BCIT/BCGEU SUPPORT STAFF

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| **Job Evaluation Questionnaire** | |
| **To be completed by the incumbent** | |
| **Incumbent** |  |
| **Position Title** |  |
| **School/Department** |  |
| **Division** |  |
| **Supervisor** |  |
| **Manager** |  |
| Before proceeding, please read the instructions and the entire questionnaire, which will assist you and your manager in completing this document.  Once complete, please send the signed questionnaire to the BCIT Joint Job Evaluation Committee (JJEC) inbox: [bcit\_jjec@bcit.ca](mailto:bcit_jjec@bcit.ca). | |

This questionnaire is designed to provide information about the duties and responsibilities you are currently performing. Listed below are some instructions, guidelines, and information to assist you and your manager in the completion of this questionnaire. Please ensure that you read the entire questionnaire before working with your manager/supervisor to complete your response.

1. The purpose of the questionnaire is to gather detailed information about the duties and responsibilities performed, especially within the context of the factors used to evaluate and classify positions. These factors are: Education, Experience, Complexity, Initiative, Judgment, Communication, Supervision (level and scope), Sensory Effort/Multiple Demands, and Physical Efforts and Surroundings.
2. Each factor has its own section in this questionnaire. Each section contains a definition of what the factor measures, rules of application (what aspects are looked at for evaluation), and the levels in each factor. The level assigned to a position is one that best describes the majority of the duties and responsibilities of the position.
3. Use the factor definition, rules of application, and level descriptions to provide information about the duties and responsibilities of the position.
4. The levels of education and experience required for a position reflect the minimum standards and are determined by the manager in consultation with Human Resources.
5. It is very important that a clear description of job tasks is provided, therefore, ensure that responses are thorough and detailed. The questionnaire is in Word format. As you type, the text boxes will expand as required.
6. Responses should reflect duties and responsibilities relevant to the position, not those of other positions within the same classification or department. Duties, which may be assigned on an occasional basis, for which substitution pay is received, should not be included in the response.
7. Should you require any assistance, please contact the Total Compensation Advisor assigned to your department/school.
8. If there are unique elements, or situations not covered by this questionnaire, a space entitled “Additional Comments” has been provided at the end of each section to allow these situations or elements to be described.
9. Please do not use abbreviations, acronyms, or short forms of words.

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| **FACTOR: EDUCATION** | | |
| This section is to be completed by the manager in consultation with Human Resources.  After reading the description below, select the level that best describes the minimum level of education required for this job.  If the minimum required level(s) of education has changed since the last review please explain in detail the reason(s) for the change(s) in the box provided below. | | |
| **LEVELS:** | | **Rating** |
| 1 | Requires a level of knowledge necessary to write simple data and perform simple arithmetic. Equivalent to partial secondary school education, i.e. Grade 10. |  |
| 2 | Requires the equivalent of full secondary school education, i.e. Grade 12. (Includes some basic commercial, vocational or technical training, i.e. computer skills, trades skills, and business communication.)  OR  Partial completion of secondary school education plus completion of A.B.E./GED courses. |  |
| 3 | Requires the equivalent of full secondary school education plus completion of a specialized training courses of up to 6 months in duration, i.e. word processing, data entry operation. |  |
| 4 | Requires the equivalent of full secondary school plus additional specialized training of up to 1 year duration, i.e. full administrative program, BCIT certificate program. |  |
| 5 | Requires the equivalent of completion of specialized training programs of up to two years’ duration. For example, a Diploma of Technology or completion of a two-year full-time program from a community college.  OR  Completion of a Power Engineer 4th Class Certificate. |  |
| 6 | Requires the equivalent of university graduation, three to four years.  OR  Journeyman status = completion of recognized apprenticeship training, three to four years.  OR  Completion of a Power Engineer 3rd Class Certificate |  |
| 7 | Requires the equivalent of university graduation plus specialized training courses.  OR  Journeyman status plus further specialized training courses.  OR  Completion of a Power Engineer 2nd Class Certificate. |  |
| 8 | Requires the equivalent of a Master's degree.  OR  Completion of a Power Engineer 1st Class Certificate. |  |
| **Additional Requirements:** | | |
| Some jobs require a licence or certification. For example, specific class of driver’s license, first aid certificate, forklift operator certificate, Transport of Dangerous Goods certificates. What license or certificate is required to perform the duties of your position? | | |
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| **FACTOR: EXPERIENCE** | |
| This section is to be completed by the manager in consultation with Human Resources.  Think about the entry into the position and the need for practical and/or job-related experience. After reading the description below, select the level that best describes the minimum level of experience for this job.  All positions require a minimum of two years of general experience, which may include any work experience. The practical current experience should be relevant to the position.  If the minimum required level(s) of experience has changed since the last review, please explain in detail the reason(s) for the change(s) in the box provided below. | |
| **LEVELS** | **Rating** |

