

City of Saskatoon Job Summary



Purpose

The purpose of the Job Summary is to give the Joint Job Evaluation Maintenance Committee an overview of the duties performed in your home position.

Instructions for Submission

- **Complete the Job Summary before starting the Job Evaluation Questionnaire (JEQ).**
- It is essential that all sections be completed; however, it is **not** necessary to provide lengthy responses. It is more important to be precise and accurate.
- The Job Summary must be signed and submitted with the completed JEQ.
- The Job Summary will be reviewed by your out-of-scope supervisor /manager.

Key Duties/Responsibilities:

Most jobs can be described in three to five key duties/responsibilities:

1. Summarize each key duty/responsibility by a phrase, e.g. "Providing administrative support".
2. Estimate (to the nearest 5%) the *percentage (%)* of time per year spent on each key duty/responsibility. Percentages (%'s) need to be "ball park" estimates only.
3. Describe details or examples of the *duties/responsibilities* that are performed.

Think about duties you perform on a regular basis regardless if they occur daily, weekly, monthly or annually. Then indicate the *approximate %* of time you spend in each major area.

If using abbreviations, acronyms or technical terminology, please, explain the meaning.

Key Duty/Responsibility 1: _____ %

Describe: _____

Key Duty/Responsibility 2: _____ %

Describe: _____

Key Duty/Responsibility 3: _____ %

Describe: _____

Key Duty/Responsibility 4: _____ %

Describe: _____

Key Duty/Responsibility 5: _____ %

Describe: _____

Key Duty/Responsibility 6: _____ %

Describe: _____

Employee:

Signature

Date

Signature

Date

Intentionally blank.

City of Saskatoon

Joint Job Evaluation Questionnaire

Instruction Sheet



What is Job Evaluation?

Job evaluation is a process for determining the internal equity of jobs in CUPE 59. It provides a consistent measuring stick that is used to compare all jobs in CUPE 59 in an equitable and gender-neutral manner. Job evaluation measures job content only – it is not a tool to evaluate individual performance.

Objectives

The objectives of CUPE Local 59 and the City's Joint Job Evaluation Plan and are:

- to maintain internal equity,
- to ensure equal pay for work of equal value,
- to evaluate job content using an objective, reliable measurement,
- to compare jobs across the organization,
- to evaluate new or changed jobs and
- to ensure transparency, understanding and equity, through joint participation.

The Job Evaluation Questionnaire (JEQ) is designed to gather relevant job content information.

General Instructions for completing the JEQ

- *All employees, who are doing the same work and who report to the same out-of-scope supervisor /manager, must be listed on the Job Summary and JEQ.*
- *To complete the JEQ, you will select an appropriate response from a list of degree levels.*
- *The examples you provide on the JEQ do not have to be lengthy. Provide concise and relevant examples that support your submission. You can use point form.*
- *If you use an acronym or a specific technical term, ensure that you define it so that the Joint Job Evaluation Maintenance Committee (JJEMC) can understand it.*
- *Please write or print legibly.*
- *Your responses to the sub-factors need to be an accurate reflection of the typical requirements of the job. Try not to understate or overstate your responses. Be straightforward and objective. The JJEMC will consider your input as well as that of your supervisor.*
- **Remember that the JJEMC has the responsibility to make the final decisions of how all Local 59 jobs are evaluated. It will evaluate your position against all jobs in Local 59.**
- *When you have completed the JEQ, take a few minutes to review your responses. As you do, please record the number of the level you have chosen for each sub-factor on the Job Evaluation Questionnaire Summary. Ensure that the Job Evaluation Questionnaire Summary accurately reflects your JEQ responses.*
- *If a Reconsideration Request Form is to be submitted, the majority of employees listed on the JEQ must agree to the Reconsideration for the submission to be considered by the JJEMC.*
- *The decisions of the JJEMC are final and binding on both parties, including all employees doing the work identified on the original JEQ. No position can be submitted for evaluation until one year has passed since the last evaluation /reconsideration by the JJEMC. Subsequent requests for evaluation must clearly identify changes to the position since the last evaluation.*
- **Submit the completed JEQ together with the Job Summary to Human Resources, at City Hall.** *Retain a copy of your submission for your personal file. It may be in your best interest to make your submission in person.*

City of Saskatoon

Job Evaluation Questionnaire



Job Evaluation Questionnaire Identification (please print)

Employee name: _____ Employee #: _____
(If more than one, attach a list of the other names with Employee #.)

