

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

1. POSITION IDENTIFICATION

Position Title: Senior Consultant, Organizational Development
Position Number:
Pay Band: 12
Incumbent:
Location/Campus: Sutherland
Division/Department: Organizational Effectiveness and Human Resources
Immediate Supervisor (title): Vice President, Organizational Effectiveness and Human Resources
Date of JFS: March 22, 2021
Last Evaluated: N/A – New Position

Type of Position:

- Administrative Part-Time Administrative
 Sessional Academic Part-Time Academic
 Part-Time Support Other

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____

Date: _____

Recommended by:

Position's Manager: _____

Date: _____

Approved by:

Senior Manager: _____

Date: _____

Job Fact Sheet Questionnaire

POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Reporting to the Vice-President, Organizational Effectiveness and Human Resources the incumbent will:

Organizational Development (40%)

- Lead the design and development of leading-edge strategies and services to build leadership and employee capability to meet current and emerging strategic priorities – process owner for talent acquisition and talent management, including employee engagement and succession planning
- Create education and tools (training, workshops, interactive dialogues, pamphlets, guides, etc.) primarily directed at College employees in support of a knowledgeable, skilled workforce able to effectively manage accessibility/accommodation issues, recognize Human Rights issues, etc.
- Design and develop a variety of in-person/virtual and on-line training programs using principles of adult learning.

Equity, Diversity, & Inclusion + Human Rights (60%)

- Support the Equity, Diversity, and Inclusion (EDI) Council as a subject matter expert on best practices in developing, implementing, and managing EDI programs and initiatives in workplaces (ideally in the post-secondary education sector).
- Act as a primary subject matter expert on the *Ontario Human Rights Code*, workplace harassment and related provisions of the *Ontario Health & Safety Act*, and how they are effectively operationalized in workplaces.
- Maintain awareness of current and emerging jurisprudence on relevant areas, with a particular focus on accommodations (workplace and academic).
- Act as a subject matter expert on the College's Harassment and Discrimination Prevention Policy, Sexual Violence Prevention Policy, and the Student Rights and Responsibilities Policy, as well as supporting operating procedures. Lead updates/revisions of the Harassment and Discrimination Policy and operating procedure, as needed.
- Monitor Human Rights issues at the College, providing quarterly reports to the Senior Management Team with recommendations on proactively addressing areas of concern.
- Act as an expert resource to Human Resources staff who are investigating complaints and/or senior leaders in determining appropriate responses, as necessary, on whether substantiated allegations constitute a breach of legislation and/or Policy.
- Mediate disputes, where appropriate. Apply conflict resolution methodologies effectively.
- Design and facilitate workplace restoration processes following complaint investigations.

Job Fact Sheet Questionnaire

KEY DUTIES

% of Time

1. Talent Management and Organizational Development (25%)

Designs, develops and implements organization-wide strategies in the areas of talent acquisition, onboarding (including orientation), succession planning, talent pipelines, knowledge transition, employee engagement, and initiatives to continually improve College effectiveness and performance through inspiring people and transformation of processes. Ensures supportive frameworks are developed, sustained and refined to meet current and future needs of the organization. Regularly monitors, measures and evaluates the effectiveness of talent management and organizational development strategies, taking into consideration metrics, stakeholder feedback, and external factors such as the economy and labour market. Builds effective strategies for attracting talented faculty including international recruitment and leads initiatives to position Fleming as an employer of choice. Responsible for the effective implementation, including communication and employee education, on a new Conflict of Interest Policy and Procedure in 2021, along with creating the process for annual sign-off and ongoing education and monitoring.

2. Leadership, Employee and Team Professional Development (15%)

Oversees the College's investment in our employees by identifying and providing dedicated professional development opportunities and high skills training. Participates in the design, development and implementation of a corporate professional development strategy and plan to enhance leadership, employee and team capabilities. Aligns initiatives to support leaders and employees in achieving strategic and operational goals. Procures training programs to meet College needs. Consults on an on-going basis with the Indigenous Rights Working Group to ensure Indigenous perspectives are incorporated throughout. Ensures that the corporate Professional Development strategy supports a workplace culture that is responsive, innovative, collaborative, inclusive and accountable.

Note: this component applies for approximately one year to back-fill a leave.

