

Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees Ontario Colleges of Applied Arts and Technology

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

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

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

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

POSITION IDENTIFICATION

DATE: 01-Apr-2025

College: St. Lawrence College
Incumbent: Vacant
Position Title: Talent Management Consultant
Position #: 806
Classification: Pay Band 10
NOC Code:
Division/Department: Human Resources
Location/Campus: Kingston Campus, with Tri-Campus Responsibilities
Immediate Supervisor (title): 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.

Reporting to the Director, Workplace Relations, the Talent Management Consultant coordinates strategic talent management (TM) services and acts as the centralized point of contact for Support, Academic, and Administrative activities. The incumbent also supports activities related to employee performance, training and development, employee engagement, and workforce planning.

The incumbent develops and maintains effective, professional and client-service focused relationships with hiring managers, as well as with internal and external candidates to promote the reputation of St. Lawrence College as an employer of choice.

The incumbent helps support, in partnership with clients and other members of the department, a workplace environment that promotes efficiency, productivity, and engagement.

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. Administration	(40%)
▪ Maintains a competition index of Talent Acquisition (TA) activities along with data required for metrics and reporting. ▪ Submits Job Vacancy and Wage Survey to Statistics Canada on a quarterly basis. ▪ Works with hiring manager to establish acceptable equivalencies and required skills to position criteria should they need to be considered as part of the screening process. ▪ Develops barrier-free and inclusive selection process materials (e.g. interview questions or other tools). ▪ Develops job posting and application forms for hiring managers approval. ▪ Posts internal/external job postings on the external college website. ▪ In coordination with the hiring manager, develops and coordinates supplemental advertising strategies to attract talent to college job opportunities. ▪ Maintains a database of advertising websites for various positions and research additional job posting opportunities/websites, as needed. ▪ Provides support for talent management budget cost centres by compiling and preparing timely and accurate data related to Talent Acquisition activities (e.g. job advertising budget). ▪ Develops interview schedules based on information provided by the Selection Committee Chair on the availability of Chair and committee members. ▪ Works collaboratively with candidates when scheduling to prioritize their	

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participation in the selection process.

- Maintains a databank of interview questions and technical assessments.
- Coordinates reference checking for identified candidates and/or reference checking processes for internal candidates.
- First point of contact for the department's recruitment intranet/internet pages, with ongoing responsibility for the management of sites, and for branded talent acquisition materials.
- Identifies employee training opportunities, as well as develops and conducts the training, as required.
- Participates on planning committees for the Learning Connections Conference, as well as assists with Learning Connections Conference activities.

Administers the employee tuition support benefit, as well as the partial tuition reimbursement for dependents, and spouses/partners benefit.

2. Strategic Talent Management Activities

(30%)

- Actively sources, establishes, and maintains relationships with external organizations and recruiting platforms to ensure SLC is sourcing from 100% of the qualified talent pool.
- Partners with Belonging, Equity, Diversity and Inclusion to ensure all processes, forms and activities are aligned with committee recommendations.
- Develops and recommends recruitment strategies to hiring managers that will result in the most diverse and qualified pool of candidates.
- Increases awareness to external candidate pools by participating in external and internal events (e.g., job fairs).
- Maintains a high level of professionalism and confidentiality when responding to queries on a range of talent acquisition and talent management issues.
- Identifies and implements new initiatives, process improvements and other projects related to talent acquisition and is accountable for project results. Examples might include:
 - Developing tools, systems, processes to effectively track, manage and engage with potential talent/applicants and clients.
 - Developing innovative sourcing strategies including use of internet search methodology and builds networks to meet service needs.
- Proposes the implementation of new talent acquisition policies or recommends changes to current policies that are associated with talent acquisition, to ensure that they reflect the most up-to-date recommended practices.
- Maintains a centralized inventory of Part-time Professors interested in teaching at the College and provides Associate Deans with candidates eligible to be considered for PT teaching at the College.
- Compiles and analyzes metrics for informed decision-making.
- Contributes to the training and development of SLC employees regarding Talent Acquisition processes, performance planning and development and other employee engagement activities.
- Provides support for employee engagement and organizational

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development initiatives such as performance management, change initiatives, leadership development, career planning, etc.

- Trains new students assigned to support Talent Acquisition processes.

