

City of Saskatoon Job Evaluation Questionnaire



Job Evaluation Questionnaire Identification (please print)

Name: _____ Employee #: _____
to be completed by Human Resources

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: /____/____

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City of Saskatoon

Job Summary

Purpose

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

Instructions for Submission

- Complete the Job Summary before starting the Job Evaluation Questionnaire.
- 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 Job Evaluation Questionnaire.
- 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 (%) 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 their meaning

City of Saskatoon Job Evaluation Questionnaire Instruction Sheet



Introduction

This questionnaire is designed to gather relevant job content information from City of Saskatoon employees and their supervisors/managers.

The purpose of this questionnaire 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 home position's current responsibilities.** By "current responsibilities" you should consider typical assignments and responsibilities 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.

Thank you for your participation in this very important initiative.

- Your responses will be recorded in a database, then the questionnaire 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 – Guidelines

Definition:

This sub-factor measures the **minimum knowledge required**, gained through formal education, instruction or training, that is necessary to prepare an individual to start in a job **based on today's** educational levels and standards.

Such knowledge is most commonly acquired as the result of time spent in schools, trades/technical schools, colleges, universities or other 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 may include formal education, instruction or training most commonly acquired as a result of time spent in schools, trades/technical schools, colleges or universities. A classroom may include an institutional setting or 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 education level plus classroom time should be considered under the Education sub-factor. The time spent on the job in order to complete the formal part of 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 license should be considered under the Experience sub-factor.
6. This sub-factor does not measure:
 - education level of the current incumbent; or
 - the preferred qualifications (as opposed to the minimum qualifications).

Education - Rating

This sub-factor measures the minimum knowledge required, gained through formal education, instruction or training, to fill a job based on today’s educational levels. 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 requirements of the job may be different than your personal level of education.

Such knowledge is most acquired as the result of time spent in schools, trades/technical schools, colleges, universities or other formal instruction programs, prior to graduation or certification.

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

Educational Requirement Minimum Requirement			
Employee	Supervisor	Rating	Descriptions
<input type="checkbox"/>	<input type="checkbox"/>	1	Up to Grade 12 education.
<input type="checkbox"/>	<input type="checkbox"/>	2	Secondary school graduation - grade 12 equivalencies (GED)
<input type="checkbox"/>	<input type="checkbox"/>	3	Secondary School graduation plus related courses of up to 6 weeks duration
<input type="checkbox"/>	<input type="checkbox"/>	4	Post-secondary education equivalent to three to twelve months diploma/certificate
<input type="checkbox"/>	<input type="checkbox"/>	5	Post-Secondary education - equivalent to two-year diploma /certificate
<input type="checkbox"/>	<input type="checkbox"/>	6	Post-Secondary education equivalent to a two-year diploma/certificate plus specialized technical certification of a minimum three-month duration
<input type="checkbox"/>	<input type="checkbox"/>	7	University graduation -Bachelor’s degree
<input type="checkbox"/>	<input type="checkbox"/>	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 License Journeyman Certificate Applied Science Technologist Please specify			
Please Specify Special Courses available to perform the job, and indicate the length of each course of programs:			

Please, provide comments or examples to support your selection. What change has occurred since the last evaluation.

Employee

Supervisor

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Experience – Guidelines

Definition:

This sub-factor measures the **minimum knowledge required**, gained through work experience to perform the essential techniques and skills called for by the job.

The amount of work experience represents the build-up of practical knowledge gained in prior jobs where the same or more elementary principles and techniques are used.

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. Seasonal experience should be expressed as the total months required (e.g. 2 six-month seasons = one year).

Experience - Rating

This sub-factor measures the current minimum amount of previous job-related experience required for someone to be hired into this job. The minimum level of job-related experience to do the job may not match your own experience.

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

Total Experience Required			
Employee	Supervisor	Rating	Description
<input type="checkbox"/>	<input type="checkbox"/>	1	A total of up to 3 months
<input type="checkbox"/>	<input type="checkbox"/>	2	A total of over 3month up to and including 1 year
<input type="checkbox"/>	<input type="checkbox"/>	3	A total of over 1 year and up to and including 2 years
<input type="checkbox"/>	<input type="checkbox"/>	4	A total of over 2 years and up to including 4years
<input type="checkbox"/>	<input type="checkbox"/>	5	A total of over 4 years and up to including 6 years
	<input type="checkbox"/>	6	A total of over 6 years

Please provide examples to support the change in the number of years of experience.

