

Instructions

Job Content Questionnaire (JCQ) Instructions

Read the questions carefully. Be brief, but include enough detail to provide a fulsome and clear picture of the role. Spell out acronyms and/or provide definitions for any unit/function-specific terms.

The position summary (also known as a job description) for the job will be helpful to have available, since there are sections of the JCQ where content may be copied from the position summary.

You can navigate between the questions and sections by clicking the "**Back**" and "**Next**" buttons at the bottom of each page. Do not use the browser's back button; it will take you out of the JCQ.

The JCQ has branching logic built in; therefore, some questions will only be shown depending on answers to prior questions in that section (e.g. If you select no, the linked questions that directly follow will not be shown or need to be completed).

The JCQ allows for completion in multiple sessions. The answers you enter will be automatically saved once you click the "Next" button at the bottom of each page. You can leave the JCQ unfinished at any point by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the JCQ at another time by clicking on the link that was sent to you. You will be returned to the page that you last completed.

There will be opportunity for review and a final warning message at the end of the JCQ. Once you press "Next" on the last page, you will not be able to return to the JCQ.

Once your submitted JCQ is reviewed by HR, you will receive an email for the next steps/sign-off process.

For further information see the website [Queen's & USW Job Evaluation System Project](#).

If you have further questions or require assistance, submit a [Support Request](#).

Cover Page

Job Content Questionnaire Identification Information

Job Content Questionnaire Number:

Identification Number:

Faculty/Area:

Job Title:

Position Number:

Employee Name:

Manager's Name:

Manager's Job Title:

Please verify the accuracy of the above information. Please indicate any corrections below.

Note: If this job content questionnaire applies to more than one position, you will be prompted in the next questions to provide all applicable position numbers, position titles and employee names.

Additional Positions Represented by JCQ

The following questions collect information on the additional positions for which this Job Content Questionnaire (JCQ) represents. The manager will complete this section.

Are there other positions/employees for whom this JCQ applies?

- Yes
 No

How many additional positions/employees does this JCQ represent?

Is the manager the same for all other positions/employees whom this JCQ applies?

- Yes
 No

1. Additional Position

1. Employee Name

1. Employee Position Number

1. Employee Position Title

1. Manager's Name

2. Additional Position

2. Employee Name

2. Employee Position Number

2. Employee Position Title

2. Manager's Name

3. Additional Position

3. Employee Name

3. Employee Position Number

3. Employee Position Title

3. Manager's Name

4. Additional Position

4. Employee Name

4. Employee Position Number

4. Employee Position Title

4. Manager's Name

5. Additional Position

5. Employee Name

5. Employee Position Number

5. Employee Position Title

5. Manager's Name

6. Additional Position

6. Employee Name

6. Employee Position Number

6. Employee Position Title

6. Manager's Name

7. Additional Position

7. Employee Name

7. Employee Position Number

7. Employee Position Title

7. Manager's Name

8. Additional Position

8. Employee Name

8. Employee Position Number

8. Employee Position Title

8. Manager's Name

9. Additional Position

9. Employee Name

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9. Manager's Name

10. Additional Position

10. Employee Name

10. Employee Position Number

10. Employee Position Title

10. Manager's Name

11. Additional Position

11. Employee Name

11. Employee Position Number

11. Employee Position Title

11. Manager's Name

12. Additional Position

12. Employee Name

12. Employee Position Number

12. Employee Position Title

12. Manager's Name

13. Additional Position

13. Employee Name

13. Employee Position Number

13. Employee Position Title

13. Manager's Name

14. Additional Position

14. Employee Name

14. Employee Position Number

14. Employee Position Title

14. Manager's Name

15. Additional Position

15. Employee Name

15. Employee Position Number

15. Employee Position Title

15. Manager's Name

Section 1 - Key Responsibilities

Section 1 of 14: Key Responsibilities

Please enter up to 8 key responsibilities for the job in the numbered spaces below. These should be the most significant responsibilities in the job, listed with the most significant at number 1 and the least significant at number 8.

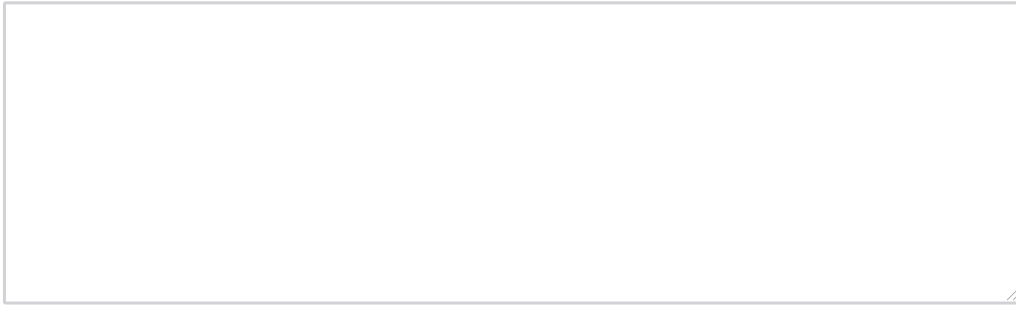
“Most significant” means responsibilities that:

- Are needed to perform the job properly
- Are relied upon by others

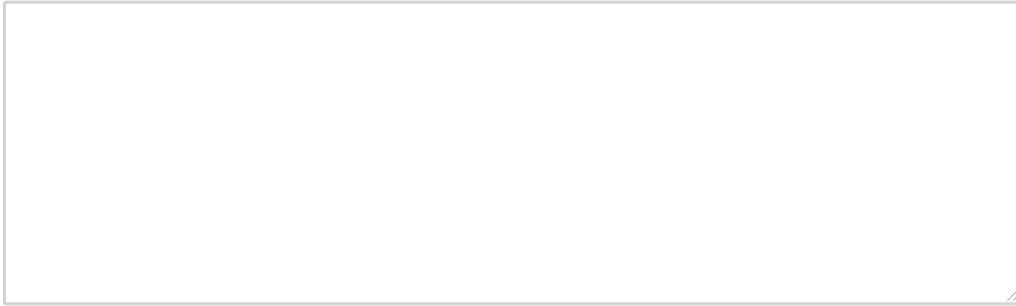
ENTER UP TO 8 KEY RESPONSIBILITIES:

1

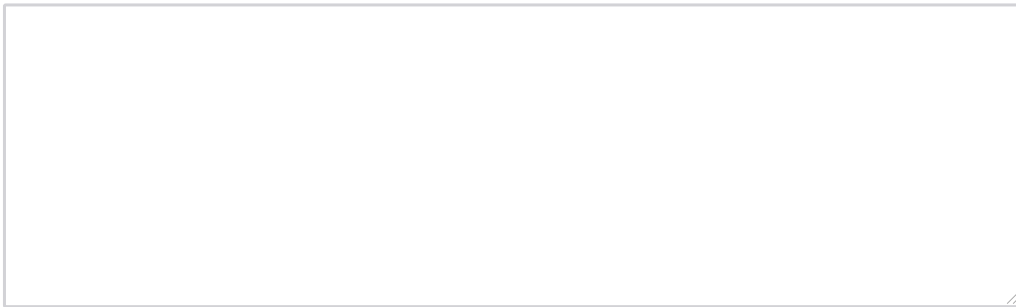
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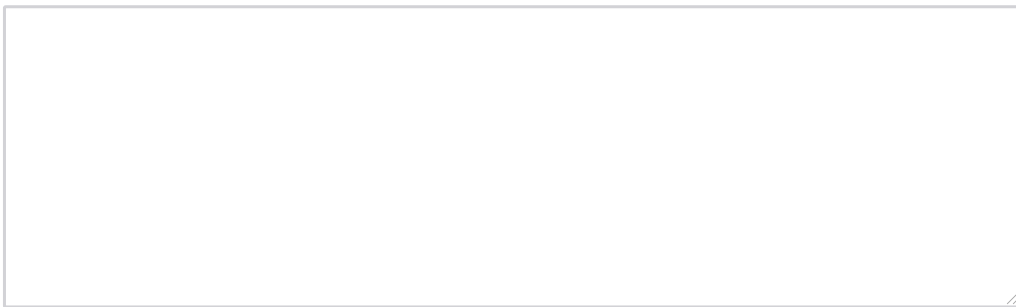
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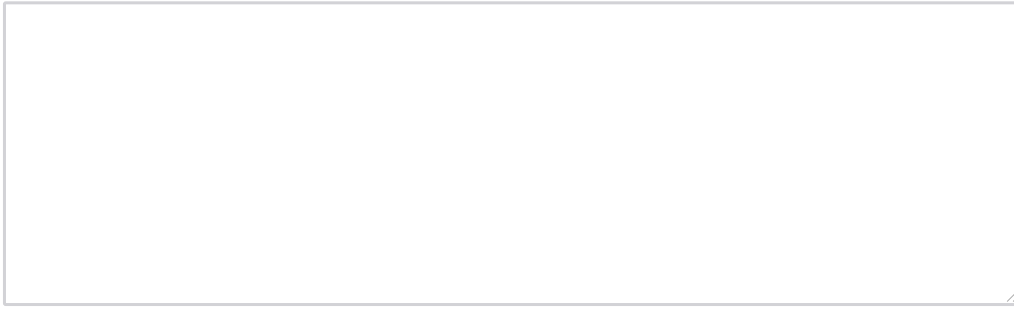
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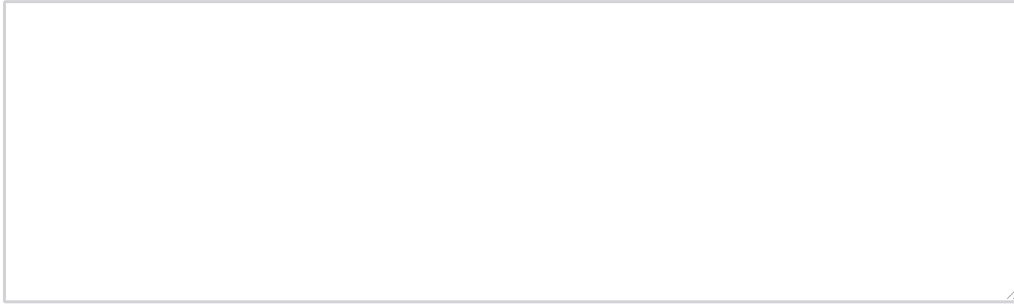
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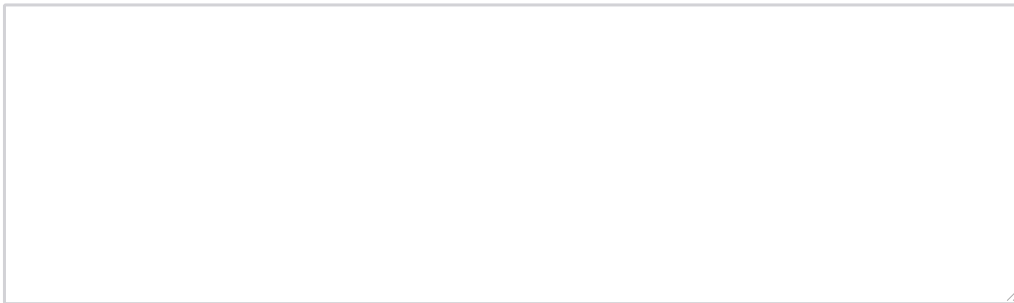
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7



8



This is the end of Section 1 of 14: Key Responsibilities. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 2 - Education

Section 2 of 14: Education

The following questions refer to the minimum education **required for someone to be hired into the job**.

Select the minimum level of education required to perform the essential job duties.

This should reflect the requirement of the job, not the personal education level of the current incumbent, which may be more or less than what is required.

- Secondary school diploma
- Some post-secondary education, up to and including one year
- Two-year community college diploma
- Three-year community college diploma
- Three-year Bachelor degree
- Four-year Bachelor degree
- Master's degree or equivalent specialized graduate studies
- Ph.D or equivalent

Is a specific course, program or area of specialization required?

(for example: business administration, nursing, etc.)

Yes

No

Specify course, program or area of specialization.

Does this job **require** a professional designation, certification or license?

Yes

No

What is the designation, certification or license?

How many hours of study or internship are required to attain the designation, certification or license?

Is there a requirement in this job to undertake ongoing learning?

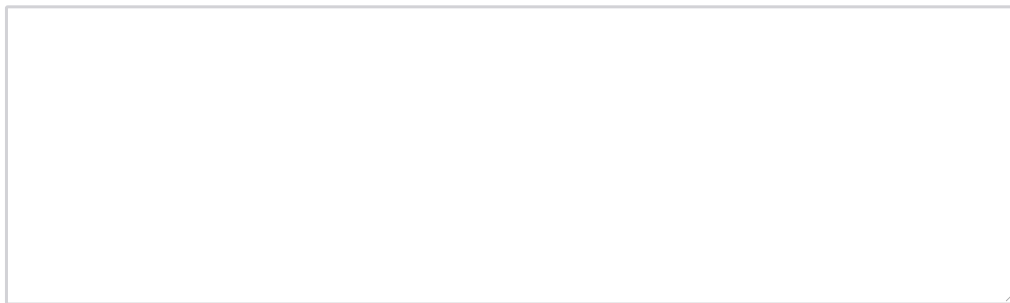
Ongoing learning may be required to:

- Update skills
- Increase knowledge
- Learn new work methods, trends in field and/or concepts.

Yes

No

Please provide further details about the requirement for ongoing learning. Be sure to include examples of skills that regularly need updating and work methods, concepts and/or technologies that are regularly changing.



This is the end of Section 2 of 14: Education. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 3 - Experience

Section 3 of 14: Experience

The following questions refer to the minimum amount of experience needed for someone to be hired into the job, assuming that the person would have the required education level.

The questions are divided into two periods of time:

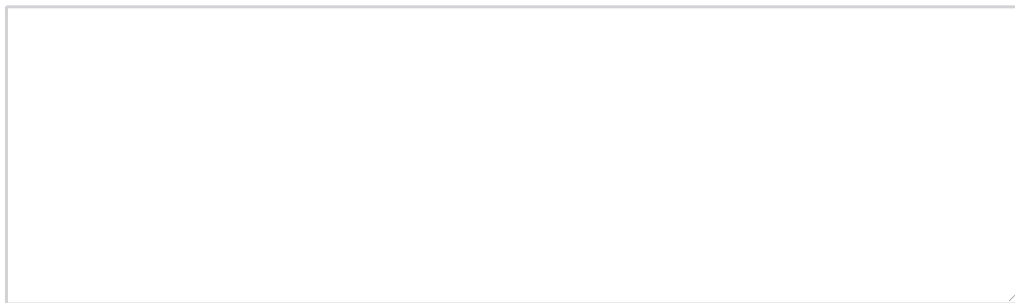
- What would it take to get the job?
- What would it take for a person to get up to speed with the requirements after starting in the job?

Select the minimum amount of directly related job experience a person would need to start in the job.

This should reflect the requirements of the job, not the personal experience of the current incumbent, which may be more or less than what is required.

- Up to and including 3 months
- More than 3 months and up to and including 6 months
- More than 6 months and up to and including 1 year
- More than 1 year and up to and including 2 years
- More than 2 years and up to and including 3 years
- More than 3 years and up to and including 4 years
- More than 4 years and up to and including 5 years
- More than 5 years

Explain why the experience is necessary and provide any details that are relevant about the type of experience required.

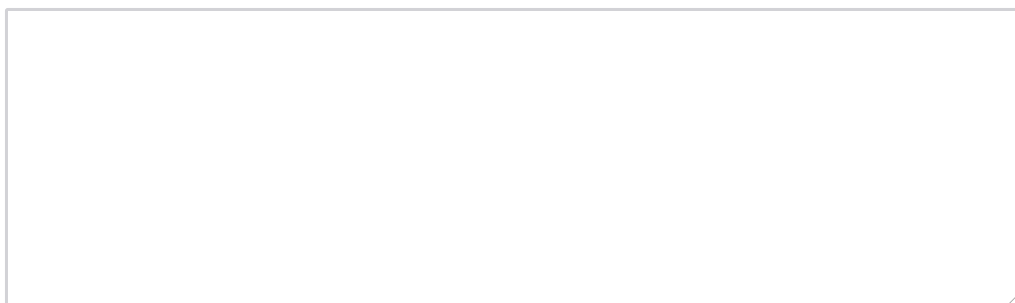


Assuming that a person has the minimum pre-job experience specified, what is the minimum on-the-job training and/or learning period a person new to the job would need before being able to perform all the tasks and ensure the smooth flow of work?

Select from the list below:

- Up to and including 3 months
- More than 3 months and up to and including 6 months
- More than 6 months and up to and including 1 year
- More than 1 year

Please provide further details about the learning period. Be sure to explain the rationale for more than 1 year of on-the-job training.



This is the end of Section 3 of 14: Experience. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 4 - Interpersonal and Communication Skills

Section 4 of 14: Interpersonal and Communication Skills

The following questions identify the requirement in the job to interact and communicate with regular contacts, both within and outside of the University.

The following is a list of possible contacts for Queen's University employees. It is provided as an aid to help you to think of all the people with whom the job interacts regularly. Please choose all those with

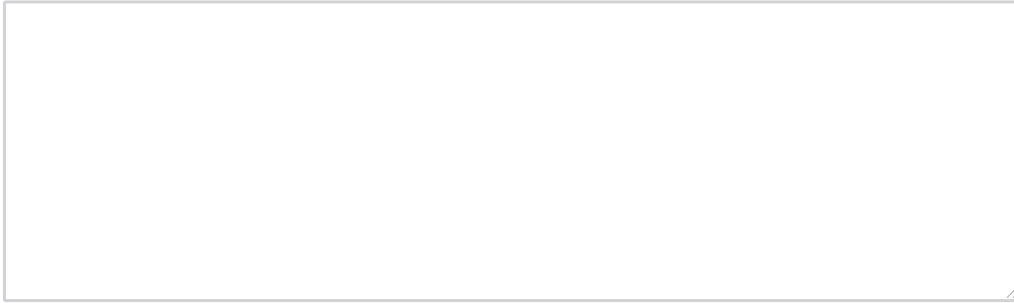
whom the job is regularly required to interact.

- | | |
|---|---|
| <input type="checkbox"/> co-workers | <input type="checkbox"/> government officials |
| <input type="checkbox"/> faculty | <input type="checkbox"/> individual donors |
| <input type="checkbox"/> students | <input type="checkbox"/> medical professionals |
| <input type="checkbox"/> internal clients | <input type="checkbox"/> legal counsel |
| <input type="checkbox"/> external clients | <input type="checkbox"/> media |
| <input type="checkbox"/> heads of other departments | <input type="checkbox"/> professional colleagues |
| <input type="checkbox"/> general public, including patients | <input type="checkbox"/> prospective employers |
| <input type="checkbox"/> external suppliers/contractors | <input type="checkbox"/> representatives of professional organizations |
| <input type="checkbox"/> volunteers | <input type="checkbox"/> residents of student housing |
| <input type="checkbox"/> funding organizations | <input type="checkbox"/> Other, please specify:
<input type="text"/> |
| <input type="checkbox"/> retirees | <input type="checkbox"/> Other, please specify:
<input type="text"/> |
| <input type="checkbox"/> alumni | <input type="checkbox"/> Other, please specify:
<input type="text"/> |
| <input type="checkbox"/> auditors | <input type="checkbox"/> Other, please specify:
<input type="text"/> |

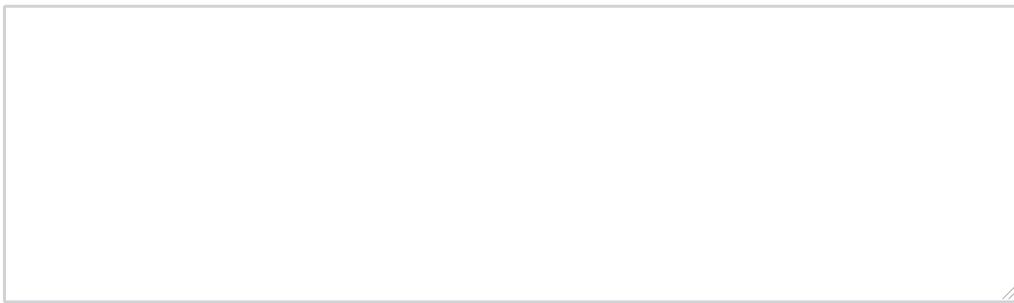
Consider the types of interactions below that are encountered in many jobs. Keeping in mind the contacts identified in the previous question, **select the 5 interactions** required on a recurring basis, that are most challenging or require the highest level of specialized interpersonal skill.

