

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.

1. POSITION IDENTIFICATION

Position Title: Manager, School Operations (SENRS)
Position Number:
Pay Band: 11
Incumbent: VACANT
Location/Campus: Frost
Division/Department: SENRS
Immediate Supervisor (title): Dean, SENRS
Date of JFS: September 16, 2020
Last Evaluated: October 21, 2020

Type of Position:

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

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

Incumbent: _____

Date: _____

Recommended by:

Position's Manager: _____

Date: _____

Approved by:

Senior Manager: _____

Date: _____

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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 Dean of the School of Environmental and Natural Resource Sciences (SENRS), the Manager, School Operations is an integral member of the School leadership team providing strategic, financial and operational leadership in a number of key service areas. The incumbent will work closely with the Chair and the Dean to ensure cohesive leadership to the students, staff and faculty of the School.

The Manager, School Operations is responsible for the hiring and management of all program technicians/technologists, the Administrative Operations Assistant and the Finance Officer. The Manager, School Operations will oversee all aspects of the School budgets including budget submissions, capital submissions, budget monitoring, expense approvals, asset management and all special project budgets. As well, the incumbent will oversee all purchasing within the School to ensure adherence to College guidelines while staying within budget.

Other responsibilities include oversight of health and safety requirements in the labs and for field work; ensuring all areas of the School, including the Dean's office, have current operating procedures; liaising with the Physical Resources department regarding School renovations and space planning; and leading special projects related to SENRS.

KEY DUTIES

% Of Time

1. ADMINISTRATIVE LEADERSHIP & HUMAN RESOURCE MANAGEMENT 40%

Plans, hires, develops and manages Technologists, Technicians and student workers who support the learning environment and specialized labs of the School. The incumbent will work with each Technician/Technologist to complete annual performance reviews, set annual goals and encourage the employee to continually improve their skills through professional development. At times, the incumbent will be required to manage conflicts, conduct performance management, handle grievances and complaints related to support staff. Ensures all new support staff receive the proper orientation and complete all mandatory training related to their position.

The incumbent will provide leadership for the coordination of technician and technologist delivery of applied learning activities (e.g. guided learning hours, field trips, special projects). This involves working with the Chair, faculty, staff and program coordinators to continuously review technical delivery requirements, providing input to curriculum change and ensuring technical support both within and outside the classroom.

Plan, hire, develop and manage the SENRS Administrative Operations Assistant and Finance Officer. Management of these two positions will include ensuring support of visitors to the Dean's offices, the Chair, Heavy Equipment programs and the Resource Drilling and Blasting programs.

Responsible for developing standard operating procedures, incorporating an effective file management system, ensuring all software is current and that staff receive proper training to use the software effectively.

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In collaboration with the Chair and Faculty, complete accreditation/certification documents as required.

Works collaboratively with other Manager, School Operations across the college on strategic and operational initiatives.

Provides leadership and project management support to the School's operational and advisory committees in support of the Academic and Strategic Plans.

2. FINANCIAL PLANNING and MANAGEMENT 35%

The Manager, School Operations will manage all aspects of SENRS financial needs and will ensure the timely submission of the annual budgets including quarterly budget reviews. The incumbent will oversee the work of the Finance Officer to confirm the budget calculations are accurate by regularly checking the financial reports from Evolve and in house reports created by the Finance Officer. The Manager, School Operations will approve budgets related to special projects.

Oversee all purchasing for the School including preapproving purchases over a specified limit and ensuring the proper procurement of such items. The incumbent will approve all Visa reconciliations, expense reports, invoices and requisitions. Review RFP documents prior to submission to purchasing. Oversight of School Visa cards including approving applications and changes to current cards.

In collaboration with the technicians/technologists, monitor inventory and costing of lab equipment, perishables and consumables. Anticipate and react to the impact of annual and in-year changes in enrolment and program delivery patterns. Ensure labs have the proper equipment required to support the School's curriculum.

Create and oversee an asset management system including identifying new equipment acquisitions, equipment upgrading/replacement planning, equipment maintenance schedules and oversight of capital budget submissions.