Employee

Supervisor

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Communication (Oral & Written) – Guidelines

Definition:

This sub-factor measures the purpose and skills required for communicating effectively in working relationships. 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, counseling, 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 & Written) - Rating

A) Oral Communication			
Employee	Supervisor	Rating	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	1	My job requires basic oral communication skills to exchange routine data & information
<input type="checkbox"/>	<input type="checkbox"/>	2	My requires more developed oral communication skills to clarify, discuss or explain information in more detailed or specialized nature
<input type="checkbox"/>	<input type="checkbox"/>	3	My job provides technical information or professional advice, guidance or training where my expertise is required for effective direction. This requires well-developed communications skills typically requiring interpretative skills to communicate meaningfully
<input type="checkbox"/>	<input type="checkbox"/>	4	My job requires extensive oral communication skills to convince and influence. This requires collaboration and achieving consensus to meet project program or even objectives
B) Written Communication			
<input type="checkbox"/>	<input type="checkbox"/>	1	My job requires basic written communication skills to provide/record routine data or information, which may include timesheet & forms
<input type="checkbox"/>	<input type="checkbox"/>	2	My job prepared written material based on predetermined format, which may include straightforward correspondence, memo, and reports
<input type="checkbox"/>	<input type="checkbox"/>	3	My job composes written material, which may include original, more complex correspondence, letters, proposal, and reports
<input type="checkbox"/>	<input type="checkbox"/>	4	My job composes complex, in-depth written material, of specialized nature which many include professional and or technical proposal and report

Please, provide comments or examples to support your selections.

what has changed since the last evaluation. Please provide examples in 2 sentences

Employee

Supervisor

Problem-Solving – Guidelines

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 that arise in carrying out the major 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 - Rating

This sub-factor measures the requirements to solve problems in your job.

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

Problem Solving			
Employee	Supervisor	Rating	Description
<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

Please, provide comments or examples to support your selection. Provide up to THREE examples of problems that you generally solve on your own.

1.
2.
3.

Freedom to Act – Guidelines

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 - Rating

This sub-factor measures the framework or guidance available for the typical actions required to do the job. *Read all response levels and then choose the **one** response that **best** applies.*

Choose the **ONE** statement that best describes your job:

Freedom to Act:			
Employee	Supervisor	Rating	Description
<input type="checkbox"/>	<input type="checkbox"/>	1	My work is routine following standardized or known practices, but I regularly decide what order to do tasks in. Changes from standard practices must be approved by supervisor. My work follows a set instruction or procedure.
<input type="checkbox"/>	<input type="checkbox"/>	2	I solve most daily problems following standardized practice and procedure and general work instruction but may use discretion to choose from available or known approaches to complete work.
<input type="checkbox"/>	<input type="checkbox"/>	3	I make decisions based on general policies and procedures, may get advice from experts/suppliers, and check with supervisors only on major decisions or unusual situations.
<input type="checkbox"/>	<input type="checkbox"/>	4	I make decisions following policy, but I use discretion in applying administrative directives or standards. General direction is received regarding overall work and responsibilities. I have wide latitude in determining how to achieve program objectives and check back with supervisor upon completion of objectives.
Example to support choice:			

What tools do you use when making decisions while doing your work? Please provide examples.

	Your own experience and expertise
Example	
	Refers to employers' procedure manuals or known procedures which may not be documented
Example	
	Checking with the supervisor for advice or direction
Example	

Impact of Decisions and Actions – Guidelines

Definition:

This sub-factor measures the impact of typical actions, decisions or recommendations that are within the authority of the job.

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 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 - Rating

This sub-factor measures the impact of typical decisions in your 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.

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

Employee	Supervisor	Rating	Description
<input type="checkbox"/>	<input type="checkbox"/>	1	Limited: 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	Moderate: 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	Considerable: 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
Examples to support choice:			
Is work reviewed before there is any impact?			
What would be the effect of these errors on others in terms of the loss of time, the effect on the work or the impact on the public image of the most serious errors that could be committed in the carrying out of your job duties?			

