**Position Description Form (PDF)**

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Payband:

Position Code/Number (if applicable):

Location:

Scheduled No. of Hours: \_\_\_\_\_\_\_\_\_ per week

Appointment Type: □ 12 months □ Less than 12 months (please specify # months: \_\_\_\_\_\_\_\_)

Supervisor's Name and Title:

Completed by: Date:

**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 of 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.

|  |
| --- |
|  |

**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\* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| 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 □ 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:

|  |
| --- |
|  |

**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.

|  |  |
| --- | --- |
| □ 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 |  |
| □ Minimum of five (5) years |  |
| □ 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. |  |
| 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). |  |

**3. Analysis and Problem Solving**

|  |  |
| --- | --- |
|  | **#2 regular & recurring** |
| 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). |  |

|  |  |
| --- | --- |
|  | **#3 regular & recurring** |
| 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). |  |

**3. Analysis and Problem Solving**

|  |  |
| --- | --- |
|  | **#1 occasional** |
| 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). |  |

|  |  |
| --- | --- |
|  | **#2 occasional** |
| 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. |  |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? |  |
| List the types of resources required to complete this task, project or activity. |  |
| How is/are deadline(s) determined? |  |
| 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. |  |

**4. Planning/Coordinating**

|  |  |
| --- | --- |
|  | **#2 regular & recurring** |
| List the project and the role of the incumbent in this activity. |  |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? |  |
| List the types of resources required to complete this task, project or activity. |  |
| How is/are deadline(s) determined? |  |
| 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. |  |

|  |  |
| --- | --- |
|  | **#3 regular & recurring** |
| List the project and the role of the incumbent in this activity. |  |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? |  |
| List the types of resources required to complete this task, project or activity. |  |
| How is/are deadline(s) determined? |  |
| 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. |  |

**4. Planning/Coordinating**

|  |  |
| --- | --- |
|  | **#1 occasional** |
| List the project and the role of the incumbent in this activity. |  |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? |  |
| List the types of resources required to complete this task, project or activity. |  |
| How is/are deadline(s) determined? |  |
| 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. |  |

|  |  |
| --- | --- |
|  | **#2 occasional** |
| List the project and the role of the incumbent in this activity. |  |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? |  |
| List the types of resources required to complete this task, project or activity. |  |
| How is/are deadline(s) determined? |  |
| 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. |  |

**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. |  |
| □ | □ | There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks. |  |
| □ | □ | The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities |  |
| □ | □ | 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. |  |
| □ | □ | 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. |  |

**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) |
|  |  |

|  |  |
| --- | --- |
| What rules, procedures, past practices or guidelines are available to guide the incumbent? | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
|  |  |

|  |  |
| --- | --- |
| How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)? | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
|  |  |

1. **Independence of Action**

|  |  |
| --- | --- |
| 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) |
|  |  |

|  |  |
| --- | --- |
| 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) |
|  |  |

|  |  |
| --- | --- |
| Describe the type of decisions that would be decided by the incumbent. | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
|  |  |

**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? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\* 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 |  |  |  |
| Explanation and interpretation of information or ideas |  |  |  |
| Imparting technical information and advice |  |  |  |
| Instructing or training |  |  |  |
| 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 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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

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

|  |  |
| --- | --- |
| □ Light (up to 5 kg or 11 lbs) |  |
| □ Medium (between 5 to 20 kg or 11 to 44 lbs) |  |
| □ 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 |
|  |  |  |  |  |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?  □ Usually  □ No | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity #2 | Frequency  (D, W, M, I)\* | Average Duration | | |
| Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
|  |  |  |  |  |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?  □ Usually  □ No | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity #3 | Frequency  (D, W, M, I)\* | Average Duration | | |
| Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
|  |  |  |  |  |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?  □ Usually  □ No | | | | |

\* 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)\* |
| □ acceptable working conditions (minimal exposure to the conditions listed below) |  |  |
| * 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 |  |  |
| □ travel |  |  |
| * working in isolated or crowded situations |  |  |
| * other (explain) |  |  |

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