Ensure appropriate insurance coverage for SENRS activities, equipment and special projects.

3. HEALTH & SAFETY & SPACE/FACILITIES COORDINATION 15%

Health & Safety – In collaboration with the Chair, program technicians/technologist, faculty and Physical Resources, ensure safety compliance in classrooms, learning labs and exterior learning sites as well as equipment and educational supplies (e.g. chemicals) – both on and off-site locations. This includes ensuring all lab maintenance is current, maintaining lab manuals and making sure all workers are appropriately trained. Oversee tracking and updating of mandatory safety training.

Space/Facilities coordination - Works closely with the Chair, Physical Resources staff and other key stakeholders to develop and implement space planning strategies. Plan renovations and improvements of program facilities, labs and office areas. Assist with space planning at the Frost campus.

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4. SPECIAL PROJECTS

10%

Leads special projects as assigned by the Dean. Work with various stakeholders to meet project timelines, this may include community partners, funding agencies, Physical Resources and the Office of Applied Research and Innovation.

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.

Objectively assesses and analyses equipment, maintenance and staffing needs to ensure that all curriculum and alternate delivery initiatives are supported for the short term and long term directions of all SENRS programs. This qualitative and quantitative analysis of data, culminates in the development of appropriate strategies and action plans ranging from minor to major staffing and/or service modifications. This requires excellent stakeholder relations, and human resource management skills to meet multiple deadlines within the academic operational and strategic framework. Working collaboratively with the Dean and Chair to effectively plan strategically for the investments required in new program development and/or significant modifications to meet emerging trends and market needs. Examples include blended and on-line learning, community-based projects, alternative remote delivery options, capital-intensive programming and applied learning experiences.

Addresses performance issues in a timely and effective manner by providing formative feedback and developmental opportunities for a broad spectrum of unique skill-sets. This position is responsible for management of technician/technologist support staff, administrative support staff and part-time/student workers. He/she must coach, motivate and empower staff to be innovative while ensuring that there is consistency and quality in all operations. At times, the incumbent will need to meet with various staff members to resolve issues which may arise from a union grievance. Knowledge of the college policies, procedures and collective agreements will assist in making judgement calls on various aspects of managing human resources at SENRS.

Develops and manages a budget of approximately \$13 million dollars encompassing over 40 separate department budgets. This position must review each department budget to ensure all non-salary budget items are necessary to the program success. At times, there will be a need to cut budgets and the incumbent must work with each program to scale back the budget while still meeting program needs. In consultation with the Chair, the salary budget requires analysing past staffing needs, determining changes based on current needs and ensuring the new budget requirements will fit in the School's allocation.

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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.

Non-Post Secondary

- Partial Secondary School Secondary School Completion

Post Secondary

- 1-Year Certificate 4-Year Degree
 2-Year Diploma Masters Degree
X 3-Year Diploma/Degree Post Graduate Degree
 Professional Designation Specify: _____
 Other OR Specify: _____

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.

A degree or diploma in Business Administration, Environmental Sciences or related field or equivalent experience.

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

Project Management Certification, Professional Management Certification preferred

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)

Experience in an academic environment strongly preferred.

Extensive operational management experience, conflict resolution skills and ability to manage in a unionized environment. Demonstrated ability to effectively attract, hire and develop employees. Excellent interpersonal skills and a collaborative management style.

Strong financial management experience including compiling complex budgets. Experience with College budgets is strongly preferred.

Expert software skills especially Office 365 knowledge. Strong Excel skills including management of multiple large documents.

Knowledge of PeopleSoft Evolve would be considered an asset

Superior client service skills

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Requires an ability to make decisions and to grasp and resolve complex issues and problems.

Experience in an academic organization preferred, including exposure to programming, teaching, lab management and outdoor instruction.

Knowledge of health and safety requirements within an academic setting including lab, field work, construction and drilling areas.

Experience with space planning and oversight of building renovations.

Excellent communication skills.

Strong problem solver.