3. Communication and Collaboration Activities

(25%)

- Consults with the Director, Workplace Relations regarding any Talent Acquisition inquiries that may arise from a College Leadership Team (CLT) position approval.
- Communicates Talent Acquisition requirements, internal first consideration rights, responsibilities of Talent Acquisition versus hiring managers, and educates managers on Talent Acquisition practices. Informs Workplace Relations of pending job postings. Consults with internal departmental resources to address, respond to, and modify assessment methods in response to candidates' accommodation requests.
- Communicates interview invitation to internal and external candidates.
- Communicates interview schedule and supporting documentation for interviews to Chair and Committee members.
- Assists candidates with technological requirement for virtual interviews by communicating how to and may conduct trials with candidates in the Microsoft Teams environment.
- Assists candidates with accommodation needs due to any presenting barrier. Assists hiring managers in sourcing or developing interview questions or technical assessment, as required.
- Acts as an advisor to selection committees throughout the selection process.
- Follows up with unsuccessful candidates to inform them that they were unsuccessful.
- Develops guiding documents or scripts to assist hiring managers in making verbal offers of employment in line with the employee type and related conditions of employment.
- Prepares written offers of employment and communicates with the hiring manager to assist them with the next steps in the hiring process.
- Assists with other departmental initiatives/events such as onboarding and orientation for new hires.
- Communicates benefit details, as well as eligibility for the employee tuition support benefit, as well as the partial tuition reimbursement for dependents, and spouses/partners benefit.

4. Other duties

(5%)

- Performs other duties as assigned.

TOTAL:

100%

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing**

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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) Partners with hiring managers to recommend recruitment strategies for their assigned portfolio. Need to have a high degree of credibility to influence decision making and encourage collaboration while supporting talent acquisition functions. Must have significant comfort with complexity while working with partners to recruit quality candidates.
- b) Maintaining relationships with professional organizations, relevant vendors, successors (internal/external) and other parties is required in this role so that SLC is positioned as an employer of choice.
- c) Providing advice and guidance on type of employment statuses, the correct rate of pay that apply to each employee group as part of their terms and conditions of employment. The correct information must be provided to the manager to generate the correct documentation to properly compensate the employee.
- d) In the design of training/development programs and employee engagement initiatives, the incumbent must first determine the learning outcomes, preferred learning style of the audience and an approach that is congruent with the organizational philosophy and budget. Sources and/or develops client-specific process, tools and techniques for successful organization development initiatives, including sourcing and/or designing and facilitating meetings; coaching leaders; using consensus-building; conflict resolution; problem-solving; culture assessment; and change approaches.

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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.

A minimum of a 3-year Diploma/Degree in Business Administration, Human Resources, or Psychology.

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).

The successful incumbent must have very strong organization and planning skills as the position requires managing multiple competitions and projects at the same time. The incumbent requires effective communication and conflict resolution skills in working with hiring managers to establish role responsibilities and negotiate timelines. The individual must be highly effective in client service as they will be responding to email inquiries from multiple candidates during peak recruitment periods of time. Knowledge and skill using Microsoft Office Suite, and other recruitment software is critical. In addition, the incumbent must be comfortable working independently on multiple competitions/projects and also work as part of the Human Resources Team.

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Abilities and Skills:

- Ability to multitask a large number of concurrent activities.
- Planning and coordination skills.
- Ability to prioritize effectively based on target dates and to meet client service level requirements.
- Excellent interpersonal, relationship-building, and communication skills.
- Confidence and persuasion skills to respond to manager requirements and requests, as well as candidates' requests.
- Flexibility in responding to urgent requirements or ad hoc requests to modify the Talent Acquisition process to meet client needs.
- Organized, with good record keeping skills.
- Technical skills and curiosity to adapt to new technology.
- Approachable, professional, ethical, with utmost respect for confidentiality.
- Awareness of unconscious bias, equity, diversity and inclusivity.
- Models the Colleges' values.
- Strong critical thinking to address oppressive structures, procedures and mindsets.
- Recognizes barriers and limitations faced by equity deserving groups in hiring processes.
- Understanding of equitable, diverse and inclusive practices.
- Ability to recognize unconscious bias by self and others.

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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:

- | | |
|---|---|
| ☐ no experience required | ☐ 4 years |
| ☐ 3 months | ☐ 5 years |
| ☐ 6 months | ☒ 7 years |
| ☐ 1 year | ☐ 9 years |
| ☐ 18 months | ☐ 11 years |
| ☐ 2 years | ☐ 13 years |
| ☐ 3 years | ☐ 15 years |
| | ☐ 17 years |

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

A minimum of 7 years of experience in talent acquisition, advising hiring managers in recruitment and selection processes in a variety of occupational groups and categories.

Experience or training that considers equity, diversity, and inclusion in talent acquisition processes, as well as experience with Accessibility for Ontarians with Disabilities Act accommodations and assessments.

Professional work experience in full-cycle recruiting, as well as organizational development, and change management, which includes some of the following:

- High volume strategic recruiting.
- Experience working in a unionized setting.
- Inclusive and innovative sourcing techniques, with a focus on attracting a diverse list of candidates.
- Understanding and focus on the candidate experience.
- Leading, organizing, and championing in person and virtual recruitment activities to develop a pipeline of diverse and qualified candidates.
- Experience with recruitment efforts that are strongly focused on Equity, Diversity and Inclusion.

