



PLEASE PRINT  
edit date:  
2004

## JOB FACT SHEET

### 1 Introduction See Page 4 in Guidebook

The collection of accurate, complete, up-to-date and gender neutral job information is essential to, and forms the basis of the job evaluation process.

This job fact sheet provides a format and serves as a questionnaire designed to describe a job, to capture the skill, effort and responsibility normally required in the work, and to record the conditions under which it is usually carried out. The job fact sheet focuses on **CURRENT** job content and requirements. **THIS IS NOT AN APPRAISAL OF YOUR PERFORMANCE ON THE JOB.**

Please read the job fact sheet carefully, and complete each section. Throughout the job fact sheet examples are requested and are important as you describe the job. Attach additional pages if necessary.

Your immediate out of scope supervisor or assigned job fact sheet reviewer (where appropriate) will review your completed job fact sheet. Feel free to keep a copy of the job fact sheet. Please complete the signature Section (17) on page 21.

Any changes, as mutually agreed with your supervisor/job fact reviewer are to be recorded in the specific job fact sheet section and initialed by both parties. Additional job holder comments can be recorded in Section (16) on page 21. Additional supervisor/reviewer comments can be recorded in Section (18) on page 22.

PLEASE PRINT

### 2 Job Identification See Page 6 in Guidebook

Job Title *Food Services Supervisor*

JEC # 004

Name of person completing the job fact sheet for single employee job or contact person for multi-employee (group) job fact sheet submission.

#### REPRESENTATIVE JOB FACT SHEET

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Health District \_\_\_\_\_

Facility/Agency \_\_\_\_\_

Department \_\_\_\_\_

Part-time  Full-time  Other (specify)  \_\_\_\_\_

See Section (17) on page 21 for signatures.

Office use only:

**3 Job Summary See Page 8 in Guidebook**

Briefly describe the general purpose of this job. Consider "Why does this job exist?" and "What is this job responsible for?"

*Responsible for the supervision and operation of Food and Nutrition Services.*

**4 Key Work Activities See Page 10 in Guidebook**

Consider the full range of job duties or responsibilities undertaken over the year. Summarize these in rough form before completing this section. **Group the job duties or responsibilities that are related and summarize them by a phrase, at the top of each box** (i.e. counselling and patient education; preventative maintenance; community involvement). Estimate (to the nearest 5%) the percentage of time per year spent on each key work activity summarized in the section(s) below. **The total of all key work activity sections should equal 100%**. For example: 1/2 day every day per year = 50%; 3 months per year = 25%; 2 1/2 weeks per year = 5%. (See Guidebook for other examples.)

After summarizing each key work activity, provide details or examples that describe the related job duties or responsibilities.

**Key Work Activity A: Administration / Supervision****Duties/Responsibilities:**

- ◆ *Supervises, prioritizes workload, schedules staff and deals with staff payroll issues.*
- ◆ *Supervises cafeteria, coffee shop and catering.*
- ◆ *Monitors, documents and communicates staff performance to managers.*
- ◆ *Participates in interviews and makes hiring recommendations.*
- ◆ *Maintains records (e.g., staff, inventory).*
- ◆ *Identifies and provides for staff needs (e.g., orientation, training, education).*
- ◆ *Assists with staff problem solving/conflict resolution.*
- ◆ *Participates in incident/injury documentation/reporting process.*
- ◆ *Provides input into setting goals and objectives for department.*
- ◆ *Coordinates the development and implementation of standards (e.g., customer service, catering, menus, portion control, pricing and cash management).*
- ◆ *Provides input into the development of policies and procedures.*
- ◆ *Ensures staff compliance with regulations, guidelines, policies and procedures (e.g., safe food handling).*
- ◆ *Conducts meetings and makes presentations.*
- ◆ *Liaises with other departments, outside agencies, vendors and service providers.*
- ◆ *Assists with development of department budgets and ensures adherence.*
- ◆ *Procures, receives, stores and distributes supplies and equipment.*
- ◆ *Prepares/files invoices and ensures appropriate billing (e.g., catering services).*