Job title: _____ Work telephone: _____

Department: _____ Branch: _____ Section: _____

How long have you been in this job? _____

Immediate supervisor's name: _____ Title: _____

Out-of-scope supervisor /manager's name: _____ Title: _____

Employee's signature: _____ Date: ____/____/____
Yr. Mo. Day

Out-of-scope supervisor /manager's signature: _____ Date: ____/____/____
Yr. Mo. Day

Table of Contents

Introduction	1
Factors and Sub-factors	
Skill	
Education	2
Experience	6
Communication (Oral and Written)	10
Problem-Solving	16
Responsibility	
Freedom to Act	20
Impact of Decisions and Actions	24
Leadership and Development of Employees	28
Effort	32
Working Conditions	36
General Comments	40
Job Evaluation Questionnaire Summary	41

Introduction

This Job Evaluation Questionnaire (JEQ) is designed to gather relevant job content information from City of Saskatoon employees and their supervisors /managers.

The purpose of this JEQ is to measure the requirements of the job only. This is not an appraisal of your abilities or performance in the job.

There are four Factors that will be covered: Skill, Responsibility, Effort and Working Conditions. You will be asked to respond to a number of sub-factors. For each sub-factor you will be asked to identify the response that you feel is applicable to your job.

Completing the Questionnaire:

- For each sub-factor, read the guidelines and instructions carefully.
- Read all of the responses for each sub-factor before selecting a response which best describes your job.
- **Base all responses on your position's current responsibilities.** By "current responsibilities" you should consider typical assignments and duties in the past 12 months or the time you have been working in this job if less than 12 months. Give your best judgement of what your job does on a regular basis, (e.g. daily, weekly, monthly, quarterly or annually). Please, do not base your responses on unusual or special one-time assignments.
- Your responses will be recorded in a database, then the JEQ will be forwarded to your immediate out-of-scope supervisor /manager for review and completion. Your responses will not be changed by your supervisor /manager.

Education

Definition:

This sub-factor measures the current **minimum** knowledge and skill required, gained through formal education, instruction or training, based on **today's educational levels and standards**, that is necessary to prepare an individual to start in the job. In other words, if a new person were hired into this job, what would be the minimum (not preferred) level of completed schooling or formal training required based on today's educational levels?

The minimum level of education, required to do the job, may be different than your own education.

Such knowledge is most commonly acquired as the result of time spent in formal instruction programs, prior to graduation or certification.

Guidelines:

1. Minimum qualifications are those qualifications that an employee must possess before being hired into the job.
2. Education includes formal education, instruction or training. A classroom includes an institutional setting and distance education /correspondence programs.
3. Training or course work must be related to a specific requirement of the job (i.e., the training is not completed for individual enhancement or career development).
4. For jobs requiring a journeyman certificate, only the entrance prerequisite education level plus classroom time should be considered under the Education sub-factor. The time spent on the job in order to complete the certificate (vs. the classroom time) is to be considered under the Experience sub-factor.
5. Field time required for membership in a professional organization or designation requirements for a licence should be considered under the Experience sub-factor.
6. This sub-factor does not measure:
 - education level of the current incumbent; or
 - preferred qualifications (as opposed to the minimum qualifications).

Education

Read all the response levels and then choose the **one** response that **best** applies.

Employee

Supervisor/
Manager

MINIMUM REQUIREMENTS

- 1. up to grade 12 education
- 2. secondary school graduation – grade 12 equivalency (GED)
- 3. secondary school graduation plus job-related courses of up to six weeks duration
- 4. post-secondary education – equivalent to three- to twelve-month certificate
- 5. post-secondary education – equivalent to a two-year diploma
- 6. post-secondary education – equivalent to a two-year diploma plus specialized technical certification of a minimum three months duration
- 7. university graduation – Bachelor’s degree
- 8. Graduate studies – Master’s degree or Bachelor’s degree with professional certification.