3. Equity, Diversity & Inclusion (ED&I) (30%)

Is a member of the ED&I Council and acts as the subject matter expert on organizational / employee ED&I programs and initiatives, including barrier-free: talent acquisition practices; onboarding; learning and development; succession planning/talent management; professional development; adult training/education; engagement; etc.

Creates training modules with support materials (job aids, etc.) on accommodation of protected grounds and other areas of need.

4. Human Rights Subject Matter Expert (30%)

Acts as an advisor to employees seeking advice and/or information on Human Rights in general and the College's Harassment & Discrimination Prevention Policy and Operating

Job Fact Sheet Questionnaire

Procedure and related procedures in particular. Thorough knowledge of and ability to apply both the *Ontario Human Rights Code* and relevant sections of the *Ontario Health & Safety Act*. Creates training and/or tools (e.g. pamphlets, guides, etc.) to support employees in understanding their rights, responsibilities, and options.

Champions the communication and employee education of the College's 2021 update of the Harassment and Discrimination Prevention (HDP) Policy and Operating Procedure, including creating training aligned to employee group needs/priorities, and supporting tools and aids.

Creates or procures a "train the trainer" program to educate employee advisors.

Acts as an expert resource to Human Resources and other staff on complex Human Rights issues, such as competing rights issues. Conducts research and produces briefing notes, as required.

Participates as the Human Resources and Human Rights representative on the BAMT, as required.

Responsible for complaint records, ensuring each file is complete and complies with privacy and records retention provisions.

Analyzes HDP reports and complaints and produces annual and ad hoc reporting, as required, with recommendations on interventions.

Takes measures to remain current on leading best practices in Human Rights and makes recommendations on College policies, procedures, etc. directly and/or through the ED&I Council, as appropriate.

Recommends, develops and/or procures mediation and workplace restoration programs, including assisting leaders in identifying appropriate early intervention options for workplace conflicts.

Subject matter expert for Human Resources in the requirements of the *Accessibility for Ontarians with Disabilities Act*.

TOTAL:

100%

Job Fact Sheet Questionnaire

1. COMPLEXITY – JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and **relative difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgment refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgment involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

1. Incumbent is responsible for assessing cultural readiness at the College for a variety of leading-edge organizational development programs and initiatives, aligned to the College's strategic plan, in order to ensure the investment is effective. This includes analyzing the level/depth and nature of resistance to change, and making communication and implementation decisions that are most likely to overcome resistance (e.g. pilots, collaborations, staggered implementation, etc.).
2. Incumbent is the Human Resources ED&I champion and is a key leader in ensuring ED&I investments are effective – that is, they both “push the envelope” to move forward in creating a welcoming and inclusive environment for all, and also take into account the soci-cultural realities of the College's environment and geography and the impact of same on readiness/resistance.
3. The incumbent offers expert advice on human rights reports and complaints that may be challenged at arbitration, the Human Rights Tribunal of Ontario, or the courts, with significant reputational and financial risk to the College. The incumbent acts as an employee advisor on the most complex human rights issues and must be able to recognize when intervention is required and how to intervene or guide intervention in ways that protect the safety of all individuals.

Job Fact Sheet Questionnaire

2. EDUCATION (to be completed by the College)

Education refers to the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position. This may or may not match an incumbent's actual education or training.

Non-Post-Secondary

- Partial Secondary School Secondary School Completion

Post-Secondary

- 1-Year Certificate 4-Year Degree
 2-Year Diploma Master's Degree
 3-Year Diploma/Degree Post Graduate Degree
 Professional Designation Specify: _____

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Specify and describe any program specialty, certification or professional designation necessary to fulfill the requirements of the position.

1. Completion of a university undergraduate degree at a minimum and preferably a masters degree in a relevant field of study such as Human Resources, Organizational Development, Adult Education, Human Rights, Gender and Women's Studies, Indigenous Studies, or Law.
2. Certificate in Equity, Diversity, and Inclusion strongly preferred.
3. Change Management certificate strongly preferred.

Job Fact Sheet Questionnaire

Specify and describe any special skills or type of training necessary to fulfill the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment)

1. Highly developed analytical and problem-solving skills. The incumbent requires the ability to synthesize and analyze significant amounts of complex information rapidly and accurately. Strong research skills are required. Ability to develop creative and innovate solutions.
2. Excellent communication skills, both written and verbal, including presentation skills. Ability to relate well to all kinds of people at various levels in the organization, build rapport, listen effectively, use diplomacy and tact. Proven ability to establish and maintain effective relationships with a variety of stakeholders.
3. Ability to build consensus, resolve conflicts and negotiate effectively. Strong facilitation skills.
4. Initiative and flexibility. Is proactive and self-starting, seizing opportunities and acting upon them. Originates actions and actively influences decisions and outcomes. Is adaptable, receptive to new ideas, responds and adjusts easily to changing work demands and circumstances.
5. Comprehensive current working knowledge of relevant legislation and legal principles as well as systemic human rights issues and relevant case law in Ontario and Canada.
6. Understands the principles of adult learning and is able to apply them when building communication and education programs.
7. Project and program management skills.

Job Fact Sheet Questionnaire

4. EXPERIENCE

*Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfill the requirements of the job at the point of hire into the position. This may or may not match the incumbent's actual amount of experience.*

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|--|---|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input checked="" type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

Specify and describe any specialized type of work experience necessary to fulfill the requirements of the position.

1. Ideal candidate will have 2 or more years' experience working with the Ontario Human Rights Commission or a related organization.
2. Minimum of 3-5 years' experience working in a post-secondary education setting (ideally Ontario college sector or a university).
3. Strong understanding and passion for issues and advocacy within human rights and principles of social justice.
4. Experience designing, delivering, and evaluating training workshops related to human rights
5. Experience with policy development related to human rights and/or inclusion.
6. Organizational development experience – design and development of barrier-free best practices in the areas of talent acquisition and talent management, including employee engagement.
7. Demonstrated experience working autonomously and as an effective team member; effective interaction at all levels of the community, including executives.

Job Fact Sheet Questionnaire

4. INITIATIVE – INDEPENDENCE OF ACTION

*Initiative – Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent must **initiate** or **act** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or act, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in controls dictated by computer/management systems.*

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

1. Advising employees with concerns relating to human rights and/or specifically the Harassment and Discrimination Prevention Policy and Operating Procedure (new and significantly revised versions of both documents will be introduced in June 2021).
2. Decision to create, design/development decisions, and content decisions on training and job aids/tools relating to human rights, and in particular, accommodation of protected grounds.
3. Conflict resolution, mediation, and workplace restoration-related decisions – when required, where required, methodology.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

1. Process changes to talent processes (talent acquisition, talent management) to align to best practices and/or to remove barriers or update from an ED&I perspective require consultation and approval.
2. Revisions to Policies and Operating Procedures require consultation and approval (e.g. Harassment & Discrimination Prevention, Conflict of Interest, etc.)
3. Procurement decisions – training, facilitators, mediators, coaches, etc. – require consultation and approval.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

Legislation including:

- Ontario Human Rights Code
- Occupational Health and Safety Act
- Employment Standards Act
- Accessibility for Ontarians with Disabilities Act
- Personal Health Information Protection Act

Job Fact Sheet Questionnaire

- *Freedom of Information & Protection of Privacy Act*

College policies and procedures, including

- Harassment and Discrimination Prevention
- Sexual Assault / Sexual Violence
- Academic Regulations
- Student Rights and Responsibilities
- Access and Accommodation for Students
- Access and Inclusion Policy
- Violence Prevention Policy
- Indigenous Education Protocol
- Security Policy
- IT Appropriate Use Policy
- Departmental Objectives
- Strategic Plan
- Threat Assessment Protocol
- Health and Safety Policy

HR procedural documentation

Academic Collective Agreement

Support Staff (FT and PT) Collective Agreements

Job Fact Sheet Questionnaire

5. POTENTIAL IMPACT OF DECISIONS

*Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgment** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgment.*

Give up to three examples of the typical types of errors in judgment that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, effects on staff, students, clients or public.

1. The incumbent must be perceptive, sensitive and professional while advising employees on human rights, discrimination, harassment, bullying, etc. Response to incidents must be handled with a high level of care, particularly when determining that an intervention is required. Errors in judgment can have a negative impact on the integrity of the complaint and investigation process and the reputation of the College. Errors also result in financial liability, grievances, reputational damage, and complaints to the Labour Board or Human Rights Tribunal.
2. The incumbent must demonstrate tact, diplomacy, and empathy during the delivery of human rights / EDI workshops/training. Participants may have a negative reaction to a policy or phrasing of a comment made by the presenter or be psychologically triggered by emotionally charged topics. As a result, they may lose confidence in the College to respond appropriately to sensitive issues.
3. Unintentional or inadvertent release of confidential information could have a damaging effect on individuals, the process and/or the College's public image especially as it pertains to human rights or privacy legislation.

Job Fact Sheet Questionnaire

CONTACTS AND WORKING RELATIONSHIPS

*Contacts and Working Relationships refers to the **types, importance and intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the nature of the contact.*

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counseling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Periodic	Regular
Internal	Senior Management Team Members	<p>Consults on training needs and other interventions (e.g. leadership coaching needs)</p> <p>Presents recommendations on OD and/or human rights issues</p> <p>Provides guidance on particularly sensitive human rights issues / acts as a subject matter expert on human rights and related issues</p>	X	X
	Director, Employee & Labour Relations and HR and LR Consultants and Specialists	Provides expert advice on OD, learning & development / training, and human rights and related issues		X
	Student Rights & Responsibilities Office	May consult on student reports or complaints under various policies.		X
	Administrators, Deans, Chairs, Faculty	Provides expertise and advice on human rights and accommodation issues.		X
	College Employees	Provides advice and information on human rights and related policies and procedures.		X
External	Other Colleges	Share information; seek out best practices		X
	Legal counsel	Consults on human rights matters	X	
	Workplace restoration facilitators	Procures and manages services where needed		X

Job Fact Sheet Questionnaire

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department. *
- Manages the staff and operations of a division/major department. *
- Manages the staff and operations of several divisions/major departments. *
- Acts as a consultant to College management.
- Other

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Job Fact Sheet Questionnaire

7b. SPAN OF CONTROL

Span of Control is complementary to Character of Supervision/Functional Guidance. Span of Control refers to the total number of staff for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full-time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	0
Non Full-Time Staff (FTE)*	0
Contract for Service**	0
Total:	0

*** Full-Time Equivalency (FTE) conversions for non full-time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

**** Contract for Services**

When considering “contracts for services”, review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

Job Fact Sheet Questionnaire

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting, standing, walking			X		
Keyboarding			X		
Facilitating Presentations		X			

Job Fact Sheet Questionnaire

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counseling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)			Duration		
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Intensive visual and auditory concentration during advisory meetings and informal resolution processes			X			Long
Extensive detail and accuracy while preparing reports and/or documentation for case files.				X		Long
Considerable sensory concentration required with attention and sensitivity to the nuances of verbal, non-verbal and written communications.			X			Long
Lengthy periods of concentration in making presentations, research, reports			X			Long

FREQUENCY:

<i>Occasional:</i>	<i>Occurs once in a while, sporadically.</i>
<i>Moderate:</i>	<i>Occurs on a regular, ongoing basis for up to a quarter of the work period.</i>
<i>Considerable:</i>	<i>Occurs on a regular, ongoing basis for up to a half of the work period.</i>
<i>Extended:</i>	<i>Occurs on a regular, ongoing basis for up to three-quarters of the work period.</i>
<i>Continuous:</i>	<i>Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.</i>

DURATION:

<i>Short:</i>	<i>Up to one hour at a time without the opportunity to change to another task or take a break.</i>
<i>Intermediate:</i>	<i>More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.</i>
<i>Long:</i>	<i>More than two hours at a time without the opportunity to change to another task or take a break.</i>

Job Fact Sheet Questionnaire

9. WORKING CONDITIONS

Working conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odors, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Difficult employee situations can result in verbal abuse and difficult conversations	X		
Threats to personal safety	X		
Receiving disclosures of serious and/or traumatic events		X	

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
N/A			

Job Fact Sheet Questionnaire

Frequency:

<i>Occasional</i>	<i>Occurs once in a while, sporadically.</i>
<i>Frequent</i>	<i>Occurs regularly throughout the work period.</i>
<i>Continuous</i>	<i>Occurs regularly, on an ongoing basis, throughout most of the work period.</i>

Additional Notes Pertaining to this Position:

The incumbent interacts regularly with a variety of individuals under different emotionally charged and stressful situations. Complainants may be in a great deal of distress and circumstances presented may be disturbing.