**Key Work Activity B: Clinical Nutrition Services****Duties/Responsibilities:**

- ◆ *Assists with menu planning and recipe modification/development.*
- ◆ *Plans, monitors and maintains food production and preparation.*
- ◆ *Prepares and calculates formulas (e.g., tube feeds).*
- ◆ *Ensures accurate and timely distribution of client/patient/resident meal trays and nourishment (e.g., Meals on Wheels).*
- ◆ *Responds to client/patient/resident needs and provides education/instruction (e.g., menu choices, diet instruction, discharge diet planning).*
- ◆ *Checks menus/assists clients/patients/residents with menu marking (e.g., preference and dietary restrictions/tolerances).*
- ◆ *Completes calorie counts, client/patient/resident screening forms and nourishment analysis.*
- ◆ *Assists with initial clinical intervention (e.g., swallowing assessment).*
- ◆ *Provides for and monitors adequate fluid intake for clients/patients/residents.*
- ◆ *Monitors content of therapeutic diets.*
- ◆ *Assists clinical dieticians in obtaining clinical data (e.g., laboratory work, weights).*
- ◆ *Participates in client/patient/resident team conferences.*

**Key Work Activity C: Quality Assurance / Quality Control****Duties/Responsibilities:**

- ◆ *Performs Quality Assurance (e.g., food quality).*
- ◆ *Conducts Quality Assurance/Quality Control audits.*
- ◆ *Participates in quality monitoring and improvement activities (e.g., clinical food audits).*
- ◆ *Assists with the detection, analysis and follow-up of food-borne illness (e.g., temperature checks, sanitation codes, retain food samples).*
- ◆ *Reports test results.*
- ◆ *Maintains temperature record logs.*
- ◆ *Tests equipment and maintains records.*

**Key Work Activity D:** \_\_\_\_\_ ( %)

**Duties/Responsibilities:**

**Key Work Activity E:** \_\_\_\_\_ ( %)

**Duties/Responsibilities:**

**5 Decision Making See Page 14 in Guidebook**

1 = Almost never

2 = Sometimes

3 = Often

4 = Most of the time

(a) In this job, do you (**circle all responses that apply**):

Follow specific instructions/procedures, use well-defined methods or use established guidelines to achieve desired end results. Example: *Policy and procedure manuals, production / assemble guidelines, OH&S* 1 2 3 4

Modify or change established department methods and procedures, but stay within program or legislative boundaries. Example: *Menu changes, work schedules, job descriptions* 1 2 3 4

Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines. Example: *Staffing issues, supply shortages, theft, OH&S issues* 1 2 3 4

Other (specify) \_\_\_\_\_ 1 2 3 4

(b) When there is a situation you have not come across before do you (**circle all responses that apply**):

Immediately ask the supervisor/leader what to do 1 2 3 4

Ask co-workers for help in deciding what to do 1 2 3 4

Read manuals and figure out what to do 1 2 3 4

Decide with my supervisor what to do 1 2 3 4

Check guidelines and past practices 1 2 3 4

Decide what to do based on my related experience 1 2 3 4

Get advice with problems from management and/or other sources (i.e. suppliers, consultants) 1 2 3 4

Other (specify) \_\_\_\_\_ 1 2 3 4

(c) To what extent are the decision making requirements of this job guided by others (**circle all responses that apply**):

Immediate supervisor (Example) \_\_\_\_\_ 1 2 3 4

Others in own program/department (Example) \_\_\_\_\_ 1 2 3 4

Others district wide (Example) \_\_\_\_\_ 1 2 3 4

Departmental Management (Example) \_\_\_\_\_ 1 2 3 4

Specialists/Clinical Experts (Example) \_\_\_\_\_ 1 2 3 4

Senior Management (Example) \_\_\_\_\_ 1 2 3 4

Other (Example) *Accreditation* 1 2 3 4

**6 Education and Specific Training See Page 16 in Guidebook**

(a) What **minimum** level of completed schooling or formal training would be necessary for a **new person** being hired into this job?

Elementary School Grade 8

High School: Grade 9  Grade 10  Grade 11  Grade 12

Technical/Vocational /Community College 1 yr  2 yrs  3 yrs

Specify: (Do not use abbreviations) *Food and Nutrition Management diploma*

\_\_\_\_\_

Licensed Trades: 1 yr  2 yrs  3 yrs  4 yrs  5 yrs

Specify: (Do not use abbreviations) \_\_\_\_\_

\_\_\_\_\_

University: 3 yrs  4 yrs  Masters

Specify: (Do not use abbreviations) \_\_\_\_\_

\_\_\_\_\_

(b) Is any Provincial, National or professional certification mandatory? Yes  No

Specify: (Do not use abbreviations) \_\_\_\_\_

\_\_\_\_\_

(c) What additional special skills, training or licenses are needed to perform the job (please specify) and indicate length of course/program? (Do not use abbreviations)

- ◆ *Intermediate computer skills*
- ◆ *Interpersonal and communication skills*
- ◆ *Organizational and leadership skills*
- ◆ *Ability to work independently*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7 Experience See Page 18 in Guidebook**

Estimate the **minimum** relevant experience gained prior to (a) and/or on the job (b), that is required for a new person with the education recorded in Section 6, to acquire the skills needed to carry out the requirements of this job.

(a) Required previous related job experience.

- |   |   |
|---|---|
| <input type="checkbox"/> None           | <input checked="" type="checkbox"/> 2 years         |
| <input type="checkbox"/> Up to 3 months | <input type="checkbox"/> 3 years                    |
| <input type="checkbox"/> 6 months       | <input type="checkbox"/> 4 years                    |
| <input type="checkbox"/> 9 months       | <input type="checkbox"/> 5 years                    |
| <input type="checkbox"/> 1 year         | <input type="checkbox"/> More (specify years) _____ |

Describe the experience requirements gained on previous jobs here or elsewhere needed to prepare for this job (Do not include practicum or apprenticeship if covered in Section (6) education).

◆ *Twenty-four (24) months previous experience in a Nutrition and Food Services environment.*

---



---



---

(b) Average time required on the job to learn and/or adjust to this job.

- |  |  |
|--|--|
| <input type="checkbox"/> 1 month or less | <input checked="" type="checkbox"/> 1 year           |
| <input type="checkbox"/> 3 months        | <input type="checkbox"/> 2 years                     |
| <input type="checkbox"/> 6 months        | <input type="checkbox"/> 3 years                     |
| <input type="checkbox"/> 9 months        | <input type="checkbox"/> More (specify years ) _____ |

Describe the tasks and responsibilities that need to be learned in order to satisfy the requirements of this job.

- ◆ *Develop administrative/supervisory skills*
- ◆ *Gain knowledge of collective agreements*
- ◆ *Learn to coordinate region-wide or multi-facility food service operations*
- ◆ *Become familiar with region/facility/department policies and procedures*

---



---



---



---

**8 Independent Judgement See Page 20 in Guidebook**

All jobs require some independent action, but to varying degrees. Some jobs are highly structured and have many formal procedures, while others require judgements or actions that have no precedents to serve as a guide.

Consider the type and level of guidance provided to this job. Guidance can come from rules, instructions, established procedures, defined methods, manuals, policies, professional standards, precedents, leadership from others and direct supervision.

(a) To what extent does this job control its own work as opposed to being guided by influences such as rules, procedures, policies, supervisory presence or instructions directing actions required. **Please check the answer that most closely represents expected job requirements.**

- Most job requirements (to the extent possible) are set out within structure and rules and/or readily understood schedules to guide job tasks/duties required.
- Some restrictions apply, but the control over setting work priorities and pace of work is contained within the job.
- There are minimal restrictions, leaving significant control over the work being carried out within the scope of the job.
- Other (please explain).  
\_\_\_\_\_

(b) To what extent does this job exercise judgement to determine how the work is to be done? **Please check the answer that most closely represents expected job requirements.**

- Work is mostly repetitive and predictable with little need for judgement.  
Example: \_\_\_\_\_
- Work may present some unusual circumstances that require judgement or choices to be made.  
Example: \_\_\_\_\_
- Work presents difficult choices or unique situations that require judgement.  
Example: *Equipment breakdown, staff and food shortages, sewer backups, food production and Quality Control issues.*
- Other (please explain).  
\_\_\_\_\_

**9 Working Relationships See Page 22 in Guidebook**

(a) What are the typical contacts or working relationships **necessary** in doing this job? For each contact listed below determine the purpose of the contact and **check off all that apply** in the chart below. **Do not include contact with those you supervise.**

**Purpose of Contact**

- A) No exchange
- B) Exchange of factual or work related information
- C) Explanation and interpretation of information or ideas
- D) Discussion of problems with a view to obtaining consent, cooperation and/or coordination of activities
- E) Counselling
- F) Secure cooperation of others for the development of services, programs, policies or agreements on behalf of the Program/Department
- G) Negotiation of service and/or supply agreements

Work Related Contact	Check Off All That Apply (more than one if applicable)						
	Purpose of Contact						
	A	B	C	D	E	F	G
Employees in the same department		✓	✓	✓		✓	
Employees in another department/site/agency (specify)		✓	✓	✓			
<i>Maintenance</i>							
Students		✓	✓				
Managers/supervisors of programs/departments or services		✓	✓	✓		✓	
Clients/patients/residents		✓	✓				
Family of clients/patients/residents		✓	✓				
Physicians		✓					
Business representatives	✓						
Suppliers/contractors		✓					✓
Volunteers	✓						
General public		✓					
Other health care organizations or agencies	✓						
Professional organizations/agencies	✓						
Government departments	✓						
Social Service establishments	✓						
Community Agencies	✓						
Police and Ambulance	✓						
Foundations	✓						
Others (specify)							

**9 Working Relationships (cont d)**

How often does your job require you to:

**1 = Almost never**  
**2 = Sometimes**  
**3 = Often**  
**4 = Most of the time**

(b) Have to tell people things they don't want to hear?

Other employees	1	<u>2</u>	3	4
Client/patients/residents/families	1	<u>2</u>	3	4
The general public	<u>1</u>	2	3	4
Other (specify) <i>Management, customer, staff and visitors</i>	1	<u>2</u>	3	4

(c) Have contact with very upset or very angry:

Clients/patients/residents/families (not other workers)?	<u>1</u>	2	3	4
Outside groups (not other workers)?	<u>1</u>	2	3	4
General public	<u>1</u>	2	3	4
Other employees	1	<u>2</u>	3	4
Management	<u>1</u>	2	3	4
Physicians	<u>1</u>	2	3	4
Other (specify) _____	1	2	3	4

(d) Have contact with extreme/special needs clients/patients/residents?

	<u>1</u>	2	3	4
--	----------	---	---	---

Specify: *Palliative care clients, diabetics*

\_\_\_\_\_

(e) Talk with clients/patients/residents:

Get information from them	1	<u>2</u>	3	4
Inform them	1	<u>2</u>	3	4
Counsel them	<u>1</u>	2	3	4
Devise mutual goals/objectives with them	<u>1</u>	2	3	4
Check on their progress	1	<u>2</u>	3	4

(f) Talk with families:

Get information from them	1	<u>2</u>	3	4
Inform them	<u>1</u>	2	3	4
Counsel them	<u>1</u>	2	3	4
Devise mutual goals/objectives with them	<u>1</u>	2	3	4
Check on their progress	<u>1</u>	2	3	4

