.
- Tactful, courteous, and responsive – ability to exercise sound judgment.
- 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 checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input 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 five 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 employees 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. Ensure appropriate information has been prepared. Initiates and follows up on resulting deadlines and action items.
- 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.
- c) Completes Council surveys and reports, October census data, etc. Edits and runs queries to extract and compile data, reviews for accuracy and relevance of data, ensures timelines are met. Preparation of monthly dues and levy spreadsheets, including audit of deductions, request and verify adjustments, track outstanding arrears.

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) Facilitating group discussion with bargaining unit employees. Or providing assistance to a manager who is providing a formal notice to a bargaining unit employee.
- b) Draft grievance responses and memorandums of settlement for review by Associate Director. Non-routine problems and issues are flagged and referred to Associate Director.
- c) Referring a disability management case for an Independent Medical Exam or taking action to sever compensation for an individual who is not cooperating in the Disability Management Process.

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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/HR 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 in the department. This could also affect management / union relationship.
- 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 and / or 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 as a result of missed steps and locked in arbitration dates by not adhering to the strict timeframes provided by the Support and Academic collective agreements and local agreements.

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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. | | X |
| | Local Union, Executives/Stewards | Scheduling meetings, follow-up, information gathering, information sharing. | | X |
| | Finance & Payroll | Union billing, implementation of settlements & arbitration decisions, dues/levy adjustments, providing guidance. | | 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 |
| | Council Representatives | Information gathering. | X | |
| | Government Agencies | Information gathering and/or reporting. | X | |
| | Union Head Office | Billing Issues. | 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.*
- 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 to the College management team with respect to Employee/Labour Relations & Disability Management functions and interpretation of Collective Agreements, policies, procedures, and best practices.
- Acts as a point of contact for the Human Resources Consultant (HRC) for questions regarding the Disability Management process.

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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 ** | |
| Total: | 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:

| | |
|----------------------|---|
| 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 |
| 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:

| | |
|-------------------|--|
| 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: