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| **JOB DEMANDS ANALYSIS: Employer Rating Form**  ***City Of Toronto Behavioural/Cognitive Job Demands Analysis*** | |
| **Name:** |  |
| **Name of employer:** |  |
| **Job title :** |  |
| **Date of assessment :** |  |
| **Completed by :** |  |

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| **Job Demands** |
| **1. Degree of self-supervision required** | |
| **The extent of self-supervision or autonomy required in the course of duties to independently take responsibility and make decisions.** | |
| **1.** No self-supervision required (fully supervised) | |
| **2.** Occasional self-supervision required (supervisor frequently provides work direction) | |
| **3.** Frequent self-supervision required (supervisor occasionally provides work direction) | |
| **4.** Predominately self-supervised throughout the shift   (may contact supervisor to obtain work directions as needed) | |
| **Comment:**  *eg description and examples of tasks* | |

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| **2. Degree of supervision exercised** |
| **The extent of work direction and/or supervision provided to other staff** |
| **1.** No supervisory responsibilities |
| **2.** Provides work direction only with no other supervisory responsibilities |
| **3.** Provides work direction and some elements of managing work performance   with the exclusion of disciplinary action |
| **4.** Has full supervisory responsibility for other employees |
| **Comment:**  *e.g. description and examples of tasks* |

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| **3. Deadline pressure** |
| **The extent to which work tasks are expected to be completed within a given time period or the extent to which a fast pace is required because of the nature of the work or work volume.** |
| **1.** Staff member is not exposed to time pressures because the work is self-paced,   without rigid time constraints |
| **2.** Time pressure is low: there is occasional pressure to meet deadlines or work   within time constraints, the volume of work and the work pace are moderate) |
| **3.** Time pressure is moderate: there is frequent pressure to meet deadlines or   work within time constraints, and/or the volume of work is high and   the work pace is moderately fast |
| **4.** Time pressure is high : the majority of work is performed under rigid time constraints   and the volume of work is high (assumes that the work pace is high   OR the staff member must extend the work day to manage the volume of work) |
| **Comment:**  *e.g. description and examples of tasks* |

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| **4. Attention to detail** |
| **The extent to which work tasks require attention to or concentration on details of information.**  **A high demand implies that insufficient attention to detail may result in work errors and/or inefficiencies.** |
| **1.** Attention to or concentration on details is not required |
| **2.** Attention to detail or concentration is required for some tasks,   although not at an intense level |
| **3.** Significant attention to detail or concentration required for many tasks or   intense attention to detail or concentration required for some tasks |
| **4.** Intense attention to detail or concentration is required for the majority of the shift |
| **Comment:**  *e.g. description and examples of tasks* |

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| **5. Performance of multiple tasks** |
| **“Performance of multiple tasks” refers to the responsibility for performing and/or monitoring more than one task or function at a time and for judging when tasks or function require attention.** |
| **1.** Not responsible for concurrent multiple tasks. Responsible for performing   one task at a time until completion or further discussion from supervisor |
| **2.** Some responsibility for multiple tasks, but with very clear guidelines  or cues about when to perform each task |
| **3.** Responsible for multiple tasks, with some time management skill and  judgement required to determine priorities |
| **4.** Constantly responsible for multiple concurrent tasks and/or functions  and must exercise a high degree of judgement to determine when to attend to each task |
| **Comment:**  *e.g. description and examples of tasks* |

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| **6. Exposure to distracting stimuli** |
| **Exposure to visual, auditory or other sensory stimuli in proximity of the staff member such that it could be distracting during the performance of work duties.** |
| **1.** Little or no distracting visual, auditory, or other sensory stimuli |
| **2.** Minor degree of distracting stimuli present during some tasks or portions of the shift |
| **3.** Moderate degree of distracting stimuli present during some tasks or portions of the shift |
| **4.** High degree of distracting stimuli are present for the majority of the shift or for   any portion of the shift where it is essential to work effectively despite distracting stimuli |
| **Comment:**  *e.g. description and examples of tasks* |

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| **7. Need to work co-operatively with others** |
| **The degree to which a staff member must work co-operatively with others. This may include team projects, shared job duties, management interaction with staff etc.** |
| **1.** Not required to work co-operatively with others,  other than to receive direction from supervisors |
| **2.** Infrequently required to work co-operatively with others,   although may be in proximity to others |
| **3.** Required to work in conjunction with others for some tasks |
| **4.** The majority of work requires close co-operation with others |
| **Comment:**  *e.g. description and examples of tasks* |

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| **8. Exposure to emotional situations** |
| **Exposure to situations where the staff member may face emotionally stressful circumstances.** |
| **1.** No exposure to emotionally stressful circumstances   or emotionally distressed individuals in the normal course of duties |
| **2.** Infrequent exposure (approx. monthly) to emotionally stressful circumstances   or emotionally distressed individuals with whom the staff member   must interact in order to complete job requirements |
| **3.** Occasional exposure (approx. weekly) to emotionally stressful circumstances   or emotionally distressed individuals |
| **4.** Frequent exposure (approx. daily) to emotionally stressful circumstances   or emotionally distressed individuals |
| **Comment:**  *e.g. description and examples of tasks* |