**9 Working Relationships (cont d)**

How often does your job require you to:

**1 = Almost never  
3 = Often**

**2 = Sometimes  
4 = Most of the time**

(g) Talk with physicians:

Get information from them	<u>1</u>	2	3	4
Inform them	<u>1</u>	2	3	4
Devise mutual goals/objectives with them	<u>1</u>	2	3	4

(h) Talk with general public:

Provide information	<u>1</u>	2	3	4
Respond to questions	1	<u>2</u>	3	4
Make presentations	<u>1</u>	2	3	4

(i) Talk with other employees:

Get information from them	1	2	<u>3</u>	4
Inform them	1	2	3	<u>4</u>
Counsel/persuade them	1	2	<u>3</u>	4
Give them advice on work procedures	1	2	3	<u>4</u>
Get advice from them on work procedures	1	<u>2</u>	3	4
Get cooperation from other parts of the organization on projects and programs	1	<u>2</u>	3	4
Other (specify) <i>Cafeteria catering - customers</i>	1	<u>2</u>	3	4

(j) Talk to vendors, contractors, consultants, government agencies and other external groups or organizations:

Get information from them	1	<u>2</u>	3	4
Confer with peer professionals	1	2	<u>3</u>	4
Inform them	1	<u>2</u>	3	4
Arrange for services	1	<u>2</u>	3	4
Devise mutual goals/objectives with them	1	<u>2</u>	3	4
Lead meetings	<u>1</u>	2	3	4
Check on their progress	<u>1</u>	2	3	4
Other (specify) <i>Obtaining nutrient analysis, inservices on chemicals</i>	1	<u>2</u>	3	4

Please give examples:

---

**10 Impact of Action See Page 26 in Guidebook**

When carrying out your job duties and responsibilities what is the likelihood that there would be an impact or outcome affecting the following? Such affects are typical and are not to be classed as carelessness, wilful neglect or extreme circumstances.

Safety of others Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Safety of equipment, food born illness, chemical usage*

Client/patient/resident relations Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Accuracy of diets, meals and service*

Family of clients/patients/residents Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Family upset if client concerns are not addressed*

Provision of services Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Support staff by ensuring supplies and resource are available*

Departmental/site/agency/district operations Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Delay in service could affect meal time, nursing functions would be delayed (i.e. medications)*

Equipment/instruments Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *If not maintained would cause disruption in service, loss of food supply and affect budget*

Reports and records Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Records kept for quality assurance*

Financial resources Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Budgets labor costs, capital costs*

Other *Education* Is an impact likely? Yes  No

If yes, please provide an example(s)

- ◆ *Develops education programs for staff, develops orientation packages for staff, identifies educational needs for staff, evaluates effectiveness of education provided*
- ◆ *Impact may result in improved customer service / satisfaction, improve staff morale*

**11 Leadership/Supervision See Page 28 in Guidebook**

Leadership refers to the requirements of the job to supervise others, lead others, provide functional guidance or provide technical direction to enable others to carry out their job. Do not include clients/patients/residents.

Specify any jobs or work group as appropriate, under one or more of these categories. **Check all that apply and provide examples.**