- Common courtesy and effective listening
- Working cooperatively with others
- Giving or asking for basic information
- Communicating technical, scientific or administrative information
- Expressing support or compassion
- Explaining technical matters in non-technical terms
- Delivering detailed oral and/or written information
- Exchanging straightforward oral and/or written information
- Exercising discretion or diplomacy
- Explaining ideas related to complex or controversial issues
- Acting as resource person through interaction with staff, students, public, patients or clients
- Providing recommendations/advice for action
- Advising students (e.g. regarding academic progression, awards, regulations and/or policies, etc.)
- Persuading others to adopt or change their actions
- Probing for information
- Relaying information that may not be well-received
- Resolving complaints or challenging interpersonal situations
- Developing instructional materials for specific users
- Developing and cultivating rapport to build and foster trust, credibility and/or strategic relationships
- Providing personal or therapeutic counselling

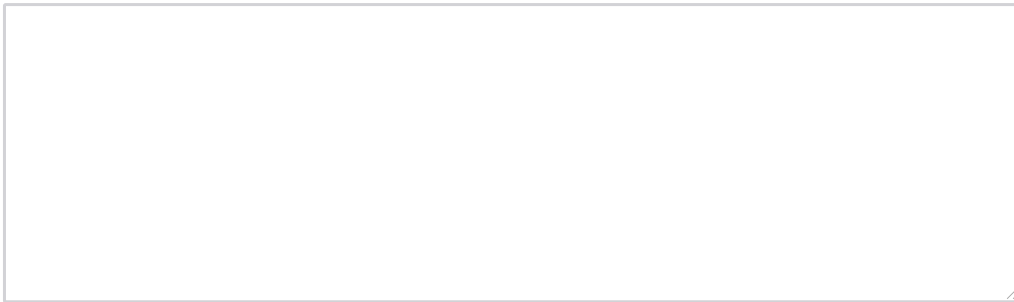
You indicated that common courtesy and effective listening occur within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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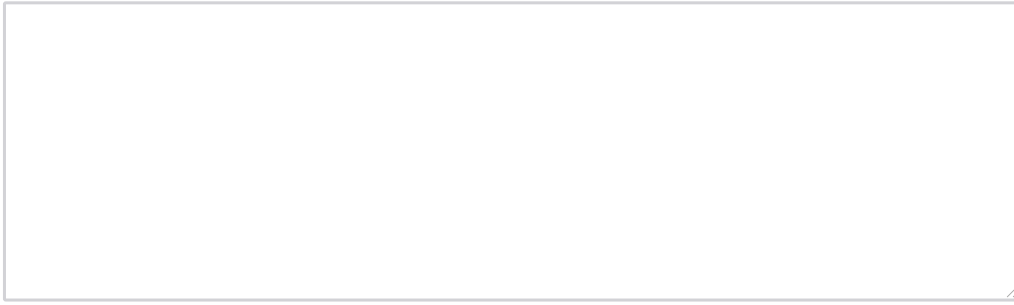
You indicated that working cooperatively with others occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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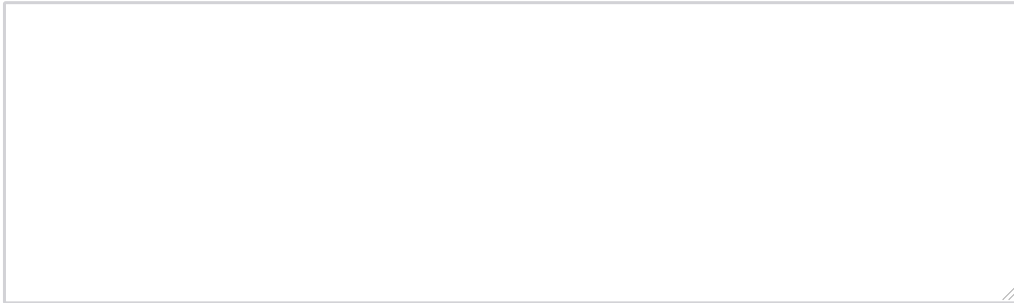
You indicated that giving or asking for basic information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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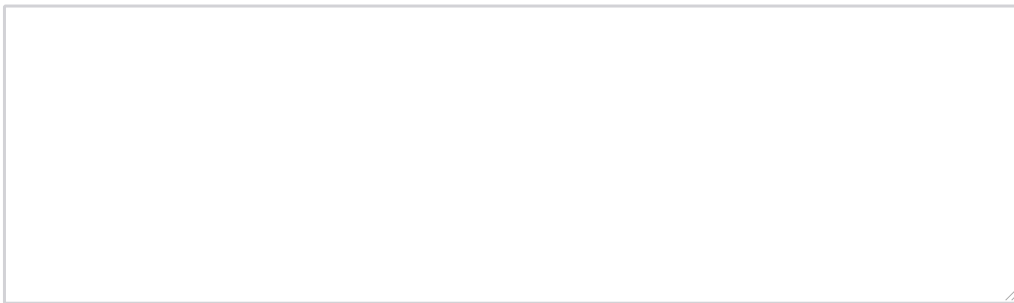
You indicated that communicating technical, scientific or administrative information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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You indicated that expressing support or compassion occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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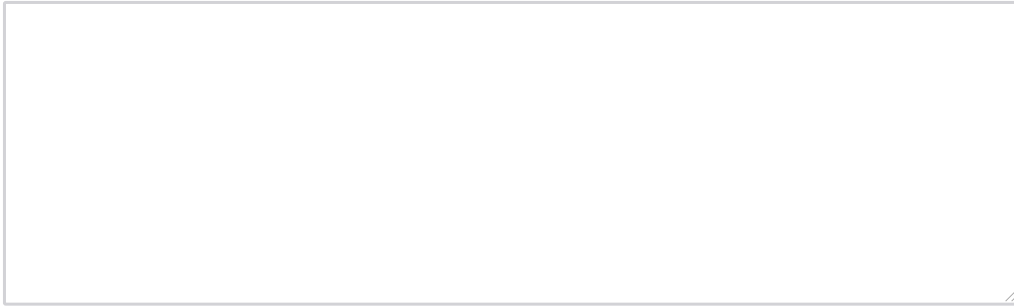
You indicated that explaining technical matters in non-technical terms occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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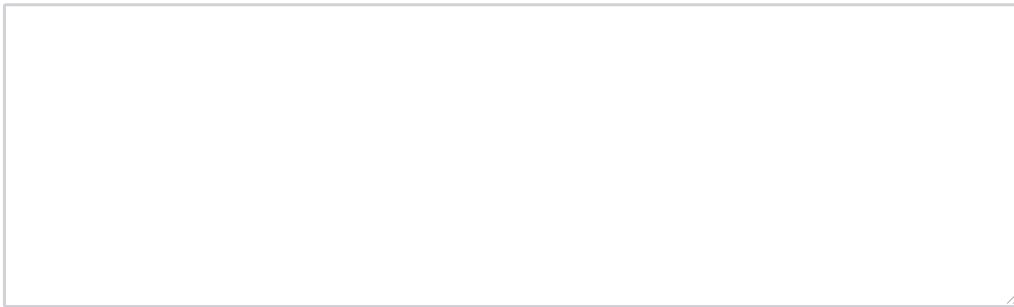
You indicated that delivering detailed oral and/or written information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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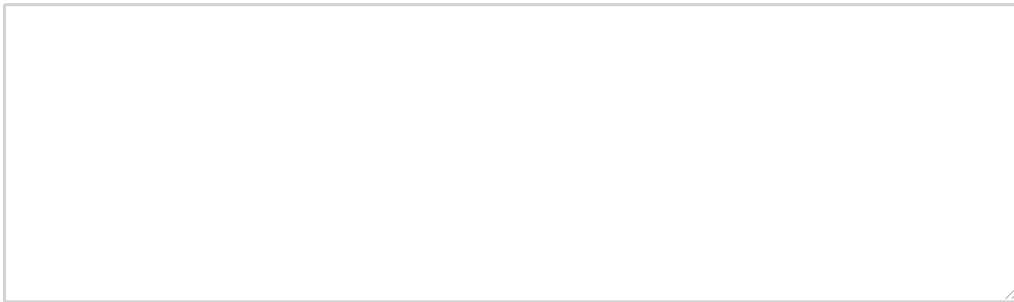
You indicated that exchanging straightforward oral and/or written information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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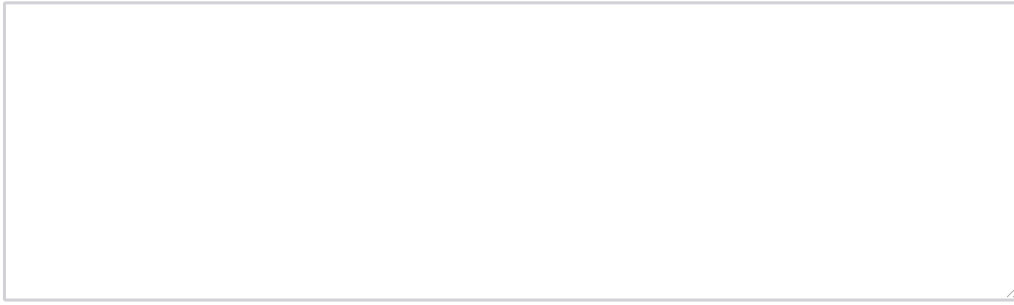
You indicated that exercising discretion or diplomacy occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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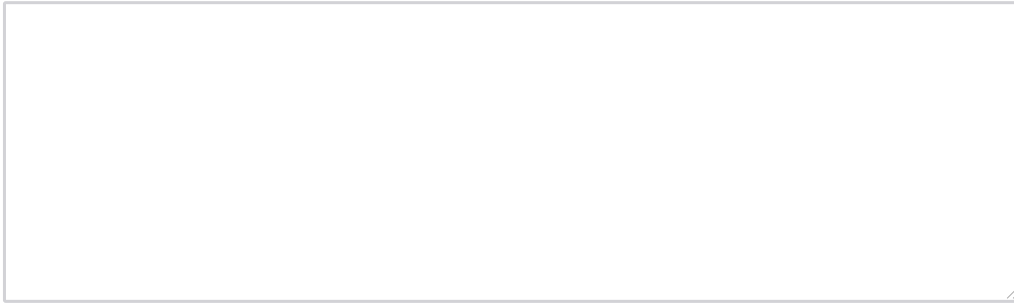
You indicated that explaining ideas related to complex or controversial issues occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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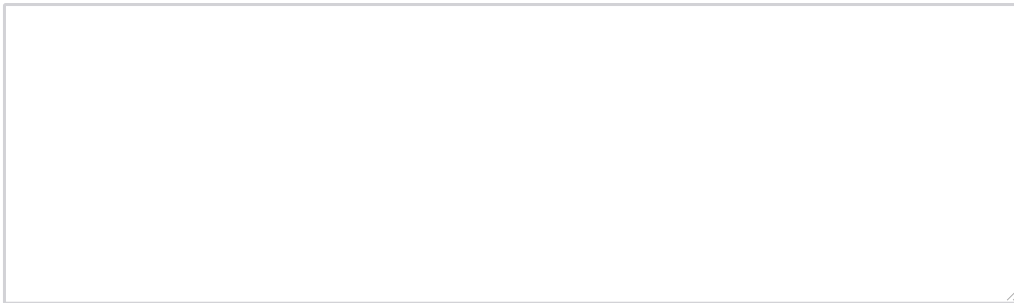
You indicated that acting as resource person through interaction with staff, students, public, patients or clients occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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You indicated that providing recommendations/advice for action occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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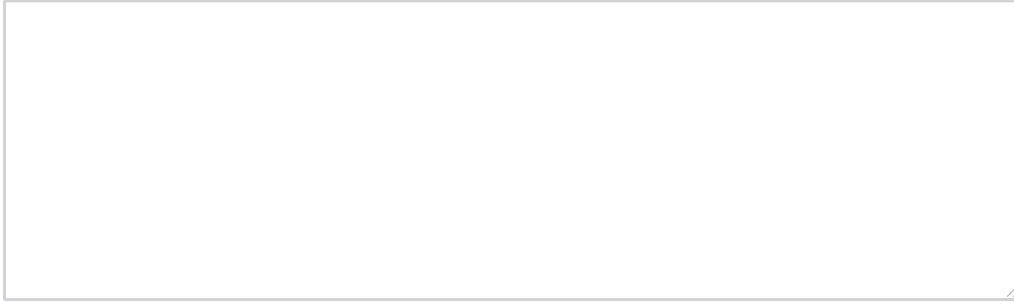
You indicated that advising students (e.g. regarding academic progression, awards, regulations and/or policies, etc.) occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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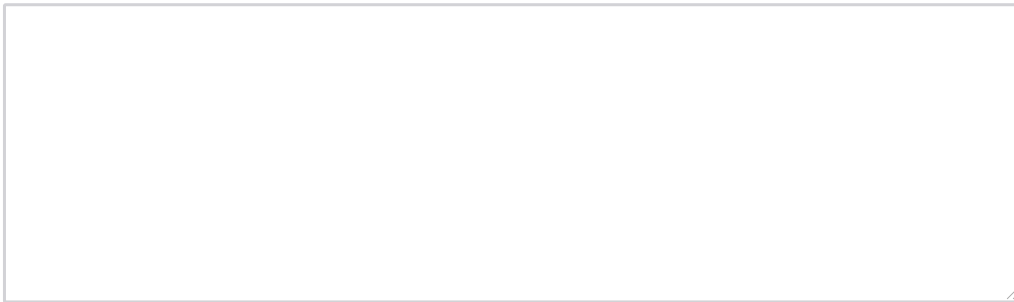
You indicated that persuading others to adopt or change their actions occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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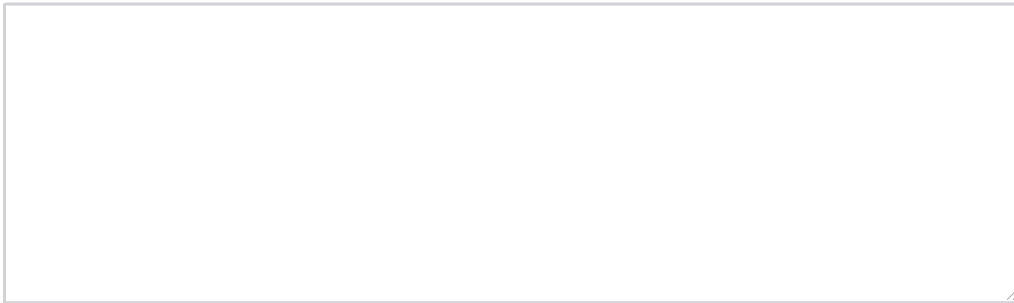
You indicated that probing for information occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

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You indicated that relaying information that may not be well-received occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

A large, empty rectangular text box with a thin grey border, intended for the respondent to provide an example of an interaction illustrating the challenge or specialized interpersonal skill needed for relaying information that may not be well-received.

You indicated that resolving complaints or challenging interpersonal situations occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

A large, empty rectangular text box with a thin grey border, intended for the respondent to provide an example of an interaction illustrating the challenge or specialized interpersonal skill needed for resolving complaints or challenging interpersonal situations.

You indicated that developing instructional materials for specific users occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

A large, empty rectangular text box with a thin grey border, intended for the respondent to provide an example of an interaction illustrating the challenge or specialized interpersonal skill needed for developing instructional materials for specific users.

You indicated that developing and cultivating rapport to build and foster trust, credibility and/or strategic relationships occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

You indicated that providing personal or therapeutic counselling occurs within this job. Please provide an example of an interaction that illustrates the challenge or specialized interpersonal skill needed.

This is the end of Section 4 of 14: Interpersonal and Communication Skills. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 5 - Problem Solving and Complexity

Section 5 of 14: Problem Solving and Complexity

The following questions identify the requirement in the job to understand, collect, interpret and analyze information to identify and solve problems and take action.

Most jobs require a range of skills to identify and solve problems. Consider the tasks below that are found in many jobs. **Select 3-5 tasks** that show the most challenging, specialized or complex nature of situations faced in this job.

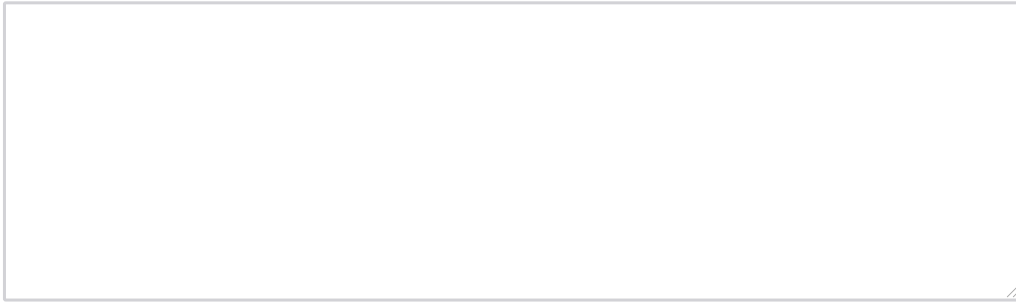
- Applying known solutions to straightforward problems
- Identifying the source of problems
- Developing innovative or creative solutions to problems where past precedent did not provide a solution
- Searching for or gathering relevant information

- Evaluating complex information
- Performing routine tasks using a checklist
- Keeping records (input data into existing format) and/or identifying missing or mismatched data
- Analyzing or interpreting meaning of documents
- Using math (standard operations, formulae and/or equations, statistics)
- Using technical symbols or terms (legal/medical/scientific, etc.)
- Performing equipment maintenance
- Troubleshooting and/or repairing equipment malfunction
- Applying standardized technical/scientific/medical procedures or protocols with some modification
- Executing complex, multi-step procedures or protocols to produce complex equipment/materials
- Using existing templates to produce correspondence or complete forms
- Composing content for formal documents or websites
- Composing, editing or adapting content of written or graphic materials (requiring knowledge of subject matter)
- Generating financial reports
- Assessing techniques carried out by others

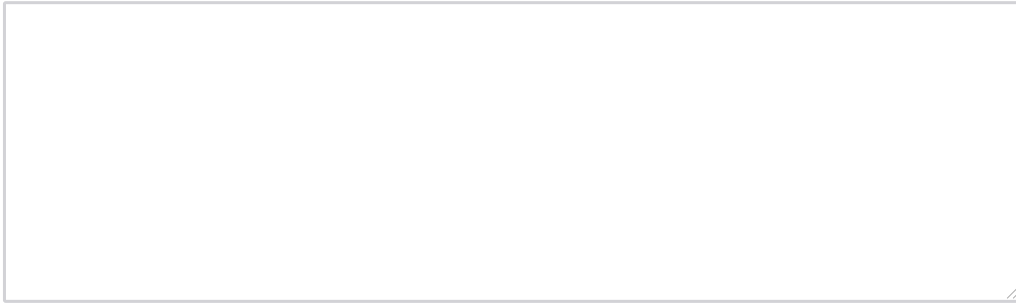
You indicated that applying known solutions to straightforward problems occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

You indicated that Identifying the source of problems occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

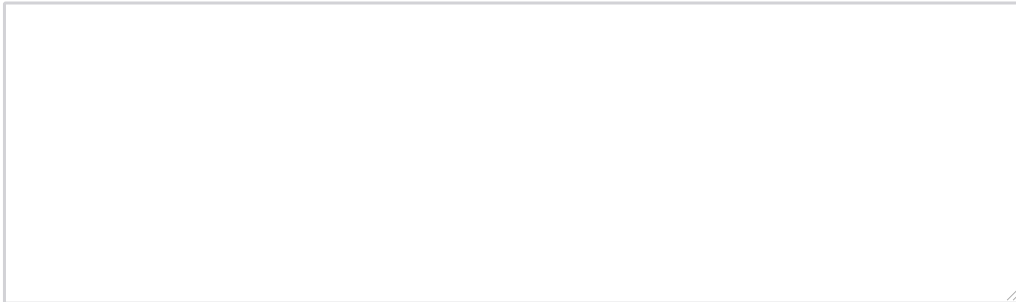
You indicated that developing innovative or creative solutions to problems where past precedent did not provide a solution occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



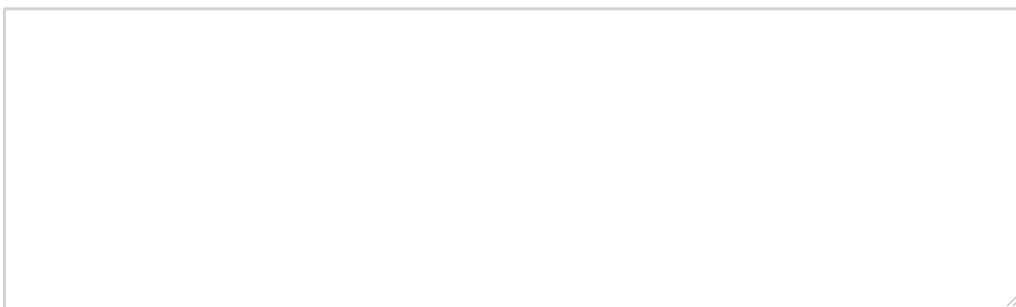
You indicated that searching for or gathering relevant information occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



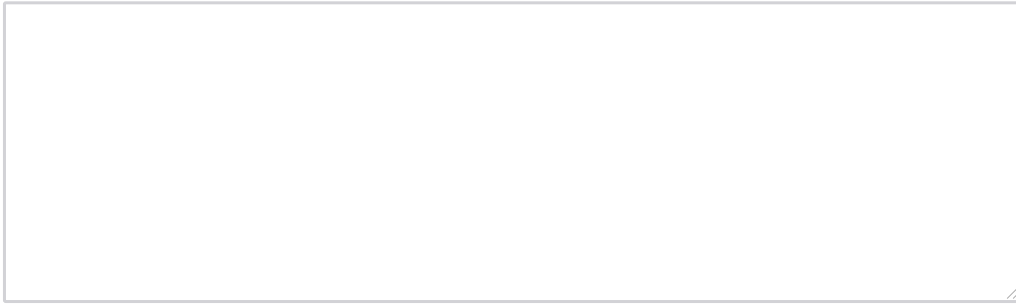
You indicated that evaluating complex information occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



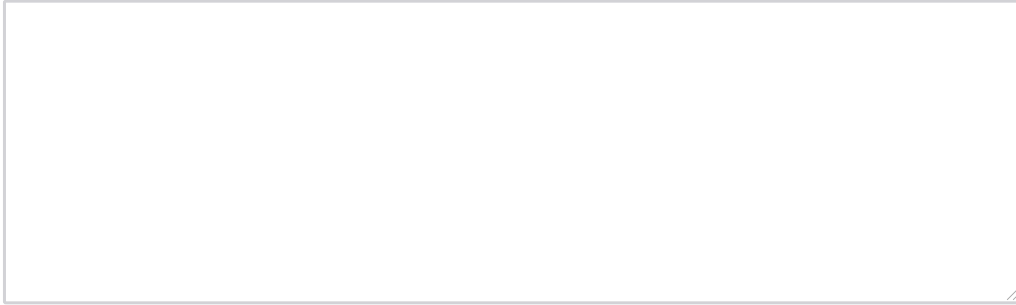
You indicated that performing routine tasks using a checklist occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



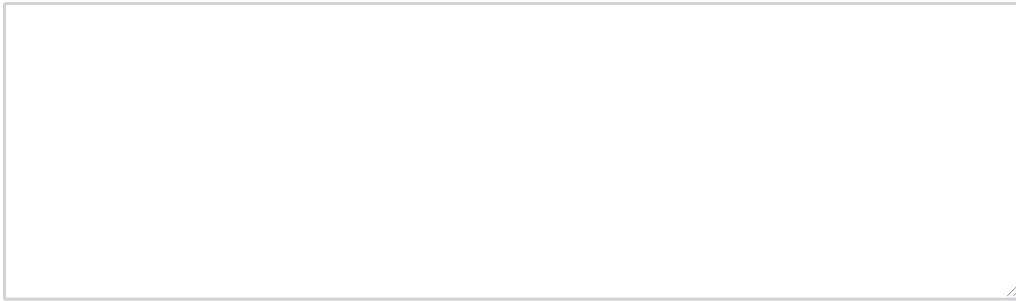
You indicated that keeping records (input data into existing format) and/or identifying missing or mismatched data occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

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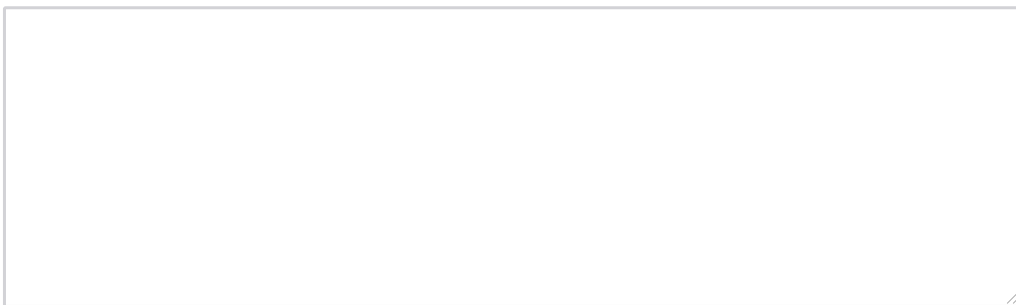
You indicated that analyzing or interpreting meaning of documents occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

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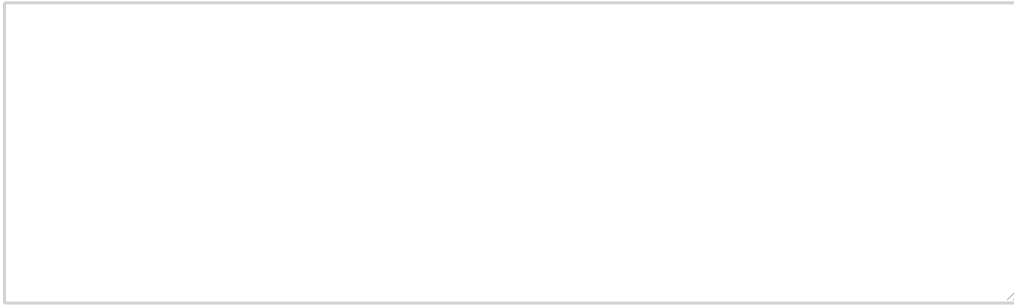
You indicated that using math (standard operations, formulae and/or equations, statistics) occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

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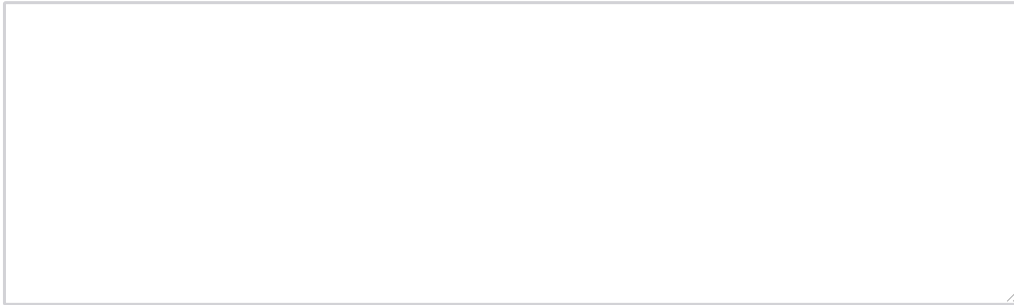
You indicated that using technical symbols or terms (legal/medical/scientific, etc.) occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.

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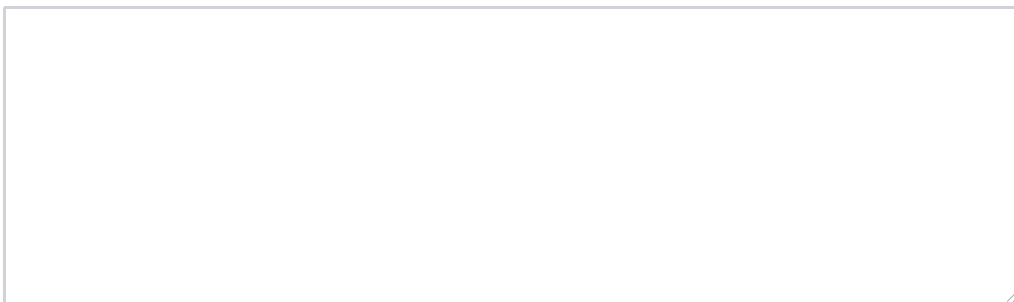
You indicated that performing equipment maintenance occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



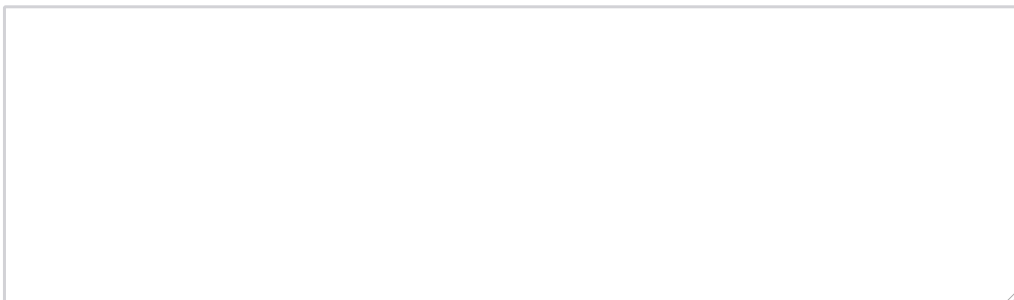
You indicated that troubleshooting and/or repairing equipment malfunction occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



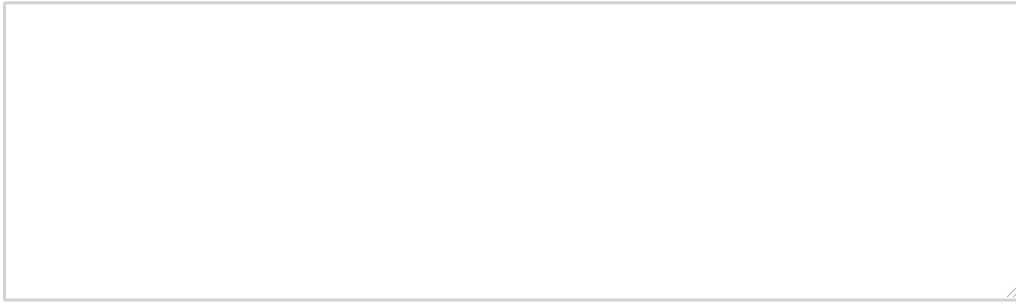
You indicated that applying standardized technical/scientific/medical procedures or protocols with some modification occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



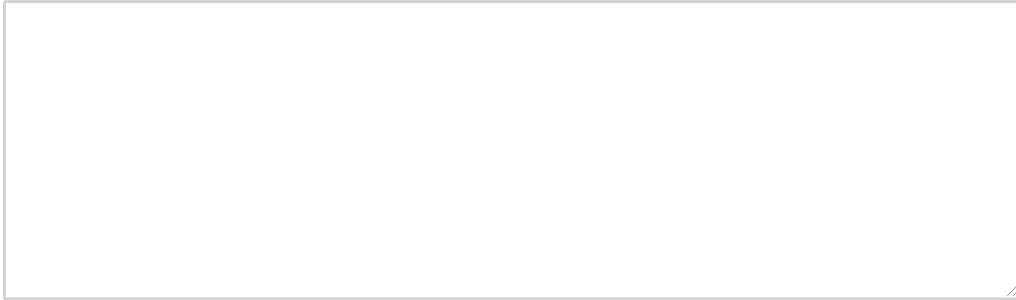
You indicated that executing complex, multi-step procedures or protocols to produce complex equipment/materials occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.




You indicated that using existing templates to produce correspondence or complete forms occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



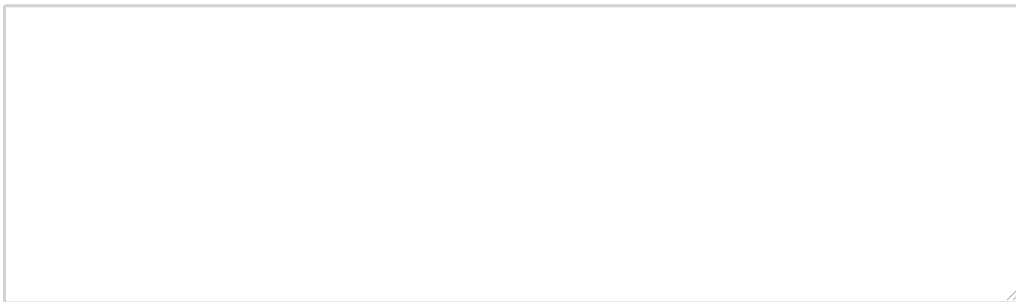
You indicated that composing content for formal documents or websites occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



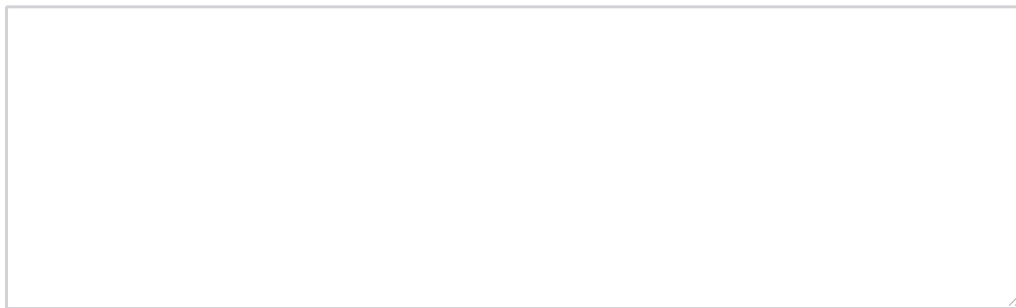
You indicated that composing, editing or adapting content of written or graphic materials (requiring knowledge of subject matter) occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



You indicated that generating financial reports occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



You indicated that assessing techniques carried out by others occurs in this job. Please provide an example that illustrates the challenge, specialization and/or complexity involved.