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- Demonstrated experience in researching, designing, developing, and delivering learning and engagement programs and initiatives.
- Prior experience with developing and delivering orientation/onboarding programs.
- Demonstrated project management competencies.

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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) Providing advice to managers conducting recruitment and selection processes including appropriate sources to promote jobs, selecting an interview panel, developing behavioural oriented interview questions, conducting bias-free interviews, candidate assessment methods, and other associated tasks related to talent acquisition.
- b) Managing multiple position recruitment processes simultaneously which requires time management, multi-tasking, effective and frequent communication with internal managers and external candidates. Responding to manager (urgent) expectations in a timely manner and provide quality service to all applicant and interview candidates.
- c) Contribute to the development, management and implementation of various talent management programs including Performance Planning and Development, Workforce Planning, Management and Leadership Development, Legislative Training Compliance, Employee Recognition, planning for webinars and training courses.

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) Recommending strategies for effective recruitment of hard to recruit employee position (e.g., IT Specialist Roles (System Security, PeopleSoft, Faculty for Psychology, Faculty for Gaming Development, etc.).
- b) Non-routine requests/activities or special projects may require guidance or direction to establish new processes or activities for talent acquisition and / or talent management program.
- c) Deviation from policy or from established practices or past / standard practice in unusual, complex or unique situations that relates to a recruitment 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.

- Human Rights Code
- AODA and regulations
- Human Resources Policies
- Employment Standards Act
- Terms and Conditions of Employment for Administrative Employees
- Support and Academic Collective Agreements
- College policies/procedures
- Sun Life Booklets
- Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act

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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) Failure to follow Collective Agreements, legislation, College policies/procedures, etc., may result in complaints, grievances and/or arbitrations that impact financially on the College.
- b) Delays in or incorrect advice on issues encountered by hiring managers could lead to errors in hiring policies and procedures, fair competition process, candidate selection or Letters of Offer.
- c) Lack of discretion or mishandling of confidential information relating to a recruitment process and applicant personal information can affect the right to privacy, violate Collective Agreements, and/or affect the credibility and perception of the human resources service and the College.

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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.	Managers to the College	Providing advice regarding recruitment issues and HR. Coordinating recruitment needs.		X
	College Employees	Providing information on job competitions, or answering questions concerning Collective Agreements, employment related legislation and employee/HR related issues such as compensation and benefits administration. Providing HR support and collaboration as required.		X
	Deans, Directors, Hiring Managers and Employees	Obtain information about hiring requirements, provide guidance on recruiting strategies.		X
	President and Vice Presidents	Obtain information about hiring requirements, provide guidance on recruiting strategies. Provide recruitment related data required for organizational decision making.	X	
	Students	Provide advice and instruction and review recruitment and project work.		X
	Union	Communicates with the union, as required.	X	

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Human Resources Team	Exchange information, advise on concerns, advise on best practices. Escalates complex situations to the managers, Associate Directors, or the Director for resolution. Contributes to the consultation process on solutions.		X
	People and Payroll Operations	Clarification on documentation submitted		X
	Marketing Department	Arranging for external advertising including the College web site.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	General Public	Answering enquiries concerning job opportunities. HR practices and procedures.	X	
	Business & Industry Representatives	Banks, Mortgage companies - provide information for confirmation of employment.	X	
	Staff at other Colleges	Provide information re practices at the college etc.	X	
	HR vendors/Partners	Manage resources and arrange opportunities to promote St. Lawrence College's employer brand and participate in career events.		X
	Advertising agencies and Search Firms	To collect information on advertising opportunities/costs.		X
	Other colleges or organizations	To share or obtain information on talent acquisition best practices.		X
	Community organizations	To share information about opportunity for generating candidates lists that increase diversity of applicants.	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.*
- ☐ Supervises the work of external contractors/service providers. Please describe:
- ☐ 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 potential discipline or termination of probationary staff.

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

- Assists in guiding students assigned to work within Human Resources in their work term by providing guidance and training on a variety of human resources and organizational development activities.
- Provides advice, consultative services and support to colleagues and college managers with respect to human resource functions.

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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	0
Non-Full-Time Staff (FTE) *	Student Employees
Contract for Service **	0
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		
Travelling to career events, meet candidates/leaders/HR, professional organizations, etc	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
Participating in conversations with internal and external contacts			X			S
Research, analysis, calculations, problem-solving			X			I
Advising and coaching when problems/issues arise		X				S

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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.

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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		
Occasional extended hours of work may be required to conduct systems testing or to manage the volume of College start up activities.	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
n/a			

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:

Due to the nature of the work performed in this position, the incumbent must be able to recognize and fully understand both obvious and subtle details of situations in order to properly assess the circumstances and advise or act appropriately. Since the majority of the work relates directly to "people" issues (pay, benefits, job competitions, etc.), the incumbent must have well-developed interpersonal and communications skills and be able to recognize/diffuse difficult situations.