3. EXPERIENCE

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"/> 4 years |
| <input type="checkbox"/> 1 month | X 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"/> 11 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 17 years |

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

- Strong management experience, conflict resolution skills and demonstrated ability to manage in a multi-union environment.
- Solid budget management experience including asset management skills
- Requires the ability to comprehend and analyze complex issues and situations, and to make timely and effective decisions.
- Project management experience

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ADDITIONAL SKILLS/COMPETENCIES

- Analytical skills, communication (written and verbal) and the ability to multi-task and meet tight deadlines
- High level of proficiency in the Windows environment, including the full suite of Microsoft Office software products
- Ability to establish respectful working relationships across all groups and with diverse stakeholders.
- Demonstrates a passion for learning and views challenges as opportunities for learning and continuous improvement.
- Strong strategic and analytical thinking.
- Exceptional technical writing and communication skills and have a desire to learn new skills and technologies.
- Outstanding interpersonal skills with demonstrated record of dealing with sensitive issues in an innovative, professional way
- Must possess knowledge, interest and strong desire to keep current with pertinent policies, standard practices, laws and regulations and proposed changes and the ability to apply them consistently
- Ability to direct, influence and manage several functions simultaneously with a demonstrated practice of promoting collaboration and collegiality
- Excellent communication skills, both orally and in writing
- Excellent planning skills and demonstrated expertise in innovative problem solving and strategic thinking
- Understanding of budgeting, inventory systems and purchasing procedures – especially in a post-secondary institution
- Ability to operate independently and exercise sound judgment

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.

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.

As part of the Dean's Office leadership team, the incumbent is responsible for developing short term and long term human resource plans for a number of staff and service areas that are key to successfully supporting academic delivery and student learning (SENRS Programs and

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Initiatives). **Hiring, developing and reassigning staff (technologists, technicians, student technicians, administrative support staff) to meet changing academic delivery/strategic needs of the School.** This position has a high degree of independence in making decisions regarding resource allocation and talent management. Decisions regarding the allocation of staff roles throughout the School are determined to create the greatest leverage in meeting the strategic and operational priorities.

Ensures necessary procedures are followed and arrangements are made for applied learning activities (e.g. labs, field trips, camps) in consultation with the Program Team, the Dean and Chair and with the Physical Resources Department. Develops Health and Safety Plans for learning facilities and educational activities. Facilities development and changes are made to enhance service requirements for students and faculty at the discretion of the incumbent and Dean's Office co-leaders.

Ensures proper planning and management of annual budget to ensure sufficient budget for the academic year. Determine best course of action for large equipment breakdowns, unplanned safety issues and unplanned human resource needs to ensure proper budget allocation.

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.

Serious discipline problems which may lead to termination. -The incumbent supervises a group of fulltime and part-time technical support staff as well as student workers and administrative support staff who support a wide variety of programs and projects in SENRS. Occasionally, the incumbent will be required to manage the performance of staff who are under performing or have discipline issues. Situations such as these will require documentation of issues, meetings with staff and/or union representatives and/or HR. The Dean must be kept apprised of the situation in order to give guidance and ensure proper handling of the situation.

Program Budgets and Equipment Allocation – The incumbent plans and assesses program needs to support learning outcomes, management of equipment and safety compliance. This will be done in consultation with the Chair, faculty and support staff in order to make recommendations to the Dean.

Community Projects - The incumbent must manage external relationships while protecting the best interests of the college. The Dean should be continuously updated on any community projects as the incumbent may need direction when continuous issues arise.

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 strategic plan, policies/procedures, collective agreements, guidelines, industry and professional policies and regulations related to programs delivered in the school, academic

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division practices and procedures. The incumbent will be expected to take considerable initiative and use his/her own judgement most of the time, as this is not a routine administrative role. The School of Environmental and Natural Resource Sciences is a large and complex school with a wide variety of program and community partnerships (e.g. government, associations, employers, NGOs, local municipality etc.). This role is actively involved in managing some of these partnership relationships and the projects associated with these groups.

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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, effects on staff, students, clients or public.