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| **9. Exposure to confrontational situations** |
| **Exposure to situations where, in the course of their duties, staff may be directly confronted by an individual who is verbally aggressive or abusive, insistent, hostile, loud, threatening, disruptive, or may refuse to follow instruction.** |
| **1.** No exposure to confrontational situations in the course of duties |
| **2.** Occasional exposure (up to weekly) to confrontational situations   in which assistance is immediately available |
| **3.** Occasional exposure (up to weekly) to confrontational situations   in which assistance is not immediately available |
| **4.** Frequent exposure (up to daily) to confrontational situations  or hostile people whether or not assistance is available |
| **Comment:**  *e.g. description and examples of tasks* |

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| **10. Responsible and accountability required** |
| **“Responsibility and accountability required” refers to the extent of liability or safety risk that could result if the employee does not exercise appropriate judgement or attention during the performance of job tasks.** |
| **1.** Errors in judgement or attention would have insignificant consequences |
| **2.** Errors in judgement or attention would create inconvenience |
| **3.** Errors in judgement or attention would create serious difficulty or significant expense |
| **4.** Errors in judgement or attention would have grave or life-threatening consequences |
| **Comment:**  *e.g. description and examples of tasks* |

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| **11. Reading literacy** |
| **Reading literacy is the ability to comprehend English text.** |
| **1.** No reading required in the course of duties |
| **2.** Minimal reading ability is required in order to recognize single work, short phases, or names |
| **3.** Moderate reading ability is required, e.g., to follow written instruction |
| **4.** A high degree of reading literacy is required to read reports, manuals,   or other documents with a high degree of comprehension |
| **Comment:**  *e.g. description and examples of tasks* |

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| **12. Written literacy** |
| **The demands rating for written literacy reflects the requirement to create English text. It is independent of the physical ability to produce text in a specific format, e.g., hand-writing, typing, computer keyboarding.** |
| **1.** No composing if English text is required in the course of duties |
| **2.** Required to compose text in which accurate grammatical construction  and spelling are not essential, e.g., message forms, list |
| **3.** Required to create memos or letters with accurate spelling,  grammatical construction and clarity |
| **4.** Required to create reports, complex documents or any communications  that require a high degree of grammatical form and /or careful wording |
| **Comment:**  *e.g. description and examples of tasks* |

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| **13. Verbal communication** |
| **The extent to which a job requires the ability to clearly comprehend and express ideas and information in spoken English.** |
| **1.** Little or no requirement for communication skills :   receives and relays concrete information only |
| **2.** Basic communication skills are required to comprehend and communicate information  at a basic level within well defined parameters. E.g. communicate status of job   or job task with supervisor |
| **3.** Moderate communication skills are required to comprehend and communicate information   fluently. E.g. to work crews |
| **4.** Highly developed communication skills are required to comprehend and communicate   complex information and ideas or communicate effectively in complex situations.  E.g. explaining the design of a complex situation, exchanging information with physicians   regarding public health issue, policy discussions, conflict resolution. |
| **Comment:**  *e.g. description and examples of tasks* |

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| **14. Numerical skills** |
| **The demand for numerical skills refers to the requirement to process and analyse numerical information even if the calculation is performed electronically. Higher ratings reflect the needs for abstract mathematical thinking** |
| **1.** No number manipulation required other than counting |
| **2.** Required to carry out basic arithmetic operating such as addition and subtraction |
| **3.** Required to use more complex arithmetic operations such as division,   multiplication, percentages, ratios |
| **4.** Required to use abstract mathematical formulae   or carry out complex mathematical operation, e.g., accounting |
| **Comment:**  *e.g. description and examples of tasks* |

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| **15. Memory** |
| **The demand for recalling information on demand that has previously learned.** |
| **1.** Little or no need to remember information and apply to work tasks   e.g., clear processes/instructions are available for carrying out job tasks |
| **2.** Basic memory ability is required to recall information that is applied to work tasks   on a regular basis without rigid time constraints |
| **3.** Moderate memory ability is required to recall information that is harder to remember   because it is recalled infrequently, or because there are   time constraints within which to recall the information |
| **4.** High memory ability is required to recall many different pieces of detailed information  and/or sequences which may have to be recalled in demanding situations  e.g., due to deadlines pressures or being out of context. |
| **Comment:**  *e.g. description and examples of tasks* |

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| **16. Computer Literacy** |
| **The extent to which a job requires the ability to use computer** |
| **1.** Not required to use computer in the course of duties |
| **2.** Required to use computer for basic data input   e.g., using a hand scanner, using basic email for communication only |
| **3.** Required to use one or more computer programs at a competent level   e.g., most office staff members using word processing and e-mail applications |
| **4.** Extensive computer knowledge and problem solving ability required   e.g., IT support, computer programmers, key users |
| **Comment:**  *e.g. description and examples of tasks* |

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| **17. Planning through tasks and routines** |
| **The extent to which a job requires planning of a project, an individual task or work routine. Often required to manage change and develop new procedures in business. It requires the ability to think abstractly as well as to draw on existing knowledge.** |
| **1.** Not responsible for planning tasks and procedures. |
| **2.** Some responsibility for planning, but with very clear guidelines and resources  to adapt procedures as required. |
| **3.** Responsible for planning tasks, with some skill and judgement required  to independently develop a plan, follow through steps and monitor progress.  Reports to manager and assistance is available for complex problem solving. |
| **4.** Constantly responsible for strategic planning at an organisational or team level,  requiring forecasting, anticipating obstacles, identifying and selecting options,  tracking progress across multiple projects, producing reports, perform task in logical  progression etc. |
| **Comment:**  *e.g. description and examples of tasks* |

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| **Other comments** |
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