This is the end of Section 5 of 14: Problem Solving and Complexity. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 6 - Supervision and Functional Guidance

Section 6 of 14: Supervision and Functional Guidance

The following questions gather information on the responsibility for the coordination, direction and/or supervision of continuing/term employees, casual staff, work study students, volunteers and/or external suppliers/contractors.

Does this role have ongoing responsibility for supervising others?

Ongoing responsibility means supervising at least one individual at any one time (continuing/term employees, casual staff, work study students, volunteers, external supplier/contractors).

Note: work study students: includes Summer Work Experience Program (SWEP), work study/bursary and student contracts (Teaching Assistant (TA)/Research Assistant (RA)).

Supervising is defined as:

- scheduling and assigning work
- monitoring and assessing the quality of work
- providing input on work performance to management staff and identifying development and training opportunities
- providing coaching, participating in screening/interviewing job candidates and providing input into staff selection as appropriate

Yes

No

Please indicate the type(s) of individuals supervised

- Continuing/term employees
- Casual Staff
- Work study students (includes Summer Work Experience Program, bursary and student contracts)
- Volunteers
- External suppliers/contractors

Please indicate the highest number of continuing/term employees regularly supervised.

Please indicate the highest number of casual staff regularly supervised.

Please indicate the highest number of work study students (includes Summer Work Experience Program, bursary and student contracts) regularly supervised.

Please indicate the highest number of volunteers regularly supervised.

Please indicate the highest number of external suppliers/contractors regularly supervised.

Which of the following supervisory activities does this role have responsibility for with respect to **Continuing/Term employees?**

SELECT ANY THAT APPLY:

- Scheduling and assigning work
- Monitoring and assessing quality of work
- Providing coaching
- Participating in screening and interviewing job candidates
- Providing input on work performance to management
- Identifying development and training opportunities

Does this role have **ongoing** responsibility as a team lead for other continuing/term employees?

Team lead responsibility is defined as:

- scheduling and assigning work
- monitoring and ensuring the completion of tasks

Yes

No

Please provide details about the team lead responsibility (i.e. for which positions does this role schedule and assign work, how the work is monitored, responsibility of this role if work quality falters).

Does this role oversee the work of others on a **short-term basis** (less than 12 months)?

This could be an additional responsibility that occurs during peak periods, or to ensure success of an event or campaign. This may include requesting pre-selected casual staff for short-term needs.

Yes

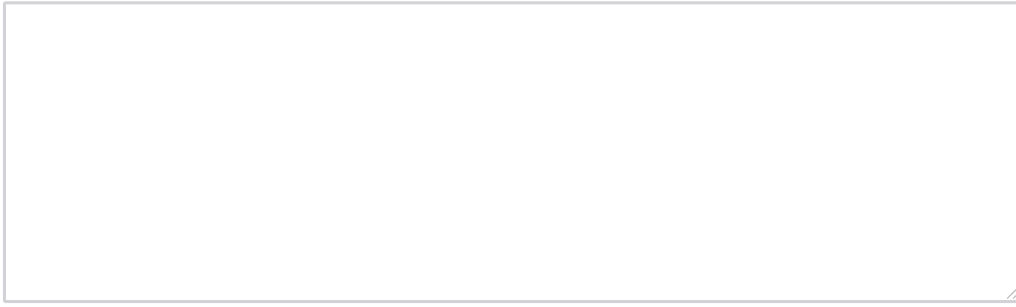
No

Please provide details about this responsibility (i.e. reason for the responsibility, number and type of positions, responsibility of this role if work quality falters).

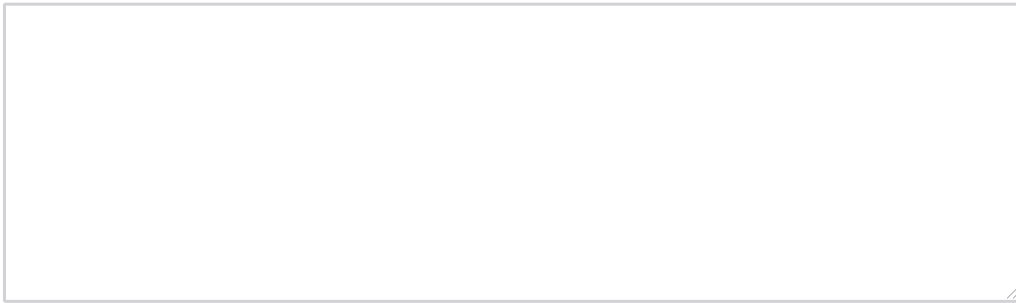
Choose the following functional guidance responsibilities that occur in this role, if applicable:

- Provide orientation and/or show procedures of own job to others
- Show others how to perform certain procedures in their jobs (rather than your own job)
- Have responsibility to lead change in procedures or technology for the unit
- Provide advice or technical expertise relied upon by others, including decision makers

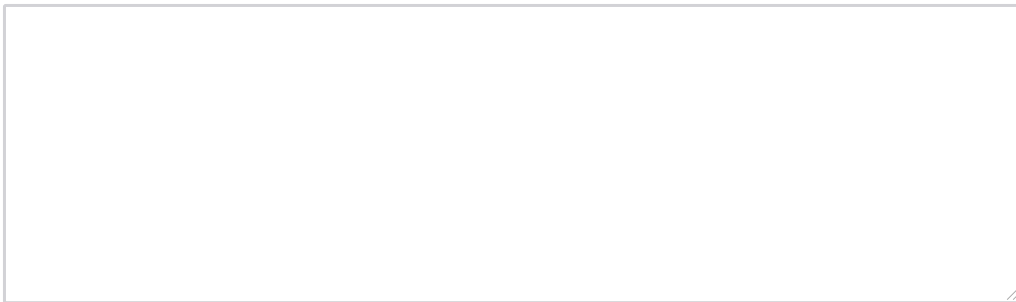
Please provide an example of providing orientation and/or showing procedures of own job to others.



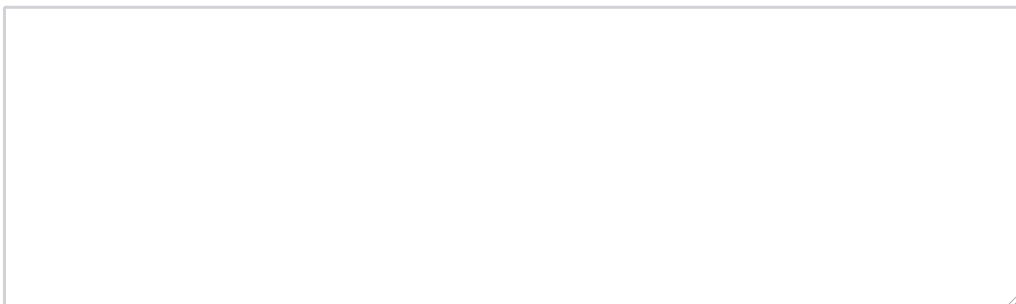
Please provide an example of showing others how to perform certain procedures in their jobs (rather than your own job).



Please provide an example of leading change in procedures or technology for the unit.



Please provide an example of providing advice or technical expertise relied upon by others, including decision makers.



This is the end of Section 6 of 14: Supervision and Functional Guidance. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your

screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 7 - Planning and Coordination

Section 7 of 14: Planning and Coordination

The following questions refer to the responsibility for planning and coordination of activities and the extent to which others are affected.


Choose the following planning and coordination activities that occur in this role if applicable:

- Follow a schedule prepared by someone else
- Prioritize own activities to ensure deadlines are met
- Schedule tasks or activities performed by others
- Coordinate processes (e.g. cyclical review, USAT, renewal, promotion and tenure, etc.) relied upon by others
- Coordinate resources (e.g. time, people, money) used by others
- Plan or coordinate programs, events, conferences, athletic meets, meetings, calendars
- Have responsibility for development of budgets, requiring estimates of time and resources

Please provide an example of following a schedule prepared by someone else.

Please provide an example of prioritizing own activities to ensure deadlines are met.

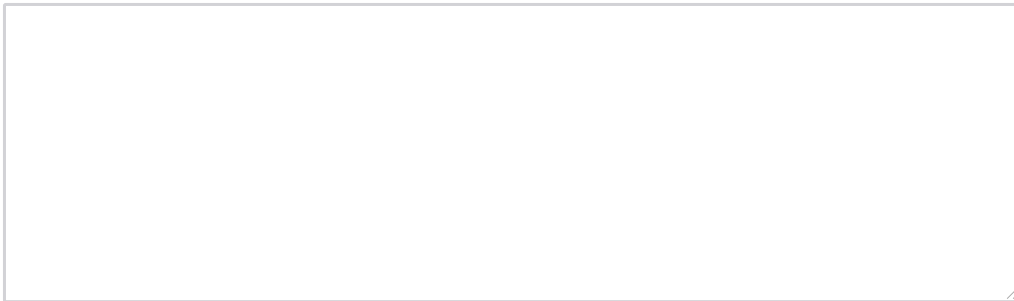
Please provide an example of scheduling tasks or activities performed by others.

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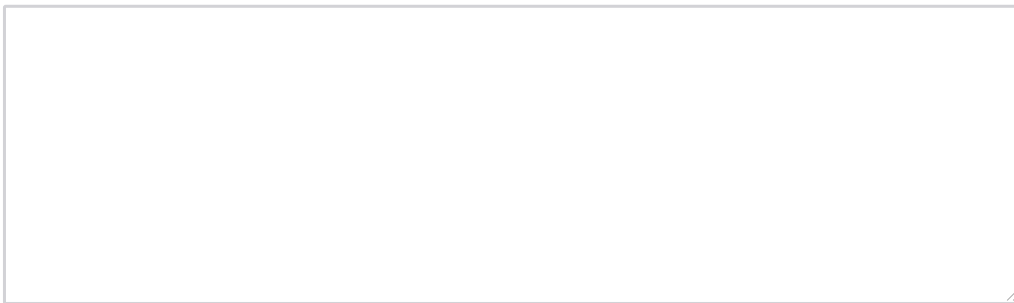
Please provide an example of coordinating processes (e.g. cyclical review, USAT, renewal, promotion and tenure, etc.) relied upon by others.

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Please provide an example of coordinating resources (e.g. time, people, money) used by others.

A large, empty rectangular text box with a thin grey border and a small diagonal slash icon in the bottom right corner.

Please provide an example of planning or coordinating programs, events, conferences, athletic meets, meetings, calendars.

A large, empty rectangular text box with a thin grey border and a small diagonal slash icon in the bottom right corner.

Please provide an example for the responsibility for development of budgets, requiring estimates of time and resources.

Does this role have responsibility for planning and/or coordinating projects?

Yes

No

Please provide an example of a project for which this job had planning/coordination responsibilities. Be sure to describe the size and significance of the project, along with the role and responsibility of this job.