Does your job require a legislated and /or specific requirement by the City of Saskatoon?
(e.g. National Lifeguard Service, Pesticide Applicator Licence, Journeyman Certificate,
Applied Science Technologist)

No Yes

Please, specify: _____

If any special courses are needed to perform the job, please, specify what they are and indicate the length of any course /program (e.g. computer programs, instrument or equipment usage).

Employee

Please, provide comments or examples to support your selection.

Supervisor

Please, provide comments or examples to support your selection.

Experience

Definition:

This sub-factor measures the current **minimum** knowledge and skill required, gained through previous job-related experience, to prepare an individual to start in the job. The amount of work experience represents the build-up of practical knowledge and skill gained in prior jobs where the same or more elementary principles and techniques were used.

The minimum level of job-related experience, required to do the job, may be different than your own experience.

Guidelines:

1. This factor does not measure experience gained on the job after starting the job.
2. For jobs coming from an apprenticeship program, the time spent learning as an Apprentice (versus classroom time) is measured under this sub-factor.
3. Experience, including seasonal experience, should be expressed as the total months required.

Experience

Read all the response levels and then choose the **one** response that **best** applies.

- | Employee | Supervisor/
Manager | |
|--------------------------|--------------------------|-----------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. a total period of up to and including 3 months |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. a total period of over 4 months and up to and including 12 months |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. a total period of over 13 months and up to and including 24 months |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. a total period of over 25 months and up to and including 48 months |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. a total period of over 49 months and up to and including 72 months |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. a total period of over 73 months |

Employee

Please, provide comments or examples to support your selection.

Supervisor

Please, provide comments or examples to support your selection.

Communication (Oral and Written)

Definition:

This sub-factor measures the oral and written communication skills that are typically required in carrying out your day-to-day job responsibilities. The interactions can be internal or external to the City.

Communication includes: talking face-to-face, talking on the telephone or other communication methods, making presentations, written communication, instructing, guiding, counselling or persuading.

Guidelines:

1. Communication skills used in the normal supervisory role are not considered under this sub-factor. This is considered under the Leadership and Development of Employees sub-factor.
2. It is important to assess the nature and purpose of the communication. Consider the business relationships necessary to do the job, not incidental social contacts.
3. Communication, which provides technical or professional advice, guidance or training, typically requires formal training or extensive experience to enable the participants to communicate in a meaningful fashion.
4. Responses are provided in progression – each response includes all of the previous responses (e.g. a response at level 3 assumes that levels 1 and 2 also apply).

Communication (Oral and Written)

Read all the response levels in both A and B. Then choose the **one** response in **each** of A and B that **best** represents the highest level at which you are normally expected to work and which represents a significant, ongoing part of your job duties.

Employee
Supervisor/
Manager

A) Oral Communication

- | | | |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The job requires basic oral communication skills to exchange routine data or information |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The job requires more developed oral communication skills to clarify, discuss or explain information of a more detailed or specialized nature |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The job requires well-developed oral communication skills to provide technical or professional advice, guidance or training where my expertise is required for effective direction. This requires interpretive skills to communicate meaningfully |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The job requires extensive oral communication skills to convince and influence. This requires collaboration and achieving consensus to meet project, program or event objectives |

Employee
Supervisor/
Manager

B) Written Communication

- | | | |
|--------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The job requires basic written communication skills to provide /record routine data or information, which may include time sheets and forms |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The job requires written communication skills to prepare material based on a predetermined format, which may include straightforward correspondence, memos and reports |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The job requires written communication skills to compose material, which may include original, moderately complex correspondence, letters, proposals and reports |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The job requires written communication skills to compose complex, in depth, written material, of a specialized nature, which may include professional and /or technical proposals and reports |

Employee

Please, provide comments or examples to support your selections.

Supervisor

Please, provide comments or examples to support your selection.

The next three sub-factors address the decision-making process required by the job.

Read all three carefully before responding in order to ensure you understand what each is intended to measure. It is essential, for consistency and clarity, that specific examples be given for each response.

Intentionally blank.

Problem-Solving

Definition:

This sub-factor measures the typical types of problems, situations or issues, which arise in the job from day to day, and the typical methods used to respond to them.

