Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Multi Media Audio Visual Technician (Brealey)   Payband: H

Position Code/Number (if applicable): S00035

Scheduled No. of Hours____35_____

Appointment Type: ____X_____12 months _____less than 12 months

Supervisor's Name and Title: Barry Knight, Manager, IT Customer Service

Completed by: Barry Knight

PDF Date: June 2008
Last Revision: January 2020

Signatures:

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

Supervisor: Date:

January 27, 2012

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.

This position is the initial IT point of contact for users across the Fleming College community for operation, troubleshooting expertise, advice or one-on-one training of multi-media/audio-visual educational technology services and third party hardware.

Ensure effective, timely and accurate creation and resolution of Multi-Media tickets. Responds effectively to Multi-Media SLA incidents within the College under short time-lines and works closely with other Service Desk team members to resolve incidents, problems & fulfill requests.

Support and maintenance of instructional media to support teaching and learning activities in classrooms, labs & the Learning Commons.

Implementation/Install, support and maintenance of all new and current Multi-Media equipment used throughout the college.

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.

Multi Media services and support • Provides services, guidance, instruction and support on the application, use, and set up of multi-media technologies to students, staff, faculty and community users to support teaching and learning activities. • Install, support and maintenance of the audio and visual equipment for classrooms, lecture halls and meeting rooms. • Booking, delivering, and dispensing equipment as requested. Coordinates delivery and pickup of items. • Facilitates technical connections in the lecture theatres & other multi-media classrooms and meeting rooms • Maintains, and utilizes a database of media resources and hardware technology. • Uses the automated system to book non-print media resources and hardware technology, and report bookings/usage • Troubleshoots hardware and software problems associated with audio visual equipment (e.g. computers, data projectors, overhead projectors, etc.) in classrooms,, lecture theatres and meeting rooms. • Responds to all SLA driven incidents in a quick and efficient manner ensuring classrooms, lecture theatres and meeting rooms are offline as little as possible. • Reading of schematics, running of cables, and soldering when required. • Programming and on-going maintenance of all Extron hardware/software. • Support, train and maintenance of multi media technology products	55%
Maintenance, Projects & Repair: • Develops a schedule with Manager, IT Customer Service for preventative maintenance, repairs, and cleaning of projectors and doc-cams. Proactively assesses status and operation of all technologies used for educational purposes. • Sets up and maintains detailed inventory of equipment • Maintains IT/AV equipment in all classrooms, lecture theatres and meeting rooms. • Provides ongoing process and implementation support to Multi-Media projects, as assigned.	10%

Incident and request fulfillment • Responsible for the point of contact, troubleshooting, and resolution for all student, staff and faculty requests and issues relating to: workstation, network printing, internet/intranet incidents, software, portal questions, wireless service access, user account, phone questions, Marksense testing • Contact with users will be conducted via the ticketing system, phone, email or in person. Contact will occurs on a day-to-day basis, particularly regarding critical issues. Ensure effective, timely and accurate resolution of tickets. • Identifies and documents problems as they arise with respect to workstations and informs network staff of issues as they relate to software and network configuration through defined service ticket documentation process. Participates in ongoing workstation implementation and support. Escalates individual tickets to the network team and/or management as required. • Repairs computer workstations by troubleshooting, analyzing and repairing/replacing components as required. • Management of print accounts by verifying balances, granting refunds, assisting with loading of print vouchers, etc. • Patching, troubleshooting and replacing network cabling as assigned • Installation and troubleshooting phone installs • Reloads network printers with paper and cartridges. Monitors toner messages, replaces drum kits, fuser assembly and rollers, and other components where possible. Troubleshoots all network printing issues. Demonstrates appropriate use of equipment.	20%
Remote sites • Provides on-site support, network and stand-alone computer workstation hardware/ software problem analysis and setup for workstations, software and printers at assigned campuses/ buildings • Hardware troubleshooting, repair and installation at assigned campuses and/or LC. • Plans and conducts preventative maintenance procedures on all computers, printers, and other equipment and systems • Under direction from management, implements alternative technological solutions to facilitate small satellite office needs. • Emergency Notification System speaker support, testing & maintenance.	5%
Divisional Shared duties • Duplicates CDs/DVDs and provides support in converting Digital and Analogue formats to a variety of digital media formats. • Recruits, screens, trains, schedules, guides, and oversees student assistant workers for the Learning Commons •	5%
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%

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| ½ day a week is 10% | ½ day a month is 2% | 1 day a month is 4% |

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:

> Audio Visual Technician

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	
X Minimum of three (3) years	Experience working in a Multi-Media position, operating electronic equipment under prescribed time constraints Experience with hardware applications and educational technology such as PC's and computer projection, av switching hardware, scanners, , amplifiers and speaker configurations. Experience using software applications such as word-processing, spreadsheets, email and technology-based research and reference tools such as the Internet, automated media software database, Extron/Crestron controlling software, and booking systems. Experience working in a fast paced front line, customer service environment, providing services to a variety of clients with varied needs, analyzing and solving problems in education technology applications. Experience in network/wireless troubleshooting for tablets, laptops, netbooks & desktop PC's. Experience working independently prioritizing and organizing own workload. Experience ordering equipment and budgeting

☐   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.	User reports that Multi-Media equipment in a class is not working. (SLA – Service Level Agreement Incident)
How is it identified?	User contacts the Service Desk explaining the situation when they have an incident and request assistance. The equipment may be found not functioning during routine Maintenance. In some cases the devices can self report problems over the network (Electronic reporting mechanism). Are they using a Crestron, Extron, or Kramer switch.
Is further investigation required to define the situation and/or problem? If so, describe.	Immediate assessment at the location of the incident to determine the issue. If the problem has never occurred it may take further investigation and gathering information by the incumbent. Resolution may consist of replacing hardware to isolate the problem. Some failures can be similar in nature and an onsite visit is needed to determine what the actual failure is. (ie lamp ignition failure, blown bulb). Due to time constraints a working solution is more important than assessing a root cause of the issue at this time.

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Explain the analysis used to determine a solution(s) for the situation and/or problem.	Question the user on the procedure they used to operate the equipment. Read reports alerted by the equipment. Troubleshoot switches, cabling and all hardware connected and complete the incident checklist. Test the equipment. If a solution is not immediate, recommend and implement a temporary solution to minimize academic learning down time. (ex. Install temp Multi-Media cart or move class to another known working location if available.) If parts of the equipment are not functioning the incumbent may have to replace the part or send the part for servicing at a later date.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past established techniques/practices and previous experience in solving similar incidents. There may be numerous valid solutions to the problem at hand, and a quick decision is critical to getting the classroom functioning in real time. Out of the box solutions are sometimes needed. (i.e. temporarily using a CAT5 cable as an audio cable when none are at hand)

Spare equipment to replace broken hardware.

Research on the internet/news groups, manuals, vendors.

Maintenance Budget (i.e. if there is no replacement part a new part may need to be purchased.)

Communication with Manager, other Service Desk team members or Third-Party consultations (Vendors). |

#2 Regular & Recurring

Key issue or problem encountered	. Client requests a piece of equipment that is not available due to having been booked out, stolen, or otherwise not in inventory. Incumbent must determine how to meet the client's request.
How is it identified?	Reports will detail the current location of equipment, inventory lists and when a client asks for equipment that is not part of the inventory.
Is further investigation required to define the situation and/or problem? If so, describe.	Reviewing reports on how often the equipment is signed out helps to determine if there is a need to purchase additional equipment. Research into the need for new types of equipment to be placed in the inventory. Assessment of technologies age and usefulness to the college communities needs. E.g.cameras using video tape have been replaced with hard drive cameras, overhead projectors now are replaced with document cameras in new installs.)

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Purchase of additional equipment to alleviate demand. Reduced length of time the user can have the equipment. Purchase of new equipment as directed by manager.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past Practices, Reports, Supply Budget. For large purchases approval from manager.

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

Key issue or problem encountered	Community member identifies that the existing multimedia setup in a classroom is interfering with their use.
How is it identified?	Through e-mails and calls from community and Facilities requesting Multi-Media equipment to be removed from the class room so it does not interfere with a function (i.e. Lindsay concert foundation).
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, Contacting facilities and using resources to see what the room schedule is and how tight the turnaround time is between classes and the function.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Using schedules to determine where the conflict is. Information from the client and coordinating with facilities to determine what the need is for each function.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Posted room schedules, past practices and notifications from facilities.

 # 2 Occasional

Key issue or problem encountered	A Dean from one of the schools call the Service Desk with a last-minute request for multimedia support in taking pictures of a recent change at the school.
How is it identified?	Through phone calls, walk-ins or email request, often through a third party.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, questions regarding the subject to be photographed, the audience and through which medium will they be displayed. Clarification as to what is the intended medium and audience for the subject.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	The subject need to be clarified (i.e. new room construction) and access to it needs to be arranged.
	The context of the photo needs to be determined – what message do you want conveyed with the photo (i.e. photos of recent construction could be used to show defects and shoddy workmanship, or could show progress. The medium or format also requires decision making. Will the photos show up on a poster, projector screen, computer screen or a small thumbnail image on a hand-out.
	The delivery of the image also plays a part. The image may have to be compressed to be sent through email, while retaining the highest quality possible, or left at full resolution and burned onto a DVD.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past Practices, Experience

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.	Installation of new Multi-Media equipment in class rooms, labs or lecture theatres.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must schedule the room to be available for the installs and co-ordinate with the vendor doing the install. Must discuss with Facilities the availability or installation of electrical drops. Network installs are coordinated with ITS.
List the types of resources required to complete this task, project or activity.	Communicates with other departments and co-workers.
How is/are deadline(s) determined?	Deadlines are determined by project plan, room availability and budgets

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.	The changes can be determined by the Manager or users and Facilities. The user and managers in addition to the incumbent can determine the impact. If it is a busy semester and the room is used every day. Taking that room away for a day can affect the location of the normally scheduled class this would be determined by facilities or scheduling. The incumbent may determine a broken screen needs to be replaced immediately and ask the classes to be scheduled elsewhere. The screen is important to future classes and may cause more of a problem if not replaced than rescheduling classes for one day.

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Preventive maintenance & imaging to support academic delivery.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent needs to schedule the appropriate times for maintaining the equipment around pre-existing academic schedules. Track usage of equipment and determine when maintenance supplies should be refreshed. Imaging for Multi-Media installs to be completed when needed in coordination with Academic delivery schedules.
List the types of resources required to complete this task, project or activity.	Based on previous experience, online ordering, cleaning materials and tools required for repairs. ZenWorks interface for imaging delivery. Through past practices and established procedures.
How is/are deadline(s) determined?	The incumbent would determine the time maintenance should occur. Students & Faculty are affected, therefore communication with facilities & NSA's is important to meet Academic deadlines.
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.	Scheduling and facilities determine when the areas are open for maintenance. (I.e. if there is a class in that room they will not change it for routine maintenance unless it is an immediate need.) The incumbent is responsible to determine if they are available during the free room times. .

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

List the project and the role of the incumbent in this activity.	Occasionally the incumbent is asked by management, faculty or staff to produce videos to demonstrate the use of equipment.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Production management skills help with the ability to manage the resources used in creation of the production.
List the types of resources required to complete this task, project or activity.	Video Editing suite, Graphic and audio programs as well as cameras, word processors assist in the completion of the production
How is/are deadline(s) determined?	Deadlines are determined by the clients needs.
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.	The client determines changes to the project. To a limited degree the incumbent recommends changes to the project based on the limits of the technology used.

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
X	☐	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent is often asked about and provides information to student and staff on the use of technology. (i.e. Students and Staff require some guiding with the digital editing suite to get started with their project)
X	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent must demonstrate the use of the equipment for the user to understand the correct method of use. (The proper handling and use of video cameras are demonstrated to a client before the client takes it for use.)
			The incumbent asks the student A/V worker to assist with coverage and advises on the correct procedure to deal with a particular task. (ie desk coverage and cleaning overheads)

X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	The incumbent often is asked to advise on the best Audio visual equipment to purchase for other departments through research and collaboration. (During the installs in the new wing the Multimedia technician was asked to provide a solution for AV to be functional in a room that can be made into one single room or 3 individual rooms. The technician was able to research the appropriate equipment that would assist faculty teaching in those rooms The incumbent is sometimes asked to assist with advice on correct tools or set-ups for functions in various areas of the college. (Functions that include setting up bands or open house may require specific set ups such as micing the band or providing display equipment for open house if the incumbent is not available after hours to assist with the use of the equipment they have to demonstrate the correct process to use the equipment.)
□	□	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)
General functional objectives are set annually with significant input and recommendations from the incumbent. Typical work assignment is self-directed (as clients request assistance) and does not require direct instruction by supervisor	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Manuals that accompany equipment are available. Guidelines regarding the copying of video or audio are available. Internal procedures (i.e. how to order resources) are available.. The incumbent contributes to the development of policies that are implemented in the Multi-Media operations.	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?

Regular and Recurring	Occasional (if none, please strike out this section)
Status reports are handled through informal discussion and regular team meetings. Budget review, with Manager, occurs twice per year. Project work is reviewed based on project timelines (ie capital equipment installs). Work is reviewed in process by exception/by discussion/by report if there are unusual requests and/or problems. Other work is reviewed periodically at staff meetings or from user feedback. Problems are also discussed in team meetings. Less than satisfactory performance is identified through complaints from students, faculty and/or administration.	

6. 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)**
Incidents which relate to the computing infrastructure in real time for academic delivery. This would be communicated with one of the Network Support Analysts. (SLA2)	
Re-locating Academic groups to another known operational location if Multi-Media Incident can't be solved in a efficient time frame. (SLA2) – This would be communicated with Facilities & or Security.	

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)**

Requests outside the standard practice or policy of the department, issues of a broader nature or with significant budgetary implications, and/or complaints of a budgetary or operational nature (e.g. too little equipment, insufficient staff to provide coverage) are referred to the Supervisor. Budget constraints or issues	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	**Occasional (if none, please strike out this section)**
Selecting/purchasing resources within a defined budget is ongoing in nature. Independent action is required when the incumbent is alone during equipment failure whereby alternate equipment must be located or repair resolved in high-stress situations and the incident could be affecting multiple users. Quick decision making is required whether additional technical expertise is needed such as electronic repair or ITS support.

Incumbent monitors the service needs of Multi-Media equipment and must decide when to remove equipment for servicing and potential repair for a resolution. | |

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?		
Request received to book equipment for the client. The requests come in person, over the phone or e-mail	Requests are processed in the Booking database while the customer is at the counter. If the client phones it is processed while they are on the phone. E-mails are process when received if there is time.	Student, Staff, Faculty and Community	D
The incumbent is often asked to demonstrate the appropriate use of hardware, software, or electronic equipment.. This request is generally on demand and occasionally requested the day before.	The incumbent asks the client what it is that they need to do. The action needed is demonstrated until the client understands the procedure (such as video capture, applying effects and creating a DVD movie)	Student, Staff and Faculty	D
Calls or emails are often placed to the incumbent requesting that Multi-Media be fixed in a classroom or set up for a function.	The incumbent responds immediately to the request and determines the problem through questioning of the client. Most instances are solved within a short time during class. (SLA2)	Student, Staff and Faculty	D

Request for assistance with various network and telephony issues - Password changes - Disk space quota - Network sharing - Intranet usage - WebMail usageRemote access	Familiarity with the Fleming Network and all SDesk utilities By having up to date documentation that can be distributed	Staff Faculty Students	D
First point of contact for questions from students and staff regarding difficulty connecting to Fleming wireless network	Knowledge of the Fleming Wireless infrastructure Individual knowledge and expertise of various non standardized notebooks, netbooks & tablets	Staff Faculty Students	D

*   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	Receive, confirm or clarify requests. Book equipment, media, set-up previews. Guide and explain Multi-Media basics and operational procedures. Use of College facilities and use of Multi-media equipment	Staff, students, faculty, Administration Community partners	D W

Explanation and interpretation of information or ideas	Inform customers of departmental policies and/or issues.	Staff, students, faculty Multi-Media/Service Desk team Administration	D
	Solve Incidents & Problems.		D
	Share departmental priorities and deadlines on installation projects, equipment upgrades/repairs, and educational technology application changes as required.		W
Imparting technical information and advice	Provide advice & recommendations on equipment for purchase. Investigate new products.	Staff, students, faculty	D
	Specifications for equipment; establishing work schedules; following up on work completed; discuss payment	Vendors	W
	Provide technical advice re: set-up of rooms and lecture theatre and match between use and equipment	Learning commons/LRC staff	D
	Instruct, Faculty workshop at each semester startup for Multi-Media training with SMART, Crestron & Extron installs	Faculty	I
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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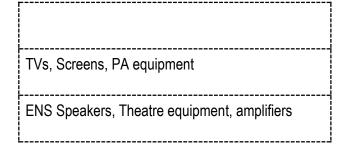
9. Physical Effort

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	D			X	X		
Walking	D	X			X		
Lifting equipment	D	X			X		
Crouching Bending to reach cables etc. under desks	D	X			X		

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

□   Light (up to 5 kg or 11 lbs)

X   Medium (between 5 to 20 kg or 11 to 44 lbs)   TVs, Screens, PA equipment

X   Heavy (over 20 kg or 44 lbs)   ENS Speakers, Theatre equipment, amplifiers

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
Evaluating specs and quotes from vendors	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually No walk-in traffic for requests for bookings and equipment.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Troubleshooting a Classroom Multi-Media setup controller as it is not working	W	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Addressing client concerns, assessing their problems and quickly identifying solutions	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No -Client walk in traffic, Telephone calls, coordinating ticket resolution with coworkers				

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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 setting	D
X accessing crawl spaces/confined spaces	Accessing confined spaces for wiring & installed components (ex. Ceilings, removal able floor tiles, duct work)	M
X dealing with abusive people	Angry or upset users can't work without assistance and sometimes refuse the solution provided.	M
☐ 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)		
X handling hazardous substances	Projector Bulbs (mercury)	I
☐ smelly, dirty or noisy environment		
X travel	To other locations as required	I
X working in isolated or crowded situations	Moves equipment through crowded hallways. When troubleshooting a crowded stage area is often experienced. Lecture theatre with 200+ people in attendance and affected	I
☐ other (explain)		

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