Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Career Educator Payband: H

Position Code/Number (if applicable): S00392

Scheduled No. of Hours: 35 hrs/wk

Appointment Type: __X_____12 months _____less than 12 months

Supervisor's Name and Title: Shanthi Rajaratnam, Director Workforce Development

Completed by: Shanthi Rajaratnam PDF Date: January 25, 2022

Signatures:

Incumbent: Date:
(Indicates the incumbent has read and understood the PDF)

Supervisor: Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

The incumbent works with a diversity of clients including students, graduates, faculty, employers and internal/external stakeholders, individually and in groups.

The incumbent advises, coaches and prepares students to enter the labour market by promoting, developing, coordinating and implementing career and employment services to increase student/graduate competitiveness and employability.

This is comprised of employment coaching; one-to-one and panel mock interviews; job search methodology and strategies; educational workshops and seminars (both in-class and through the Career Services' office); internal and community liaison; cover letter and résumé development and ongoing labour market research.

This position supports both the Sutherland and Frost Campuses. The Sutherland campus is the home campus for this position.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
STUDENT/GRADUATE CAREER EDUCATION AND SUPPORT Responsible for the delivery of career and employment services to full time and part time students and Alumni • Individually and/or in groups, educates, assesses and advises students/graduates on all aspects of a professional job search strategy. This includes cover letter and résumé development, portfolio development (including the co-curricular record), interview skills, networking, expectations of the Canadian labour market, cultural norms, social media, and presentation skills. • Directs students on how to use new online and virtual resources to support job search and career progression. Develops, plans, schedules, and facilitates, workshops and seminars on job search and related topics. • Researches and analyses labour market and employment trends. • Plans, promotes, and delivers career development activities related to economic trends such as customized workshops (Emerging Student Leaders, Dress for Success, Canada Career Week) and Alumni networking events. • Identifies barriers to employment and consults with other service departments (e.g., International, Diversity and Inclusion) and community resources (Employment Ontario, etc.) and refers individuals as appropriate (e.g., Pathways, Counselling) • Administers career assessments (TypeFocus, Personality Dimensions) individually or in groups. • Interprets career assessments results, suggests resources for further career exploration, and helps students evaluate realistic career options for taking the next step in their career exploration process. • Oversees the work of and mentors student workers and career ambassadors, including the coordination of recruitment, hiring and training.	65%
FACULTY & ACADEMIC SUPPORT • Designs, develops, and delivers specialized workshops/presentations to facilitate unique student needs (i.e. international, disability, on-campus residents, etc.) • Assists in the development of and conducts mock interviews with students as requested by faculty. • Maintains ongoing relationships with program faculty. Communicates through various platforms to promote program specific events (job/volunteer fairs, workshops, etc.) • Train and support faculty in use of software applications such as InterviewStream, TypeFocus, and other digital content.	15%

TECHNICAL AND ADMINISTRATIVE DUTIES • Troubleshoot and solve faculty, student and employer issues with flemingemploymenthub.ca, TypeFocus and InterviewStream. • Schedule and attend team meetings, including the preparation of minutes and action items. • Track user usage and maintain monthly statistical reports (appointments, workshops, workshop attendees, etc.) • Reply and respond to email and telephone inquires about Career Services. Serves as a backup for Employer and Student Career Liaison for front-line customer service	10%
MARKETING • Participates in Career Services' outreach activities such as campus-wide resume clinics, and college open house, welcome days, and service fairs. • Creates marketing materials (e.g., flyers, posters, bookmarks, social media content, digital signage etc) to promote on-campus events such as the annual job fair, workshops, employer recruitment events, etc. • Markets, promotes, and informs students, graduates, staff, employers and potential employers about the services offered by Career Services. • Markets and promotes the Career Services website to students, alumni, staff, faculty and employers. • Maintains the Calendar of Events on various platforms to promote on-campus events such as job fairs, workshops, employer recruitments visits, etc. • Develops and implements student/graduate email campaigns to target specific groups, promote postings and events (Job and Career Fairs, workshops/seminars, etc.) • Uses various online platforms (e.g., student portal, departmental website) to promote on-campus events such as job fairs, workshops, employer recruitment visits, etc.	5%
OTHER RELATED DUTIES • Other related duties as assigned.	5%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

□ Up to High School □ 1 year certificate **X** 2 year diploma

□ Trade certification □ 3 year diploma / degree □ 4 year degree or 3 year diploma / degree plus professional certification

□ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

□ Doctoral degree

Field(s) of Study:

Career and Work Counsellor, Social Service Worker or Human Resources

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

X No additional requirements

□ Additional requirements obtained by course(s) of a total of 100 hours or less

□ Additional requirements obtained by course(s) of a total between 101 and 520 hours

□ Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

□ Less than one (1) year	
□ Minimum of one (1) year	
□ Minimum of two (2) years	
□ Minimum of three (3) years	
X Minimum of five (5) years	• Progressive experience in student services, career counselling, human resources or recruitment. • Customer service orientation. • Experience in advising or counselling clients and making public presentations for educational/employment purposes • Problem-solving skills. • Research skills. Incumbent conducts ongoing research with respect to Canadian labour market demographics, personality assessments, human relations issues relevant to recruitment/interviewing/resumes and employment issues. • Experience working independently in a team environment prioritizing and organizing own work. • Experience using a variety of computer software such as word processing, spreadsheets, database, email and Website development. • Experience in event planning, and working with statistical employment data, job market trends, workplace legislation and educational training programs. • Group facilitation skills/experience
□ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 Regular & Recurring
Key issue or problem encountered.	Student unable to find employment. The incumbent must investigate and analyze the unique issues facing individuals who are trying to enter the job market. These groups are diverse and include special needs, mature, re-entry, transitional, academic and culturally disadvantaged clients.
How is it identified?	Through one-on-one advising with students, the incumbent identifies barriers to employment, such as: Underdeveloped communication skills (speaking and writing English), problems with emotional intelligence, inability or reluctance to relocation, lack of computer skills, physical/learning disability, or lack of knowledge of the labour market.
Is further investigation required to define the situation and/or problem? If so, describe.	Usually determined by one-to-one consultation with individual.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent determines courses of action based on unique situation. Determine appropriate supports and refer if necessary. Supports could include developing a resume/cover letter suitable for job search, educating students on labour market in area where student is available to work, mock interviews, referral to community resources.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	• Past practices • Career Educators sector specific expertise. • Independent critical thinking • Occasional consultant with co-workers

	#2 Regular & Recurring
Key issue or problem encountered.	Student is confused at the results of their TypeFocus Personality Assessment

How is it identified?	The student comes to career services with concerns.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation is required, usually determined through one-to-one consultation with individuals.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent determines a course of action dependent on the unique situation and whether or not the student would benefit from redoing the assessment. Discussions with the student clarify how the assessment was completed, whether or not the student followed directions and answered the questions appropriately. Further discussion of interests, skills, and results would determine if additional coaching is needed regarding specific job results.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	• Past practices • Career Educators sector specific expertise. • Independent critical thinking • Occasional consultant with co-workers

3. Analysis and Problem Solving

	#3 regular & recurring
Key issue or problem encountered	International student advises that they are being treated unfairly at their place of employment (e.g. not being paid minimum wage or not being paid at all).
How is it identified?	Student divulges issues during 1:1 meeting with incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent must interview student to obtain all details to clarify/verify situation in order to provide appropriate and correct information.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Research and interpret labour laws and legislation. Discussion with International Student Services (if relevant to situation)
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Employment Standards Labour Law Legislation International Student Services (if relevant to situation)

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered	
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 Regular & Recurring
List the project and the role of the incumbent in this activity.	Workshops
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Research, create, change and customize materials for on-going and new programs and topics.
List the types of resources required to complete this task, project or activity.	Computer software programs (e.g., PowerPoint, Prezi) Handouts (created by incumbent and others), exercises, games and other interactive activities. Web-based resources Labour Market Information
How is/are deadline(s) determined?	Faculty schedules, academic calendar. Must be flexible and willing to respond in to requests that have short timeframes.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Faculty or incumbent (changes to labour market information, trends, economy, platforms such as LinkedIn)