Guidelines:

1. Every job has to deal with problems, situations or issues to accomplish the work on a daily basis. Think about the typical problems, which arise in carrying out the duties and responsibilities, and how they are resolved.
2. Problem-solving is separate and distinct from the performance and capability shown by an individual on the job.
3. Responses are provided in progression – each response includes all of the previous responses (e.g. a response at level 3 assumes that levels 1 and 2 also apply).

Problem-Solving

Read all the response levels and then choose the **one** response that **best** applies.

Employee

Supervisor/
Manager

- | | | |
|--------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Problems tend to be similar and straightforward. Detailed solutions are available to respond to these problems. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Problems tend to follow a regular pattern. A number of solutions are available. Some analysis is required to choose the best response. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Problems tend to be different, less predictable and require analyzing a number of variables. Responses involve adapting or customizing known solutions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Problems tend to be unique and require in-depth analysis, interpretation and diagnosis. Responses involve integrating complex and sometimes inconsistent information in order to develop a solution or corrective action. Responses may challenge existing practices, programs or bodies of knowledge. |

Supervisor

Please, provide comments or examples to support your selection.

Freedom to Act

Definition:

This sub-factor measures the framework or guidance available for the typical actions required to do the job.

Guidelines:

1. Consider the supervisory direction, instructions, operational guidelines and precedent situations that exist.
2. Responses are provided in progression – each response includes all of the previous responses (e.g. a response at level 3 assumes that levels 1 and 2 also apply).

Freedom to Act

Read all the response levels and then choose the **one** response that **best** applies.

- | Employee | Supervisor/
Manager | |
|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The job requires following specific instructions. Deviations from assigned work routines must normally be authorized by a supervisor. The job may determine the order in which tasks are performed. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The job requires following standardized practices and procedures and general work instructions. The job may select from available approaches and determine the order in which tasks are completed. Work is checked for accuracy and completeness. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The job requires following policy and administrative directives. Unusual situations are clarified with a supervisor or technical /functional expert. Progress is reviewed. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The job requires following policy, but allows discretion in applying administrative directives and /or standards. General directions are received regarding overall work responsibilities. The job seeks review of work upon completion of assigned program objectives. |

Employee

Please, provide comments or examples to support your selection.

Impact of Decisions and Actions

Definition:

This sub-factor measures the impact of typical actions, decisions or recommendations that are within the authority of the job. Impact can be positive or negative. However impact can be most clearly illustrated by considering the effects of an action, decision or recommendation that turns out to be the wrong choice. Impact refers to an influence on aspects such as internal and external customer service, corporate image, financial resources, operations, health and safety of civic staff and the public.

Customers can be internal or external.

Guidelines:

1. For the purposes of this sub-factor, you should consider “decisions /actions” or “recommendations”.
 - Decisions /Actions are those that you can make or carry out without further approval or direction from others.
 - Recommendations are included if they are normally expected in the job and are acted upon.
2. This factor does not consider the effect of making errors due to ignoring practices and guidelines or to poor performance. Also, this factor does not consider what the impact would be of the worst possible mistake you could make in the job. This factor measures the typical impact of actions, decisions or recommendations normally made during the course of the year under normal operations.
3. Responses are provided in progression – each response includes all of the previous responses (e.g. a response at level 3 assumes that levels 1 and 2 also apply).

Impact of Decisions and Actions

Read all the response levels and then choose the **one** response that **best** applies.

- | | | |
|--------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Employee</i> | <i>Supervisor/
Manager</i> | |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Actions, decisions or recommendations required by the job may have limited impact on the immediate work area or another work area. Errors are readily detected and corrected. There is minimal loss or effect. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Actions, decisions or recommendations required by the job may have moderate impact on the City's operations, employees, customers or services. Errors are usually discovered before the impact becomes considerable or significant. The impact of errors involves: <ul style="list-style-type: none"> • embarrassment in customer, public or employee relations; or • the work of others to trace and make necessary corrections; or • delays in the processing or handling of information. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Actions, decisions or recommendations required by the job may have considerable impact on the City's operations, employees, customers or services. The impact of errors involves: <ul style="list-style-type: none"> • deterioration in customer, public or employee relations; or • delays in related services; or • inaccuracies in reports and records that affect activities based upon them; or • minor injury /discomfort to others; or • damage to expensive equipment and apparatus. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Actions, decisions or recommendations required by the job may have extensive impact on the City's operations, employees, customers or services. The impact of errors involves: <ul style="list-style-type: none"> • serious deterioration and /or loss in customer, public or employee relations; or • substantial delays in a phase of work; or • serious injury /discomfort to others; or • serious results through late delivery and /or breakdown in services. |

Employee

Please, provide comments or examples to support your selection.

