

Government of Newfoundland and Labrador

Position Description Questionnaire

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- The PDQ should take approximately three (3) to six (6) hours of dedicated time to complete.
- We encourage you to use your most recent position description as a guide, but we caution against relying upon it exclusively as the only source of position information. We want to make sure that the information you provide is detailed, accurate and up-to-date.
- Take your time in completing the questionnaire. Some of the questions are a “check-box”, while other questions will be free form answers. There is sufficient space provided for brief answers.
- Do not include personal information. Limit your responses to describing the requirements and responsibilities of the position.
- Provide clear and concise answers. You may use point-form or sentences when answering questions.
- Answer the questionnaire fully and factually. Answer all the questions in a way that will enable a person who is not familiar with the position to understand it.
- Use simple sentences when describing position details and try to start sentences with action words whenever possible (i.e. cleans all areas; types reports and letters; builds shelving; designs forms; treats patients).
- When answering the questions, provide one or two examples to support your selections. If examples are not provided it will be assumed the selection was made in error.
- You should consult with your Supervisor/Manager and HR Unit if you need assistance when completing.
- If you have **any questions or problems as you are completing the PDQ that cannot be answered by your Supervisor/Manager or HR Unit, contact the Classification and Compensation Division by phone [REDACTED] 334 or 1-844-[REDACTED] 334 (toll-free) or email JES@[REDACTED]** for support.
- PAPER FORMAT PDQ
 - **Employee** should complete the PDQ and sign the last page to acknowledge completion.
 - **Supervisor/Manager** should add comments to the “Supervisor/Manager’s Comments” section ONLY and sign the last page to acknowledge completion.
 - **Supervisor/Manager** provides and discusses “Supervisor/Manager’s Comments” section with the employee. The **employee** should sign the last page “Employee review of Supervisor/Manager comments” to acknowledge review.

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- **Supervisor/Manager** should send the completed PDQ to Human Resources for comment and sign-off. Human Resources will then forward to the Permanent Head/Designate for a second level of sign-off.
- **Permanent Head/Designate** should provide the employee with a final signed copy of the PDQ and then **mail** the completed PDQ to the Classification and Compensation Division:
 - Classification and Compensation Division, HRS
 - P.O. Box 8700
 - St. John's, NL A1B 4J6

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1.0 Position Identification

Your Last Name:	Group Completion
Your First Name:	
Your Job Classification Title and Level:	Communications Technician GS 27
Employer/Government Department:	Department of Justice
Branch/Division/Unit/Etc.:	Royal Newfoundland Constabulary
Work Mailing Address 1:	1 Fort Townshend
Work Mailing Address 2:	
Work City/Town:	St. John's
Work Province:	Newfoundland
Work Postal Code	A1C 2G2
Work Telephone No.:	709-██████ 000
E-mail Address:	dgreen████████████████████
Immediate Supervisor/Manager Last Name:	Janes
Immediate Supervisor/Manager First Name:	William
Immediate Supervisor/Manager Position Title:	Chief of Police, RNC
Immediate Supervisor/Manager Telephone No.:	709-██████ 155
Immediate Supervisor/Manager Office Email address:	billj████████████████████
Human Resources Rep Last Name:	██████
Human Resources Rep First Name:	Amelia
Human Resources Rep Telephone No.:	709-██████ 502
Human Resources Rep Office Email address:	amelia████████████████████
Permanent Head/Designate Last Name:	██████
Permanent Head/Designate First Name:	Paul
Permanent Head/Designate Position Title:	Deputy Minister
Permanent Head / Designate Telephone No.:	709-██████ 872



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Permanent Head / Designate Office Email address:	billj[REDACTED]
Internal Use Only	
Your Job Class Number:	
Position Control Number(PCN):	

2.0 Overall Purpose of Your Position

Briefly describe the overall purpose of your position. (Why does your position exist?)

RNC Communications Technicians work in a center that operates 24 hours a day, 365 days a year. Communications Technicians receive and prioritize 911 emergency and non-emergency calls and ensures resources are dispatched appropriate to the circumstances and the information provided by the caller.

Communications Technicians assess, determine, assign and dispatch police to all calls for service. Additionally, they provide officers with information support by way of computer-related and other hard copy inquiries, actively obtaining other emergency and non-emergency services and monitoring officer activity, especially as it relates to officer and public safety.

Recap of Basic Activities (numbers reflect calls handled currently by approx 17 active Communications Technicians on North East Avalon)

- 911 (18,815 emergency calls in 2013)
- General complaints (68,096 general complaints calls in first nine months of 2014)
- All calls for service are received, prioritized and actioned appropriately
- Monitor systems (i.e., radios, phones, Computer Aided Dispatch (CAD))
- Computer proficiency in response to requests for units in the field for information



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3.0 Regular and Periodic Activities

Before listing your regular or core activities, identify your normal hours of work per week.

Note: Normal work hours, do not include overtime hours.

<input type="checkbox"/>	10 hours
<input type="checkbox"/>	20 hours
<input type="checkbox"/>	30 hours
<input checked="" type="checkbox"/>	35 hours
<input type="checkbox"/>	37.5 hours
<input type="checkbox"/>	40 hours
<input type="checkbox"/>	45 hours
<input type="checkbox"/>	Other (specify):

This section asks you to:

1. List and describe the **regular activities** that you are required to perform in your position.
2. List any other activities that are undertaken on a **periodic basis** (i.e. monthly, annually, etc) and that are important to your position.

Where possible, **list the regular activities of the position in order of importance first**, being sure to include the percentage of time spent on each activity.

Identify the percentage of time each activity is performed (see conversion table below to help you with this activity). **Your total activities for this section (both regular and periodic) should add to between 90% and 110%.** **Note:** The timeframe for activities may vary depending on the structure of your position or type of work performed within your position (i.e. daily, weekly, monthly, annually, seasonal). Include this timeframe in your activity description.

Positions typically have 5 to 7 regular activities.

Tips:

- Use simple sentences when describing activities, beginning with action verbs whenever possible.
- Avoid using words such as "participates" or "assists" since they are vague and they do not clarify the position's specific functions.
- Think of the "activity" as a broad category; for example, "typing"; then, in the space provided, give examples of what is involved in that activity (i.e. "typing reports, letters, agendas, newsletters daily").
- Focus on what is done as opposed to how duties are performed. Include examples.



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The following conversion table is used as a guide to help estimate time percentages spent on activities. The table is organized by the number of hours worked per week and the time spent per activity. In reading this table you should first identify your hours worked per week, then identify the time spent on that activity to determine the percentage.

Note: This does not include overtime hours.

		45.0 hours	40.0 hours	37.5 hours	35.0 hours	30.0 hours	20.0 hours
Time Spent per Activity	1 hour per day	11%	13%	13%	14%	17%	25%
	1 hour per week	2%	3%	3%	3%	3%	5%
	1 hour per month	1%	1%	1%	1%	1%	1%
	1 day per week	20%	20%	20%	20%	20%	20%
	1 day per month	5%	5%	5%	5%	5%	5%
	1 week per month	23%	23%	23%	23%	23%	23%
	1 week per year	2%	2%	2%	2%	2%	2%
	1 month per year	8%	8%	8%	8%	8%	8%

The following is a list of examples based on the conversion table above:

1. If you worked a **40 hour** work week and spent approximately **1 hour per week** on an activity, the percentage of time spent on that activity would be 3%
2. If you worked a **35 hour** work week and spent **1 day per month** on an activity, the percentage of time spent on that activity would be 5%.
3. If you worked a **37.5 hour** work week and spent **1 hour per day** on an activity, the percentage of time spent on that activity would be 13%.
4. If you worked a **35 hour** work week and spent **30 minutes per day** on an activity, the percentage of time spent on that activity would be 7%.
5. If you worked a **45 hour** work week and spent **3 hours per week** on an activity, the percentage of time spent on that activity would be 6%.
6. If you worked a **37.5 hour** work week and spent **4 hours per month** on an activity, the percentage of time spent on that activity would be 4%.

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Reminder:

When completing this section, activities should be listed by importance first. Be sure to add the percentage of time spent on each activity. Your total activities for this entire section (both regular and periodic) should add to between 90% and 110%.

Regular Activity 1:

Description:

911 Emergency Operator: Determining incident case types (of which there are 250) such as hostage taking, barricaded person, weapons offence, sexual assault, domestic violence, mental health, suicide, etc. Also, follow up with abandoned 911 hang-up calls by call-back or call trace.

Approximate % of Time: (15%)

Regular Activity 2:

Description:

Police Dispatcher: Maintaining radio contact with all units. Monitoring and recording their whereabouts at all times to ensure officer safety. Dispatching calls by radio by priority, updating dispatch units with changes of detail and continuously monitor calls awaiting dispatch.

Approximate % of Time: (20%)



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Regular Activity 3:

Description:

Frontline Contact for General Public Complaints and Inquiries: Differentiating between civil and criminal complaints and making split second decisions as to what type of police action is required. (This position also requires frequent use of "regular activities" 4-8)

Approximate % of Time: (25%)

Regular Activity 4:

Description:

Administrative Radio Channel: Retrieving motor vehicle information using Motor Registration Division (MRD) database to determine demerit points and fines, validity and types of licenses and registration. Canadian Police Information Centre (national RCMP database - CPIC) criminal records checks for officers. Also, backup dispatch in the event of a critical incident. (This position also requires frequent use of "regular activities" 5-8)

Approximate % of Time: (20%)

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Regular Activity 5:

Description:

Coordinating with other Emergency First Responders: Constant contact with fire department, ambulance services, Salvation Army and Red Cross, Rovers Ground Search and Rescue, Mobile Crisis Response Team, Child Youth and Family Services, RCMP, courts, etc., depending on nature of the call.

Approximate % of Time: (5%)

Regular Activity 6:

Description:

Open Source Information Research: Querying all resources available such as social media, internal databases, phone traces and mapping GPS coordinates, and any new resources that become available.

Approximate % of Time: (5%)

Regular Activity 7:

Description:

Monitoring Direct Phone Lines linked to other Outside Agencies: Answering direct lines from the fire department, ambulance services, city depot, RCMP, St. John's International Airport, Crisis Centre, Recovery Center, etc.

Approximate % of Time: (7%)

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Regular Activity 8:

Description:

Internal Requests: Accessing multiple databases for on-call schedules for all RNC investigative sections in the event of a major incident. Retrieving and sending Digital Mug Shots to officers in police units.

Approximate % of Time: (7%)

Regular Activity 9:

Description:

Canadian Police Information Center (CPIC) Maintenance: Adding, removing, and modifying system information and querying individuals. CPIC is a national database used for investigation, identification, surveillance and intelligence and contains information on stolen vehicles, wanted persons, accused persons, persons on probation, missing persons and the Canadian Firearms Registry.

Approximate % of Time: (2%)

Regular Activity 10:

Description:

Approximate % of Time: (____%)

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In the table below, list any other activities that are undertaken on a **periodic basis (i.e. monthly, annually, etc.)** and are important to your position. Include the percentage of time spent on these activities. **Activities should be listed by order of importance first. Your total activities for this section (both regular and periodic) should add to between 90% and 110%.**

<p>Periodic Activity 1:</p>	<p><i>Description:</i> Instructing and Mentoring: Training new civilian Communications Technicians and junior regimental members on all systems, equipment and procedures. Also, new hires undergo a six-month, monitored probationary period, during which trainees job shadow an experienced Communications Technician.</p> <hr/> <p style="text-align: right;"><i>Approximate % of Time: (2%)</i></p>
<p>Periodic Activity 2:</p>	<p><i>Description:</i> Supervisory Duties: Scheduling, staffing and arranging overtime and completing attendance.</p> <hr/> <p style="text-align: right;"><i>Approximate % of Time: (1%)</i></p>
<p>Periodic Activity 3:</p>	<p><i>Description:</i> Job Related Training Sessions: Attend seminars, courses, training sessions, and review recent publications.</p> <hr/> <p style="text-align: right;"><i>Approximate % of Time: (2%)</i></p>

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**Periodic
Activity 4:**

Description:

Court Appearances: Attend court when subpoenaed as a witness and liaison as required with the crown attorney.

Approximate % of Time: (1 %)

**Periodic
Activity 5:**

Description:

Record Management: Required to update and maintain a variety of databases.

Approximate % of Time: (1 %)

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4.0 Factor 1: Knowledge

Note: This section focuses on the knowledge and skills required to do the job rather than the position holder’s academic credentials or experience.

For assistance in completing this section, consult with your Supervisor/Manager or Human Resources Unit.

This section collects information about the minimum level of job knowledge (skills, expertise, know-how and ability) required to perform the work. It looks at aspects of work that require training and practice, and varying levels of skills, taking into account breadth and depth of knowledge.

4.1 Indicate which statement best applies to the knowledge required for your position. (Select only one statement below.)

<input type="checkbox"/>	Need knowledge of clear, straightforward one or two step procedures that are well defined, explained and easily executed.
<input type="checkbox"/>	Need knowledge of methods, techniques or procedures that are clear, well documented and that generally involve a number of different steps to achieve a given outcome.
<input type="checkbox"/>	Need knowledge of a specialized or technical field (requiring preparation in terms of formal or informal training and/or experience). Others are generally available to provide me with advice and guidance on difficult or unusual problems.
<input checked="" type="checkbox"/>	Need knowledge of a specialized or technical field to provide advice. I work in a field which is evolving and which requires me to keep abreast of trends and developments by reading publications, attending seminars or courses and exchanging ideas with others.
<input type="checkbox"/>	Need knowledge of a number of specialized or technical fields which are evolving and which require me to keep current of trends and developments. (Identify the fields below)

For the statement selected above, explain or provide examples.

Knowledge of the court system and the Criminal Code and the ability to discriminate between civil and criminal matters. Knowledge of the geographical boundaries of RNC jurisdiction and the resources and support services (i.e. mental health) available within its boundaries. Proficiency in radio procedures (obtaining applicable license) and in using various police databases and data entry programs (CAD, Integrated Constabulary Automated Network (ICAN) and MRD). Other areas of required knowledge include CPIC, Highway Traffic Act, Adult Protection Act, Privacy Act, Animal Act and Mental Health Act. Technicians receiving training in suicide intervention, first aid/CPR, radio operator policy and procedures, emergency plans for external departments (i.e. St. John's International Airport – 9/11), municipal and provincial statues, police ten codes and the phonetic alphabet.

The ever-evolving nature of police work, increased population, and exacerbated social issues impacts expectations and demands on Communications Technicians. Furthermore, people with mental health issues tend to gravitate towards the northeast Avalon where more and better support services are available. This, too, escalates the demand and expectations on staff when those afflicted by any number



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of mental health disorders call for assistance. Communications Technicians must have knowledge of these disorders and be sensitive and prepared to address the caller's needs.

Technicians apply their knowledge, for example, when attempting to determine the location of missing and/or suicidal persons using call trace/GPS. Technicians plot the coordinates on a map and disseminate the information to officers. Multiple traces and plots may be necessary to track the individual's whereabouts. Time is of the essence under such circumstances, therefore knowledge of this process and the ever-changing technology is paramount.

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4.2 I use the required knowledge identified above for the following (select all that apply):

<input checked="" type="checkbox"/>	To <u>follow</u> basic instructions and work processes.
<input checked="" type="checkbox"/>	To <u>apply</u> established techniques to the completion of activities.
<input checked="" type="checkbox"/>	To <u>coordinate</u> a range of related work or project activities.
<input checked="" type="checkbox"/>	To <u>develop</u> new solutions to deal with new problems.
<input type="checkbox"/>	To <u>design/develop</u> new programs, methods, treatments, procedures, initiatives or directives for the organization.
<input checked="" type="checkbox"/>	To <u>provide advice</u> to others on how to solve a problem or address an issue.
<input checked="" type="checkbox"/>	Other (specify): Multitasking
<input type="checkbox"/>	Other (specify):
<input type="checkbox"/>	Other (specify):

For each statement selected above, provide examples:

Follow basic instructions and work processes. Example: alarm call. Generate a dispatch ticket/police file, note address, company, pertinent details, and contact information. Code the call's priority. Check location history and send for dispatch. Depending on the nature of the alarm (panic or holdup) the Communications Technician will call the residence or business to determine the circumstances of the alarm and check on the well-being of those in the home or business.

Apply established techniques to the completion of activities. Example: suicidal caller. Attempt to obtain their location through questioning, GPS phone trace, Canada 411 or police databases. Enter dispatch ticket including any hazards or officer safety concerns. While coding and sending for dispatch you are applying your suicide intervention training to deescalate the risk to the caller, obtain their trust and to contract/negotiate for their safety until police arrive.

Coordinate a range of work or project activities. Example: suicidal or barricaded person. After creating a dispatch ticket, ambulance services is contacted and a GPS trace for coordinates completed. The Mobile Crisis Response Team (in the case of a suicidal person) is contacted. Call RNC K9 unit, negotiators, Tactical Response Unit and Technical Services Unit (in the case of a barricaded person) all while maintaining accurate notes on file in the event of an investigation or inquiry. The Communications Technician may also attempt to make telephone contact with the suicidal or barricaded person.

Develop new solutions to deal with new problems. All calls, 911 and general complaints, are slightly different. Determining available provincial resources, using social media to track locations of last postings.



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Provide advise to others on problems or issues. Providing advice to public on matters concerning Probation Orders, interpreting Peace Bonds and other Criminal Code issues. Every call requires dissemination of advice or direction for appropriate services.

Multi-tasking. Simultaneously running background checks, MRD checks, ICAN searches, etc., while speaking with a complainant or while on the radio with an officer, and making appropriate notes on a dispatch ticket.

4.3 Which of the following skills/abilities do you need to do your position? (Select all that apply.)

<input type="checkbox"/>	Proofread, edit and format documents.
<input checked="" type="checkbox"/>	Operate a computer to prepare documents or access databases.
<input type="checkbox"/>	Operate a computer to perform mathematical analyses like regressions, ratios, means and averages.
<input checked="" type="checkbox"/>	Write straightforward text such as a memo or simple letter.
<input type="checkbox"/>	Write text such as detailed letters, policies or directives where tone and style are important.
<input checked="" type="checkbox"/>	Write text to communicate complicated or conceptual ideas where clarity and precision of language is critical.
<input type="checkbox"/>	Repair or calibrate machinery.
<input type="checkbox"/>	Operate machinery.
<input checked="" type="checkbox"/>	Other (specify): Radio System
<input type="checkbox"/>	Other (specify):
<input type="checkbox"/>	Other (specify):



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For each statement selected above, provide examples of how the skills/abilities are used.

Operate a computer to prepare documents or access databases. Entering dispatch tickets on CAD. Adding, removing, and modifying persons and/or property on CPIC. Accessing MRD and personnel information on shared directory. Receive and send emails.

Write straightforward text such as a memo or simple letter. Making concise, accurate notes on RNC files (i.e. giving directions to officer from a caller who is following a possible impaired driver)

Write text to communicate complicated or conceptual ideas where clarity and precision of language is critical. Gathering of details and informations that links to another file in the area, at the same address or with a similar suspect. Linkage in such cases must be clear and concise. Complications arise frequently. For example, when multiple suspects leave a crime scene and travel in opposite directions or aboard several suspect vehicles. To avoid confusion, it is imperative that information be translated as quickly and clearly as possible and understood by attending officers.

All staff must become proficient in the RNC's multi-channel radio system. Individual channels are used for dispatch, administrative duties and special operations. Staff must also have knowledge of radio etiquette and operating procedures.

4.4 What is the minimum level of education required for your position? (Select all that apply.)



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<input checked="" type="checkbox"/>	High School Diploma	<input type="checkbox"/>	Journeyperson
<input type="checkbox"/>	1 Year Specialized Post Secondary Diploma	<input type="checkbox"/>	Undergraduate Degree
<input type="checkbox"/>	2 Year Specialized Post Secondary Diploma	<input type="checkbox"/>	Graduate Degree
<input type="checkbox"/>	3 Year Specialized Post Secondary Diploma		
<input type="checkbox"/>	Professional Designation and/or Licensure (i.e. P Eng, CA, RN, LPN) List:	<input checked="" type="checkbox"/>	Other (i.e. PhD) List: SEE COMMENTS BELOW

Indicate the nature of the required training, (i.e. computer studies, business, nursing studies, electrical apprenticeship).

- Post secondary education (ie: diploma / certification) in social sciences, public safety communications or related.
- Typing: minimum 45 net words per minute.

Successful completion of structured four (4) to six (6) months (minimum) on-the-job training (including job shadowing) to meet minimum standards for communication/dispatch and successfully complete probationary period. This would entail the following:

Specific Training courses required:

- First Aid / CPR Training
- Suicide Intervention Training
- Obtaining Radio Operators License
- Computer database program training specific to law enforcement (ie: CPIC)
- Computer Aided Dispatch (CAD) Training
- Customer/Client Services Training

Specific on-the-job training/job-shadowing would include:

- thorough working knowledge of geographical boundaries of police service, other police services/resource agencies;
- thorough knowledge of the court systems, the importance of and how to prepare for courtroom appearance
- thorough knowledge of all policies that affect the course of their duties including: Chain of Command with police service; location/content of policy manuals; knowledge of emergency plans & procedures;
- thorough knowledge of procedures for dealing with Hostage taking/barricaded persons , child abuse/sexual assault calls, domestic violence calls, suicidal callers, mentally ill callers, etc.