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| 1 | Requires two years’ general experience plus up to one month's practical current experience. |  |
| 2 | Requires two years’ general experience plus up six months' practical current experience on this or others of similar nature. |  |
| 3 | Requires two years’ general experience plus up to one year's practical current experience on this and related jobs inside or outside the Institute. |  |
| 4 | Requires two year’ general experience plus up to two years' practical current experience on this and related jobs inside or outside the Institute. |  |
| 5 | Requires two years’ general experience plus up to four years' practical current experience on this or related jobs inside or outside the Institute. |  |
| 6 | Requires two years’ general experience plus up to eight years' practical current experience on this or related jobs inside or outside the Institute. |  |
| 7 | Requires two years’ general experience plus up to ten years' current practical experience on this or related jobs inside or outside the Institute. |  |

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| **FACTOR: COMPLEXITY** | |
| This section is to be completed by the Employee with the Manager/Supervisor.  All employees require varying degrees of understanding, ingenuity and judgment to analyze, visualize, reason through and plan the details of their job.  Complexity measures the degree of difficulty in terms of the extent to which duties are routine, standardized, diversified, etc. It measures the degree of analysis required to determine and understand problems. Complexity will increase in relation to the variety and difficulty of information to be considered in performing the tasks.  When reviewing the following, consider the majority of the position’s duties and responsibilities: | |
| **LEVELS** | **Rating** |

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| 1 | Simple, highly repetitive or routine duties, requiring use of definite procedures. Work is guided by set routines and known job tasks which are well defined and requires making minor changes to complete tasks. |  |
| 2 | Largely routine or repetitive duties, following clearly prescribed standard practice or involving straightforward application of readily understood rules and procedures. |  |
| 3 | Standardized duties, but involving some analysis to gain understanding of work problem. Applies readily understood rules, practices and procedures. References readily available. |  |
| 4 | Generally standardized duties, but some problems may involve unfamiliar data or circumstances requiring analysis to identify all prevailing conditions. Rules, practices and procedures may not apply in every case. |  |
| 5 | Diversified duties involving an intensive knowledge of a restricted field or diversifies duties involving less specialization and more variety. Requires analysis to determine a number of inter-related factors. Some data and circumstances may not be obvious or familiar and occasionally the references may be vague or difficult to relate to the situation. |  |
| 6 | Diversified duties governed by broad instructions and definite objectives involving general knowledge of policies and procedures within the scope of responsibilities, and their application to cases not previously covered. Requires analysis to evaluate objectives, data and circumstances may not be obvious or familiar. |  |
| 7 | Diversified duties requiring considerable analysis of problems and objectives in order to formulate recommendations to provide input for the purpose of planning by others or difficult work on highly technical or involved projects presenting new or constantly changing problems. May require analysis of various inter-related activities and/or the coordination of effort of more than one department within the Institute, or consultants, contractors and agencies outside the Institute. |  |
| 8 | Diversified duties requiring the analysis of a broad range of problems and objectives, requiring the formulation of recommendations, which may directly influence long-term policies and programs. May require the analysis of unfamiliar data and/or information and/or circumstances and their effect on complex relationships. |  |