This is the end of Section 7 of 14: Planning and Coordination. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 8 - Impact of Decisions

Section 8 of 14: Impact of Decisions

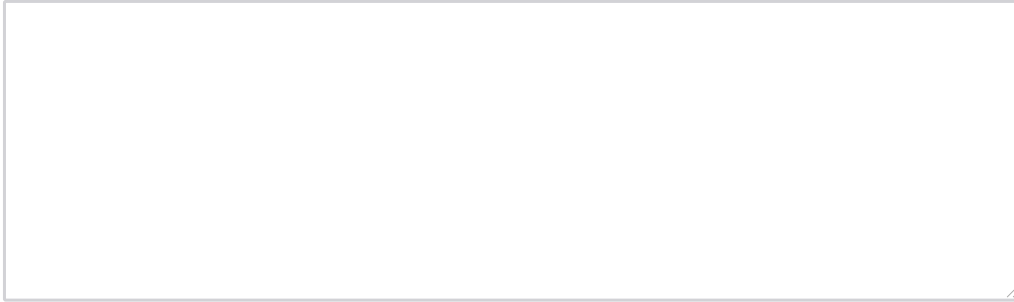
The following questions refer to the responsibility for decision making and the impact of these decisions on own work, the work of others or the broader University community.

Please provide an example of the highest level of decision that this role is expected to make without consulting a manager or other senior employee.

Consider current and recurring decisions that impact any of the following areas:

- Academic and/or non-academic programs or services
- Financial resources
- Physical resources

- Information resources
- Health/safety of others



Who is impacted by this decision? Select any that apply.

- Individual colleagues within immediate work area
- Groups of faculty, staff and/or students within your department
- Individual faculty, staff and/or students in other departments
- Groups of faculty, staff and/or students in the broader faculty or University community
- Clients and business partners external to the University

Please provide an example of a decision that this role would refer to a manager or other senior employee for resolution.

Consider current and recurring decisions that impact any of the following areas:

- academic and/or non-academic programs or services
- financial resources
- physical resources
- information resources
- health/safety of others



Sometimes decisions are made with limited or inaccurate information, and/or changing circumstances, which can lead to errors. Select the statement below that best describes the impact or consequence of errors that might be made in the job.

Consider errors that might occur, even with reasonable care and checks and balances applied.

- Errors generally do not affect the quality of service, are readily detected and require little loss of time or money to correct.
- Errors may result in delays to succeeding steps or phases of work but are almost always detected before an effect is felt.
- Errors may cause work interruption and loss of time, and may not be readily detected.
- Errors may be costly to correct, require major reworking or cause major breakdowns and are difficult to detect
- Errors are resource-intensive to correct and are extremely difficult to detect.

Provide an example of an error that could occur that fits the statement selected in the prior question. Be sure to illustrate the full result of this error, including how it would be detected, who it would impact and what would need to be done to correct the error.

This is the end of Section 8 of 14: Impact of Decisions. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 9 - Physical Effort

Section 9 of 14: Physical Effort

The following questions measure the duration and intensity of the physical demands required in the job. Intensity of physical effort is measured as low, moderate or high. Typical examples of low, moderate and high levels of physical effort are shown in the levels below:

Low:

- Work involves sitting most of the time, but may involve walking or standing for brief periods of time with choice of position or intermittent keyboarding throughout the work time.
- Work restricted to work station with little opportunity to move around for up to 3.5 hours per day.
- Periods of continuous keyboarding or other finger and hand movements for less than 20 minutes at a time uninterrupted by other activities.
- Occasional lifting and/or moving of light objects.

Moderate:

- Requires walking or standing for at least 1 hour at a time for 2 to 3.5 hours cumulatively per day.
- Work restricted to work station with little opportunity to move around for more than 3.5 hours per day.

- Periods of continuous keyboarding or other finger and hand movements (including clicking and scrolling) for at least 20 minutes at a time uninterrupted by other activities to a maximum of 3.5 hours cumulatively per day.
- Work in awkward physical positions, or on uneven terrain with possibility of regular breaks (i.e. relief at desired times) for 1 to 2 hours per day.
- Regular lifting and/or moving of objects weighing up to 20 lbs (9 kg), lighter awkward loads, or occasional lifting of heavy objects
- For jobs that are mostly sedentary, requires work with light tools and equipment for 2 to 3.5 hours per day.

High:

- Requires walking or standing for at least 1 hour at a time for more than 3.5 hours cumulatively per day.
- Periods of continuous keyboarding or other finger and hand movements (including clicking and scrolling) for at least 20 minutes at a time uninterrupted by other activities beyond 3.5 hours cumulatively per day.
- Work in awkward physical positions, or on uneven terrain for more than 2 hours per day.
- Regular lifting and/or moving of heavy objects, more than 20 lbs (9 kg).
- Work with light tools and equipment for more than 3.5 hours per day.

Using the example descriptions above for Low, Moderate and High, select the level that most accurately describes the physical demands required in this job **on most days**.

- Low
 Moderate
 High

Review the list of physical demands in the prior question.

Do any of the physical demands from the Moderate or High examples occur on a regular and recurring basis in this job, but not every day?

Yes

No

For the physical demands from the Moderate or High examples that occur on a regular and recurring basis in this job, but not every day:

List the physical demands. Be sure to fully describe the activity that results in these physical demands.

How often does this activity occur?

When it does occur, how long does the activity last each time (in hours)?

Review the list of physical demands in the prior question.

Do any of the physical demands from the High examples occur on a regular and recurring basis in this job, but not every day?

Yes

No

For the physical demands from the High examples that occur on a regular and recurring basis in this job, but not every day:

List the physical demands. Be sure to fully describe the activity that results in these physical demands.

How often does this activity occur?

When it does occur, how long does the activity last each time (in hours)?

This is the end of Section 9 of 14: Physical Effort. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 10 - Concentration

Section 10 of 14: Concentration

The following questions measure the duration and intensity of mental and sensory demands required to perform the job. For the questions below that require a time estimate, assume a 35-hour work week (i.e. **the answers from all questions in this section should add up to 35 hours**).

In a typical week for this job, are there any tasks that require significant understanding and manipulation of the content for output?

Examples include:

- Complex word processing or graphical layout
- Creation of spreadsheets including new formulae
- Advising students
- Providing detailed information
- Minute taking at meetings and transcription
- Cleaning (special protocol)
- Careful listening/observation or reading to discern relevant information and/or take rapid action
- Using tools or mechanical equipment
- Completing multi-step forms, applications and protocols
- Performing standardized experiments, repairs and/or routine calibration using established standards

Yes

No

Please indicate which tasks occur on a weekly basis

- Complex word processing or graphical layout
- Creation of spreadsheets including new formulae
- Advising students
- Providing detailed information
- Minute taking at meetings and transcription
- Cleaning (special protocol)

- Careful listening/observation or reading to discern relevant information and/or take rapid action
- Using tools or mechanical equipment
- Completing multi-step forms, applications and protocols
- Performing standardized experiments, repairs and/or routine calibration using established standards

Please indicate the estimated time spent on each task weekly (in hours)?

(If you indicated that none of the prior tasks occur the total below time below will remain 0 (zero).)

» Complex word processing or graphical layout	0
» Creation of spreadsheets including new formulae	0
» Advising students	0
» Providing detailed information	0
» Minute taking at meetings and transcription	0
» Cleaning (special protocol)	0
» Careful listening/observation or reading to discern relevant information and/or take rapid action	0
» Using tools or mechanical equipment	0
» Completing multi-step forms, applications and protocols	0
» Performing standardized experiments, repairs and/or routine calibration using established standards	0
Total	0

In a typical week for this job, are there any tasks that require detailed or precise work generating or creating the content for output?

Examples include:

- Graphic design
- Identifying and responding to urgent situations that require intervention
- Therapeutic counselling
- Designing and coding software, applications and/or programs
- Transcribing from Dictaphone or recording
- Facilitating meetings/groups
- Instructing
- Performing scientific/technical observation or intervention
- Calibrating complex instruments
- Using precision tools
- Fabrication of tools or equipment

- Developing solutions to complex problems where interruptions would cause disruption of the thinking process

Yes

No

Please indicate which tasks occur on a weekly basis

- Graphic design
- Identifying and responding to urgent situations that require intervention
- Therapeutic counselling
- Designing and coding software, applications and/or programs
- Transcribing from Dictaphone or recording
- Facilitating meetings/groups
- Instructing
- Performing scientific/technical observation or intervention
- Calibrating complex instruments
- Using precision tools
- Fabrication of tools or equipment
- Developing solutions to complex problems where interruptions would cause disruption of the thinking process

Please indicate the estimated time spent on each task weekly (in hours)?

(If you indicated that none of the prior tasks occur the total below time below will remain 0 (zero).)

» Graphic design	<input type="text" value="0"/>
» Identifying and responding to urgent situations that require intervention	<input type="text" value="0"/>
» Therapeutic counselling	<input type="text" value="0"/>
» Designing and coding software, applications and/or programs	<input type="text" value="0"/>
» Transcribing from Dictaphone or recording	<input type="text" value="0"/>
» Facilitating meetings/groups	<input type="text" value="0"/>
» Instructing	<input type="text" value="0"/>
» Performing scientific/technical observation or intervention	<input type="text" value="0"/>
» Calibrating complex instruments	<input type="text" value="0"/>
» Using precision tools	<input type="text" value="0"/>
» Fabrication of tools or equipment	<input type="text" value="0"/>
» Developing solutions to complex problems where interruptions would cause disruption of the thinking process	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

In a typical week, estimate how much time (in hours) is spent on tasks that require very little attention to the content or meaning of the output?

Examples include:

- Alphabetic filing
- Cleaning (normal protocol)
- Shelving books or supplies
- Monitoring machines
- Attending to demands for recurring information
- Inputting or formatting data transferred from another source

The total of all time estimates in your prior questions on concentration add up to **0**. The total should add up to 35 hours. If applicable, go back to the prior questions and adjust the times so that the total is 35 hours.

Select yes below if the total adds up to 35 hours, or no if there is an intentional reason for the total to add to more or less than 35 hours.

Yes

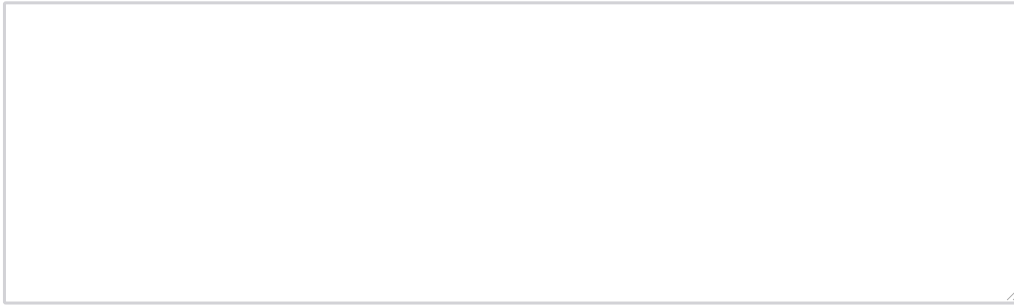
No

Please explain why the total time estimates for concentration are more or less than 35 hours.