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- thorough knowledge of all available internal (K-9 unit, traffic, breathalyzer technicians, etc.) and external resources (fire department, crisis centers, mental health resources, coroner, hydro, etc.) and how/when to utilize each resource;
- ability to identify stress, techniques for coping with stress and resources available when dealing with incidents up to and including critical incidents involving extreme violence;
- working knowledge of CPIC information network, including the rules governing its usage;
- working knowledge and ability to differentiate between requests for police services or for civil/by-law matters;
- demonstrate working knowledge and consistent ability to take calls for service (ranging from basic to emergency situations) from members of the public, gather appropriate information and determine a suitable response;
- proficient operation of Computer Assisted Dispatch (CAD) system.

4.5 What is the minimum level of related job experience required to perform job duties competently? (Select only one.)

Note:

- Competently is defined as meeting the requirements and expectations of the job.
- Consider how much experiential knowledge is required to do your job, not your personal qualifications.

<input type="checkbox"/>	None	<input type="checkbox"/>	5 to less than 7 years
<input type="checkbox"/>	Less than 1 year	<input type="checkbox"/>	7 to less than 10 years
<input type="checkbox"/>	1 to less than 2 years	<input type="checkbox"/>	10 or more years
<input checked="" type="checkbox"/>	2 to less than 3 years		
<input type="checkbox"/>	3 to less than 5 years		

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5.0 Factor 2: Interpersonal Skills

This section focuses on the job requirements for using interpersonal skills. It considers the complexity of different communication behaviours, the purpose for interaction, and the situations in which contact occurs. This also covers a broad spectrum of interpersonal skills ranging from exchanging information to listening, explaining, disclosing, persuading, motivating and negotiating. Although certainly not exhaustive, other interpersonal skills include helping, advising, facilitating, counseling, nurturing, mentoring and presenting. Given the breadth of situations in which interpersonal skills can be applied, particular attention should be paid to the purpose and context of interaction.

In responding to the following questions consider all forms of interpersonal contact, both within and across the organization, as well as outside or external to the organization.

5.1 How often does your position involve interaction with the following?

<i>Check the applicable response for each statement below.</i>	Daily	Weekly	Monthly	Occasionally	Does Not Apply
Employees within the immediate work area	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Employees or peers within the Department/Group	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Employees or peers in other Departments/Groups but within the organization	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Employees or peers outside the organization but employed with the provincial public service	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Supervisors or Managers	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Suppliers or Contractors	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Sales Representatives	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Students/Trainees	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Representatives from Municipal, other Provincial or Federal Government	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Customers/ Clients/ Patients/ General Public	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Internal Department/Group Executives	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
External Department/Group Executives	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Professional Associations	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Professional Advisors (I.e. internal and/or external subject-matter experts).	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Other (specify):					
Law Enforcement	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	
Emergency Response Agencies	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	
	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	

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5.2 From the above questions, list your three primary contacts to carry out your duties and responsibilities. Describe the purpose and frequency of these contacts:

1. Clients: General public calling for emergency and non-emergency calls. The frequency is continuous as Communications Technicians receive tens of thousands of call annually. The purpose of these calls is multifarious, from general inquiries to reporting accidents, armed robberies, domestics, fights, etc.
2. Internal Departments with the RNC: Coordination with Identification Section, Controlled Drug and Substance Team, CASA (Child Abuse/Sexual Assault) team, Crisis Negotiators, etc. Gathering information for these police officers and requesting their attendance to calls where their expertise is required. The frequency of contact with one of more of these sections is daily.
3. Other Emergency First Responders: Coordinating with other departments such as fire and ambulance. The frequency is daily. Police, fire and ambulance may respond to an accident or fire scene. The ambulance department is often contacted when police respond to suicidal or excessively intoxicated persons. The Mobile Crisis Response Team is often contacted to assist when responding to reports of a suicidal person.

5.3 How often are the following interpersonal skills required in your position?

Note: For each of the items you select below, you will need to provide explanatory examples in Question 5.4.

<i>Check the applicable response for each statement below.</i>	Daily	Weekly	Monthly	Occasionally	Does Not Apply
Listening to information from other people.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Asking questions to get information.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Providing routine information and direction to others.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Communicating complex (i.e. non-routine, specialized) information and direction to others.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Providing care, comfort or nurturing to others.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Conducting formal interviews.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Promoting or selling products, services or ideas.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Negotiating contracts and agreements.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Instructing, teaching or training.	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Coaching or mentoring.	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Facilitating/moderating meetings and/or sessions.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Making formal presentations to groups of people.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Gaining the cooperation of others to complete work, address issues and/or solve problems.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]

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<i>Check the applicable response for each statement below.</i>	Daily	Weekly	Monthly	Occasionally	Does Not Apply
Dealing with upset or angry people on the phone.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Dealing with upset or angry people face-to-face.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Providing expert advice or counselling to others.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Resolving disputes between people.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]

<i>Check the applicable response for each statement below.</i>	Daily	Weekly	Monthly	Occasionally	Does Not Apply
Other (specify):					
Emergency Responders	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	
Ground Search Rescue/EMO	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	
Court Appearance	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	

5.4 Provide specific examples from the skills selected above used in performing your position.

1. Listening to information from other people. Receiving calls from the public for police assistance requires active listening skills to ensure that the proper information is received and recorded.

2. Asking questions to get information. As well as asking pertinent questions in order to obtain as much information as quickly and accurately as possible.

3. Communicating complex information and direction to others. Also, keep a tight control on the conversation to ensure that important information isn't missed and to ensure that police are dispatched in a timely manner.

4. Providing care, comfort or nurturing to others. People in domestic situations or suicidal people require nurturing and comfort prior to police arrival. People lost in the woods (or car accidents) can be hysterical and panic, necessitating comfort and assurance. Calls of this nature can take several hours.



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5. Instructing, teaching or training. Training new civilian staff and regimental members of the RNC.

6. Coaching or mentoring. All civilian staff have a six-month probationary on the job training while shadowing an experienced Communications Technician.

7. Gaining the cooperation of others to complete work, address issues and/or solve problems. Individuals who contact the police usually do so under times of distress (armed robbery, domestics, sexual assaults, etc.). It is paramount that Communications staff have the experience, knowledge and composure to calm these individuals and obtain important information to ensure officer and public safety.

8. Dealing with upset or angry people on the phone is routine for the Communications Technician. People generally contact the police in times of crisis and heightened anxiety. Staff must have the experience and knowledge to control the conversation and calm the caller in times of distress.

9. Dealing with upset or angry people face-to-face. Occasionally dealing with officers and coworkers who are upset due to the tremendous amount of stress the position creates.

10. Providing expert advice or counselling to others. For some, new to the city, with no family supports, or simply requiring direction or advice, the police are the first and often only resource available to them. Those with mental health issues can present unique challenges and complications.

11. Resolving disputes between people. Disputes between neighbours over property, snow clearing, harassing phone calls, requiring mediation.

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6.0 Factor 3: Physical Effort

This section focuses on the amount of physical effort associated with the job. Characteristics to be considered include:

- Physical exertion and handling (i.e. lifting, carrying, pushing, pulling, or wearing cumbersome or restrictive clothing or equipment)
- Manual dexterity (This includes both gross and fine motor skills. Gross skills include abilities required in order to control the large muscles of the body for walking, running, sitting, crawling, and other activities. Fine motor skills include small movements of the hands, wrists, fingers, feet, and toes.)
- Body postures and movements (i.e. walking, standing, sitting, climbing, bending)
- Body control and reflex requirements while using mechanical and other aids to meet the physical demands of the work

6.1 Respond to the following (select only one of “occasionally”, “regularly”, “constantly”, and “does not apply” in terms of your typical work day for each statement).

<i>Check the applicable response for each statement below.</i>	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
How often does the job require the following manual or physical activities?				
Fine finger or precision work (i.e. computer, mouse or medical instrument)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Using hand tools that require accurate control and steadiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gross motor skills (i.e., large movements requiring strength and coordination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Using machinery or equipment that requires very controlled movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Operating heavy equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Using equipment that requires rapid physical movement and reflexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maintaining physical balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
How often does the job require the following body postures?				
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<i>Check the applicable response for each statement below.</i>	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
Awkward or cramped positions or body movement (i.e. bending, kneeling, stretching)	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
How often do the demands of the job result in considerable fatigue, requiring periods of rest?	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
How often is there a need for strength and/or endurance in the job?	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
On average, how often is lifting or moving required?				
Objects less than 10 lbs. (4.5 kg)	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Objects 10 to 25 lbs. (4.5 kg to 11.4 kg)	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Objects 25 to 50 lbs. (11.4 kg to 22.7 kg)	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Objects over 50 lbs. (22.7 kg)	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
How often does the job require physically handling materials or other objects (lifting, carrying, pushing, pulling)?	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Other (specify):				
Stress	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	
Mental Fatigue	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	
Emotional Strain	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	

6.2 For each selection above, provide specific detailed examples of the kinds of physical demands required in your position.

Fine finger or precision work: Computer work requires precision and speed to enter calls and relay them to dispatch quickly, sometimes in seconds, typing at least 45 words per minute.

Sitting: Calls dictate available downtime and staff may often sit for several consecutive hours. The Communications Technician is often required to maintain constant communication with a caller until police arrive. This may translate into minutes or hours depending on the nature of the call. For example, he/she may maintain contact for hours with a person(s) lost in the woods or a suicidal person unwilling to disclose their location. Ultimately, constant sitting in front of a computer screen leads to eyes strain, cramped muscles and back issues.

Standing: Consoles are adjustable to allow standing while working.

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Walking: The room layout requires walking to speak to other coworkers or accessing various equipment.

Fatigue: Staff work 12 hour, rotating day and night shifts, which interferes with sleeping habits, resulting in considerable fatigue. Regardless, all night shifts result in fatigue.

Objects less than 10 lbs: Lifting and carrying paper and adjusting consoles.

Stress: CommunicationsTechnicians deal with a variety of calls for service. Often, these involve extreme violence, which in some cases leads to Post Traumatic Stress Disorder (PTSD) and Vicarious Trauma (occurs when listening to traumatic stories day after day while having to control your reaction). This drains you emotionally, physically and mentally. Over time, it can cause serious impairment, such as depression, anxiety, and or addiction.

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7.0 Factor 4: Concentration

This section focuses on the aspects of the job that require concentration or alertness. Characteristics to be considered include:

- Visual concentration and eyestrain
- Hearing concentration and strain
- Other sensory concentration (i.e. touch, smell, taste)
- Repetitiveness of tasks requiring alertness
- The need for exact results or precision
- The effect of interruptions
- Time pressures to complete tasks
- Control over work pace
- Higher than normal levels of attentiveness and carefulness
- Alertness to ensure the health and safety of others (i.e. performance of firefighting operations)
- Eye/hand coordination
- Nature of information or data being processed

7.1 Respond to the following (select only one of “occasionally”, “regularly”, “constantly”, and “does not apply” in terms of your typical day) for each statement.

<i>Check the applicable response for each statement below.</i>	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
How often does your position do the following activities requiring concentration?				
Visual concentration or alertness	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Hearing concentration or strain	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Other sensory concentration (i.e. touch, smell, taste)	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Exact results and precision	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Eye/hand coordination	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Repetition requiring alertness	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Alertness to ensure health and safety of others	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Higher than normal levels of attentiveness and carefulness	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Other (specify):				

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<i>Check the applicable response for each statement below.</i>	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How often is your job impacted by the following?				
Time pressures/deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interruptions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lack of control over work pace	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (specify):				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7.2 Provide specific examples of the kinds of visual concentration required in your position including intensity (i.e. difficulty or strain) on those demands.

Constant use of multi-screen computer system. When working dispatch, the Communications Technician must focus on the dispatch computer screen. The dispatcher is notified via flashing screen to check on officers on emergency calls or traffic stops; also, varied screen colors represent units en route, in service or on scene. Working under florescent lights for 12 hours while focused on multiple screens causes eyestrain and headaches. Staff work in an environment lacking any natural light, which affects you mentally and physically.

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7.3 Provide specific examples of the kinds of hearing demands required in your position including intensity (i.e. difficulty or strain) on those demands.

Callers in crisis situations sometimes have difficulty relaying information. If the caller is disconnected, the Communications Technician may have to play the recording multiple times to determine certain pertinent details. Callers in vulnerable situations (i.e. domestics) may be unable to relay any information, leaving the line open. The Communications Technician must listen attentively to background sounds or conversations to determine the nature and location of the call. Sometimes a coworker will assist with a call trace to confirm an address. The next call could be someone screaming into the phone for help because they are being assaulted.

Taking calls from children, the elderly, someone with a speech impairment, or someone who has difficulty speaking English presents its own challenges. Listening intently could mean the difference between sending an officer to the right or wrong address. Listening to your fellow Communications Technicians so you are aware of ongoing calls and radio transmissions in a sometimes noisy and disruptive environment is equally challenging. The radio channels are 100% auditory and often subject to technical disruptions and distortions. Also, officers in distress may be unintelligible over the radio. The dispatcher may have to ask them repeatedly for their location, status, etc.

7.4 Provide specific examples of the kinds of other sensory demands (i.e. touch, smell) required in your position including intensity (i.e. difficulty or strain) on those demands.

N/A

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7.5 Provide specific detailed examples of the exact results and precision required in your position.

Obtaining precise and accurate information can save a life and ensure the safety of attending officers. For example, asking about the presence of weapons or animals in the home, if there are children affected, mental health concerns, or suicidal persons. While police are en route, the Communications Technician will carry out a criminal history and Canadian Firearms Registry check on any known suspects. When searching for lost or suicidal persons, staff must enter GPS trace results quickly and accurately. Addresses and names, dates of birth, etc., must be entered with 100% accuracy to ensure proper response. There is no room for error.

7.6 Provide specific detailed examples of eye/hand coordination required in your position.

Typing skills and using multiple screens with different databases. Using portable radios, complex telephone systems and foot-controlled radio console. Multitasking skills are necessary to operate all systems while simultaneously verbalizing with callers.

7.7 Provide specific detailed examples of repetition requiring alertness in your position.

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Physically, all calls are entered in the same fashion. Calls are answered on a multi-line phone system, information is entered into the CAD template, and all required checks and address history is completed. The sitting position and physical techniques stay relatively the same. However, all calls require Communications Technicians to be alert and attentive. All calls are different and require acute focus so the technician can obtain all pertinent information. Some examples include high intensity calls such as an actively suicidal person, a possible impaired driver being followed by a civilian, calls involving the safety and well-being of children, a fight, a domestic disturbance, an incident involving gang violence, or an armed robbery.

7.8 Provide specific detailed examples where your position requires higher than normal levels of attentiveness or alertness for the health and safety of others.

When speaking with suicidal persons, for example, you must remain calm and attempt to develop a rapport or establish a no-suicide contract to ensure their safety until appropriate responders arrive. Often, such conversations are lengthy as the subject prefers not to be located or helped. Such calls are emotionally and mentally draining. The circumstances demand attentiveness and alertness as you listen to both the suicidal person and any background noises that may reveal clues to their whereabouts, while discretely running or requesting multiple GPS traces (and not sounding distracted while doing so). You are their lifeline until help can locate them.

As a dispatcher, the Communications Technician is at all times responsible for the safety of all working officers by recording and monitoring their whereabouts and status on a call or traffic stop. Calls involving weapons or weapon offences require special attention to ensure that attending officers are made aware of the type of weapon involved. Criminal background checks can reveal warnings that a person desires "Death by Cop," has a history of violence, or previous convictions of assaulting peace officers or weapons offences.

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7.9 Provide specific detailed examples of a) time pressures b) deadlines and/or c) interruptions in your position.

a) High priority calls (armed robberies, suicidal persons, domestics) must be dispatched immediately. Communications Technicians must gather pertinent information as expeditiously as possible.

b) Each call has an associated "deadline" for dispatch. Highest priority calls demand a deadline that is immediate for all information to be obtained and entered, while a call with no suspects, no witnesses, and no threat to safety or security can be handled when staffing levels allow.

c) Interruptions for Communications Technicians are regular and multitasking becomes a necessity. Call takers routinely place callers on hold to answer 911 calls. The administrative radio channel may have a caller on the regular complaints line, place them on hold to answer 911, and have several units calling them on the radio simultaneously. The Center is busy and loud. Other Communications Technicians on their phones can cause interruptions, or listening to the radio traffic or other incoming calls to avoid duplication (a fight in public or accident will result in multiple calls) and assist if need be.

Other interruptions include: verbal instructions at the request of the dispatcher (requests for tow trucks, forensics sections, K9, criminal records checks). Also, persons walking into the Communications Centre with requests for anyone who is free to assist between calls or other tasks.

7.10 Provide specific detailed examples of when you do not have control over the pace of work in the position.

The Communications Technician never has control over the pace of work. Periods of intense activity can occur at any time, day or night, and can last five minutes, five hours, or longer. There is no consistency in workload or pace of work, ever.

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Specific examples are impossible to provide regarding control over our pace of work as it is 100% dictated by incoming calls for emergency service. This would be every shift, every day, any hour. Recently, and in the span of minutes, we had a vehicle rollover (with possible fatality), and a second vehicle into a pole. Circumstances required that all regular dispatch radio traffic switch to the administration channel. Concurrently, staff members had reports of a male face down on the ground in a ditch, three noise complaints, a missing teenager, and kids playing knicky knicky nine doors. For a brief time the phone themselves were quiet, but the radios were extremely busy with requests for Communications Technicians to complete, including background checks, call-outs for tow trucks and for emergency lighting systems, ambulances, and calls to Newfoundland Power and for forensic units to attend scenes.

7.11 If you specified any "other" activities in question 7.1, provide specific detailed examples.

N/A

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8.0 Factor 5: Complexity

This section focuses on the amount and difficulty of analysis, problem solving, creativity and/or reasoning required to perform the job. This section measures the conceptual demands of the position as characterized by:

- Analysis and interpretation required for problem and solution definition
- Creativity
- Breadth and depth of job scope
- Mental challenge
- Degree of position structure and planning requirements

8.1 Which of the following statements best describes the variety of techniques/skills/knowledge in your position?

Select only one response from the statements below.

	Yes
A series of tasks or activities that are similar/related in terms of the skills and knowledge used and where the tasks are usually well defined.	[<input type="checkbox"/>]
A series of tasks and activities that are quite different but allow me to use similar skills and knowledge.	[<input type="checkbox"/>]
A series of tasks and activities that are different/unrelated and require me to use a broad range of skills and a diversity of knowledge.	[<input checked="" type="checkbox"/>]

8.2 Provide examples or details for the statement selected above:

Recently in the Communications Center, at 2:11 AM, regular radio dispatch traffic was rerouted to the administrative channel due to an active serious incident. All Communications Technicians were therefore required to do administrative radio work by phone. There was simultaneously a coordinated effort to make callouts for a fatality collision (knowledge of where to find numbers). Calls were placed with the ambulance department for this incident and for another unrelated involving a car into a pole at a different location. Staff accessed databases to find phone number(s) for an accident investigator, required at both locations. NL power was contacted regarding the electrical pole at one scene. Communications Technicians did the callouts while answering the phone for other calls for service. A missing person was reported and GPS trace calls were made (GPS mapping used). Knowledge of procedures and notation for files for accuracy is required. All callouts were noted on the file, time-dated, and all officers called out to attend the incident scene were entered into the computer system. Such information can be crucial should an incident proceed to court. All Communications Technicians were actively listening to the room to ensure that required tasks were completed ASAP by those available to do so, and to ensure that there was no duplication of tasks. During this, a 911 call for a violent domestic was received and dispatched. The Communications Technician kept the mother on the line while violent destruction of property was heard as the mother pleaded for a quick response. This scenario required a criminal record check on the offender, history review of the address for previous complaints, and that the technician provide comfort and assurance to the caller.



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8.3 Regarding the availability of guidelines etc. to assist in task completion, select one of “occasionally”, “regularly”, “constantly”, or “does not apply” for each statement.

<i>Check the applicable responses for each statement below.</i>	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
Tasks primarily are completed by reference to precedents, regulations, work practices, professional standards, procedures etc.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Tasks for which a limited number of guidelines or procedures exist.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Tasks for which no guidelines or procedures exist.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]

8.4 Provide examples or details for the statements selected above:

Tasks with regulations, precedents, standards, etc., calls for response to residential and commercial alarms. Also, calls regarding minor traffic violations and accidents not requiring police involvement.

Limited guidelines are available for calls involving domestic disturbances. Complaints such as property damage, violence causing bodily harm, threats, or assaults involving weapons are handled depending on how much information the calling party is willing to provide, or can provide for fear/safety reasons.

Any anomalies that occur seldom have guidelines for responders. Often, Communications



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Technicians use unconventional methods to locate a person, place or thing. This might involve Google-based searches, social media chats, or any other method we can think of.

We are routinely presented with situations that are complex in nature and cannot be classified by criminal code or in civil dispute terms. A missing person, for example, may reveal their location as "x", yet the GPS trace shows the location as "y". The subject person may have multiple addresses in the police database, none of which is current. Finding this person and resolving this issue now becomes complex and has no guidelines. Mentally ill persons play by their own rules.

8.5 Regarding challenges/problems/issues that exist in your position, select one of "occasionally", "regularly", "constantly", or "does not apply" for each statement.

<i>Check the applicable responses for each statement below.</i>	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
Simple challenges/problems/issues with obvious solutions.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Challenges/problems/issues that are well-defined, for which a limited number of solutions exist.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Challenges/problems/issues that can be addressed by following procedures and/or guidelines.	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Challenges/problems/issues with limited opportunity for standardized solutions.	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Challenges/problems/issues that must be defined and practical solutions found.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]

<i>Check the applicable responses for each statement below.</i>	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
Challenges/problems/issues that must be defined and analyzed and complex and creative solutions developed.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]



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Check the applicable responses for each statement below.	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
Challenges/problems/issues where ideas for solutions may be provided in a team setting.	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]

8.6 Provide examples or details to the statements selected above:

Noise complaints can be handled by creating a file, and dispatching unit to request the noise cease.

Alarm calls have one of two outcomes. They are either a false alarm or a break and enter. Alarm calls are received and files generated. These calls are dispatched and if they are a break and enter, forensics section is notified and dispatched to the scene.

Calls involving an escort to gather emergency items from a home. These are carried out during daylight hours and for personal emergency items only (clothing, medication and identification).

Armed robbery calls are all slightly different but with similar processes. Variables include description and direction of travel of suspect, number of suspects, video availability, etc.

Mental health calls vary based on the patient/client's needs at the time. They may be undergoing hallucinations, paranoia, suicidal thoughts, etc. There is no standard solution for these calls. They must be defined on a case-by-case basis and solutions/assistance based on their required needs.

Mental health calls that escalate to missing suicidal persons. These people often wish not to be located. Tools such as GPS traces, K9, ground search and rescue, public and private transit companies (buses and taxis), searching social media for clues, etc., must be utilized to locate the person before they harm themselves or others.

When a Communications Technician exhausts routine processes to assist the responding unit, they consult with other Communications Technicians and brainstorm for potential solutions.



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8.7 Regarding the complexity in your position, select one of “occasionally”, “regularly”, “constantly”, or “does not apply” for each statement.

Check the applicable responses for each statement below.	Occasionally (up to 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
High technical tasks or problems.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Tasks with strategic or policy significance.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Unique/multi-functional problems.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]

8.8 Provide examples or details to the statements selected above:

Tasks with strategic or policy significance. Calls received and types of calls received are monitored and statistics compiled. Changes to case types, how certain calls are coded/dispatched and their level of significance often impacts or creates future strategies for similar call types. For example, calls involving cell phone usage (distracted driving) were routinely entered as a traffic complaint, or not at all prior to the enactment of legislation prohibiting the operation of cell phones while driving. Now they can carry the same weight as an impaired driving complaint if the driver is significantly distracted.

All calls have unique attributes. While some remain similar in nature or similar in participants or locations, the individual incident is certainly different. The more serious the call, the more involved and layered the solutions become. These are generally solved using a variety of techniques.



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8.9 Describe the most typical challenge /problem/ issue that you are required to solve. Include a description, how frequent it occurs, the details, etc.

It is extremely difficult to narrow this job into a "typical" anything. No day, week, month or hour is the same. Each day poses new challenges, problems and issues. Communications Technicians are challenged when attempting to find people (suicidal or runaways) who do not wish to be found, or when speaking to victims of domestic abuse, sexual assault or threats. Trying to obtain important information amidst a violent domestic disturbance or details of an armed robbery in progress or just occurred, likewise presents unique challenges. People in distress often provide inaccurate information, or none at all. Any number of scenarios can occur in the same hour, day or week, in any combination and frequency. Often, several of these issues occur within minutes of one another, which then creates new challenges as the Communications Technician performs multiple tasks on different files as call volume allows.

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8.10 When addressing typical challenges/problems/issues, what references do you have available to help you (manuals, guidelines, policies, procedures, acts, regulations, advisors, etc.)?

All manuals, policies, acts, etc., must be committed to memory as decisions must be immediate.

Computer Aided Dispatch (CAD)

Intergrated Constabulary Automated Network (ICAN)

Canadian Police Information System (CPIC)

Digital Mug System (DMS)

Motor Registration Division database (MRD)

Amber Alert

RNC policy and procedure manual

Frontline

Internet applications: Google Earth, Canada 411, maps, Facebook, twitter

Highway Traffic Act (HTA)

Adult Protection Act

Childrens Protection Act

Criminal Code of Canada

Municipal Bylaws

Telephone lists for emergency contacts for other first responders

Telephone list for other outside agencies

Criminal intelligence bulletins

BOLO (Be on Lookout) FYI

Suicide Intervention

Weather advisory (for storms)

Animal Protection Act

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9.0 Factor 6: Accountability and Decision Making

This section measures the level of accountability and decision-making associated with the position. Characteristics to be considered include:

- Level of work review or supervision received
- Nature of delegated authorities and prescribed decisions, and processes
- Extent to which discretion and independence of action are required
- Overall accountability given the nature of the work

9.1 What decisions can you make without the approval of your Supervisor/Manager; that is, without formal written or verbal approval? (Note: "Formal Approval" does not include those cases where an employee "runs



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Communications Technicians make the overwhelming majority of decisions and actions without formal approval from a supervisor. Calls are answered, priority determined, and dispatched accordingly without approval needed. Calls for GPS trace for missing persons are done without approval. Calls for assistance to other agencies such as fire and ambulance do not require approval. The process for dealing with suicidal persons, or domestics, or running a background check for suspects is completed without any requirement for approval. Making additions and changes and carrying out removals from CPIC do not require approval.

In crisis situations, time restraints prohibit the Communications Technician from seeking approvals. Decision-making must be instinctive and immediate, and is at the discretion of the Communications Technician, who, ultimately, is accountable for his/her actions.

9.2 Which position do you go to for work approval on day-to-day issues? Is this position located in the same building or office?

There is a sergeant (one per shift) and one staff sergeant (weekdays only, 9-5), both with offices in the communications center. The staff sergeant is unavailable on weekends and after 1600 hours on weekdays. Occasionally, both positions are vacant (holidays, annual leave or sick leave) and any required approval is obtained from a sergeant working with street patrol via the phone or in person at the NCO office in the same building.

Government of Newfoundland and Labrador**Position Description Questionnaire****CONFIDENTIAL****9.3 If applicable, describe situations where the position can exercise some discretion within predetermined limits and procedures.**

A general call from any alarm company serves as a basic example with a relatively low level of expected response time. When a general alarm is reported to the RNC, it is entered as a priority 3, the lowest priority ranking for dispatch. The Communications Technician then questions the alarm company to determine specifics of the alarm location (i.e., glass break, rear patio door, shed, or subsequent additional locations in the home or business like bedroom, kitchen, hallway motion, or cash office motion). In conjunction with this, the Communications Technician reviews the history, or previous police responses to the given location. It may be that the alarm has never sounded, or there is a history of multiple false alarms or multiple confirmed break and enters. Priority for this dispatch can be manually adjusted based on these factors and/or, upon analyzing the situation, based on experiential knowledge. The call priority can then be upgraded accordingly, indicating the potential for a break and enter in progress. Any Communications Technician can employ this discretionary process to raise or lower the predetermined priority of dispatch for any call received.

9.4 If applicable, describe situations where discretion and judgment are used to interpret general directions and apply guidelines, policies, legislation, etc. to carry out your duties.

Communications staff use discretion and judgment on each incoming call received or dispatched. A call type is assigned based on the situation and a priority is given or adjusted based on the circumstance. Communications Technicians use their knowledge base to provide advice on, but not limited to, matters regarding the criminal code, highway traffic act, family court, child protection, adult protection, civil legislation, etc.

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9.5 If applicable, describe situations where the position has involvement in the development or refinement of your program area (i.e. policy and/or process.)

Through the ever-changing demands for police response, call types evolve and change. Information gathering requirements are fluid and circumstantial. As the "typical" crimes in the city shift, it is the Communications Technicians responsibility to change with it. Technicians can request additional or changes to call type classifications. They keep abreast of changes to regulatory bodies and new policy/procedures to ensure response information is as detailed and timely as possible.

By way of example, the communications centre was receiving an excessive number of calls for service from one particular mental health affected female. Staff brought this to the attention of supervisors who then developed a plan for this person to receive specialized help. This was to reduce the cost involved in repeated and unnecessary police response to non-police issues.

9.6 If applicable, describe situations requiring a high degree of independent discretion and judgment, where the core essence of the work is considered as



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subject matter expert and is subject to little or no supervision.

Any call where counselling or advising a client is involved. It could be regarding matters that are of a civil and not criminal nature, and explaining why, legally, the police cannot get involved. Or, calls regarding divorce, marital property, and/or issues with child custody. Speaking with suicidal callers is carried out with total independence, with no supervision, and with the expectation that your expert judgment will keep the caller safe from harm.

Communications Technicians are required to know, or know where to locate, contact numbers for doctors, all RNC officers at home or work, medical examiners, courts, interpreters, duty judges, on call schedules, funeral homes, towing companies, social services numbers, community support groups (Stella Burry, Native Friendship Centre, Wiseman Centre, Naomi Centre, Iris Kirby House, etc.), internal phone numbers, wildlife service's, mobile crisis response team, and the list goes on.

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10.0 Factor 7: Impact

This section focuses on the impact of the work as a result of decisions that are made, advice, guidance or care that is provided or other activities that are performed in your position. Impact can be on resources such as equipment, finances, information and technology, as well as on the customers/clients/patients and processes, programs, policies and overall operations of the business unit, the department/group, and the organization as a whole. Only mistakes that can realistically occur, **AND** which **DO NOT** result from negligence or incompetence, should be considered.

This factor considers what "checks and balances" are in place that ordinarily prevent the error from occurring or that detect it before the impact becomes severe. If safeguards or subsequent checks prevent or mitigate the error, then the position should not be rated on it, because the impact will not likely be felt.

10.1 When I complete my job tasks and activities, the results are directly felt (Select all that apply):

<input checked="" type="checkbox"/>	Within my immediate work area.
<input checked="" type="checkbox"/>	Within my department/group.
<input checked="" type="checkbox"/>	Outside of my department/group but within the organization.
<input checked="" type="checkbox"/>	Outside the organization.
<input checked="" type="checkbox"/>	On Customers/ Clients/ Patients/ General Public
<input type="checkbox"/>	Other (specify):

Provide specific example(s) based on your selections above.

My work area: when I complete one call I am free for the next.

My department has a file generated from which to operate. If the entire team is focused on one major incident, or assisting one particular coworker, they will be available to deal with other pressing matters once the task is complete.

Within the organization: the officers attending a call have all the information they require to action the call effectively.

Outside the organization: the fire or ambulance department may be needed at call and notified to attend or stand down.

Clients/public are affected as they see the police response they requested. A proper/improper response to calls can have a significant impact on public perception of the organization as a whole.



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10.2 When I complete my job tasks and activities, the results directly impact (Select all that apply):

<input type="checkbox"/>	Equipment	<input checked="" type="checkbox"/>	Material resources
<input checked="" type="checkbox"/>	Processes and systems	<input type="checkbox"/>	Human resources
<input checked="" type="checkbox"/>	Information	<input checked="" type="checkbox"/>	Health and safety
<input checked="" type="checkbox"/>	Finances	<input checked="" type="checkbox"/>	Corporate image
<input type="checkbox"/>	Facilities	<input type="checkbox"/>	Other (specify):

Provide specific example(s) for each of your selections above.

Processes and Systems: The way we adapt and respond to requests for service shapes the common practices we adhere to when addressing similar calls. This is a fluid practice.

Material resources: Resource information can be changed based on the information we gather and provide.

Information: The Northeast Avalon is growing rapidly with new subdivisions, streets and commercial premises. A civic address or business name must be entered in CAD. This is mandatory, and when we receive a call that shows an invalid address on the dispatch system, an email request is made to have the address information updated. We also complete additions and removals to the CPIC system, which impacts a range of information (i.e., a person's personal criminal record or a vehicle being listed as stolen or recovered).

Health and Safety: The health and safety of the responding officer, the caller, and the public is always taken into consideration. Everything from noting potential health/safety hazards on a response address (bedbugs or highly contagious disease or weapons), to dispatching an ambulance to calls where persons are injured or have the potential to become injured or injure others.

Corporate Image: We represent the RNC and the provincial government as we interact with the public and other services. We are sworn to privacy, held to a high standard, and expected to be prudent in our decision-making. Maintaining a professional manor in the

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face of an irate person is paramount in maintaining a respectable image for the RNC and government alike.

Finances: the number, type and frequency of certain calls can influence budgetary allocations. A high incidence of certain calls in a particular geographical area may necessitate redirecting or increasing human and therefore financial resources.

10.3 In the event of a mistake or error, the consequences are directly felt:

	Impact of Error				
	Some	Moderate	Significant	Extreme	Does Not Apply
<i>Check the applicable responses for each statement below.</i>					
Within my immediate work area.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Within my department/group.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Outside of my department/group but within the organization.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Outside the organization.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
On Customers/ Clients/ Patients/ General Public	[<input type="checkbox"/>]	[<input type="checkbox"/>]			
Other (specify):	[<input type="checkbox"/>]				

Provide specific example(s) for each of your selections above.

When mistakes occur, the consequences are felt directly by my team, my department/group, my organization, outside the organization and by the general public. An example would be an error in recording an address accurately for a motor vehicle accident with injury. A co-worker(s) working on the same file might provide the address to anyone inquiring, including outside agencies; they may need to cross-reference files, or make notes on the file. The incorrect address might be disseminated within the organization to the responding officer and/or to the responding accident investigation unit, or outside the organization to the ambulance/fire departments. As a result, all or some of the emergency responders will be misdirected (i.e., Rich's place is located in CBS, but also in Pouch Cove; there are several Walsh's lanes and roads). The potential exists to directly impact any injured person(s) as the response time will be greatly altered. Traffic delays will be extended and further calls from the public will result. Regardless, recording an address incorrectly for any serious incident and the resultant delays can have negative



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consequences.

Communications Technicians must be alert at all times. Their decisions are often split second, but can have long term consequences, negatively impacting corporate image or criminal proceedings in court, or placing the organization under intense media scrutiny.

10.4 In the event of a mistake or error, the result of the consequence is directly felt on:

Check the applicable responses for each statement below.

	Impact of Error				
	Some	Moderate	Significant	Extreme	Does Not Apply
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Processes and systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Corporate image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Provide specific example(s) for each of your selections above.

Using the above example of an accident report with injuries: The process for dispatching outside agencies for assistance and internal resources for investigations is impacted as these responders would be recalled and sent to the correct location. Time, money and resources are lost or wasted (tying up police units in other jurisdictions, waste in gas consumption for all dispatched vehicles, etc.), therefore affecting human resources.



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Corrective action is taken on the file and notes entered identifying which agencies were contacted and who made the necessary correction with that contact. File information must be accurate, often for legal and investigative purposes. Again, public health and safety, and that of the officers and other emergency responders rushing to attend (especially if the wrong address is entered and responders know that a person is injured) is impacted and the response time is a direct representation of the RNC's corporate image.

10.5 Select the statement that best indicates the extent to which quality control and "checks/balances" exist in the position (Select ONLY ONE of the following statements):

<input type="checkbox"/>	My work tasks and activities are highly monitored or controlled.
<input type="checkbox"/>	My work tasks and activities are generally prescribed or controlled.
<input checked="" type="checkbox"/>	My work tasks and activities are moderately prescribed or controlled.
<input type="checkbox"/>	My work tasks and activities are somewhat prescribed or controlled.
<input type="checkbox"/>	My work tasks and activities are generally not prescribed nor controlled.

Provide specific example(s) based on your selection above.

Communications Technicians act independently, but often are governed by policy. However, a supervisor reviews the tapes and logs and prepares a quarterly report on each employee. A random selection of calls from each Communications Technician is evaluated and their actions assessed. If necessary, remeditative action is taken. Call volume and "dropped" or missed calls due to periods of staffing shortage or extreme high call volume are also monitored. Overall, the call taker makes independent decisions regarding the files they generate. There is a sergeant present most of the time who will provide assistance with this process if needed.



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10.6 Select the statement that best describes the typical time frame required to identify and resolve consequences in the event of a mistake or error within your position: (select ONLY ONE of the following options):

<input type="checkbox"/>	Within hours of problem identification.
<input type="checkbox"/>	Within 24 hours of problem identification.
<input type="checkbox"/>	Within one week of problem identification.
<input type="checkbox"/>	Within one month of problem identification.
<input type="checkbox"/>	Longer than one month of problem identification.
<input checked="" type="checkbox"/>	Other: Varied

If applicable, provide example(s) based on your selection above.

Mistakes can result in serious consequences (injury or death) to both the general public and officers. In most instances, mistakes or errors must be identified and resolved in minutes or seconds. Other mistakes or misunderstandings can be resolved in hours or minutes with a follow-up call from a supervisor. However, an internal investigation into an employee’s actions or that of his/her respective team can take months, or perhaps longer in the case of an inquiry.



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11.0 Factor 8: Development and Leadership of Others

This section focuses on the job’s responsibility for advising, guiding, developing, mentoring and/or leading others.

11.1 Do you officially have full-time responsibilities for the direct supervision of staff (i.e., staff report directly to you)?

Yes [] No []

If yes, for how many employees and for what positions?

Number:

Position Title:	# of Staff:	Position Title:	# of Staff:

Indicate the nature of the supervisory responsibility your position has (select all that apply)

[<input checked="" type="checkbox"/>]	Reviewing work and providing feedback
[<input checked="" type="checkbox"/>]	Providing input for performance assessments
[<input checked="" type="checkbox"/>]	Building morale and employee relations
[<input checked="" type="checkbox"/>]	Delegating/allocating work
[<input type="checkbox"/>]	Providing input to others about staffing and recruitment
[<input checked="" type="checkbox"/>]	Organizing and coordinating other colleagues
[<input type="checkbox"/>]	Organizing and coordinating the work of contractors, students etc.
[<input type="checkbox"/>]	Participating in disciplinary matters
[<input checked="" type="checkbox"/>]	Scheduling, organizing and coordinating work
[<input type="checkbox"/>]	Participating in work planning processes

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Given your responses above, provide specific examples of your related supervisory responsibilities.

While Communications Technicians are not formally identified or compensated as supervisors, the unique nature of the job requires that they carry out supervisory duties. No amount of classroom tutelage can fully prepare a new hire for the communications centre. Therefore, new officer cadets and civilians will job shadow experienced Communications Technicians. The technician will read and review information entered on a dispatch ticket by the new hire and suggest any corrective action; the technician will monitor and provide guidance as the new employee converses with the public; conversely, new hires may sit and monitor the activities of experienced staff on the phone or at the dispatch and administrative radio channels. A supervisor will request a periodic update/evaluation of a new hire, either verbally or in writing.

11.2 Does your position have responsibility for the development and leadership of others?

Yes []

No []

If yes, indicate the nature of the development and leadership responsibilities of the position (select all that apply):

[<input checked="" type="checkbox"/>]	Providing on-the-job advice/guidance.
[<input checked="" type="checkbox"/>]	Providing on-the-job direction.
[<input checked="" type="checkbox"/>]	Providing orientation to new employees.
[<input checked="" type="checkbox"/>]	Providing on-the-job training to others.
[<input type="checkbox"/>]	Providing formal/classroom-type training to others.
[<input type="checkbox"/>]	Acting as technical mentor or advisor.
[<input type="checkbox"/>]	Leading a project team.
[<input type="checkbox"/>]	Leading a technical or functional team on a regular basis.
[<input checked="" type="checkbox"/>]	Checking or reviewing the work of colleagues.
[<input type="checkbox"/>]	Checking or reviewing the work of contractors.
[<input type="checkbox"/>]	Other (specify):

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Given your responses above, provide specific examples of your related development and leadership responsibilities indicating frequency (i.e. time spent) and detail.

This is especially prevalent with newer staff. Senior staff are called upon frequently to answer questions and provide guidance, often over matters that are learned only after considerable time in the communications center. For example, which officer works in what section, voice identification over the radio, orientation within the building, and where certain information is located on the computer systems. Advice and corrective action on calls received/dispatched is common practice. Such an extensive list of knowledge and can be gained only by experience.

New Communications Technicians undergo a minimum probationary period of six months on the job training, which includes monitoring by colleagues. Their responsibilities evolve gradually, starting with a period of simply listening and observing, then to answering routine calls, then to more challenging calls like 911 (while monitored directly), and then to monitoring side-by-side. Work is reviewed by other staff and feedback is given directly to the new hire.

11.3 Do you function as team leader (i.e. an informal lead role in self-directed team of peers such as a key technical resource or subject matter expert)?

Yes []

No []

If yes, provide specific examples of your team leader responsibilities and/or duties.

Communications Technicians work in a team-based environment. Teams are formed on the basis of experience and interchangeable at any time. The most senior on each shift is not formally designated as "team leader," but assigned nonetheless with the understanding and expectation that he/she will use their experience and expertise to assist their respective teams.

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11.4 Do you function as a project leader in your position (i.e. a leader of a specific project, special event, etc.)?

Yes []

No []

If yes, provide specific examples of your project leader responsibilities and/or duties as well as frequency of project (i.e. how often and duration).

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12.0 Factor 9: Environmental Working Conditions

This section focuses on the likelihood, frequency and severity of exposure to undesirable conditions in the work environment. This section considers working conditions that are the result of the “nature of the job” (not the building, office, etc).

12.1 How frequently does the position require exposure to the following working conditions? (Select one of “occasionally”, “regularly”, “constantly”, and “does not apply” in terms of your typical day for each statement.)

<i>Check the applicable response for each statement below.</i>	Occasionally (< 32% of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
Unusual/distracting noise	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Dirt, dust, filth or garbage	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Glare	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Fumes	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Limited ventilation	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Limited lighting	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Vibration	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Hazardous chemicals	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Toxic or poisonous substances	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Bodily fluids and waste	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Infectious diseases	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Odours	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Dangerous heights or depths	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Wet or slippery surfaces	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Electrical shocks	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Lack of privacy	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]
Isolation	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Awkward or confining workspaces	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Temperature extremes	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Fire	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]

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	Occasionally ($< 32\%$ of the time)	Regularly (33% to 66% of the time)	Constantly (more than 67% of the time)	Does Not Apply
Check the applicable response for each statement below.				
Radiation	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Physical dangers or threats	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Sharp objects	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Heavy machinery	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Adverse weather conditions	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Travel	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Other (specify):				
Restricted Mobility	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	
	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	
	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	

Based on your selections above, provide specific examples of exposure to identified working conditions.

Staff are subjected to threats, intimidation and verbal abuse by callers. Indeed, the criminal element tends to gravitate around RNC Headquarters. This becomes a safety concern for staff leaving at all hours of the day and night.

Communications Technicians are not formally recognized as essential employees, yet if government is closed or closes due to adverse weather conditions, technicians continue working and are required to attend work regardless.

With phones ringing, alarms sounding, radio transmissions, and staff loudly verbally communicating with the dispatcher and other coworkers, the communications centre can be a noisy and distracting environment.

Much of the work is computer-based and therefore exposure to glare is constant. Each workstation has two or three computer monitors. The distribution of workstations allows no privacy. Yet, there is isolation too, in that the communications centre itself has restricted access. Mobility within the workstation is limited during certain crisis calls. The Communications Technician may be restricted for hours with a suicidal caller or a person lost in the woods.

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12.2 What is the likelihood of the following injuries or illnesses resulting from hazards in the position, given that all health and safety regulations are followed?

<i>Select the applicable response for each statement below.</i>	<i>Likelihood of Injury or Illness</i>			
	Limited	Moderate	Significant	Does Not Apply
Minor cuts, bruises, abrasions or minor illnesses.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Fractures or other injuries.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Injury or occupational illness resulting in partial disability.	[<input checked="" type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Injury or occupational illness resulting in total disability.	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]
Other (specify):				
Depression	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	
Anxiety	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	
PTSD/Stress	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input checked="" type="checkbox"/>]	

12.3 Does the position require any special precautions or safety equipment? If so, provide details.

The psychological impact and demands of living and working in a 911 centre are profound. Daily, Communications Technicians experience trauma as they assist the public during their most tragic moments. This repetitive traumatization increases the risk of depression, anxiety, addiction and personal relationship problems. Indeed, studies have revealed that rotating shiftwork increases the risk of breast cancer in women. Staff experiencing some such problems can avail of the Employee Assistance Program. However, Critical Incident Debriefing is available for staff who experience traumatic incidents (suicides, homicides).

Sitting for long periods of time can result in back pain. Ergonomic assessments have been carried out with some regularity at the request of employees.

Work stations, chairs, computers and keyboards are shared by all communications centre staff, making the transmission of minor illnesses more likely.

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13.0 Your Comments

Make any additional comments you feel should be considered when your job is evaluated. Use additional paper if necessary. Upon completion, forward this questionnaire to your Supervisor/Manager to complete the "Supervisor/Manager's Comments" section. Your Supervisor/Manager will then review their section with you when completed and send the PDQ to Human Resources for comment and sign-off. Human Resources will then forward to the Permanent Head/Designate for a second level of sign-off. You're Permanent Head/Designate or HR Unit will send a final copy to you and the Classification and Compensation Division, HRS.

The position of Communications Technician is diverse, complex, and unique within government and should be judged accordingly. All duties are carried out by a small (approx 17) group of individuals with appropriate security clearance and sworn to privacy. Indeed, privacy constraints negate giving more specific details on communications centre activities and more examples of day-to-day crisis situations. Our job changes minute to minute, hour to hour, and shift to shift. We deal with both the disreputable and marginalized members of society, and with those from every walk of life, all income brackets and every level of education. All find themselves in situations they can no longer manage and many are without family or other life supports. Communications Technicians are regularly subjected to yelling, cursing, insults and slander, but always cognizant that the personal safety of each caller and every officer is dependent on our actions. Indeed, the position is among a select few within government where employees are subpoenaed to court or can be subjected to internal investigation as a result of a public complaint. Telephone conversations are played in court, and sometimes released to the media for further public scrutiny.

Regrettably, the role of Communications Technician has been marginalized and trivialized. We are often categorized with derogatory intent as secretaries or data entry clerks. Few understand the complexities of our position; fewer yet can comprehend the nature of what we do, as our enclosed statistics reveals (p. 55). We have, literally, saved lives, sometimes directly, other times indirectly. Our salary has never been commensurate with the level of responsibility, knowledge and accountability the job entails. Our independent Canada-wide survey of a sampling of communications centres in cities of a similar or smaller size revealed that we are among the

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lowest, if not the lowest paid in the country. Human Resources staff in other provinces have noted too, that considerable weight is placed on a Communications Technician's accountability and responsibility when determining salary levels. Until now, RNC Communications Technicians have never received such consideration.

Misconceptions exist too, regarding the NE Avalon's 911 system. With no disrespect intended, Central Firehall (municipal govt.) answers the initial 911 call, screens those calls immediately, forwarding them to police, fire or ambulance. They take bare minimum details (phone number and sometimes a location). By no means do they provide comfort to the distressed caller or contract with the suicidal person. This is the job of the RNC Communications Technician, who receives considerably less remuneration than their Firehall counterparts.

Staff retention has likewise presented challenges. On average, Communications Technicians require one year to reach a basic level of comfort in the position and carry out most duties with confidence. The current salary structure is not conducive to maintaining staffing levels. Being an effective Communications Technician is not a job for the light hearted; indeed, it is not for everyone. It takes a specific combination of skill, personality and functionality. When employees are not given a reason to stay, many leave soon after attaining the necessary experience. Our hope is that the submitted PDQ will address ongoing salary issues, which is directly linked to staff retention concerns.

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14.0 Supervisor/Manager Comments (This section to be completed by the Supervisor/Manager)

Do not change any of the employee's responses. Supervisor/Manager comments are limited to section 14 only.

After reviewing each section of the PDQ, use the space provided below to note any additional comments you have regarding the responses or to add information. Use additional paper if required. The Supervisor/Manager is encouraged to review their commentary with the employee if responses require clarification. Indicate which question in each job factor you are referring to.

Job Factor:	Supervisors / Manager Comments
<p>Regular and Periodic Activities</p>	<p>RNC Communications Technicians serve as 911 emergency call-takers; obtain necessary information from callers in order to initiate emergency assistance; serve as radio dispatchers of police resources; perform administrative and other duties related to the provision of emergency service and perform related work. Some of the physical activities performed by Police Communications Technicians and environmental conditions experienced are: sitting for extended periods of time with headset on while monitoring a computer screen; typing information into the computer using a computer keyboard; coordinating eye/hand movements while handling emergency calls for the efficient use of console and computer; speaking calmly and clearly in order to elicit information and giving instructions to a continuous flow of callers under stress; listening carefully to clearly understand emergency information; making responsible judgments where timing is critical; and sitting within hearing distance of other call-takers working under similar conditions.</p>

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To meet the minimum qualifications to be considered a Communications Technician "In-Training" an individual must possess:

- High School Education, supplemented by post-secondary education/training in Police Studies, Social Sciences, Communications, Emergency Response or related field;
- Typing speed of minimum 45 net words per minute;

A significant portion of the knowledge, education and training associated with the position of Communications Technician is obtained following the initial hire, as it is highly specific to police services and the associated environment (and there is a lack of specific formalized training programs in Newfoundland and Labrador for this classification).

During the first six (6) months of employment, the Communications Technician is considered to be "in-training", during the probationary period. Training required during this period consists of:

First Aid / CPR Training

- Suicide Intervention Training
- Obtaining Radio Operators License
- Computer database program training specific to law enforcement (ie: CPIC)
- Computer Aided Dispatch (CAD) Training
- Customer/Client Services Training

Additionally, for a four - six month period, new hires are provided on-the-job training by assigned senior personnel and/or shift supervisors. All work related activities are constantly monitored and evaluated, with the intent to achieve the following goals in terms of knowledge/training:

1. Knowledge:

1. A thorough working knowledge of the geographical boundaries of the RNC, the RCMP and other support agencies within our boundaries.

2. They are at times witnesses to investigations as either call takers or

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2. Interpersonal Skills:

This position requires the effective use of a variety of interpersonal skills. Their approach to any given situation must be adaptable depending upon the circumstances, the individuals they are in communication with and the level of sensitivity required.

Communications Technicians deal with many clients both internal and external to the RNC, all with various levels of expectations. Technicians must have an understanding of those expectations in order to provide quality client service. Clients are the calling public, police officers, community stakeholders and external police resource partners. Technicians are required to meet these expectations by taking control without being contentious; and by being professional, not passive. They must be able to effectively articulate realistic response times versus ideal response times. They must also know how to professionally terminate and/or deflect calls when warranted. Technicians frequently deal with emotional callers and those with varying degrees of communication ability. Regardless of the caller's emotional behavior or ability to communicate, the call taker must be able to gather information for an appropriate police response. Examples of caller-types would include, angry or demanding callers, hysterical callers, chronic callers, persons with developmental disabilities and children. Technicians need to be able profile the caller, gain control and establish a rapport, use effective communication techniques and engage in effective resolution strategies.

Certain types of calls have dynamics that require specific knowledge and attention, and are therefore governed by RNC policy and procedure. Examples of these types of calls would include hostage and barricaded persons, sexual assaults, domestic assault, suicidal callers, persons in mental health crisis, child abuse and child sexual assault callers.

Communications Technicians are frequently called on to train, coach, mentor and supervise new hires and/or junior uniformed police officers (in most cases this happens when there are staffing shortages and at a time when calls for service are at their premium). The greatest skill required at these times is understanding and patience.

* Employer is currently in process of establishing requirement for the "successful completion of psychological testing" upon consideration of hire.