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| **EXAMPLES** |
| Referring to the definition of Complexity, *Rules of Application*, and the level descriptions, please provide specific examples of duties and responsibilities, tasks, and activities related to this factor. |
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| **ADDITIONAL COMMENTS** |
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| **FACTOR: INITIATIVE** | |
| This section is to be completed by the Employee with the Manager/Supervisor.  Initiative measures the application of original or imaginative thought in the development of alternative solutions to work problems. It involves the degree of imagination or ingenuity required in identifying, adapting or developing alternatives or problem solving routines; the nature and extent of supervision provided and the extent to which procedures, precedents or guidelines are available.  When reviewing the following, consider the majority of the position’s duties and responsibilities. | |
| **LEVELS** | **Rating** |

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| 1 | Work under close supervision or completed detailed instructions. Employee refers all questions to supervisor. |  |
| 2 | Work under general supervision, guidance, or check; or perform work defined by standard practice or established procedure. Refers all significant deviations to supervisor. |  |
| 3 | Work under direction or occasional supervision where a definite objective is set up require the employee to proceed on own initiative when majority of duties follow general instructions, established methods, and clearly defined precedents. Refers unusual problems to supervisor. |  |
| 4 | Work under general direction and guidance. Plans details of procedures and methods to attain definite objectives and takes action in the application of policy and standards set by occupation, vocation, profession or the Institute. Supervision consists of the assignment of the objective, discussion of its nature with clearly defined checkpoints for review. |  |
| 5 | Independent work on broad general assignments with responsibility for planning all assignments, limited only by policy. Employee takes action without reference to superiors except for clarification and/or interpretation of Institute policy. |  |
| 6 | Work relating to the broader administrative and policy making activities and major programs and plans of the Institute. Requires a high degree of originality, creativity, and independent judgement. Sets own standard of performance within overall policies or budgetary limits. Work is checked only through consultation and agreement with others rather than by directives from the supervisor. |  |
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| Referring to the definition of Initiative, *Rules of Application,* and the level descriptions, please provide specific examples of duties and responsibilities, tasks, and activities related to this factor. | | |
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| Please provide examples of how the work done is checked and errors are corrected. | | |
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| List up to five examples of decisions or duties you perform without reference to your supervisor or subsequent checks. | | |
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| List up to five examples of decisions or duties you perform on which you seek consultation, check, or approval from elsewhere. | | |
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| What kinds of guidelines, procedures, manuals, and policies do you use in carrying out your job duties and making your recommendations or decisions? | | |
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| Describe those situations where you have the freedom to deviate from guidelines, policies, etc. | | |
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| **ADDITIONAL COMMENTS** | | |
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| **FACTOR: JUDGMENT** | |
| This section is to be completed by the Employee with the Manager/Supervisor.  Judgment is the use of knowledge acquired through training and experience to form a conclusion or make a decision by discerning and comparing data or information. It involves such things as the consideration and weighing of the data or information and the use of logic and reason to evaluate alternatives. It also takes into consideration the requirement to use discretion in dealing with potentially confidential or sensitive matters. Judgement will increase in relation to the variety and complexity of alternatives to be weighed.  When reviewing the following, consider the majority of the position’s duties and responsibilities. | |
| **LEVELS** | **Rating** |

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| 1 | Work requires minor decisions generally affecting the sequence of work rather than accuracy, correctness or quality. |  |
| 2 | Work involves choice of action within limits defined by standard or accepted practice and/or instruction and requires decisions that may affect quality, accuracy or utility of results. Discretion is used when dealing, on a regular basis, with confidential matters. |  |
| 3 | Work requires some judgement in dealing with exceptions to accepted standards and precedents. Sometimes adapts or modifies methods and standards to meet variations in controlling conditions. Discretion is used when dealing, on a regular basis, with confidential matters. |  |
| 4 | Work may require considerable judgement to apply factual background and fundamental principles in developing approaches and techniques for the solution of problems. Discretion is used when dealing, on a frequent basis, with confidential or sensitive matters. |  |
| 5 | Work requires considerable judgement to work out programs and approaches to major objectives. Established policies and recognized principles may be inadequate to determine procedure or decision in all cases. Discretion is exercised when dealing, on a daily basis, with confidential or sensitive matters. |  |
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| Referring to the definition of Judgment, *Rules of Application,* and the level descriptions, please provide specific examples of duties and responsibilities, tasks, and activities related to this factor. | | |
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| **ADDITIONAL COMMENTS** | | |
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| **FACTOR: COMMUNICATION** | |
| This section is to be completed by the Employee with the Manager/Supervisor.  Interpersonal communication is the ability to communicate with others on a personal level both verbal and written (in person, electronic, over the telephone, in-group situations, and correspondence). Communication may be with other staff, customers, general public, faculty, administrators and members of other organisations under a variety of situations. Several communication techniques may be used including courtesy, tact, influence, persuasion, negotiation, counselling, empathy, etc.  Communication measures the tact, cooperation, persuasiveness and skill in presenting facts together with the ability to inspire confidence in dealing with or influencing other persons you regularly have contact within the Institute or the external community.  In determining the appropriate rating of this factor, consider how the communications are accomplished (telephone, mail, electronic media, face to face), frequency, whether the communications involve furnishing or obtaining information only or whether they involve influencing others.  When reviewing the following, consider the majority of the position’s duties and responsibilities. | |
| **LEVELS** | **Rating** |