Potential explanations include:

- Non-standard work week (part-time or shift work)
- Some tasks occur simultaneously (e.g. advising students and providing detailed information)

If applicable, please indicate any additional information that would allow a better understanding of the concentration demands of this job.



This is the end of Section 10 of 14: Concentration. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 11 - Physical Environment/Health and Safety Risks - Part 1

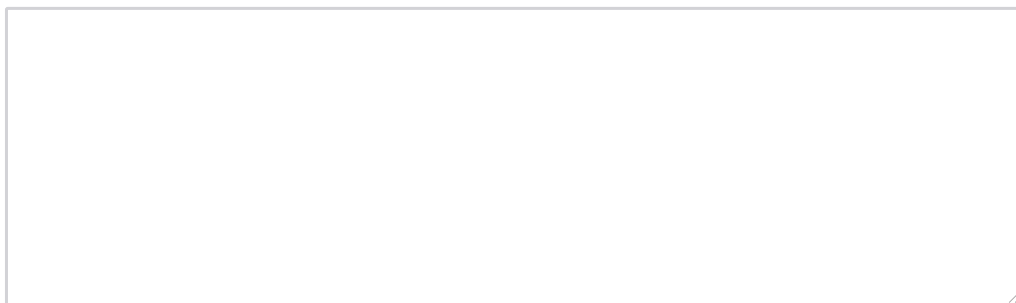
Section 11 of 14: Physical Environment/Health and Safety Risks - Part 1

The following questions collect information on the disagreeable conditions in the physical environment in which the work must be performed. Only consider conditions that are inherent to the job. **Assume all necessary measures to protect comfort have been applied.**

The chart below lists disagreeable conditions that are present in some jobs. Please indicate the frequency with which the condition occurs in this job.

	Never/Rare (less than 10% of the time annually)	Occasional (10 - 33% of the time annually)	Frequent (33 - 66% of the time annually)	Almost continuous (more than 66% of the time annually)
Exposure to biological or chemical odours or substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to dust, dirt, grease or oil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to high noise levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor lighting or glare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requirement to wear cumbersome or uncomfortable protective equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustained machine or equipment vibration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working indoors in environments that are extremely hot, cold, wet or poorly ventilated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working outdoors in inclement weather conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide an example of each condition that occurs more than 10% of the time annually.



If there are any other disagreeable conditions present in the job that were not described in the chart above, please describe them below.



This is the end of Section 11 of 14: Physical Environment. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 12 - Physical Environment/Health and Safety Risks - Part 2

Section 12 of 14:

Physical Environment/Health and Safety Risks - Part 2

Queen's University is committed to the prevention of illness and injury through the provision and maintenance of a healthy and safe campus. The University endeavours to meet its responsibilities for the health and safety of the members of its community by complying with relevant health and safety standards and legislative requirements, and by assigning general and specific responsibilities for workplace health and safety.

The following questions collect information on the level of residual risk that is present after all safety equipment has been provided and all safety precautions have been taken.

The chart below lists hazards that are present in some jobs. For each hazardous condition, indicate the frequency with which it is present in this job.

	Never/Rare (less than 10% of the time annually)	Occasional (10 - 33% of the time annually)	Frequent (33 - 66% of the time annually)	Almost Continuous (more than 66% of the time annually)
Climbing on ladders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to infectious diseases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to toxic chemicals/biohazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling machinery with moving parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential exposure to bites or other injuries from working with animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for physical attacks by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repetitive movements causing strain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk of motor vehicle accident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slip and fall hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide an example of each condition that occurs more than 10% of the time annually.

Are there any other potential hazards in the job that have been overlooked? If so, please provide an example below and describe the frequency with which it occurs.

This is the end of Section 12 of 14: Health and Safety. The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your

screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

Section 13 - Job Pressure

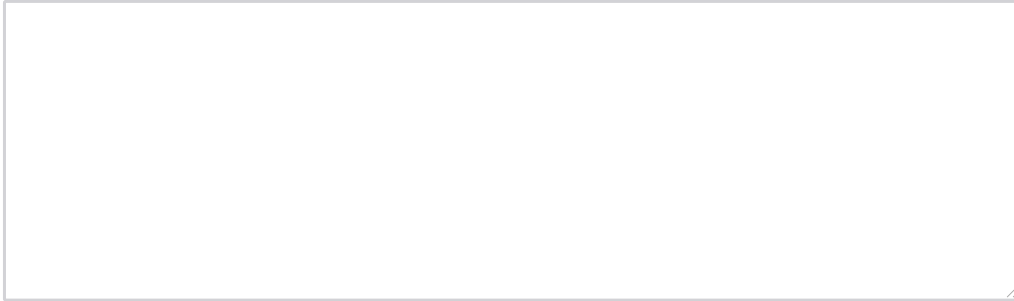
Section 13 of 14: Job Pressure

The following questions relate to job pressures in the work and/or work environment. **Assume that all necessary measures to protect comfort have been applied.**

The chart below lists conditions relating to job pressures that are present in some jobs. Please indicate the frequency with which the condition occurs in this job.

	Never/Rare (less than 10% of the time annually)	Occasional (10 - 33% of the time annually)	Frequent (33 - 66% of the time annually)	Ongoing (more than 66% of the time annually)
Expectation to meet fixed production or sales targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to difficult situations that involve conflictive, hostile or violent reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to situations involving emotionally charged or disrespectful behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to situations involving the distress of others such as illness, socio-economic problems and death	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensive driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extreme vigilance to ensure avoidance of significant negative impact or consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Isolated workspace, or where privacy may be limited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overnight travel (not compensated separately)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule requires irregular work hours, or work during evenings or weekends for which NO shift premium or other compensatory provisions are provided in the collective agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simultaneous deadlines, interruptions / distractions and/or unpredictable or urgent assignments (e.g., multiple competing sources of work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide an example of each condition that occurs more than 10% of the time annually.



Select the statement below that best describes the frequency of change within the work environment.

Examples could include changes in:

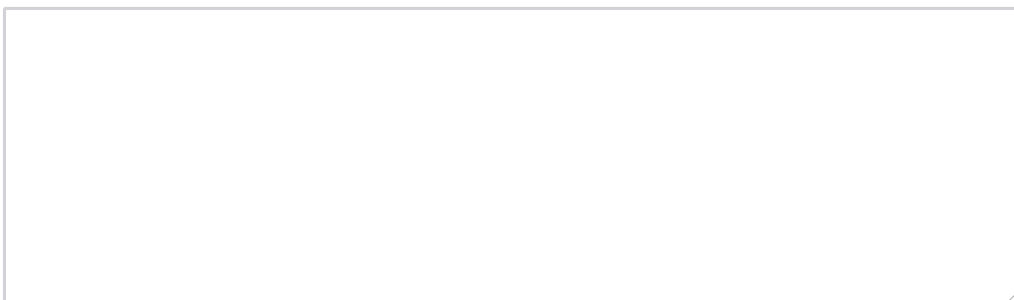
- practices or procedures
- policies
- technology

- Changes occur every couple of years
- Changes occur every year
- Multiple changes occur within the year

Please provide further details of the pace and scope of change in the work environment. Be sure to provide examples of practices, procedures, policies or technologies that are regularly changing and how this job is affected by these changes.



If there are any other job pressures present in the job that were not described in the chart above, please describe them below.

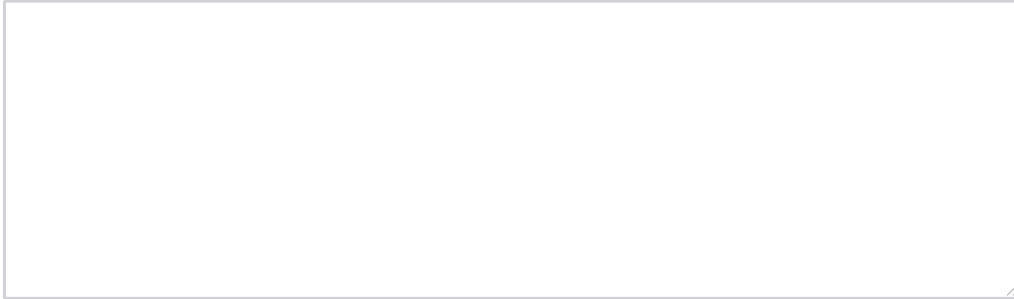


The answers that you have entered will be automatically saved once you hit the next button at the end of each page. At any point in the questionnaire you can leave it by closing your browser by clicking on the X at the top right of your screen. You can continue filling out the questionnaire another time by clicking on the link that was sent to you in the email.

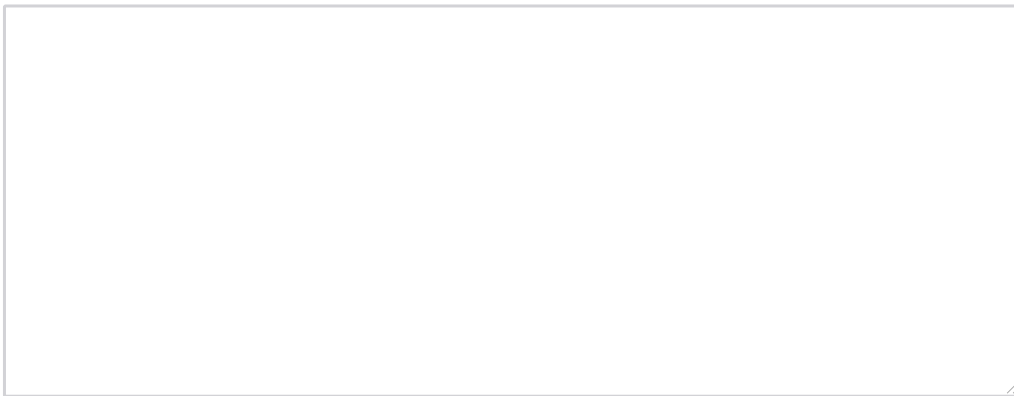
Section 14 - Additional Information

Section 14 of 14: Additional Information

If applicable, please define any abbreviations used in this questionnaire.

A large, empty rectangular text box with a thin gray border, intended for the respondent to define any abbreviations used in the questionnaire. A small diagonal slash icon is visible in the bottom right corner of the box.

If applicable, indicate any additional information not covered in the preceding questions that would allow a better understanding of the job.

A large, empty rectangular text box with a thin gray border, intended for the respondent to provide additional information not covered in the preceding questions. A small diagonal slash icon is visible in the bottom right corner of the box.

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You are at the end of the Job Content Questionnaire.

This is your last opportunity to make changes to your responses. If you have changes to make, you can navigate using the **Table of Contents** below, or the "**Back**" button. Please ensure that all sections of the questionnaire have been completed, as indicated by the check mark next to the section on the Table of Contents below.

As you review your responses, please check for acronyms or unit/function-specific terms that require definition or further explanation.

Once you press "**Next**" on this page, the questionnaire will be sent to Human Resources and you will no longer have access to make further changes.

Once HR reviews your submitted JCQ, you will receive a notification for the next steps/sign-off process.

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