What has changed since the last evaluation. Please provide a concise summary.

Employee

Supervisor

Leadership and Development of Employees – Guidelines

Definition:

This sub-factor measures the responsibility your 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 - Rating

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	Rating	Description
<input type="checkbox"/>	<input type="checkbox"/>	1	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	Regularly required to provide directions to others by assigning tasks, allocating work, clearly communicating what is required to get the job done, providing guidance in work methods and procedures, and being visible and approachable
<input type="checkbox"/>	<input type="checkbox"/>	3	<p>This is a supervisory role with responsibility for</p> <ul style="list-style-type: none"> • Coaching, mentoring & 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	<p>This is a supervisory role with responsibility for coordinating and directing other supervisor as found at level 3</p> <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.
<p>Employee: Examples to support choice:</p>			
<p>Supervisor: Examples to support choice:</p>			

Effort – Guidelines

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.

Examples of physical activities:

Light Activities	Heavy Activities
Continuous Sitting Continuous standing Walking stooping, stretching, bending reaching Lifting, carrying, pushing, and pulling under 10kg(22lb)	Lifting carrying pushing or pulling greater 10kg(22Lb) Climbing or running required or expected by the job duties (not running or climbing the stair as personal option) Driving Large trucks, buses, heavy equipment

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 - Rating

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

Effort- Light

Employee	Supervisor	Rating	Descriptions
<input type="checkbox"/>	<input type="checkbox"/>	1	My work consists of light activity, occurs less 6% of the time (less than 3hours/week)
<input type="checkbox"/>	<input type="checkbox"/>	2	My work consists of light activity, and occurs occasionally for about 6 to 25% of the time (3 to 10 hours per week)
<input type="checkbox"/>	<input type="checkbox"/>	3	My work consists often of light activity and occurs 26 to 50 % of the time (11 to 20hr/ week)
<input type="checkbox"/>	<input type="checkbox"/>	4	My work consists of light activity and occurs repeatedly of approximately 51 to 75% of the time (21 to 30 Hr/week)
<input type="checkbox"/>	<input type="checkbox"/>	5	My work consists of light activity and occurs consistently for over 75% of the time (More than 30 Hr/week)
Examples to support choice:			

Effort- Heavy

Employee	Supervisor	Rating	Descriptions
<input type="checkbox"/>	<input type="checkbox"/>	1	My work consists of Heavy activity, occurs less 6% of the time (less than 3hours/week)
<input type="checkbox"/>	<input type="checkbox"/>	2	My work consists of Heavy activity, and occurs occasionally for about 6 to 25% of the time (3 to 10 hours per week)
<input type="checkbox"/>	<input type="checkbox"/>	3	My work consists often of Heavy activity and occurs 26 to 50 % of the time (11 to 20hr/ week)
<input type="checkbox"/>	<input type="checkbox"/>	4	My work consists of Heavy activity and occurs repeatedly of approximately 51 to 75% of the time (21 to 30 Hr/week)
<input type="checkbox"/>	<input type="checkbox"/>	5	My work consists of Heavy activity and occurs consistently for over 75% of the time (More than 30 Hr/week)

Examples to support choice:

Effort- Visual

Employee	Supervisor	Rating	Descriptions
<input type="checkbox"/>	<input type="checkbox"/>	1	Basic Requirement Including Reading, chart, graph, report ,operating a vehicle or equipment, working on plan/print or computer terminal, video screens, optical equipment ,telescopes, microscopes, display panel, Visual display, excessive bright or dim lighting e.t.c occurring less 6% of the time less than 3hours a week
<input type="checkbox"/>	<input type="checkbox"/>	2	Periodic Reading of chart, graph, report, operating a vehicle or equipment, working on plan/print or computer terminal, video screens, optical equipment ,telescopes, microscopes, display panel, Visual display, excessive bright or dim lighting e.t.c occurring for about 6 to 25% of the time(3 to 10 hours per week)
<input type="checkbox"/>	<input type="checkbox"/>	3	Regular Reading of chart, graph, report, operating a vehicle or equipment, working on plan/print or computer terminal, video screens, optical equipment, telescopes, microscopes, display panel, Visual display, excessive bright or dim lighting e.t.c occurring for about 26 to 50 % of the time(11 to 20hr/ wk)
<input type="checkbox"/>	<input type="checkbox"/>	4	Sustained Reading, chart, graph, report, operating a vehicle or equipment, working on plan/print or computer terminal, video screens, optical equipment ,telescopes, microscopes, display panel, Visual display, excessive bright or dim lighting e.t.c occurring for about 51 to 75% of the time (21 to 30 Hr/wk)
<input type="checkbox"/>	<input type="checkbox"/>	5	Extensive Reading, chart, graph, report ,operating a vehicle or equipment, working on plan/print or computer terminal, video screens, optical equipment ,telescopes, microscopes, display panel, Visual display, excessive bright or dim lighting e.t.c occurring for more than 75% of the time (over 30 Hr/wk)

