



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 College's Administrative 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.

POSITION IDENTIFICATION

Position Title: Manager, Human Rights and Workplace Resolution
Position Number: A00224
Pay Band: 12
Incumbent:
Location/Campus: Sutherland
Division/Department: Human Resources
Immediate Supervisor (title): Director, EDI & Organizational Development
Date of JFS: December 18, 2024
Last Evaluated: May 23, 2024

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> 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: _____

POSITION SUMMARY

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

Reporting to the Director, EDI & Organizational Development, the Manager, Human Rights and Workplace Resolution will provide advanced leadership, education, advice, and support to the College in addressing allegations of harassment, bullying, discrimination, and other human rights-related complaints. This position is responsible for receiving harassment and discrimination complaints under the harassment and discrimination policy/procedure, conduct intake interviews, and make assessments on whether allegations meet the threshold of a policy violation. The incumbent is responsible for remaining up to date on legislative updates and changes and makes recommendations when/where legislative change requires a change to policy, process, and/or practice.

In addition, the incumbent is responsible for leading the full investigative process, including conducting investigation interviews, gathering evidence/fact finding, making determinations under the harassment and discrimination prevention policy, preparing investigation reports, and making recommendations for next steps in consultation with the Director, EDI & Organizational Development, HR consultants and LR partners, and/or others (e.g., EVP, Human Resources, Student Rights & Responsibilities, etc.). When/where an internal investigation is not appropriate given the circumstances, the incumbent is responsible for independently managing the identification of an appropriate external investigator and maintains coordination of externally led investigative processes.

Supporting a respectful working environment, the position is responsible for advancing a respectful workplace program including the creation and implementation of a dispute resolution framework and pathways for employees to have their concerns addressed when/where it is not appropriate to pursue the concern under the harassment and discrimination policy. Complementary to this area of work, the incumbent will identify and implement a process/framework for workplace assessments and interventions to support healthy working cultures at the team level.

In pursuit of creating an equitable and inclusive working environment, the position is also responsible for managing and overseeing the non-medical accommodation process, including the development and launch of a non-medical accommodation procedure, implementation of an accommodation plan documentation process, and developing and delivering training for people leaders across the organization.

KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Key Duties

% of Time

1. Harassment & Discrimination Prevention Policy Complaint Investigation and Workplace Resolution Initiatives 40%

- Receives harassment, discrimination, and human rights complaints under the Harassment and Discrimination Prevention policy. Conducts intake interviews and independently assess and evaluates concerns, complaints, and conduct against the policy/procedure to recommend next steps.
- Consults with employees, students, and leaders regarding the application of the Harassment and Discrimination Prevention policy. Makes recommendations and supports implementation of appropriate next steps. Supports the interpretation and application of human rights principles.
- Where appropriate, conducts internal investigations into complaints and allegations under the Harassment and Discrimination Prevention policy. Initiates fact-finding processes in a fair, equitable, and just way. Prepares comprehensive reports including evidence, participant assessments, and findings.
- When and where appropriate, consults with HR partners and leaders on recommendations and subsequent actions relates to violations of the Harassment and Discrimination Policy.

- Manages and coordinates external investigative processes when/where an external investigator is required under the circumstances. Maintains communication and supervision of the investigative process.
- Develops and implements a post-investigative follow up process to support complainants, respondents, and people leaders after an investigative process.
- Engages and coordinates with other departments across the College including Student Rights and Responsibilities, Health and Safety, and Facilities. Consults with stakeholders to anticipate, identify, conduct, and manage case reviews of complex human rights issues.
- Uses a collaborative, solutions-based approach to develop recommendations for the most appropriate outcomes which reflect the complexities involved in balancing the dignity of individuals with the need to maintain working and learning objectives.
- Creates and implements a data collection process to monitor and tracking harassment, discrimination, and human rights complaints across the College.
- Connects and collaborates with the VP, Indigenous Knowledge and Relations to support an anti-colonial lens of human rights processes and practices.
- Conducts research and makes recommendations based on local and national trends to position Fleming College as a leader in human rights.
- Maintains ongoing awareness of legislative updates, changes, and requirements. Recommends changes to policy, interventions, process/procedure when needed.

2. Non-Medical Accommodation Policy and Process

15%

- Develops, implements, and manages a non-medical accommodation procedure covering human rights code grounds outside of disability.
- Receives request for non-medical accommodations from employees and assesses accommodation requests.
- Supports employees, HR partners, and people leaders in navigating the accommodation process.
- Receives and investigates complaints related to the handling of non-medical accommodation requests where/if appropriate.
- Responsible for managing the consistent application of the non-medical accommodation process, documentation, and preparation of individual accommodation plans.
- Assesses each escalated request for a duty to accommodation and reasonableness of accommodation options.
- Provide ongoing training and education to people leaders on the accommodation process, leadership responsibilities in accommodations, how to respond to requests for accommodation, etc.
- Consults with other areas across the College on challenging and/or complex human rights accommodation situations.

3. Respectful Workplace and Code of Conduct Initiatives

15%

- Develops and implements a respectful workplace and/or code of conduct policy and procedure to establish avenues for concerns/complaints that do not meet the threshold of harassment or discrimination (E.g., unprofessionalism, incivility, etc.).
- Develops, implements, and manages an intake process for respectful workplace/code of conduct concerns.
- In collaboration with Health and Safety partners, develops, implements, and manages an evaluative framework to assess allegations of feelings psychologically unsafe in the workplace. Identifies legal obligations to respond to claims of psychological unsafety and establishes a process to ensure the College meets legal obligations when responding to concerns/complaints of psychological unsafety.
- In collaboration with HR partners and people leaders, manages resolution of respectful workplace and/or code of conduct concerns.
- Creates and implements training and education opportunities on respectful workplace, respectful communication, preventing incivility, etc.

4. Workplace Assessments and Restorative Practice/ADR Interventions

15%

- Designs, implements, and manages a workplace assessment and/or restorative practice process/framework to support team level assessment and interventions related to complaints/allegations of poor leadership, challenging team culture, lack of respectful workplace, incivility, etc.
- Formalizes informal resolution offerings to employees and leads the implementation of restorative practices including but not limited to mediation, facilitated conversations, coaching, etc.
- Creates and implements a restorative practice framework to support healthy and engaging working environments and team cultures.
- Identifies opportunities for restorative practices the post-investigation phase of formal complaints under the Harassment and Discrimination Prevention and Response Policy.

5. Training, Workshops, and Preventative Education

10%

- Designs and delivers workshops, training sessions, and development opportunities to employees and students in support of the Harassment and Discrimination Prevention Policy.
- Works collaboratively with the Student Rights and Responsibilities Specialist to coordinate educational interventions on classroom management as it relates to harassment, discrimination, and human rights.
- Implements specific human rights awareness training resulting from and relating to incidents, cases, and/or inquiries.
- Develops and maintains documentation in support of awareness initiatives.
- Proactively identifies areas within the College that have higher rates and incidents of harassment, bullying, and discrimination complaints. Works with leaders to implement team-level interventions, including learning and development opportunities, to resolve conflict before issues escalate.

6. Other Duties as Assigned

5%

TOTAL:

100%

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.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement 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 will receive complaints either through complaints process or through formal or informal disclosures from complainants. Incumbent must be able to ascertain enough relevant details from the report to identify which potential next steps will be necessary in order to meet policy and legal requirements. While many situations will involve decision criteria within the framework of the Harassment & Discrimination Prevention Policy or Operating Procedure, many situations involve significant complexity which may require exception-based decision making.
2. Requests for human rights accommodations frequently involve situations that have not yet been addressed at the College. Proper investigation and adjudication involves collaboration with affected stakeholders who may have dissenting opinions on the topic, significant research, judgement and decision making as well as heightened tact.
3. Identifies and assesses corporate human rights, harassment, discrimination prevention needs, risks, and hazards. Based on the analysis conducted, creates strategic interventions and initiatives to address needs and risks as well as advances the development of resources, training/education, awareness, and communications to support an equitable working and learning environment.

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.

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.

Non-Post Secondary

☐ Partial Secondary School

☐ Secondary School Completion

Post Secondary

☐ 1-Year Certificate

☐ 4-Year Degree

☐ 2-Year Diploma

☒ Masters Degree

☐ 3-Year Diploma/Degree

☐ Post Graduate Degree

☒ Professional Designation

Specify: Workplace Investigations Certificate
and/or Mediation Designation (Q. Med)

☒ Other

Specify: Legal education (LLB, JD) appropriate in
lieu of a Master's degree

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

- Sophisticated understanding of workplace harassment, bullying, and discrimination issues, particularly in unionized environments
- Ability to coach leaders through challenging human rights and/or non-disability related accommodation processes
- Experience in developing, implementing, and assessing harassment and discrimination prevention programs.
- In-depth understanding of human rights code grounds and competing human rights
- Strong analytical skills to assess policies and practices and their impact on human rights accommodations, harassment, and bullying.
- Proficiency in data analysis to track and report on human rights, harassment, and discrimination metrics.
- Knowledge of training and development techniques specific to harassment and discrimination prevention education
- Experience working in a unionized environment.
- Demonstrated effectiveness in the development, implementation, and assessment of harassment and discrimination prevention programs for leaders.
- An understanding and application of equity and anti-oppression principles and experience working with diverse populations and intersectional identities.

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

- Specialized skills in conflict resolution, mediation, coaching, and/or alternative dispute resolution

3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil 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 checked="" type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input 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 fulfil the requirements of the position.

- Excellent analytical skills and the ability to synthesize complex issues with competing priorities.
- Superior organizational and time management skills as well as demonstrated effectiveness in project planning and implementation. Demonstrated experience fulfilling business plans.
- Demonstrated ability to lead and manage teams with a focus on inclusive practices.
- Strong project management skills with the ability to manage multiple initiatives simultaneously.
- Excellent oral and written communications skills, including public speaking, presenting, along with 1 on 1 conversations that may involve disclosure of sensitive and traumatic information.
- Experience in building effective partnerships and collaborative initiatives with a broad range of stakeholders including Deans, Associate Deans & student governing bodies, and external community agencies.
- Skills in the development, deployment and utilization of evaluation and assessment measures.
- Act independently and with little supervision, utilizing strong judgment and decision-making skills.
- Advanced expertise and experience with key legislation such as the Occupational Health and Safety Act and the Ontario Human Rights Code. Working knowledge and experience with the Accessibility for Ontarians with Disabilities Act (AODA) and Freedom of Information and Protection of Privacy Act.
- Several years of experience in workplace harassment, employee relations, or human resources.
- Familiarity with legal and regulatory requirements related to diversity and equal employment opportunities.
- Demonstrated ability to lead and manage teams with a focus on inclusive practices.

- Strong project management skills with the ability to manage multiple initiatives simultaneously.
- Excellent verbal and written communication skills.
- Ability to effectively communicate anti-discrimination and harassment concepts to a wide range of audiences.
- Skill in facilitating discussions and workshops on sensitive human rights and harassment and discrimination topics.
- High level of emotional intelligence with a focus on empathy and cultural sensitivity.
- Ability to work effectively with individuals from diverse backgrounds.
- Skill in conflict resolution and handling sensitive issues tactfully.
- Ability to network and collaborate with internal and external stakeholders.
- Willingness to stay updated with the latest trends and research in human rights and workplace investigations
- Flexibility to adapt strategies in response to evolving organizational needs and societal changes.

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 has to **initiate** or **take action** 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 take action, 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. Decisions/adjudication of human rights complaints, allegations of harassment/bullying, and associated complaints. Assessment of concerns to analyze and determine if issues/complaints fall within the scope of the harassment and discrimination policy. Identification of appropriate response, action steps, and interventions.
2. Setting and supporting the implementation of human rights code ground accommodation plans (non-disability related).
3. Researching, creating, and implementing prevention and education event/training related to policy/process issues, human rights concerns, and harassment/bullying response in the workplace.

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. Decisions related to use of budget, spending, and/or contracting third parties to perform/conduct services
2. Changes to policy/procedure/practice
3. High risk human rights, discrimination, harassment cases

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.

College policies and procedure, 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

Legislation including:

- Human Rights Code
- Occupational Health and Safety Act
- Employment Standards Act
- AODA
- PHIPPA

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** 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 judgement.

Give up to three examples of the typical types of errors in judgement 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, affects on staff, students, clients or public.

1. The incumbent must be perceptive, sensitive but professional while interviewing, investigating and/or responding to inquiries and complaints. Response to incidents or complaints must be handled with a high level of care. Errors in judgment, either in the process, determination of findings or sanctions applied may have a negative impact on the integrity of the process or the reputation of the investigator/mediator or the College.
2. The incumbent must demonstrate tact, diplomacy, and empathy during the delivery of 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.

6. 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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College, e.g., students, staff, management, colleagues.	Director, EDI & OD	Delivers reports, presentations, strategy documents, and recommendations, provides case briefings. Submits data and tracking information. Regular consultation on ongoing initiatives.	Occasional	Frequent X
	Manager, EDI & Manager, AODA	Collaboration on human rights and inclusion activities, consulting – guidance and sharing of regulations and requirements		X
	HR Team, EVP, HR	Frequently and regularly connects with members of the HR department, ensuring alignment of initiatives and connection between strategic priorities. Consults extensively with HR consultants on human rights/harassment/discrimination issues related to various business areas.		X
	SR&R Specialist	Consults with, receives, and exchanges information related to student rights and responsibilities, sexual violence prevention policy, and related issues where they cross over between students and employees.		X
	Academic Leadership	Provides advice and assistance with student allegations of harassment/bullying discrimination		X
	Employees	Consults with, receives, and exchanges information related to human rights and accommodations investigations and/or resolutions. Addresses, mediates, and navigates conflict between employees. Creates and implements workplace restoration plans post-investigation or complaints.		X
	Students	Receiving feedback/concerns under Harassment and Discrimination policy against employees		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Union executive and local memberships	Exchanging information, identifying opportunities for conflict de-escalation and partnership.	X	
	Community organizations and thought leaders	Exchange of information, partnerships, sharing of best practices	X	
	Other Colleges	Share/request information, ideas, best practices, etc.	X	
	Human Rights Networks and Communities of	Requesting and sharing of information, building external relationships	X	

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, counselling.

Occasional	(O)	Contacts are made once in a while over a period of time.
Frequent	(F)	Contacts are made repeatedly and often over a period of time.

7. a) 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.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

(/) 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 e.g., counselling, coaching. Please specify: The incumbent provides consultation and coaching to students, staff, faculty and managers related to investigation processes, non-medical accommodation processes, restorative practices, etc.

* 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.

Direct Reports:

Indirect Reports:

b) 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

Type of Staff	Number of Staff
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.

7. 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
Prolonged sitting at meetings				X	
Periods of intense concentration				X	
Prolonged sitting at meetings				X	
Facilitating Presentation		X			

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, counselling, tasting, smelling etc.

Requires periods of extended concentration, reviewing documentation and investigative materials without interruption.

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 intake, informal resolution, and investigation meetings					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. Lengthy periods of concentration in dealing with complaints, making presentations, preparing and reading reports					X	Long

FREQUENCY:

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

DURATION:

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

8. 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, odours, 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, difficult conversations and actions necessary.		X	
Requires occasional exposure to disagreeable environmental conditions such as travel to other campuses in poor driving conditions	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
May encounter unpredictable behaviour of complainants/respondents leading to verbal aggression, tense emotional situations/outbursts, management/de-escalation of intense emotions. The incumbent will be interacting 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, while respondents to complaints may react in a threatening verbal or physical manner when allegations are presented, behaviour contracts are delivered or sanctions are imposed.		X	
Receiving disclosures of serious and, at times, traumatic incidents			X

Frequency:

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