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| 1 | Communications are with immediate associates within the department for exchange of information and to receive instruction. Communications with others beyond immediate associates is of a routine nature. |  |
| 2 | Frequent communications to exchange information with other departments up to management level on routine matters. Frequent routine communications outside the Institute to secure or present data pertinent to a specific assignment.  OR  Constant communication where there is no requirement to present data but importance is given to the use of tact and diplomacy in dealing with others (i.e. customer service representatives, switchboard operator). |  |
| 3 | Constant communications within assigned department to furnish or obtain information, report on or discuss controversial subjects, obtain cooperation, coordinate effort of others and use tact to avoid friction.  OR  Communicate frequently with other departments or outside contacts to discuss the nature of problems, submit reports and data, or to make recommendations. |  |
| 4 | Communications as required when consulting or being consulted on problems involving interpretation of data and presenting recommendations to obtain cooperation or approval of action to be taken. Communications may include personnel of other departments in administrative positions or outside the Institute where improper handling may result in loss of business or prestige in a limited degree. |  |
| 5 | Communications necessary for the coordination of effort between departments or phases of activity where failure may have considerable effect on personnel or student relations. Communications necessary to negotiate the best price and favourable terms regarding supplies, materials and/or services required by the Institute or to resolve non-performance problems regarding commitments made in contracts with respect to supplies, materials and/or services. Communications outside the Institute of such character that failure in their development and maintenance would result in significant damage to the Institute's prestige in a major degree. |  |
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| Referring to the definition of Communication, *Rules of Application,* and the level descriptions, please provide specific examples of the nature, purpose, and outcomes as a result of internal (to BCIT and your department). Include the positions and departments with whom the communications are with. | | |
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| CONFIDENTIALITY  Give examples of the type and frequency of activities that require a confidential approach. | | |
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| **ADDITIONAL COMMENTS** | | |
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| **FACTOR: SCOPE OF SUPERVISION** | | |
| This section is to be completed only if this position supervises permanent staff.  This section is to be completed by the Employee with the Manager/Supervisor.  Scope of supervision serves as a scale of measurement for the size or amount of the supervisory responsibility and the levels are set in terms of numbers of persons regularly supervised.  Please indicate the number of FTE’s in the Rating box beside the appropriate level. | | |
| **LEVELS** | | **# FTE** |
| 1 | Supervises a unit of less than one full-time equivalent position. |  |
| 2 | Supervises a unit of not more than 3 positions. |  |
| 3 | Supervises a unit of not more than 6 positions. Number of positions may exceed 6 if work of those supervised is routine in character. |  |
| 4 | Supervises a unit of not more than 10 positions. Number of positions may exceed 10 if work of those supervised is of limited scope and diversity. |  |
| 5 | Supervises a unit of up to 15 persons. Number may be lower where work is of moderate complexity. |  |
| 6 | Supervises a unit of up to 20 persons. Number may be lower where work is of moderate complexity. |  |
| 7 | Supervises a unit of up to 30 persons where work of those supervised is limited in scope and diversity OR the work of some of those supervised is of major complexity. |  |