Examples to support choice:

Effort- Manual

Employee	Supervisor	Rating	
<input type="checkbox"/>	<input type="checkbox"/>	1	Use of skills requiring precision, hand eye coordinator and or fine motor occurring seldomly or less than 6% of the time (less than 3h/wk)
<input type="checkbox"/>	<input type="checkbox"/>	2	Use of skills requiring precision, hand eye coordinator and or fine motor occurring seldomly or occurring occasionally for about 6 to 25% of the time (3 to 10 hours per week)
<input type="checkbox"/>	<input type="checkbox"/>	3	Use of skills requiring precision, hand eye coordinator and or fine motor occurring regularly 26 to 50 % of the time(11 to 20hr/ wk)
<input type="checkbox"/>	<input type="checkbox"/>	4	Use of skills requiring precision, hand eye coordinator and or fine motor occurring frequently about 51 to 75% of the time (21 to 30 Hr/wk)
<input type="checkbox"/>	<input type="checkbox"/>	5	Use of skills requiring precision, hand eye coordinator and or fine motor extensively 75% of the time (More than 30 Hr/wk)
Examples to support choice:			

Equipment:

Please indicate types of equipment used **regularly** in performing your job duties:

<input type="checkbox"/> Car	<input type="checkbox"/> Ice-Resurfacers (e.g. Zamboni)
<input type="checkbox"/> Small truck With Snow Plow	<input type="checkbox"/> Lift truck/forklift
<input type="checkbox"/> Single axle truck With Snow Plow	<input type="checkbox"/> Tractor
<input type="checkbox"/> Dual axle truck With Snow Plow	<input type="checkbox"/> Mower (sit-on) Mower (pull-type)
<input type="checkbox"/> Tractor-trailer	<input type="checkbox"/> Mower (push)
<input type="checkbox"/> Crane truck (e.g. HIAB)	<input type="checkbox"/> Weed trimmer
<input type="checkbox"/> Cherry picker/Bucket	<input type="checkbox"/> Chainsaw Rescue Saw
<input type="checkbox"/> Garbage/recycling truck	<input type="checkbox"/> Power auger
<input type="checkbox"/> Street sweeper	<input type="checkbox"/> Hand tools <input type="checkbox"/> Power tools
<input type="checkbox"/> Skid Steer (e.g. Bobcat)	<input type="checkbox"/> Welder (OXY) Welder (MIG)
<input type="checkbox"/> Loader Loader with attachments	<input type="checkbox"/> Diagnostic tools
<input type="checkbox"/> Backhoe	<input type="checkbox"/> Power floor sweeper Floor polisher
<input type="checkbox"/> Bulldozer	<input type="checkbox"/> Network Server
<input type="checkbox"/> Compactor/Roller	<input type="checkbox"/> Computer Copier
<input type="checkbox"/> Excavator Compact excavator	<input type="checkbox"/> Postage machine
<input type="checkbox"/> Grader Summer Winter	<input type="checkbox"/> Office Equipment
<input type="checkbox"/> Asphalt planer	<input type="checkbox"/> Switchboard
Other:	

