



# 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.

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### 1. POSITION IDENTIFICATION

Position Title: Director, Communications  
Position Number:  
Pay Band: 13  
Incumbent: VACANT  
Location/Campus: Sutherland Campus, Peterborough  
Division/Department: Marketing, Communications and Advancement  
Immediate Supervisor (title): AVP, Marketing and Advancement  
Date of JFS: December 12, 2023  
Last Evaluated: December 12, 2023

#### 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: \_\_\_\_\_

## 2. POSITION SUMMARY

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

Reporting to the Associate Vice President, Marketing and Advancement, the Director, Communications, is responsible for the administration of all aspects of the College's Communications functions. This includes the development of Fleming College's overarching Communications strategies, policies, programs and systems to support the overall mission, vision, values and strategic direction of the College.

The incumbent has the principal role of managing and coordinating the internal and external communication activities of the President and the President's Office, ensuring that the President has the necessary information, advice and resources to assist them in fully carrying out their mandate and objectives. Critical to this role is establishing and maintaining effective relationships and channels of communication with internal and external stakeholders.

The incumbent briefs and advises the President, Associate Vice President, Marketing and Advancement and Senior Community Relations Advisor on current, future and potential issues related to the College. The role strives to continuously improve the reputation of Fleming College among key stakeholders (employees, students, media and the Board of Governors) to garner positive publicity and good public relations in achieving Fleming College goals and outcomes. The Director, Communications is an advisor to the President for media releases, risk management communications and major communications for the College and communities it serves.

The Director demonstrates trust, tact, business acuity and confidentiality in all activities on and off campus, and has strong communication, research, interpersonal, leadership, time management and organizational skills. The incumbent demonstrates a high level of writing and editing skills in drafting communication plans, press releases and other core college documents.

## 3. KEY DUTIES

Provide a description of the positions key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

<b>Key Duties</b>	<b>% of Time</b>
<b>1. Strategic Management of Internal and External Communications</b>	<b>45%</b>
<ul style="list-style-type: none"><li>• Draft, execute, monitor and update the College's annual Communications plan.</li><li>• Develops, reviews and refreshes the College's communications policies, ensuring alignment with the college's mission, vision, values and strategic direction.</li><li>• Coordinate the activities of the Communications office to execute on public relations plans and day-to-day activities.</li><li>• Manage the College's Communications budget.</li><li>• Prepare quarterly reports of departmental achievements and activities.</li><li>• Execute effective crisis management practices in partnership with safety and security team members by anticipating potential emergency situations and developing policies and procedures for the College. Ensuring that the Senior Management Team members are aware of the expectations and briefed on procedures required should an emergency arise.</li><li>• Respond appropriately to media enquiries on a wide range of issues and opportunities.</li><li>• Meet with students and employees at all levels of the College to develop internal and external communication plans, policies and messaging covering issues of importance.</li></ul>	

- Provide strategic advice and guidance to the President and senior management team on issues of importance.
- Communicate formal decisions, both internally and externally (verbal, visual and written) on day-to-day operational issues and specific government activities.
- Prepare talking points and background detail for media and speaking opportunities.
- Represent the college on internal and external committees when necessary to better understand the issues of importance to the college.
- Oversee the preparation and distribution of annual college reports, including the Annual Report, and Annual Business Plan and Budget documents.

## **2. President's Office Oversight:**

**30%**

- Act as President's primary point of contact and first alert system, liaising with internal departments across the College and with external stakeholders to keep the President apprised in a timely manner of opportunities to be considered and concerns to be addressed.
- Serve as a confidant to the President, providing guidance on priority issues, strategies of high importance, brand reputation, presidential initiatives and communications.
- Act as the President's representative to internal and external stakeholders as required, including attending meetings and functions.
- Serve in a quality assurance capacity, ensuring information, communications and activities emanating from the President's Office or from any department or area of the College involving the President are of the highest quality.
- Address highly sensitive student, personnel and policy matters or issues that require immediate attention, determining which issues are escalated to the President for resolution.
- Oversee the President Office's responses to a large number of inquiries, special requests and complaints about different aspects of the College.
- Work behind the scenes to resolve problems, mediate disputes with various departments of the College and deal with issues before escalation to the President.
- Track, monitor and follow the progress of projects, action items and strategies that emanate from the President's meetings and discussions, initiating follow-up with stakeholders as required and utilizing the information to develop reliable and timely briefs for the President.
- Conduct research of a consultative and/or investigative nature on an array of topics and prepare analytical and narrative reports, speeches, presentations and talking points for the President.
- Assist in developing or overseeing development of communications on President's behalf to internal and external stakeholders.
- Ensure all interactions and communications emanating from the President's Office are representative of the College's and President's values.

## **3. Corporate Communications and Web Strategy**

**10%**

- The Director, Communications in collaboration with the Associate Vice President, Marketing and Advancement and the Senior Community Relations Advisor will provide leadership and direction in the development of an annual corporate communications plan to strengthen Fleming's reputation and build College awareness within and beyond its catchment area. The plan will address key issues and opportunities including an earned media plan, increasing content and usage of the employee affinity site, enhanced employee and student communications, develop and create a social media and communication strategy for the President.
- Directs earned media exposure to promote College programs, students, faculty, research and services.
- Cultivates positive relationships with media representatives to help generate accurate and favourable media coverage.
- Provides creative leadership in identifying key themes and core messages that align with the strategic College plan and ensures that they are infused across all marketing material and are used in media relations activities.
- Works with the Digital Marketing Strategy Manager to select and create unique influencers for the creation and implementation of robust social media influencer campaigns. The incumbent will use

tools such as Cision Newswire and Meltwater to select qualified candidates.

- Prepares and delivers presentations to senior leaders and others to ensure sufficient awareness of college marketing and communications plans and results.
- Ensures the integrated team is prepared and processes established and rehearsed in order to manage internal and external communication in the event of an emergency or campus closure.

**4. Financial and Human Resources Management 10%**

- Provides leadership and inspiration to a team of communications professionals in the day-to-day delivery of communications to various academic and service areas across the college.
- Undertakes all forms of departmental administration such as budget development and monitoring, recruitment, staff development (identifies development and training opportunities), performance reviews and annual reporting of performance indicators.
- Completes regular evaluations of Communications office employees, providing them open feedback and supportive guidance for continuous improvement and career development.

**5. Other duties as assigned 5%**

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**TOTAL: 100%**

## 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.

1. In creating strategies for the recruitment of students, the Director, Communications must assess, and make decisions regarding the many issues which impact on this activity including the mix of direct and non-direct, domestic and international student populations, focus on strategic enrolment management, balance required to market many programs, and identifying markets and target groups which are most likely to succeed. Once all issues are identified, strategies must be developed which will ensure that College enrolment goals are met. In addition, internal departments must be prepared to respond to questions from prospective students and the academic areas must assist in carrying out the conversion of applicants into enrolled students. The many issues plus the co-operation necessary from other areas create a complex situation.
2. In developing communication plans, the Director, Communications must identify and make decisions regarding the issues involved in disseminating information internally and externally and develop various strategies. These strategies will depend on the project/need, and priorities. The Director, Communications will make the final decision on the means/type of message/information to be released, and work with the Marketing Managers on the design/image of the communications, how the information is communicated and ensures that all communications comply with corporate standards. An additional level of complexity is caused by "just-in-time" communications. As events occur (i.e. strike, crisis management, lock down, campus closure), the Director, Communications must provide a strategic direction and methods to suit the situation while maintaining the above standards/decision making.
3. Acts as the primary communication lead on matters of both internal and external importance. Working closely with the President and Senior Management Team, the Director, Communications anticipates issues of critical importance to the college and its stakeholders, developing key policies, strategies and messaging to keep the community safe and well informed, frequently in unique or atypical circumstances. Frequently asked to serve as an official spokesperson, the incumbent must be able to coherently and persuasively share information with a variety of stakeholders, often times with little advance warning. Given the access to confidential information they must be discreet, flexible and willing to work at all hours when called upon. The incumbent requires a unique combination of communication skills, as well as a high level of self-awareness and emotional intelligence.
4. Given the President's priorities and busy schedule, work closely with the Senior Community Relations Advisor to determine what items/issues that are of an urgent nature and require immediate briefing/consultation with the President; what items/issues can wait for a daily briefing and/or can be communicated by email or phone; and what items/issues are handled directly by the incumbent without escalation to the President. This requires the ability to determine the impact of the issues on the College in relation to safety, reputation and risk and gathering information swiftly from stakeholders to make the determination of how the issues will be handled.

## 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: \_\_\_\_\_

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

Communications, Marketing, Advertising or Public Relations

**Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, and operating equipment).**

- Exceptional oral and written communication skills with ability to communicate and work well with people at all levels
- Building integrated communication plans including issues and crisis management
- Media relations training and experience
- Excellent oral and written communication skills to influence and engage key stakeholders in a variety of communication mediums
- Demonstrates integrity and discretion when handling confidential information; strong diplomacy and conflict-resolution skills
- Strong organizational and analytical skills to manage multiple projects, establish priorities and plan short and long term objectives.
- Proficient in marketing, conducting market research, building brand identity
- Demonstrated expertise in social media and online marketing
- Ability to direct graphic design/layout
- Strong interpersonal skills
- Demonstrated ability to drive multiple high profile and complex projects simultaneously
- Strong analytical and critical-thinking skills; ability to manage/resolve issues
- Collaborative / team player
- Microsoft Office suite and presentation software
- Team player with the proven ability to build strong relationships and influence individuals at all levels of an organization, as well as external constituents

### 3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent=s actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College=s recruitment requirements.

#### Experience required at the point of hire. Up to and including:

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

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

- Experience in corporate communication, marketing/advertising, public relations
- Effectively managing communication with senior executives (internal/external), media, government and community relations.
- Proven experience working in a postsecondary unionized environment or non-profit organization is considered an asset; involved in corporate communications, research, policy development and/or conflict resolution at a senior management level.
- Strategic analysis, planning, implementation and evaluation of communication initiatives
- Writing various communication documents under differing situational contexts (for example brand strategies, annual reports as well as press releases and emergency transmittals)
- Experience supporting a President, managing a President's office and office personnel is considered an asset.
- Experience pro-actively building and maintaining deep relationships, networks and partnerships internally and externally.
- Experience working with digital media
- Experience in special event planning at a corporate level
- Leadership Capabilities/Competencies:
  - Experience leading a team of communication professionals and fostering a strongly engaged and collaborative team focused on accountability and performance
  - Fosters innovation, creative thinking and open communication

#### 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.**

- a) The Director will make decisions on communications and calendar items that affect the President, including preparing or approving written correspondence to stakeholders, internally and externally, on behalf of the President; determining calendar priorities – what events the President will participate in and which ones will be forwarded to the vice presidents or other staff to attend on their behalf.
- b) In the case of a crisis or the threat of a crisis to the College, the Director must be prepared to take immediate action to ensure the safety of the College Community. The incumbent must immediately and effectively communicate the situation to the President and Executive Team. The Director must be proactive in anticipating and providing solutions to senior management, regarding upcoming news/events in order to ensure protection of the brand and reputation of the College.
- c) The Director must initiate contact with media and/or respond to their requests, concerning College-wide initiatives or media releases and ensure they have relevant and accurate information.

**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.**

1. Approval of Annual Corporate Communication Plan.
2. Approval to hire, fire or discipline staff.
3. Supporting Public and/or student complaints or issues that have legal or College policy ramifications. Unusual issues that could have a long-term, cross-college and/or greater community impact are referred to the President with a set of recommendations to resolve the problem.
4. Release of information (of a sensitive nature) to regulatory authorities, government, media that may have a negative and long-term impact on the College's reputation is referred to the President.

**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.**

- Fleming College Strategic Plan
- Strategic Enrolment Management Plan
- Accessibility for Ontarians with Disabilities Act (AODA)



- Ontario College Application Services Guidelines
- Fleming College Procedures
- Collective Agreements
- Legislation on Freedom of Information and Protection of Privacy
- Fleming College Annual Corporate Communications Plan
- Fleming College Brand Identity Standards

## 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.**

1. Complexities in developing the communications plan could lead to mistakes which could impact enrolment for the College (which would reduce funding), result in waste of resources (staff time, advertising, printing, etc.), cause the cancellation of a program (employment stability issues, resources purchased, etc.), or impact government funding. It could also negatively impact the College's brand reputation.
2. Incident Management: Failure to communicate could cause several impacts. If changes to programs/course offerings are not communicated, staff may provide incorrect information to prospective students; this could result in lawsuits, incorrect decision (leading to attrition and related costs), or a waste of time by staff and prospective students. If communications regarding special circumstances are incorrect (ie. a strike or campus closure), this could cause waste of resources and public embarrassment to the College (for example, students could try to reach a campus which has been closed in a snowstorm which could endanger their lives and cause adverse public reaction). In addition, failing to appropriately plan and develop targeted communications strategies with key external stakeholders could risk maintaining positive government relations and credibility for the college in the community.
3. Failure to protect confidential or sensitive information could result in damage to the reputation/image of the College, affect staff relations or affect decision made by the College. Similarly, the incumbent's failure to deal appropriately with allegations or questions from the media on confidential or sensitive topics could have the same result (damage reputation/image, affect staff relations, affect decision making by senior management). Also, the premature or incorrect release of confidential or other information to the internal/external College community or to media would disrupt the solidarity of the College and seriously damage the College Brand. The Director must exercise due caution and judgement in the release of sensitive material, the inappropriate release of which could damage College operations and could lead to potential lawsuits.

## 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	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	President	Discuss priorities, exchange information, strategy, obtain cooperation or decision, consultation, project management.		X
	AVP, Marketing and Advancement	Develop and communicate integrated communication plan, assign objectives / priorities, exchange information, obtain decision or cooperation, review and evaluate performance, strategy.		X
	Communications Officer	Exchange information and assign projects regarding internal and external communication projects and tasks. Workload planning and problem solving.		X
	SMT	Identify and discuss problems/issues, recommend and offer appropriate solutions, provide input to future communication strategies, emergency notifications.	X	
	SEM / Registrar's Office / Academic Leaders	Exchange information / direction on communication efforts (social media officers) , obtain cooperation, influence priority of communication requirements, consultation, updates, communication, expertise, problem solving.		X
	IT	Consultation, communication, collaboration, expertise on joint projects, internal affinity site		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Boards of Education/Learning Centres/Schools OCAS, Colleges Ontario	Provide information about programs or special events and campus tours; Input to provincial policy, request or questions information from OCAS, support advocacy communications strategy, represent Fleming on Colleges Ontario		X
	Colleges Ontario Marketing Committee	Represents the College	X	
	Government Officials	Elections, Special Events	X	
	Creative Vendors (Agencies)	Negotiation and renewal of contracts, exchange information and provide input to potential out of scope items and or incremental costs, ensure tracking activities performed.	X	
	Current Students	Retention support	X	
	Prospective Students	Provide recruitment information	X	
	Media	Incumbent coordinates media responses; acts as an official College contact/spokesperson	X	
	<b>Occasional (O)      Contacts are made once in a while over a period of time.</b> <b>Frequent (F)      Contacts are made repeatedly and often over a period of time.</b>			

## 7. a) 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.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

(/) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:

\_\_\_\_\_

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

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

Communications Officer

Provides functional guidance to Managers:

Digital Marketing Strategy Manager & Brand Marketing Strategy Manager

May be required to attend senior management team meeting to discuss initiatives for Marketing and Communications and obtain approval/co-operation and provide advice/direction

## 7. b) 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	1
Non Full Time Staff (FTE) *	
Contract for Service **	
<b>Total:</b>	1

\* **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.

## 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

### PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting at Computer or in Meetings				X	
Set up tables/display material for events	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
Drafting/reading information from computer screen					X	S
Reading/Report Writing/Proofreading					X	I
Presenting in Meetings/ Chairing / Meeting with Staff			X			I

**FREQUENCY:**

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

**DURATION:**

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



## 9. WORKING CONDITIONS

**Working Conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

### Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel	X		
Managing complaints/dealing with upset individuals related to crisis communication	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

### Frequency:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.