Failure to manage resources effectively and efficiently (human, fiscal, capital, space) can negatively impact student learning and student learning support. This can impact the experience of the students, quality of program delivery, the school's financial goals and corporate contribution, labour relations and reputation of the college (as evidenced by KPIs, etc.). Non-compliance with collective agreements could result in grievances and arbitration proceedings.

Failure to apply due diligence to ensure employees, including student workers, are working in compliant labs and field environments. Ensure all staff are consistently working in compliance with all college health and safety measures as per legislative guidelines to avoid serious injuries or death of employees as well as subsequent legal and financial repercussions for the college. Consequence of a lack of due diligence in risk assessment could have considerable negative impact on the college from both a financial and reputation perspective.

Poor management of projects with external obligations can result in financial and reputational loss to the college and corporate embarrassment via-a-vis our community and industry partners.

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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, counseling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College, e.g., students, staff, management, colleagues	SENRS Dean, SENRS Chair, College Leaders, Program Coordinators and Faculty, Support Staff, Academic Operations, SENRS Finance Officer	Position requires the skill to work well with all levels of the academic team and senior college leadership. Position requires exceptional interpersonal and team communication skills in making collective decisions, advocating for SENRS areas of interest in the broader context of college strategic priorities. Position works closely with Chair regarding academic program, delivery and occasionally, design needs.	Occasional	Frequent F
	Operational managers and staff, technologists, faculty, program coordinators	School point of contact for a wide range of program/school issues and initiatives. Required to negotiate with other functional areas to advance projects, resolve issues, provide necessary curriculum supports, and ensure student learning is first.		F
	Support Staff	Position has a large number of direct reports (support staff) and interacts on a daily basis to coach, advise and counsel staff in day-to day student support and numerous projects/initiatives.	F	
	Union Local	Resolve conflict; mediate issues	O	F

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<p>External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.</p>	<p>Business Leaders External Partners Committee Chairs Vendors</p> <p>Program Advisory Committees</p>	<p>Works with community sponsors, industry, etc. to support applied projects;</p> <p>Participation in PAC meetings; discuss program relevance/renewal/development , use and acquisition of program resources/work integrated learning</p>	<p>O</p>	<p>F</p>
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<p>Occasional (O)</p>	<p>Contacts are made once in a while over a period of time.</p>
<p>Frequent (F)</p>	<p>Contacts are made repeatedly and often over a period of time</p>

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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.
- X 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.
- X Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- X 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 senior management.
- X Other e.g., counseling, coaching. Please specify: Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff

* 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.

Manages 20 FT technologists, 2 administrative support staff and approximately 30-50 part-time technicians and student workers. Directs, hires, evaluates, develops, disciplines, assigns and oversees the work.

Budgetary and procurement guidance given to all staff in SENRS.

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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. Numbers below are subject to change and can increase or decrease in any given year.

Type of Staff	Number of Staff
Full-Time Staff	22
Non Full-Time Staff (FTE)*	3.74 RPT, 4.76 TPT and up to 35 student workers
Contract for Service**	
Total:	30.5 not counting student technicians

* 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
Lifting, climbing stairs, walking/working in construction sites		X			
Travel for applied projects including intercampus travel		X			
Prolonged sitting in meetings where large amounts of information is provided and synthesized in order to make critical decisions (e.g. academic policy)		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, counseling, 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
Report writing/Data Analysis – Fatigue from multiple projects with multiple deadlines requiring a range of writing capabilities (i.e. long		X				L

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term strategies, briefing notes, PDFs, budget review, etc.)						
Counselling/mediating employees – considerable tact, diplomacy and self-control is needed to deal with a range of interpersonal and team dynamic issues.		X				I

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.

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Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Extensive computer work resulting in eye/neck strain .			X
Travel for applied projects including intercampus travel	X		
Exposure to dirt, chemical substances, odours in a variety of learning environments including outdoors.		X	

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
Travelling in inclement weather for applied projects including intercampus travel	X		
High hazard labs where PPE must be worn		X	
Dealing with employees anger and possibly aggression	X		

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: