

## Position Description Form (PDF)

College: Sir Sandford Fleming College

Incumbent's Name: VACANT

Position Title: Employment Success Facilitator Payband: H

Position Number: S00643, S00644, S00645, S00646, S00647 Hours per Week: 35

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

Completed by: **Shanthi Rajaratnam**

PDF Date: October 19, 2020

**Last Revision:**

### Signatures:

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

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

## Support Staff PDF

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### 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 representative 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 will be responsible for preparing various client groups to enter the labour market by providing workshops and sessions around a variety of employment, essential and people skills to increase job search competitiveness and employability.

The incumbent works with a diversity of clients including specialized groups such as youth, Persons with Disabilities (PWD), employers and internal/external stakeholders, and will use their expertise in the field to encourage successful job search.

Workshops and seminars will be delivered both in person and virtually to client groups as directed by Service Providers across the Service System Manager catchment region of the Muskoka-Kawartha region.

**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 the Time Annually*
<p><b>WORKSHOP AND CLIENT SUPPORT</b></p> <ul style="list-style-type: none"> <li>Facilitates workshops and seminars on job search and related topics including: resumes, interviews, proactive job search strategies (both traditional and online), information interviews, e-portfolios, co-curricular record, the hidden job-market, social media, self-assessments, networking, and other employment related topics.</li> <li>Administers career assessments (TypeFocus, Personality Dimensions) individually or in groups.</li> <li>Interprets career assessments results, suggests resources for further career exploration, and helps clients evaluate realistic career options for taking the next step in their career exploration process.</li> <li>Plans, promotes, and delivers career development activities related to economic trends such as employer panels, customized workshops, and events.</li> <li>Researches and analyses labour market and employment trends.</li> <li>Contributes suggestions for program improvement based on community feedback</li> <li>Ensures information from a referral agency or EO office is transferred as necessary and builds on work already accomplished by the referring partner and continues the process of assisting the learner to create strategies for success to obtain realistic, obtainable outcomes.</li> <li>Creates workshop materials for use by a diverse and wide range of client groups. Adjusts or customizes materials based on specific client needs.</li> </ul>	65%
<p><b>MARKETING AND OUTREACH</b></p> <ul style="list-style-type: none"> <li>Uses various online platforms to connect with Service Providers across the region to promote workshops and seminars</li> <li>Represents the department at partnership meetings and other outreach events in the community to increase awareness and referrals, improve collaboration and provide input to community-based strategies for program delivery</li> <li>Maintains a Calendar of Events on various platforms to promote events such as job fairs, workshops, employer recruitments, etc.</li> <li>Working with other Employment Success Facilitators, develops marketing tools to use across the region targeted towards a variety of audiences including clients and employers</li> </ul>	15%
<p><b>FILE DOCUMENTATION AND REPORTS:</b></p> <ul style="list-style-type: none"> <li>Completes detailed file documentation on participants and employers and maintains up-to-date files according to program guidelines and procedures.</li> <li>Uses computerized case management and Ministry client tracking systems as required.</li> <li>Completes statistical narrative reports for the Manager as required.</li> <li>Tracks progress toward outcome targets using reporting tools.</li> </ul>	10%
<p><b>TECHNICAL AND ADMINISTRATIVE DUTIES</b></p> <ul style="list-style-type: none"> <li>Liaises with external software providers to solve user issues.</li> <li>Schedules and attends team meetings, including the preparation of minutes and action items.</li> <li>Tracks user usage and maintains monthly statistical reports (appointments, workshops, workshop attendees, etc)</li> <li>Uses presentation software and equipment for either in person or virtual workshop delivery, troubleshooting any problems with equipment, websites or software</li> <li>Replies and responds to email and telephone inquiries</li> </ul>	5%

<b>OTHER RELATED DUTIES</b> <ul style="list-style-type: none"><li>• Serves as a backup for other staff; for duties and responsibilities that are requested or assigned</li><li>• Other related duties as assigned.</li></ul>	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 or equivalent
- 1 year certificate or equivalent
- 2 year diploma or equivalent
- Trade certification or equivalent
- 3 year diploma/degree or equivalent
- 3 year diploma / degree plus professional certification or equivalent
- 4 year degree or equivalent
- 4 year degree plus professional certification or equivalent
- Post graduate degree or (e.g. Masters) or equivalent
- Doctoral degree or equivalent

Field(s) of Study:

Diploma or Graduate Certificate in Employment/Career Counselling, Social Work, Human Resources

B. Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours
- Additional courses obtained by course(s) 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 years 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 the 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

- Progressive experience in employment counselling, or human resources
- Customer service orientation.
- Experience in making public presentations for educational/employment purposes
- Group facilitation skills/experience
- Experience working with a diverse range of clients; PWD, highly barriered youth, newcomers, indigenous, those living in poverty, etc.
- 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.

Minimum of eight (8) years

**3. Analysis and Problem Solving**

This section relates to the application of analysis and judgment 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 judgment 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.

	<b>#1 regular &amp; recurring</b>
Key issue or problem encountered.	Training is not producing required/desired outcomes for clients or employers as designed during workshop sessions.
How is it identified?	Feedback from service providers and/or clients, data on outcomes from training.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent will need to use feedback from others and consult with staff, managers to decide
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent will need to review materials and associated outcomes to determine weaknesses and create new materials that will achieve desired outcomes.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Best practices, research, consultation with Service System Manager (SSM) staff.

**3. Analysis and Problem Solving**

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 practice, established standards or guidelines.)

**#2 regular & recurring**

Request by service provider for a specific career related workshop which involves up to date labour market data presented.

Incumbent must develop appropriate resource materials for this program's workshop and present information on specific program related job markets

Consult with service provider to determine client needs.

Incumbent must do extensive research and analysis of current and future labour market trends (including professional associations, government reports, internet sites, and sectorial trends and issues) that impact on the employment market to develop the specific workshop

Pastpractice, established standards and/or past practice, independent critical and creative thinking, information obtained from employer's labour market research.

**#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 practice, established standards or guidelines.)

**3. Analysis and Problem Solving**

Key issue or problem encountered.

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

Incumbent monitors monthly reports and encounters a metric that is not achieving standards. The program is performance based and missing performance standards can affect funding allocations.



How is it identified?

By creation and ongoing maintenance of monitoring tools that allow for quick identification of non-achieving areas.

Is further investigation required to define the situation and/or problem? If so, describe.

Incumbent will need to be knowledgeable about what data counts towards achievement of targets for this performance-based system.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Data will need to be reviewed. Using this information will then need to problem solve solutions for which metric hasn't been achieved.

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

Best practices, knowledge of data tools, consultation with co-workers and managerial staff.

Key issue or problem encountered.

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

Incumbent is presenting to clients in workshop and client shares an upsetting personal situation they are dealing with.

How is it identified?

Usually by conversation with the client and brought forward by the client.

Is further investigation required to define the situation and/or problem? If so, describe.

Yes, detailed conversation with the client and possible referral to an appropriate party.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Incumbent will often be alone when this type of situation occurs. May deal with the situation then and there or may need to time to reflect on information dependent on what client wishes to do.

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

Again, if urgent, incumbent must use common sense, detailed probing and determine wants and needs of client as well as provide information about options. These types of situations are unique and not necessarily a one size fits all approach. Dependent on the urgency of the situation, may request advice from Leader, Manager, HR.

**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.

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

List the project and the role of the incumbent in this activity.

**#1 regular and recurring**

Creating Workshops for clients, employers and community partner agencies.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Identifying client skill level requirements. Create the appropriate workshop materials, handouts, activities etc. to meet specific client needs.

List the types of resources required to complete this task, project or activity.

Client focus groups, calendars, internet, workshop booklets, posters.

How is/are deadline(s) determined?

The incumbent works with co-workers and service providers to determine the frequency based on the demand and interest in the community and operational feasibility. Deadlines are determined on a monthly basis.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to the project or activity are determined by the manager. At times, workshops are not required on an ongoing basis or there are no participants. The team would assess ways to increase awareness of workshops and perhaps create new ones to appeal to our learners.

**#2 regular and recurring**

List the project and the role of the incumbent in this activity.

Coordinate with Employment Services providers, SSM, or other service agencies to design and deliver workshops & training sessions that meet the needs of a diverse client group.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Coordinating, networking and marketing with Literacy and Basic Skills (LBS) partners in the community as well as with hosting agencies to schedule workshops.

List the types of resources required to complete this task, project or activity.

Project guidelines, create workshop content, PowerPoint creation, use of presentation hardware/software

How is/are deadline(s) determined?

Will be dependent on the project

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Additional projects will be determined through discussion with the manager.

**#3 regular and recurring**

List the project and the role of the incumbent in this activity.

Documentation and monitoring of client achievement in workshops, feedback to referral service provider about client achievement and participation.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Time management, case management practices, and follow through

List the types of resources required to complete this task, project or activity.

Calendar, computer, monitoring forms

How is/are deadline(s) determined?

Deadlines set within program guidelines and or as requested by the Service Provider.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Referral Service Provider.

4. **Planning/Coordinating**

List the project and the role of the incumbent in this activity.

**#1 occasional** (if non, please strike out this sections)

Collaborate with community agencies to deliver employment related events

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Collaboration skills, political sensitivities and time management skills are necessary to deliver a joint event.

List the types of resources required to complete this task, project or activity.

Past practices, community knowledge, project guidelines and partner agency target focus.

How is/are deadline(s) determined?

Dependent on project and various partners goals.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Success of the project will be measured by the partner agencies based on their goals, Continuation of the project will be determined through discussion with the manager.

List the project and the role of the incumbent in this activity.

**#2 occasional** (if non, please strike out this sections)

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? 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 the actions taken (rather than the communication skills) that directly assist others in the performance of their work 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise other. The incumbent may be required to explain procedures to other employees or students	Incumbent will welcome and assess clients who come workshops; explain computer applications, answer questions and help navigate within their job search.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete certain tasks	Provides information to employers related to hiring practices and other topics around accessibility and Develops long and short-term steps for clients to overcome employment and career related barriers.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input type="checkbox"/>	<input type="checkbox"/>	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.

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6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this 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)
After initial training, incumbent generally plans and completes work on their own with General guidelines. Incumbent has autonomy for making decisions related to how day-to-day activities are carried out.	When a problem occurs, manager or leader may provide specific direction. Team decision may provide guidance and assistance as well. 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)
SSM program guidelines, College policies, file management, best practices within team. Changing conditions and problems are dealt with utilizing skills and past work experience. Departmental procedures, federal and provincial legislation	WSIB, Employment Standards Act, Health and Safety Act, Ontario Works, Federal agency programs, Ministry of Labour,

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Manager conducts performance reviews of Incumbent, monthly reviews of statistical data as well as client and employer satisfaction surveys, performance reviews, Ministry reviews and status reports. Formal and informal meetings are conducted as the supervisor and the department collectively deems. Reports of activity progress are completed verbally or at meetings.	SSM will monitor and conduct program reviews including file audits as required. Annual conferences and outside partnership 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)
Based on discussion with coworkers, SSM staff, and employment services caseworkers, decides topics of workshops,	Co-worker consultation on marketing materials and strategies..

<p>scheduling of delivery, how to adjust programming.                  Conferencing with other staff to determine the best way to coordinate all aspects of service to clients and make appropriate referrals</p>	
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<p>Describe the type of decisions that would be decided in consultation with the supervisor.</p>	
<p><b>Regular and Recurring</b>                  Any changes to established curriculum or delivery methods would be approved by the Manager.                   Changes to processes, target numbers or stakeholder engagement methods would be approved by the manager.                   Particularly challenging issues may be taken to manager or to larger group to search for solutions.                   Problems are handled directly by the incumbent except for situations that require supervisor input: e.g., significant budget issues, serious employer/client complaints, conflicting deadlines, and items that are beyond the scope of this position.</p>	<p><b>Occasional (If none, please strike out this section)</b>                  Conflict with other agencies, case reviews, budgets, problem clients a/o employers</p>

<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p><b>Regular and Recurring</b>                  Incumbent determines advice for clients in identifying alternate career considerations.                   Content and topics for the delivery of client and employer presentations and workshops                   Initiates and designs promotional materials.                   Develops materials for workshops.                   Schedules events, workshops and day-to-day activities.</p>	<p><b>Occasional (If none, please strike out this section)</b></p>

**7. Service Delivery**

## Support Staff PDF

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a 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 fulfill 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 for workshop delivery in email/phone/in person	In consultation with requestor determine type of workshop desired and develop workshop to suit individual needs.	Clients Employers Service Providers	D
Employment opportunities and job search assistance via virtual or in-person workshops.	Providing tailored solutions depending on needs presented Email feedback Workshop/ presentations	Clients Employers	D
Create and design programming addressing gaps in clients career readiness or job search needs, and employer training needs	Determine, identify and evaluate gaps through exchange of information and ideas with service provider staff and SSM staff	Service Providers SSM	M
SSM Report	Regular monthly report transmitted by internet. Changes and additions to report are requested by SSM via website, email, phone or in person.	SSM	M

\* 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	Inquiries such as workshop availability, types of programming, scheduling requests	Service provider agencies Community Partners	D
Instructing or training	Arranges and facilitates formal information, and employability workshops developing workplace skills e.g. digital communication skills. Revised as required, delivered regularly.	Clients Employers	W
Explanation and interpretation of information or ideas	Reporting statistics	SSM	M
	Explanation of goals in relation to learner goals or outcomes	Clients/employers	W
	Working with agencies around case workshop participation, feedback and other relevant details	Service Providers	W
	Interpret and advise career assessment results (TypeFocus, Personality Dimensions)	Clients	W
Imparting technical information and advice	Instructing on the use of online job posting websites and online tools.	Clients Employers	D
Instructing or training	1:1 or groups Instructing/training on internet job searching, writing resumes and cover letters, portfolio development, interview skills, personal branding and marketing, and other career related topics.	Clients Employers	D

## Support Staff PDF

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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, and 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 a computer	D			X	X		
Driving	W			X	X		
Light Lifting – marketing and workshop materials	D	X					X
Standing in front of a group when delivering workshops.	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.)

Medium (between 5 to 20 kg and 11 to 44 lbs.)

Heavy (over 20 kg. or 44 lbs.)

Movement of boxes of materials, display units, promo items for workshops.

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 the task and the duration of the task, including breaks (e.g. up to two hrs. 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 (e.g. 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 min	Long up to 2 hrs.	Extended > 2 hrs
Workshop presentation	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Entering statistical information into computer systems	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input type="checkbox"/> 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)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment for daily work	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Travel is required to present workshops to clients and employers	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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