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<p>3. Physical Effort:</p>	<p>Some of the physical activities performed by Police Communications Technicians and environmental conditions experienced are:</p> <ul style="list-style-type: none">- sitting for extended periods of time with headset on while monitoring a computer screen;- typing information into the computer using a computer keyboard;- coordinating eye/hand movements while handling emergency calls for the efficient use of console and computer;- speaking calmly and clearly in order to elicit information and giving instructions to a continuous flow of callers under stress;- 'actively' listening at all times to clearly understand emergency information;- making responsible judgments where timing is critical;- and sitting within hearing distance of other call-takers working under similar conditions.
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<p>4. Concentration:</p>	<p>Communications Technicians often work in a very loud, fast paced, emotionally charged and highly accountable environment. Getting information quickly, accurately and dispatched to officers has to be efficient, effective, timely and without error. This has to be accomplished in tandem with ensuring that all safety precautions are being considered for both members of the public and responding police officers.</p> <p>Accuracy of information gathering and dissemination is of the utmost importance, and requires:</p> <ul style="list-style-type: none"> - intense concentration on what is being verbally communicated (often by hysterical, emotional or illogical persons) in order to obtain the required information; - high focus on demonstrating effective communication techniques and resolution strategies to ensure that the appropriate questions are being asked and the right message / response is being communicated; and - simultaneously recording and disseminating accurate information to police officers for response. <p>During calls of a critical nature, a Communications Technician has to concentrate intensely for extended periods of time (ie: one-two hours or longer). These type calls are extremely taxing on employees, and it is not unusual for individuals to be required to deal with several of these calls during a busy shift. Other challenges are the continuous distractions caused by co-workers (civilian and police officers) that are located in close proximity and performing the same/similar functions.</p> <p>The need for exactness/accuracy is extremely high. A high degree of attentiveness and concentration is consistently required while on shift. Visual and hearing demands are constant and can result in significant strain, and eye/hand coordination (transposing verbal information to computer and dispatch system) is required.</p>
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5. Complexity

Communications Technicians must display a comprehensive working knowledge of societal issues given that certain types of calls have dynamics that require specific knowledge, attention and response. For example, calls involving child abuse, sexual assault, domestic violence, suicidal persons, etc. can be highly complex. Communications Technicians are, in many instances, the first point of contact with victims and/or witnesses, and this interaction is crucial to: the immediate safety of the caller; the efficiency of response and safety of the responding officer(s); the success of the investigation and the recovery of the victim. In each scenario, they must be able to: define and profile (degree of magnitude) the situation; build a rapport/trust (often with hysterical, incoherent and/or uncooperative persons) and gather necessary information; determine and apply appropriate police policy and procedures; and notify/dispatch responders accordingly, including external agencies. Similar to police officers, Communications Technicians are required to have an up-to-date working knowledge, and recall ability, of a large number of RNC policies and procedures that are quite detailed and constantly evolving to improve effectiveness. They must have an understanding of Municipal, Provincial and Federal Legislation; the various levels and types of Court; and be able to distinguish the difference between civil and criminal laws. This knowledge must be analysed and applied to each call/situation most of which have their own unique nuances/characteristics, so to initiate the appropriate solutions required. Communications Technicians must be aware of the various external resources available within the wider community, their mandates, and be able to determine when it is appropriate to avail of these services given specific situations. These resources would include Victims Services, Coroner's office, Women's Shelters, Mental Health resources, Detoxification Centers, Child, Youth and Family Services, etc. Additionally, Communications Technicians must have a thorough working knowledge of their workstation in order to provide effective and efficient service. One example of the complexities of their workstation would include the Canadian Police Information Center (CPIC). CPIC is a frequently used electronic police information network that interfaces with other data networks and is a vital investigative tool. Communications Technicians require a working knowledge of the CPIC system as well as the rules that govern its use. They need to know the policies that govern system security and breaches, CPIC reference manual, CPIC files (persons, vehicle, marine, property), surveillance records, CPIC functions (add, remove, query, special query) cross referencing, CPIC responses, (hits, confirmations, scoring) entry verification, caution codes, narrative messages. Police officers can require this information immediately, without notice, and a timely, accurate and clear response is needed to ensure public and officer safety.

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<p>6. Accountability and Decision-Making</p>	<p>Communications Technicians are expected to have a working knowledge and understanding of RNC policies and procedures, court processes, governing legislation and bylaws, and the role community stakeholders play in the work police perform. This knowledge and understanding provides them with the required general directions/guidelines for response to calls, however they are required to use discretion and judgement in the application/following of procedures and decision-making.</p> <p>At times, decision-making/determination of action initiated is conducted under pressure from multiple parties (ie: the caller, the police officers and other personnel within the Communications Center). Further, it is not unusual for multiple major incidents to occur simultaneously, which results in a hectic, loud and stressful work environment.</p> <p>Incoming calls and requests for services have to be prioritized based on their nature, while ensuring professionalism is maintained and services/responders dispatched accordingly. All calls are audio-recorded and are subject to evaluation/audit to ensure compliance with appropriate policies/procedures, that professional standards are adhered to and response(s) was appropriate. Additionally, Communications Technicians can be subject to public complaints. Audio-recordings of communiques can be, and are, used for internal coaching, counselling, training and discipline. Additionally, they are used for investigations and are often played in court during trials and sometimes released to the media and social media. Mistakes can have serious repercussions as the actions of a Communications Technician can have serious impacts on the outcome of an investigation, and/or on the public image/perception of the RNC.</p>
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<p>7. Impact</p>	<p>The work of the Communications Technicians can significantly influence and impact many areas of the organization, as well as others outside of the organization.</p> <p>Activities and results can have a significant direct impact on the public, as well as responding police officers and the organization as a whole. A lack of diligence or proficiency in carrying out duties can adversely affect safety of police officers and members of the public and have serious consequences.</p> <p>For example: Receiving a call reporting an on-going incident of domestic violence and dispatching an officer to an incorrect address can result in a delayed response to a situation of reported violence, which could result in the prolonged exposure of a member of the public to further harm.</p> <p>The opposite is true when work is conducted in an efficient, effective and professional manner. The value of professional call taking and dispatching cannot be under estimated, as it impacts public perception and confidence in the RNC.</p> <p>As noted previously, Communications Technicians are the first point of contact for persons looking for assistance and individuals often base their opinions of an organization on "first-impressions".</p> <p>Communications Technicians knowledge and actions can also influence and have an impact on the organization's need for additional resources. For example: demonstrated requirement for Automated Vehicle Locator technology. Information obtained from the accurate recording and categorization of "call-types", etc. is used to assist management with determining operational priorities, resource allocations, training needs and technical upgrades.</p>
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<p>8. Development and Leadership of Others</p>	<p>Communications Technicians are consistently required to provide formal mentoring, coaching and on-the-job training for both new civilian hires and 'relief' uniform members. They provide advice, guidance and feedback on performance during daily activities, and apprise management/supervisors of progress/concerns. These activities are often conducted during "peak" periods of calls for service, with human resources at a minimum.</p> <p>Communications Technicians must demonstrate patience, understanding and commitment to those they are coaching/developing.</p>
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<p>9. Environmental Working Conditions:</p>	<p>Physical Work Environment:</p> <ul style="list-style-type: none"> - Open office environment with work being primarily sedentary in nature. Exposure to computer glare, noise, lack of privacy in open office environment. No real requirement for safety equipment. However, precautionary measures such as ergonomic assessments to ensure proper set-up of workstations can reduce risk of long-term physical issues (ie: musculoskeletal injuries). - Occasionally there may be physical threats present as a result of irate members of the public coming into or being on the premises of RNC HQ. <p>The environmental working conditions that pose the greatest concern/risk is the exposure to mental health hazards. PTSD, Compassion Fatigue Syndrome, stress and stress-related illnesses, anxiety disorders, depression, etc. is a very real concern for this group of employees. All can have serious consequences and affect individuals (ie: physical health manifestations, addiction problems, decreased work performance, etc.) as well as the group (ie: low morale, decreased productivity, etc.) .</p> <p>Precautions required to combat these issues would include:</p> <ul style="list-style-type: none"> - education / early intervention - Employee Assistance Program - Critical Incident Stress debriefings (immediately following traumatic incidents)
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<p>Comments on PDQ or Other Feedback</p>	
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15.0 Employee, Human Resources, and Permanent Head/Designate Discussion Notes

Use the space provided below to note any additional comments you have based on employee and supervisor/manager review and discussion of completed PDQ.

Employee Discussion Notes:

Human Resources Discussion Notes:

December 12, 2014: Meeting held with Superintendent Joe Boland (Manager), Amelia Moss (HR Rep), and several representatives for the Communication Technician's group. A review of all



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employee and supervisor/manager comments was conducted. All concern that this is an accurate reflection of the position of Communication Technician.

Permanent Head/Designate Discussion Notes:

5.2 (1) (pg 23): Suggest Change word "domestics" to "domestic disputes"

5.4 (comment #2) (pg 24): Use 5 W's (Who, What, When, Where & Why) to assist in description

7.2 (pg 30): There is indirect light (this will be seen if there is a site visit by assessors)

Permanent Head Notes:

The work of the Communications Technicians can have a significant direct impact on the public, as well as responding police officers and the organization as a whole. Communications Technicians are expected to have a working knowledge and understanding of RNC policies and procedures, governing legislation and the role community stakeholders play in the policing. This knowledge and understanding provides them with the required general directions and guidelines for response to calls. At the same time they are required to use independent discretion and judgment in decision-making and demonstrate compassion in interacting with victims of crime. Communications Technicians must be capable of operating in stressful circumstances as they are often the first point of contact for persons in need of help or are in crisis. Professional call taking and dispatching impacts public perception and confidence in the RNC and people's feelings in respect to community safety.

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16.0 Employee, Supervisor/Manager, Human Resources, and Permanent Head/Designate Signatures

Employee Signature	_____	Date	_____
Supervisor/Manager Signature	_____	Date	_____
Employee Sign-off for PDQ review with Supervisor/Manager	_____	Date	_____
Human Resources Representative Sign-Off	_____	Date	_____
Permanent Head/Designate Sign-Off	_____	Date	_____

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16.0 Employee, Supervisor/Manager, Human Resources, and Permanent Head/Designate Signatures

Employee Signature	Group Signatures list provided below	Date	Jan 21, 2015
Supervisor/Manager Signature	Supl J.A. Boland	Date	Jan 21, 2015
Employee Sign-off for PDQ review with Supervisor/Manager	Danielle [Redacted]	Date	Jan 21, 2015
Human Resources Representative Sign-Off	Amelia [Redacted]	Date	01-16-2015
Permanent Head/Designate Sign-Off	[Signature]	Date	2015-01-22

- (1) [Redacted]
- (2) [Redacted]
- (3) [Redacted]
- (4) [Redacted]
- (5) [Redacted]
- (6) [Redacted]
- (7) [Redacted]
- (8) [Redacted]
- (9) [Redacted]
- (10) [Redacted]
- (11) [Redacted]
- (12) Mark Oram (00013156)
- (13) [Redacted]
- (14) [Redacted]
- (15) [Redacted]
- (16) [Redacted]
- (17) [Redacted]

Vacant
 PCN 00005419
 PCN 00005423
 PCN 00005434
 PCN 00010161

* Incorrect in system. Possibly due to Administrative error. [Redacted] should be in one of the vacant PCN's. Working on correcting!