**Examples**

- |   |  |  |
|---|--|--|
| ✓ | Provide occasional orientation to others.  | <i>New staff, equipment, procedure</i>   |
| ✓ | Assign and/or check work of others doing work similar to yours.  | <i>Staff, students</i>   |
| ✓ | Lead a project team; prioritize tasks, assign work, monitor progress to achieve planned outcome(s).                      | <i>Catering, students</i>  |
| ✓ | Provide functional advice/instruction to others in how to carry out work tasks.  | <i>Job descriptions, cleaning schedules</i>  |
| ✓ | Provide technical direction as an expert in a field in order for others to carry out their primary job responsibilities. | <i>Develops and provides education on policy and procedures, menu / diet planning</i>  |
| ✓ | Provide input to appraisal, and/or hiring.   | <i>Interview, orientate, evaluate</i>  |
| ✓ | Coordinate replacement and/or scheduling of employees.   | <i>Daily replacement / scheduling</i>  |
| ✓ | Supervise a work group; assign work to be done, methods to be used, and take responsibility for all the group.           | <i>Organize department</i>   |
| ✓ | Supervise the work, practices and procedures of a defined program.   | <i>Safe handling practices, employees from functional work program, back to work program, students, work placement clients</i> |
| ✓ | Supervise the work, practices and procedures of a department.  | <i>Daily operations</i>  |
| ✓ | Provide counseling and/or coaching to others.  | <i>Patients, students, staff</i>   |
| ✓ | Provide health promotion/outreach (teaching/instruction).  | <i>Provide inservice (i.e. nutrition week)</i>   |
| ✓ | Other (specify)  | <i>Coordinate department programs</i>  |

**12 Responsibility for Resources See Page 30 in Guidebook**

Responsibility for resources refers to the responsibility of the job for determining the use of resources, setting service standards and/or monitoring the results produced by others.

Determining the use of resources affects the way resources such as information, material, processes, instrumentation, equipment, technology and finances are utilized at the workplace in order to contribute to the control and/or flow of work.

While all jobs have a responsibility to ensure quality, service and/or performance criteria established for the job are met, some jobs are also responsible for setting service standards and/or monitoring the results produced by other jobs.

**From the following, please check all that apply.**

	<b>Examples</b>
✓ Provide input for the evaluation of services delivered.	<i>Audits, surveys</i>
✓ Make resource allocation choices.	<i>Order supplies and staff equipment</i>
✓ Design programs and/or services for delivery.	<i>Work schedules / catering</i>
✓ Develop new methods and/or procedures.	<i>Recipes, schedules, routines</i>
✓ Modify established methods and/or procedures.	<i>New chemicals / safety (i.e. work equipment failure during power failure)</i>
✓ Establish tests and/or service standards.	<i>Quality control audits</i>
✓ Verify accuracy of information provided by others.	<i>Diet information</i>
✓ Select vendors/contractors for supply of goods and services.	<i>Review tender submission (i.e. meet with supplier and trial new products)</i>
✓ Prioritize order/sequence of tasks carried out.	<i>Maintain department resources</i>
✓ Determine training needs for others.	<i>New staff orientation</i>
✓ Approve expenditures and/or commitment of resources.	<i>Groceries / suppliers</i>
✓ Edit reports produced by others.	<i>Review catering / cash / month end reports</i>
✓ Address changes in conditions that affect client/patient care plan.	<i>Resident likes / dislikes, change in patient condition</i>
✓ Develop expenditures for budget planning.	<i>Cost food / tender food contracts</i>
✓ Develop internal control procedures.	<i>Cash handling procedures for cafeteria, review diet data system</i>
✓ Ensure compliance with regulations.	<i>Food safety, OH&amp;S fire safety</i>
<input type="checkbox"/> Other (specify)	_____

**13 Physical Demands See Page 32 in Guidebook**

(a) What **physical effort** is required on a **regular** basis for your job? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year. Indicate weight where applicable.

**Light weight** up to 9 kg/20 lbs

**Medium weight** over 9 kg/20 lbs

**Heavy weight** over 23 kg/50 lbs

**Occasional** - means the activity occurs once in a while.

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

ACTIVITY EXAMPLES	WEIGHT	DURATION	FREQUENCY		
	Light, Medium, Heavy (specify)	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Sitting</i>		25 - 60%			✓
<i>Standing</i>		6 - 30%			✓
<i>Walking</i>		25 - 60%			✓
<i>Serving</i>		12 - 30%		✓	
<i>Unpacking supplies</i>	<i>H</i>	6 - 25%		✓	
<i>Lifting (files, paper)</i>	<i>L</i>	6%		✓	
<i>Driving</i>		6%	✓		
<i>Reaching / stretching</i>	<i>L - H</i>	12 - 26%			✓
<i>Typing</i>		12%		✓	

**13 Physical Demands (cont d)**

(b) Does your work require **accurate hand/eye or hand/foot coordination**? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

**Occasional** - means the activity occurs once in a while

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

ACTIVITY EXAMPLES	DURATION	FREQUENCY		
	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Computer operation</i>	<b>30 - 55%</b>			✓
<i>Menu marking / filing</i>	<b>15 - 40%</b>			✓
<i>Checking kardex</i>	<b>15 - 25%</b>			✓
<i>Scheduling / call in</i>	<b>5 - 35%</b>		✓	
<i>Telephone</i>	<b>35%</b>		✓	
<i>Photocopy / fax / shredding</i>	<b>6 - 25%</b>		✓	
<i>Driving</i>	<b>3 - 6%</b>	✓	✓	
<i>Stock</i>	<b>12%</b>		✓	
<i>Walking</i>	<b>45%</b>			✓
<i>Inventory / place orders</i>	<b>6%</b>		✓	
<i>Using machinery</i>	<b>6%</b>			
<i>Pushing carts</i>	<b>3 - 6%</b>		✓	

**14 Sensory Demands See Page 36 in Guidebook**

(a) What **Visual Effort** is required on a **concentrated** basis in your job? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

**Occasional** - means the activity occurs once in a while.

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

ACTIVITY EXAMPLES	DURATION	FREQUENCY		
	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Computer operation</i>	<b>30 - 55%</b>			✓
<i>Scheduling</i>	<b>25%</b>			✓
<i>Menu</i>	<b>30 - 50%</b>			✓
<i>Check tray line</i>	<b>25 - 30%</b>			✓
<i>Reading (i.e. diet cards, menus)</i>	<b>15 - 50%</b>			✓
<i>Ordering</i>	<b>6%</b>	✓		
<i>Writing</i>	<b>10 - 40%</b>			✓
<i>Department observation</i>	<b>25%</b>			✓
<i>Order / research</i>	<b>6%</b>	✓		
<i>Design marketing material</i>	<b>12%</b>		✓	
<i>Report writing evaluation</i>	<b>6%</b>	✓		
<i>Prepare estimates</i>	<b>12%</b>		✓	
<i>Prepare specialty menus</i>	<b>6%</b>	✓		
<i>Edit/review pricing</i>	<b>6%</b>	✓		
<i>Watching residents in dining room</i>	<b>6%</b>	✓		

**14 Sensory Demands (cont d)**

(b) Does your job require that you **Listen Attentively**? Please provide examples that are applicable to your job.

Indicate the duration of time that the activity is present during the normal workday or shift. (e.g. For an 8 hour shift 6 hrs = 75%, 4 hrs = 50%, 2 hrs = 25%, 1 hr = 12%, ½ hr = 6%). **Percentages may not add to 100%.**

Place a checkmark in the chart below indicating the frequency of occurrence over a year.

**Occasional** - means the activity occurs once in a while.

**Frequent** - means the activity occurs often.

**Continuous** - means the activity occurs almost every day.

ACTIVITY EXAMPLES	DURATION	FREQUENCY		
	Approximate % of time/day	Occasional	Frequent	Continuous
<i>Equipment noises</i>	<b>0 - 50%</b>			✓
<i>Meetings</i>	<b>5 - 25%</b>			✓
<i>Instruct / listen to staff</i>	<b>10 - 85%</b>			✓
<i>Check tray line</i>	<b>25 - 30%</b>			✓
<i>Phone calls</i>	<b>6 - 40%</b>			✓
<i>Overall department operation observation</i>	<b>35%</b>			✓
<i>Listen to resident concerns</i>	<b>6 - 12%</b>	✓		
<i>Counseling</i>	<b>10%</b>	✓		
<i>Negotiate</i>	<b>10%</b>		✓	
<i>Alarm systems</i>	<b>6%</b>		✓	

(c) Must attention be shifted frequently from one job detail to another?

Yes

No

If yes, please give examples: *Marking menus, answering phone, monitoring staff.*

---



---

**15 Working Conditions See Page 40 in Guidebook**

(a) Are you exposed to some degree of **unpleasantness** in the day-to-day activities of your job? **Check all conditions that apply to you, and indicate only one of "occasional", "frequent", "continuous".**

**Occasional** - means the condition occurs once in a while.

**Frequent** - means the condition occurs often.

**Continuous** - means the condition occurs almost every day.

CONDITION (specify if applicable)	OCCASIONAL	FREQUENT	CONTINUOUS
Blood/body fluids	✓		
Chemical substances (specify)	✓		
Cold	✓		
Congested workplace		✓	
Dust	✓		
Extreme temperature	✓		
Foul language	✓		
Grease	✓		
Head lice			
Heat	✓		
Inadequate lighting		✓	
Inadequate ventilation		✓	
Insects, rodents, etc.	✓		
Interruptions			✓
Isolation			
Latex	✓		
Moisture	✓		
Mold	✓		
Multiple deadlines			✓
Noise			✓
Odour	✓		
Oil	✓		
Radiation exposure (specify)	✓		
Second hand smoke	✓		
Soiled linens	✓		
Steam	✓		
Transporting or handling human remains			
Travel	✓		
Vibration	✓		
Other (specify)			
<i>Adjusting working hours around special events</i>	✓		

**15 Working Conditions (cont d)**

(b) Is there some degree of exposure to **hazards** in the day-to-day activities of your job? **Check all hazards that apply to you, and indicate only one of "occasional", "frequent", "continuous".**

**Occasional** - means exposed to hazards once in a while.

**Frequent** - means exposed to hazards often.

**Continuous** - means exposed to hazards almost every day.

HAZARD (specify if applicable)	OCCASIONAL	FREQUENT	CONTINUOUS
Abusive clients	✓		
Blood/body fluids <i>Needles on trays</i>	✓		
Chemical substances (specify) <i>Cleaning supplies</i>	✓		
Travelling in inclement weather <i>At other sites</i>	✓		
Excessive/unpredictable weights <i>Carts</i>	✓		
Exposure to infectious disease (specify) <i>TB / visits to isolation patients</i>	✓		
Extreme noise <i>Equipment</i>	✓		
Faulty/inadequate equipment <i>Computer</i>	✓		
Personal injury <i>Wet floors</i>	✓		
Personal safety at risk due to isolation <i>Late night departures, working alone</i>	✓		
Radiation exposure (specify) <i>Microwave</i>	✓		
Sharp objects <i>Knives, fiberglass trays</i>	✓		
Small aircraft			
Steam	✓		
Verbal and/or physical abuse <i>Dissatisfied customers</i>	✓		
Video display terminal	✓		
Violence <i>Psychiatric unit</i>	✓		
Working from heights <i>Cafeteria displays</i>	✓		
Other (specify)			

(c) Do you have to take certain training, precautions or wear protective clothing to avoid a work injury? (Check one and provide an explanation or example of the type of precaution(s) normally taken).

Yes

No

Please explain your answer: *Masks, gloves, earplugs, gowns, shoes.*

---

**16 Other Comments See Page 44 in Guidebook**

Please add any additional information or comments and reference the specific job fact sheet section and question as appropriate.

---

---

---

---

---

---

---

---

---

---

**USE ADDITIONAL SHEETS IF NECESSARY.**

**17 Signatures See Page 46 in Guidebook**

(a) Single job submission

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(b) Multiple job/group submission

Signatures:

Date: \_\_\_\_\_



This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.