Effort- Mental

Employee	Supervisor	Rating	Descriptions
<input type="checkbox"/>	<input type="checkbox"/>	1	My work requires extended periods of information retention or focus, listening, balancing multiple tasks simultaneously amidst changing priorities and demands, filtering out distraction and focus while operating a vehicle or equipment. Occurring seldomly or less than 6% of the time (less than 3h/wk)
<input type="checkbox"/>	<input type="checkbox"/>	2	My work requires extended periods of information retention or focus, listening, balancing multiple tasks simultaneously amidst changing priorities and demands, filtering out distraction and focus while operating a vehicle or equipment occurs occasionally for about 6 to 25% of the time (3 to 10 hours per week)
<input type="checkbox"/>	<input type="checkbox"/>	3	My work requires extended periods of information retention or focus, listening, balancing multiple tasks simultaneously amidst changing priorities and demands, filtering out distraction and focus while operating a vehicle or equipment occurs regularly for about 26 to 50% of the time (11 to 20 hours per week)
<input type="checkbox"/>	<input type="checkbox"/>	4	My work requires extended periods of information retention or focus, listening, balancing multiple tasks simultaneously amidst changing priorities and demands, filtering out distraction and focus while operating a vehicle or equipment occurs frequently for about 51 to 75% of the time (21 to 30 hours per week)
<input type="checkbox"/>	<input type="checkbox"/>	5	My work requires extended periods of information retention or focus, listening, balancing multiple tasks simultaneously amidst changing priorities and demands, filtering out distraction and focus while operating a vehicle or equipment occurs extensively for over 75% of the time (More than 30 hours per week)
Examples to support choice:			

Describe up to **THREE** examples of typical distractions/interruptions that you regularly experience while performing your job duties:

1)
2)
3)

Working Conditions – Guidelines

Definition:

This factor measures the frequency of exposure that the job has to undesirable or disagreeable environmental conditions, or hazards under which the work is performed.

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 & MAJOR WORK CONDITIONS:

MINOR	MAJOR
<ul style="list-style-type: none"> • Dust/dirt/fumes/odours • Temperature changes • Noise/Vibration • Poor weather • Poor ventilation/lighting • Work travel (i.e. other cities) • Rudeness/profanity • Lack of privacy/congested space • Exposure to sharp work tools • Incidental exposure to bumps and bruises • Incidental exposure to contagious health risks (e.g. colds, flu) 	<ul style="list-style-type: none"> • Extreme noise/vibration • Extreme heat/cold • Dirty work environment • Severe weather • Noxious odours • Extensive work travel • Radiation from equipment • Verbal abuse • Equipment that can cause severe injuries (e.g. cuts, burns) • Hazardous materials/waste • Exposure to infectious diseases • High potential for electrical shock • Working from heights • Confined space entry • Risk of physical abuse

Working Conditions - Rating

Based on examples shown Above, choose the **ONE** statement that best describes your work conditions:

WORKING CONDITIONS- MINOR

Employee	Supervisor	Rating	Descriptions
<input type="checkbox"/>	<input type="checkbox"/>	1	My work is performed in agreeable conditions, with little exposure to minor conditions, and job hazards are very rare.
<input type="checkbox"/>	<input type="checkbox"/>	2	My work is performed in occasionally minor disagreeable conditions and environment occasionally
<input type="checkbox"/>	<input type="checkbox"/>	3	My work is performed in minor disagreeable conditions regularly
<input type="checkbox"/>	<input type="checkbox"/>	4	My work is performed in minor disagreeable conditions frequently
<input type="checkbox"/>	<input type="checkbox"/>	5	My work is performed in minor disagreeable conditions extensively
Please provide example to support your choice:			
What has change since the job was last evaluated:			

WORKING CONDITIONS- MAJOR

Employee	Supervisor	Rating	Descriptions
<input type="checkbox"/>	<input type="checkbox"/>	1	My work is performed in Major disagreeable conditions, with little exposure to minor conditions, and job hazards are very rare.
<input type="checkbox"/>	<input type="checkbox"/>	2	My work is performed in occasionally Major disagreeable conditions and environment occasionally
<input type="checkbox"/>	<input type="checkbox"/>	3	My work is performed in Major disagreeable conditions regularly
<input type="checkbox"/>	<input type="checkbox"/>	4	My work is performed in Major disagreeable conditions frequently
<input type="checkbox"/>	<input type="checkbox"/>	5	My work is performed in Major disagreeable conditions extensively
Please provide example to support your choice:			
What has change since the job was last evaluated:			

General Comments

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