

PHYSICAL & COGNITIVE CHARACTERISTICS INVENTORY

Class code/title:			
Budget account:	Agency no.		Position control no.:
Reviewer:			Review date:

INSTRUCTIONS: Indicate the characteristics that are necessary to perform the essential and marginal functions of the position. For each characteristic indicated, all of the associated essential and/or marginal functions must be listed in the Function #(s) column. ***DO NOT indicate an item if it is a preferred/common method (versus the only method) of performing a job function.*** For example, you would not want to indicate that an employee performing data entry needs to sit "C" (i.e., constantly) as that is the preferred or common method. The employee could accomplish the data entry working at a sit-stand desk.

KEY			
N = Never	Zero % of time		
O = Occasionally	1 – 33 % of time	Up to 2 ½ hours	1 – 33 reps
F = Frequently	34 – 66 % of time	2 ½ - 5 hours	34 – 200 reps
C = Constantly	67 – 100 % of time	5 – 8 hours	

<i>Description</i>	<i>Frequency</i>				<i>Function #(s)</i>
	<i>N</i>	<i>O</i>	<i>F</i>	<i>C</i>	
STAMINA					
Sitting (chair, stool, vehicle)					
Walking (distance 5' to 100')					
Standing					
Sprinting/running					
FLEXIBILITY					
Bending or twisting at the neck					
Bending or twisting the trunk					
Crouching/squatting/stooping/kneeling					
Reaching above the head					
Reaching forward					
Crawling (e.g., under vehicle)					
ACTIVITIES					
Climbing (e.g., steps, ladders, into vehicles)					
Hand/grip strength					
Repetitive motion (e.g., typing, calculator, stapling, stamping, filing, sorting, operating equipment, writing)					
Other:					
USE OF HANDS/ARMS/FEET (fingering/handling/wrist motions)					
Fingering (fine dexterity, picking, pinching)					
Handling (seizing, holding, grasping)					
Wrist motions (repetitive flexion/rotation)					
Feet (foot pedals)					
ADDITIONAL INFORMATION (e.g., extreme range of motion, eye-hand coordination, eye-hand-foot coordination, manual dexterity):					

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LIFTING					
<i>Indicate the lifting levels required and the frequency of lifting each number of pounds.</i>	<i>N</i>	<i>O</i>	<i>F</i>	<i>C</i>	<i>Function #(s)</i>
0 – 5 lbs. FLOOR TO WAIST					
0 – 5 lbs. WAIST TO SHOULDER					
0 – 5 lbs. SHOULDER TO OVERHEAD					
6 – 9 lbs. FLOOR TO WAIST					
6 – 9 lbs. WAIST TO SHOULDER					
6 – 9 lbs. SHOULDER TO OVERHEAD					
10 – 25 lbs. FLOOR TO WAIST					
10 – 25 lbs. WAIST TO SHOULDER					
10 – 25 lbs. SHOULDER TO OVERHEAD					
26 – 50 lbs. FLOOR TO WAIST					
26 – 50 lbs. WAIST TO SHOULDER					
26 – 50 lbs. SHOULDER TO OVERHEAD					
51 – 75 lbs. FLOOR TO WAIST					
51 – 75 lbs. WAIST TO SHOULDER					
51 – 75 lbs. SHOULDER TO OVERHEAD					
76 or more lbs. FLOOR TO WAIST					
76 or more lbs. WAIST TO SHOULDER					
76 or more lbs. SHOULDER TO OVERHEAD					
If applicable, why are 76 or more lbs. lifted?					
If applicable, can loads/items over 50 lbs. be shared or reduced into small loads?	N/A				
	Never				
	Sometimes				
	Usually				
	Always				
PUSHING/PULLING					
	<i>N</i>	<i>O</i>	<i>F</i>	<i>C</i>	<i>Function #(s)</i>
0 – 5 lbs.					
6 – 9 lbs.					
10 – 25 lbs.					
26 – 50 lbs.					
51 – 90 lbs.					
Over 90 lbs.					
Frequency of pushing/pulling items on wheels?	N/A				
	Never				
	Sometimes				
	Usually				
	Always				

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What types of terrain are items pushed/pulled on? (Check all that apply)		Carpet
		Tile
		Concrete
		Blacktop/pavement
		Rough outdoor surfaces
		Other:

CARRYING

	N	O	F	C	Function #(s)
0 – 5 lbs.					
6 – 9 lbs.					
10 – 25 lbs.					
26 – 50 lbs.					
51 – 90 lbs.					
Over 90 lbs.					
If applicable, what distance are items over 50 lbs. carried? (Check all that apply)	6 feet or less				
	7 – 25 feet				
	26 – 50 feet				
	Over 50 feet				