Leadership and Development of Employees

Definition:

This sub-factor measures the responsibility the job has for other employees, including regular full-time and part-time, temporary or seasonal employees.

Guidelines:

1. The majority of the examples under each level must apply in order to respond at this level.
2. At level 2, provide details about the leadership requirements for this job, including how the leadership is provided and to which positions (please indicate job titles).
3. At the levels 3 and 4, the City's job description should reflect the supervisory responsibilities in the job.
4. Any job receiving a premium covered under **Superior Duty Pay**, such as "lead-hand", should consider only the typical duties assigned to the job when not receiving the premium.
5. Administration of contractors and direction of volunteers is addressed under the Communication Skills sub-factor.
6. Responses are provided in progression – each response includes all of the previous responses (e.g. a response at level 3 assumes that levels 1 and 2 also apply).

Leadership and Development of Employees

Read all the response levels and then choose the **one** response that **best** applies.

Please, circle all of the points under your applicable response level (2 to 4) for which you are **typically** responsible.

Employee

Supervisor/
Manager

- | | | |
|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The job looks for ways to improve work processes. May be required to orient employees or provide introductions to the City's environment, processes and protocols. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The job is required to provide direction to others, regularly, by: <ul style="list-style-type: none"> • assigning tasks • allocating work • clearly communicating what is required to get the job done • providing guidance in work methods and procedures • being visible and approachable. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. This is a supervisory role with responsibility for: <ul style="list-style-type: none"> • coaching, mentoring and training • reinforcing the work group and individuals through encouragement • developing expectations for the employee in the job • assigning and delegating work • ensuring quality and service standards are met • translating the City's policies, practices and procedures into day-to-day activities • conducts performance reviews • providing input into hiring. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. This is a supervisory role with responsibility for coordinating and directing other supervisors as found at level 3: <ul style="list-style-type: none"> • developing leadership skills and qualities in supervisors • coaching, mentoring and training individuals and supervisors • reinforcing work groups and encouraging individuals • developing expectations for the employee in the job and work groups • assigning and delegating work that, in turn, is assigned and delegated to others. |

Employee

Please, provide comments or examples to support your selection.

Effort

Definition:

This factor measures the typical effort required in your job. Efforts may be simultaneous and, therefore, may exceed 100 percent.

Guidelines:

1. Check the box corresponding to appropriate level for each of the efforts – do not write percentages in the box.
2. Under visual effort, regular reading should only be considered if it is done on a sustained basis, i.e., glancing /browsing through materials and the reading of memoranda and letters are not included.
3. Consider the freedom the job has to seek relief or perform less demanding tasks versus having little or no choice.
4. We are assessing tasks requiring concentration. Attentiveness is required for all jobs.

Light Physical Effort

- Continuous sitting (greater than 60 minutes at one time).
- Continuous standing (greater than 30 minutes at one time).
- Walking, stooping, bending, stretching, reaching.
- Lifting, carrying, pushing or pulling weight under 10 kg. (22 lbs.).

Heavy Physical Effort

- Lifting, carrying, pushing or pulling weight greater than 10 kg. (22 lbs.).
- Climbing or running required or expected by the job duties (not running or climbing stairs as a personal option).

Visual Effort

- Concentrated /intense visual effort that may result in eyestrain (e.g. to read charts, graphs, reports, working on plans /prints or computer terminal, operating a vehicle or equipment).

Manual Dexterity

- Specialized skills requiring precision, hand-eye coordination and /or fine motor control, e.g. operating equipment.
- Includes keyboarding where the job requires accuracy and speed in the performance of the duties.

Mental Concentration

- Includes extended periods of information retention or focus, listening, balancing multiple tasks simultaneously amidst changing priorities and demands, filtering out distractions, etc.
- Effort while operating a vehicle or equipment.

Effort

Using this scale, check the box in the table below that best describes the typical level required, in your job, for **each** of the efforts listed.

Minimal	Occurs seldom or less than 6% of the time (less than 3 hr. /wk.)
Occasional	Occurs once in a while or approximately 6 to 25% of the time (3 to 10 hr. /wk.)
Regular	Occurs often or approximately 26 to 50% of the time (11 to 20 hr. /wk.)
Frequent	Occurs repeatedly or approximately 51 to 75% of the time (21 to 30 hr. /wk.)
Extended	Occurs almost continually over 75% of the time (more than 30 hr. /wk.)

	Light Physical Effort		Heavy Physical Effort		Visual Effort		Manual Dexterity		Mental Concentration	
	Employee	Supervisor	Employee	Supervisor	Employee	Supervisor	Employee	Supervisor	Employee	Supervisor
Minimal										
Occasional										
Regular										
Frequent										
Extended										

Supervisor

Please, provide comments or examples to support your selection.

Working Conditions

Definition:

This factor measures the frequency of exposure to undesirable or disagreeable environmental conditions or hazards under which the work is typically performed. Your responses may not equal 100 percent.

Guidelines:

1. Consider only those conditions or hazards that are inherent in the nature of the work, i.e., those that cannot be eliminated or easily changed.
2. Do not consider extreme situations, that is, where the risk of a specific situation or accident occurring is unlikely.
3. Consider the frequency of exposure to undesirable working conditions or hazards.
4. Do not consider conditions for which premiums are paid.
5. Consider whether the activity can be avoided or rescheduled, for example, with driving – consider your ability to avoid the situation by re-scheduling as opposed to the commitment to travel no matter what the conditions are.
6. Consider the many and varied conditions that prevail in the workplace. A list of common examples is included in the table below. This list is not inclusive of all potential conditions and /or hazards. Provide examples of the conditions /hazards to which you are exposed.

Minor Conditions /Hazards

- Exposure to minor conditions such as dust, dirt, chemicals, fumes, heat or cold, noise, vibration, inclement weather, poor lighting /visibility, interruptions, restrictive workstation.
- Exposure to rudeness and profanity from external contacts.
- Exposure to minor health and accident hazards (for example, mild sprains, abrasions).
- Exposure to mild infectious diseases.
- Driving vehicle for work purposes (this does not include going to and from home).

Major Conditions /Hazards

- Exposure to extreme conditions such as dust, dirt, fumes, toxic chemicals, heat, cold, obnoxious odours, noise, vibration, inclement weather and bodily fluids.
- Exposure to physically confined workspace.
- Exposure to verbal and /or physical abuse from external contacts.
- Exposure to major health and accident hazards.
- Exposure to serious infectious disease.
- Work with dangerous equipment or procedures or with hazardous materials.

Working Conditions

Using this scale, check the one box in **both** minor **and** major conditions that best describes the conditions or hazards under which the work is typically performed.

Minimal	Occurs seldom or less than 6% of the time (less than 3 hr. /wk.)
Occasional	Occurs once in a while or approximately 6 to 25% of the time (3 to 10 hr. /wk.)
Regular	Occurs often or approximately 26 to 50% of the time (11 to 20 hr. /wk.)
Frequent	Occurs repeatedly or approximately 51 to 75% of the time (21 to 30 hr. /wk.)
Extended	Occurs almost continually over 75% of the time (more than 30 hr. /wk.)

	Minor Conditions /Hazards (Check only one box)		Major Conditions /Hazards (Check only one box)	
	Employee	Supervisor	Employee	Supervisor
Minimal				
Occasional				
Regular				
Frequent				
Extended				

Employee

Please, provide comments or examples to support your selections.

Horizontal lines for providing comments or examples.

General Comments

If there is any additional information significant to your job, which is not covered in the JEQ, please, provide your comments below.

Job Evaluation Questionnaire Summary

Carefully transfer all response levels from the JEQ to this summary sheet.

Level	1	2	3	4	5	6	7	8
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Communication – Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Communication – Written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Freedom to Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Impact of Decisions /Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Leadership /Development of Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

	Effort					Working Conditions	
	Light Physical	Heavy Physical	Visual	Manual Dexterity	Mental Concentration	Minor	Major
Minimal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occasional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employee's name: _____

Employee #.: _____

(If more than one, attach a list of the other names with Employee #.)

Job title: _____

Department: _____ Branch: _____ Section: _____