4. Planning/Coordinating

	#2 Regular & Recurring
List the project and the role of the incumbent in this activity.	Planning and development of materials to address various career development related topics and department processes that pertain to students and other stakeholders.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Communication and analysis skills Research Organization Critical Thinking Evaluation of issue Collaboration Time management Problem solving and critical thinking Computer – word, excel, power point, Ability to manage competing and overlapping deadlines
List the types of resources required to complete this task, project or activity.	Career development knowledge Web based resources Computer software Past practice of Career Services OCCE
How is/are deadline(s) determined?	Academic schedule, Career Services workshop schedule, identified gaps in established documents, schedule of events from other departments, student, faculty and/or employer communications.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent determines changes required to the project based on student, staff and other stakeholder feedback. Incumbent determines whether the changes have an impact on others. IE. A large number of students with limited English language skills who cannot create an adequate resume and cover letter spawned the creation of a paper-based list of appropriate descriptive words to use when writing a resume. By doing so, the students have reference material and the Career Educator saves time during one on one appointments.

#3 regular & recurring

List the project and the role of the incumbent in this activity.	Creating, planning, scheduling, delivering and evaluating Career Development Certificate (workshop series).

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Evaluating and determining needs of students through research, faculty consultation, and feedback from employers Designing and planning workshops to align with academic schedule and where students are in their career planning Organizing workshop space, dates, promotion/marketing and registration
List the types of resources required to complete this task, project or activity.	Communication with faculty and students, rooms/space availability, labour market information, employer demands, academic schedule
How is/are deadline(s) determined?	Student needs, academic schedule, schedule of events from other departments.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent determines any changes with consideration to impact on students, faculty and other staff. Must be responsive to student and faculty requests, employer feedback/demands, and labour market trends

#1 occasional (if none, please strike out this section)

List the project and the role of the incumbent in this activity.	Assist faculty with event as a workshop presenter (e.g. Tourism Expo)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Creating, planning, and delivering a presentation or workshop session that is both entertaining and informative for participants with consideration given to the targeted audience (e.g. high school students or teachers, employers)
List the types of resources required to complete this task, project or activity.	PowerPoint presentation, activities, researched materials on the Internet. Employer feedback, faculty, labour market information, in-depth knowledge of program(s) and purpose of the event
How is/are deadline(s) determined?	Event organizer. Some dates are pre-determined, however incumbent may be asked to do a presentation with minimal lead time.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Event organizer to request workshop topics/themes. Incumbent to make changes to presentations after evaluating results and based on feedback from students, faculty and employers.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X		There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific task.	The Incumbent advises students on all aspects of job search, resume/cover letter writing, and interview techniques. Mock interviews are held, feedback is provided. Incumbent demonstrates use of various software to students, staff and faculty (e.g., InterviewStream, TypeFocus, Orbis)
X		The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The incumbent is responsible for assigning day-to-day duties to student workers within Career Services
		The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
	X	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	The incumbent is responsible for coordinating the recruitment, and training, as well as overseeing the work of student employees for occasional events.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
General guidelines. Incumbent has autonomy for making decisions related to how day-to-day activities are carried out.	More instruction, regular meetings and communication to obtain direction from manager.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
The Career Services staff are all involved in conceiving an action plan which serves as a general guideline for policies and procedures. There are no policies or procedures in writing. Changing conditions and problems are dealt with utilizing skills and past work experience. Departmental procedures, federal and provincial legislation, guidelines for ethical recruitment from the Canadian Association of Career Educators & Employers, Ontario College Career Educators and college policies and procedures are available for reference as required.	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Formal and informal meetings are conducted as the supervisor and the department collectively deems. Reports of activity progress are completed verbally or at meetings.	Project work is reviewed periodically and upon completion of project.

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
Discussion of topics of workshops, events, programming with faculty or other staff.	Co-worker consultation related to web site content and enhancement.
	Co-worker consultation. E.g., communication to students for Job Fair, webpage contents.
	Co-worker consultation on marketing efforts.

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
Particularly challenging issues may be taken to manager or to larger group to search for solutions. Problems are handled directly by the incumbent with the exception of situations that require supervisor input: e.g., significant budget issues, serious employer/student complaints, conflicting deadlines, major changes to marketing or website design, and items that are beyond the scope of this position.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Incumbent plays role in determining communication strategies so as to promote graduates from all post-secondary programs. Incumbent determines advice for students in identifying alternate career considerations. Content and topics for the delivery of student presentations and workshops Initiates proposed functionality, design and development of Career Services web site to supervisor and team Initiates and designs promotional materials. Develops materials for career education classes, and workshops. Schedules events, workshops and day-to-day activities. Creativity is supported as long as incumbent stays within the scope of the position, the mandate of the department and continues to meet departmental standards.	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is

defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		
Employment opportunities and job search assistance via email, in-person, phone drop-ins, and scheduled appointments.	1 to 1 advising and educating. Providing tailored solutions depending on needs presented Email feedback Phone Website inquires Workshop/classroom presentations	Students Grads/Alumni Faculty	Daily Weekly
Back up for Employer recruitment services (e.g., on campus recruitment, interview scheduling, resume collection, job fair and volunteer fair participation). Requests by telephone, email, in person, and by scheduled appointment.	Respond and deliver service requests for on campus visits (e.g., booking rooms, A/V requests, parking, hospitality, scheduling interviews, informing faculty/staff/students).	Employers Prospective Employers Faculty Students	Monthly
Request for workshop delivery Email/phone/in person	In consultation with other staff, determine type of workshop desired and deliver workshop to suit student needs.	Other staff Students Campus departments	Weekly
Create and design programming and workshops addressing gaps in students' career readiness	Determine, identify and evaluate gaps through exchange of information and ideas with students, faculty, employers and PAC meetings	Students, Faculty	Monthly

* D = Daily W = Weekly M = Monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M ,I)*
Exchanging routine information, extending common courtesy	Respond to employment inquiries, job postings, recruitment on campus, job search assistance (both written and verbal), formal presentations in classroom	Students Graduates Employers General Public Faculty and Staff	Daily
Explanation and interpretation of information or ideas	Interpret and advise career assessment results (TypeFocus, Personality Dimensions)	Students	Daily/Weekly
Imparting technical information and advice	Instructing on the online job posting system as well as online tools such as TypeFocus and InterviewStream 1:1 Instructing/training on internet job searching, writing resumes and cover letters, portfolio development, interview skills, personal branding and marketing, and other career related topics.	Coworkers Faculty and Staff Employers Students Graduates Students	Daily Daily
Instructing or training	Development of classroom presentations/workshops that are both engaging and informative and targeted to specific audience	Students	Weekly
Obtaining cooperation or consent			
Negotiating			

* D = Daily W = Weekly M = Monthly I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at desk and keyboard	D			X	X		
Carrying signage for events (e.g., Job/Career Fair, pop up events, service fairs, orientations, welcome days, special events) Materials for presentations and workshops	W	X				X	
Pushing/pulling	M	X			X		
Standing	W		X		X		

* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

X	Light (up to 5 kg or 11 lbs)	Magazines, registration packages and other give-away items for Job Fair, display boards for Open House, flip-charts or A/V equipment for presentations
X	Medium (between 5 to 20 kg or 11 to 44 lbs)	Hop up, pull up, flag stands
□	Heavy (over 20 kg or 44 lbs)	

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Research labour market information	D/W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No – open office environment with frequent interruptions – no quiet area regularly available				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Career Development Certificate data to track in excel student's personal information (ie, student name, email, program, semester, student number, etc), attendance in each workshop, verification of completion of assessment and determining the final completion criteria to award a certificate and forward certificate awardees only information to CCR for inclusion.	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No – open office environment with frequent interruptions – no quiet area regularly available				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Developing and adjusting workshops.	M		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
□ Usually
X No – open office environment with frequent interruptions – no quiet area regularly available

* D = Daily W = Weekly M = Monthly I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
☐ accessing crawl spaces/confined spaces		
dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to extreme weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
X travel	Travel related to Frost Campus (bi-weekly)	W
☐ working in isolated or crowded situations		
X other (explain)	Students occasionally become frustrated and may use derogatory language towards incumbent (e.g. students experience difficulties accessing online career resources)	I

* D = Daily M = Monthly W = Weekly I = Infrequently