MENTAL CAPABILITY/COGNITIVE REQUIREMENTS

		N	O	F	C	Function #(s)
Emotional/ Behavioral Self-Regulation	Ability to monitor, evaluate and modify one's own emotional reactions (e.g., frustration)					
	Ability to remain calm and focused					
Comprehension	Understand, remember and apply routine verbal and/or written instructions					
	Understand, remember and communicate routine, factual information					
	Understand complex problems and collaborate to explore alternative solutions					
	Understand opposing points of view on highly complex issues and to negotiate and integrate different viewpoints					
Organization	Organize thoughts and ideas into understandable terminology					
	Organization activities to complete sequential and/or routine tasks					
	Organize and prioritize individual work schedule to manage multiple tasks and/or projects					
	Organize and prioritize the work schedule of others to manage multiple tasks and/or projects					

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		<i>N</i>	<i>O</i>	<i>F</i>	<i>C</i>	<i>Function #(s)</i>
Decision making	Make decisions that have an impact on the individual's work					
	Make decisions that have an impact on the immediate work unit's operations and services					
	Make decisions that have an impact on the agency's credibility, operations and/or services					
Communication (e.g., verbal, writing)	Communicate and exchange routine/basic information					
	Communicate and explain a variety of information					
	Communicate in-depth information for the purpose of interpreting and/or negotiating					
	In person (or through communication media) presentation(s) to groups					
Mathematics	Count accurately					
	Add, subtract, multiply and divide					
	Compute, analyze and interpret numerical data for reporting purposes					
	Compute, analyze and interpret complex statistical data and/or to develop forecasts and/or computer models					
VISION						
Seeing objects/persons at a distance, for example: when driving						
Seeing close work such as typed or handwritten material						
Being able to tell differences among colors						
Having very good depth perceptions (fine muscle control)						
Stereoscopic vision						
HEARING						
Hearing conversation in a quiet environment						
Hearing conversation in a noisy environment						
Ability to tell where a sound is coming from						
Hearing differences among bells, buzzers, beeps, horns, etc.						
SPEECH/COMMUNICATION						
Communicating through speech (Communication skills required to converse with customers and co-workers)						
QUOTAS/WORK SPEED						
High volume of piecework, provide standard:						
High work speed required meeting quotas, provide standard:						
Process multitasking work and changing/transitional work						

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	N	O	F	C	<i>Function #(s)</i>
WORKING CONDITIONS					
Working inside					
Working outside					
Working in temperatures below 32 degrees Fahrenheit					
Working in temperatures above 100 degrees Fahrenheit					
Working where there are sudden temperature changes (changes of greater than 50 degrees Fahrenheit)					
Walking on slippery surfaces					
Being soaking wet					
Working over 6 feet off the ground					
Working in confined and/or cramped spaces					
Working in loud noise areas (where the employee would have to raise his or her voice to be heard)					
Exposure to welding flash or microwaves while doing the job					
Close exposure to computer monitors and video screens					
Exposure to sunlight					
Exposure to fluorescent light					
Handling or being in machinery that is vibrating (commercial motor vehicles)					
Working where there are sudden changes in air pressure, or very high or low air pressure					
Risk of getting a minor injury (minor cut, bruise, scrape, burn)					
Risk of getting a major injury (broken bone, major burn, deep cut, shot, etc.)					
Risk of being bitten by animals or insects					
Exposure to silica or asbestos dust (cement or concrete powder), is there enough of this dust that the employee needs to wear a mask?					
Exposure to other types of dust, other than ordinary surface or household dust, is there enough of this dust that the employee needs to wear a mask?					
Exposure to environmental allergens (grasses, weeds, pollens, trees)					
Exposure to infection (germs, bacteria, viruses, etc.) This question refers to a risk greater than the risk to the average person					
Exposure to x-rays or radioactive isotopes					
Contact with oils or other petroleum products					
Exposure to solvents, degreasers, pesticides and/or herbicides					
Exposure to gases, fumes, sprays, etc.					
Meeting deadlines					
Interacting with the public, other workers, etc.					

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	N	O	F	C	Function #(s)
Irregular or extended work hours, explain (e.g., shift, mandatory overtime):					
Working alone (not within shouting distance of others)					
Direct responsibility for the safety, well-being, or work output of other people					
Multiple demands from several people					
Handle general office chemicals (toner, ink pads, disinfectant, lubricants (WD 40), bleach, fire extinguisher compound, etc.)					
Exposure to traffic hazard(s)					
Ventilation and air quality (This is applicable when required to work in poor ventilation and the risk is greater than the risk to the average person per the Occupational Safety and Health Administration, this does not refer to a general office situation)					
PERSONAL PROTECTIVE EQUIPMENT					
Mask					
Filter respirator					
Respirator (similar to SCUBA tank setup)					
Goggles or safety glasses					
Gloves					
Hard hat					
Chaps					
Ear plugs/muffs					
Lead apron					
Face shield					
Steel-toed shoes					
Chemical apron					
Body suit					

<i>Check if applicable</i>		
	Driving	Length of time per day (e.g., hours, minutes):
	Commercial drivers' license basic skills test	
	Peace Officers Standards and Training (POST) annual training requirements	

Other:	
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