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| **FACTOR: DEGREE OF SUPERVISION** | | |
| This section is to be completed by the Employee with the Manager/Supervisor.  This factor serves as a scale of measurement for the extent to which the employee is required to direct and control other employees in the quality and quantity of work required to direct and control other employees in the quality and quantity of work performed by them. It considers the place of the position in the Institute structure and the extent to which accountability for results goes with the position. | | |
| **LEVELS** |  | **Rating** |
| 1 | Does the same work as associates most of the time serving only as a channel through which work is scheduled, distributed or checked.  OR  Directs and controls the work of a full- or part-time assistant doing detailed work related to the position. |  |
| 2 | Spends major part of time assigning, checking and maintaining flow of work where procedures are standardized. May give input to the performance appraisals.  OR  Coordinates the activities of others whose work is generally routine in nature; rules, practices and procedures are defined. May spend a large percentage or time doing more involved phases or work done by associates. Some added responsibility for monitoring costs and employee performance and may give input to the performance appraisals. |  |
| 3 | With limited authority, directs and controls the work of employees engaged in diverse work activities and holds full responsibility for scheduling assigning work, checking results, monitoring costs, and ensures that employees know performance standards of the job. Completes performance appraisals and makes recommendations as required. |  |
| 4 | Directs and controls the work of a unit of the Institute, either directly or delegates through subordinates, with full responsibility for: costs; methods of operation; and, maintenance of practices and procedures within Institute guidelines. |  |

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| **FACTOR: PHYSICAL ASSETS/SENSORY EFFORT/MULTIPLE DEMANDS** |
| This section is to be completed by the Employee with Manager/Supervisor.  These questions cover the sensory and concentration awareness required to perform the duties of a job like yours. Your answers should not include mental concentration, which is required when you are doing analysis, reasoning, or making judgments as they are covered in the Mental Demands statements.  Read each statement and select the appropriate frequency for the statement based on the following table. |

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| **Exposure** | **Time Range** | **Description** |
| *Never* | *0%* |  |
| *Occasional* | *Up to 5% of the year’s work time* | *Once in a while, from time to time, as the need arises, generally not for long periods* |
| *Regular* | *More than 5% to 40% of the year’s work time* | *Sometimes, such as daily and lasting for short periods or sometimes, such as weekly for long periods or seasonally for very long periods* |
| *Frequent* | *More than 40% to 70% of the year’s work time* | *Often, such as daily and lasting for long periods or many times a day, almost every day for short periods.* |
| *Almost always* | *Over 70% of the year’s work time* | *Almost without interruption, every day* |

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| **Section A – Sensory Concentration (Respond to every statement by highlighting the level)** | | | | | |
| **Activity** | **Never** | **Occasional** | **Regular** | **Frequent** | **Almost Always** |
| Sort and distribute mail |  |  |  |  |  |
| Search for misfiled documents or items |  |  |  |  |  |
| Observe supplies and inventory for re-ordering |  |  |  |  |  |
| Check work area for cleanliness |  |  |  |  |  |
| Listen to understand and observe to interpret in order to respond |  |  |  |  |  |
| Visually check condition of goods |  |  |  |  |  |
| Smell and observe to prepare food or other mixtures |  |  |  |  |  |
| Diagnose and repair machinery or equipment |  |  |  |  |  |
| Use keyboard for word processing, data entry, or other programs |  |  |  |  |  |
| Design layout patterns or other items |  |  |  |  |  |
| Take minutes or official notes of meetings for others |  |  |  |  |  |
| Prepare documents for desktop publishing |  |  |  |  |  |
| Do construction work |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |
| **Section B – Attention to Detail (Respond to every statement)** |  |  |  |  |  |
| Complete order forms |  |  |  |  |  |
| Count items or other objects |  |  |  |  |  |
| Conduct inspections of operations, buildings, equipment, or systems |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |
| Identify material or other objects for classification |  |  |  |  |  |
| Collect money and issue change |  |  |  |  |  |
| Read documents, reports, databases, |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |
| Write documents, reports, databases, |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |
| Scrutinize documents, reports, databases, |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |
| Monitor budget or other expenditures |  |  |  |  |  |
| Inspect electrical or mechanical equipment for compliance to code |  |  |  |  |  |
| Set up and operate industrial machinery or equipment |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |
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| Observe patients or others |  |  |  |  |  |
| Escort patients or others |  |  |  |  |  |
| Be prepared to respond immediately to emergency (example life threatening) situations |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |
|  | | | | | |
| Perform scheduled tasks with few interruptions or distractions |  |  |  |  |  |
| Respond to others’ requirements while performing another activity |  |  |  |  |  |
| Finalize and mark exams within time frame |  |  |  |  |  |
| Prepare and complete work within a specified time frame |  |  |  |  |  |
| Prepare complete reports by a deadline |  |  |  |  |  |
| Balance schedules, respond to people in person and by the telephone with:   * other interruptions * deadlines |  |  |  |  |  |
| Prepare payroll or calculations and adjustments to meet multiple deadlines |  |  |  |  |  |
| Prepare response with little advance notice |  |  |  |  |  |
| Manage concurrent projects |  |  |  |  |  |
| Attend to needs of others, patients or clients, with frequent multiple demands and/or interventions |  |  |  |  |  |

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| **FACTOR: PHYSICAL EFFORTS** |
| This section is to be completed by the Employee with the Manager/Supervisor.  These questions cover the muscular exertion to control large and small muscle groups, including eyes required to perform the duties of the job.  Read each statement and select the appropriate frequency for the statement based on the following table. |

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| **Exposure** | **Time Range** | **Description** |
| *Never* | *0% of the time* | *No requirement for muscular exertion* |
| *Occasional* | *Up to 5% of the year’s work time* | *Once in a while, from time to time, as the need arises, generally not for long periods* |
| *Regular* | *More than 5% to 40% of the year’s work time* | *Sometimes, such as daily and lasting for short periods (e.g., daily intermittent keyboarding); or sometimes, such as weekly for long periods (e.g., driving for several hours); or seasonally for very long periods (e.g., fighting forest fires for several weeks).* |
| *Frequent* | *More than 40% to 70% of the year’s work time* | *Often, such as daily and lasting for long periods (e.g., keyboarding for several hours at a stretch); or many times a day, almost every day for short periods (e.g., regular lifting, but interspersed with lighter tasks throughout the shift).* |
| *Almost always* | *Over 70% of the year’s work time* | *Almost without interruption, every day* |

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| **Section A – Physical Effort (Respond to every statement)** | | | | | |
| **Activity** | **Never** | **Occasional** | **Regular** | **Frequent** | **Almost Always** |
| Sitting where work provides opportunity to get up |  |  |  |  |  |
| Sitting where work provides ***almost no*** opportunity to get up |  |  |  |  |  |
| Standing or walking |  |  |  |  |  |
| Walking up and down stairs |  |  |  |  |  |
| Kneeling, bending, crouching, reaching or stretching |  |  |  |  |  |
| Working in awkward positions such as under motor vehicles |  |  |  |  |  |
| Operating industrial or powered equipment |  |  |  |  |  |
| Sweeping |  |  |  |  |  |
| Mopping |  |  |  |  |  |
| Pushing, pulling, lifting or carrying:  ♦ ***Light*** (up to 20 lbs.) such as books, small boxes, chairs, audio/visual equipment or manuals |  |  |  |  |  |
| Pushing, pulling, lifting or carrying:  ♦ ***Moderate*** (more than 20 and up to 40 lbs.) such as printers, computer terminals, boxes of files) |  |  |  |  |  |
| Pushing, pulling, lifting or carrying:  ♦ ***Heavy*** (over 40 lbs. such as industrial equipment or adults) |  |  |  |  |  |
| Driving |  |  |  |  |  |
| Climbing ladders, stacks, towers or scaffolds |  |  |  |  |  |
| Writing by hand |  |  |  |  |  |
| Keyboarding without speed requirement |  |  |  |  |  |
| Focusing visual attention to computer screens |  |  |  |  |  |
| Focusing visual attention to printed material |  |  |  |  |  |

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| **FACTOR: SURROUNDINGS** |
| This section is to be completed by the Employee with the Manager/Supervisor.  These questions cover the typical kind of disagreeable physical elements and disagreeable social interaction with others under which the job duties are performed. When responding to these questions, ***do not*** include hazards, as they are covered in the Hazards’ statements.  Read each statement and select the appropriate frequency for the statement based on the following table. |

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| **Activity** | **Never** | **Occasional** | **Regular** | **Frequent** | **Almost Always** |
| Unpleasant dealings with upset, angry, demanding or unpredictable people (includes public) |  |  |  |  |  |
| Outside work in all weather conditions |  |  |  |  |  |
| Crowded office, clinic, library or shop with background noise |  |  |  |  |  |
| Overnight travel |  |  |  |  |  |
| Body fluids |  |  |  |  |  |
| Odours |  |  |  |  |  |
| Fumes |  |  |  |  |  |
| Chemicals |  |  |  |  |  |
| Pesticides |  |  |  |  |  |
| Dust |  |  |  |  |  |
| Noise |  |  |  |  |  |
| No shelter from elements while doing field work |  |  |  |  |  |
| Machinery noise and/or vibration |  |  |  |  |  |
| Confined spaces such as working under vehicles, inside boilers |  |  |  |  |  |
| Excessive heat from ovens, steam, engine rooms, or other similar locations |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |

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| **FACTOR: HAZARDS** |
| This section is to be completed by the Employee with the Manager/Supervisor.  These questions cover the kinds of hazards (sources of danger) that a person is exposed to in performing the duties of the job.  There is one section to complete covering the kind of hazard and the time spent exposed to the hazard by someone performing a job like yours. Assume reasonable care is exercised and safety regulations are observed.  Read each statement and select the appropriate frequency for the statement based on the following table. |

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| **Exposure** | **Time Range** | **Description** |
| *Never* | *0% of the time* | *No requirement for muscular exertion* |
| *Occasional* | *Up to 5% of the year’s work time* | *Once in a while, from time to time, as the need arises, generally not for long periods* |
| *Regular* | *More than 5% to 40% of the year’s work time* | *Sometimes, such as daily and lasting for short periods (e.g., daily intermittent keyboarding); or sometimes, such as weekly for long periods (e.g., driving for several hours); or seasonally for very long periods* |
| *Frequent* | *More than 40% to 70% of the year’s work time* | *Often, such as daily and lasting for long periods (e.g., keyboarding for several hours at a stretch); or many times a day, almost every day for short periods (e.g., regular lifting, but interspersed with lighter tasks throughout the shift).* |
| *Almost always* | *Over 70% of the year’s work time* | *Almost without interruption, every day* |

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| **Activity** | **Never** | **Occasional** | **Regular** | **Frequent** | **Almost Always** |
| Walking around office hazards (for example, unsecured electric cords or open file drawers) |  |  |  |  |  |
| Driving or using public transport |  |  |  |  |  |
| Pushing/pulling/lifting/carrying:  ♦ ***Light*** weights (up to 20 lbs.) such as books, small boxes, chairs, audio/visual equipment, manuals  ♦ ***Moderate*** weights (over 20 and up to 40 lbs.) but occasionally heavy weights such as printers, computer terminals, boxes of files  ♦ ***Heavy*** weights (over 40 lbs.) such as industrial equipment or adults |  |  |  |  |  |
| Keyboarding or repetitive motion |  |  |  |  |  |
| Working around hazardous wastes or toxic chemicals or gases |  |  |  |  |  |
| Facing possible physical violence from clients or patients |  |  |  |  |  |
| Working around body fluids or infectious disease |  |  |  |  |  |
| Climbing or working from heights (example, towers, scaffolds, ladders, buildings) |  |  |  |  |  |
| Working around moving equipment or traffic |  |  |  |  |  |
| Working around high voltage electricity |  |  |  |  |  |
| Participating in emergency rescues |  |  |  |  |  |
| Repairing or inspecting moving equipment |  |  |  |  |  |
| Walking on slippery surfaces |  |  |  |  |  |
| Working around sharp objects |  |  |  |  |  |
| Working around heat, fire, steam, or chemicals |  |  |  |  |  |
| Working in areas that are subject to falls or slips |  |  |  |  |  |
| Writing by hand |  |  |  |  |  |
| Operating power tools, machines or equipment |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |