

Position Description Form (PDF)

College: Sir Sandford Fleming College

Incumbent's Name: Vacant

Position Title: Employment Coach and Facilitator Payband: I

Position Number: S00650 Hours per Week: 35

Supervisor's Name and Title: Elayne Furoy, Employment & Career Services Manager

Completed by: **Elayne Furoy**

PDF Date: October 2020
Last Revision: November 2, 2020

Signatures:

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

Date: _____

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 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.

Provides individualized assessment, employment coaching, crisis intervention and advocacy support to individuals and groups. Develops personalized job retention plans. Identifies and secures appropriate support and resources to assist with life stabilization and job readiness/maintenance.

Responsible for developing and delivering specialized programs focusing on employment, essential and people skills to increase job search competitiveness and employability to various client groups.

The incumbent works with a diversity of clients including specialized groups such as Newcomers to Canada, Persons with Disabilities (PWD), employers and internal/external stakeholders, and will use a Bridges out of Poverty lens and a trauma informed approach.

Promotes Employment Ontario programs and services, recruits program participants in the community. Maintains records, documentation and statistical information for funding, reporting and accountability purposes.

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>EMPLOYMENT COACHING SUPPORT</p> <ul style="list-style-type: none"> • Assess client needs around life stabilization, career development, job readiness/job retention requirements, specialized supports required, disability accommodation • Creates evidenced based retention plans that ensure a personalized approach that meets each individual's barriers, abilities, life circumstances, interpersonal skills and employment goals (short- and long-term). Addresses personal and structural barriers and risk factors that potentially impact employment retention. • Provides ongoing, customized employment coaching, crisis intervention and advocacy to multi-barriered and high-risk clients for up to 12 months after securing employment to ensure retention. • Works toward attitudinal and behavioural changes with clients using motivational interviewing and solution focused techniques. • Proactively plans and coordinates support with other staff and employers around the placement/employment needs and employer identified issues to ensure a smooth transition to the workplace. • Participates in case coordination with other client supports (including the Disability Specialist as required), employers and/or other community agencies. Conducts referrals to internal/external services for health and social services as needed • Addresses employer workplace concerns through mediation and collaboratively works toward solutions that are in the best interests of all parties. • Will be required to be available to identified clients via phone or text for after hours crisis support specifically related to retention as determined by the Manager. 	55%
<p>PROGRAM DEVELOPMENT & FACILITATION:</p> <ul style="list-style-type: none"> • Using best practices, develops and delivers specialized programming for identified clients to help specific, targeted groups with job readiness, job search, career development, soft skill training and retention supports. • Programs must be responsive to community needs and labour market requirements. Programs should be developed in consultation with the SSM and other specialized community service partners (depending on identified group). Programs must incorporate a system to evaluate efficacy and alignment with client needs. Ensures evaluation methods are clearly articulated and followed, as per program guidelines. 	25%
<p>FILE DOCUMENTATION AND TECHNICAL DUTIES:</p> <ul style="list-style-type: none"> • Completes detailed file documentation on participants and employers and maintains up-to-date files according to program guidelines and procedures. • Uses computerized case management and Service System Manager (SSM) and/or Ministry client tracking systems. • Completes statistical narrative reports for the Manager as required. 	10%

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<ul style="list-style-type: none"> • Ensures goals and action plans are current and relevant and provides information back to referral case manager on clients' progress. • Documents all activities in Employment Ontario Information Systems (EOIS) Case Management Systems (CaMS) entries within 24 hrs to facilitate client activities and tracking between staff and agencies • Uses presentation software and equipment for either in person or virtual workshop delivery, troubleshooting any problems with equipment, websites or software • Replies and responds to email and telephone inquiries 	
<p>MARKETING AND OUTREACH</p> <ul style="list-style-type: none"> • Uses various methods to promote and market programs to community to generate referrals and program participation. • Working with other staff, develops marketing tools and maintains a schedule of events on various platforms to promote programming towards a variety of audiences including clients and employers • Represents CREW in the community to increase awareness and referrals, improve collaboration and provide input to community-based strategies for program delivery 	5%
<p>OTHER RELATED DUTIES</p> <ul style="list-style-type: none"> • Attends and participates in staff meetings, special events and community agency events and activities • Serves as a backup for other staff; for duties and responsibilities that are requested or assigned • 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 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, Vocational Rehabilitation

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

Minimum of eight (8) years

<ul style="list-style-type: none">• Progressive experience in employment counselling or social services environment• Group facilitation skills/experience• Experience working with a diverse range of clients; PWD, highly barriered individuals, newcomers, indigenous, those living in poverty, mental health, etc.• Experience working independently in a team environment prioritizing and organizing own work.• Knowledge and experience of Bridges out of Poverty philosophy and trauma informed practice	

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.

	#1 regular & recurring
Key issue or problem encountered.	Training is not producing required/desired outcomes for clients as designed during workshop sessions.
How is it identified?	Feedback from case managers 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 necessary adjustments
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 manager

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.	Request by manager for programming which involves targeting a specific population (i.e. Newcomers to Canada)
How is it identified?	Incumbent must develop appropriate resource materials for this program and tailor specific program to targeted audience
Is further investigation required to define the situation and/or problem? If so, describe.	Consult with other staff, other community services with experience and industry experts to determine client needs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent must have a thorough understanding of the needs and issues of the specific population as it pertains to their labour market involvement and factors necessary for successful employment. (including barriers) that impact population in order to develop the specific program
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Best practices, established standards and/or past practice, independent critical and creative thinking, information obtained from research and collaboration with other community services.

#3 regular & recurring

Key issue or problem encountered.	Client demonstrates repeatedly the inability to maintain a job
How is it identified?	Job is terminated by more than one employer
Is further investigation required to define the situation and/or problem? If so, describe.	Information is gathered in order to understand the nature of the problem and be in a position to assist the client in becoming more self-aware. May discover mental health issues, physical problems, social ineptness, behavioural disorders, learning disabilities, a severe lack of motivation, family disruptions, criminal history, lack of adequate resources such as housing, clothing, and transportation.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent has acquired knowledge, skills, awareness and experience which enable him or her to determine the appropriate solution. The incumbent will review all pertinent and applicable information with the client in an effort to identify potential training, educational and employment problems and in identifying and setting up the steps leading towards fulfillment of the client's career and employment plan.

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

Employment Ontario Guidelines and support documentation; college policies and procedures, past practices and experience in working with clients, Employment Ontario Resource Manual etc.) as well as human rights legislation.

3. Analysis and Problem Solving

Key issue or problem encountered.

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

Each client presents with a unique set of strengths, challenges and barriers. Servicing this diverse section of clientele requires a personalized approach to determine which programs and services are required to best meet their needs.

The incumbent must be thorough and precise throughout the assessment process to ensure that needs of clients are accurately identified in order facilitate the accurate development of their employment retention plan.

How is it identified?

A comprehensive assessment process including referral information, case notes, and extensive questioning of the client assist the incumbent in identifying client needs.

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

The incumbent, based on the analysis of the assessment information, may require additional information from the client in order to resolve concerns the incumbent may have. This may include requests for career vocational testing, medical information, disability assessments, employer feedback, discussion with Ontario Works case manager, etc.

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

The incumbent will review all pertinent and applicable information with the client in an effort to identify potential problems and in identifying solutions. They will also utilize knowledge of manager and other staff as part of the action planning process.

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

Direction from manager, Ministry/SSM guidelines, supporting documentation, best practices

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 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 Team Lead or manager

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.

#1 regular and recurring

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

Creating Workshops for clients

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.

Project guidelines, create workshop content, PowerPoint creation, use of presentation hardware/software Client focus groups, calendars, internet, workshop booklets, posters.

How is/are deadline(s) determined?

The incumbent works with co-workers and manager 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.

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.

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

#3 regular and recurring

Documentation and monitoring of client achievement in workshops, feedback to coworkers about client achievement and participation.
Time management, case management practices, and follow through
Calendar, computer, monitoring forms
Deadlines set within program guidelines and or as requested by the manager
Referring case manager, other staff or manager.

4. Planning/Coordinating

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

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

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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.

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

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? 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 attend 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 clients related to life skills, stabilization, employment retention and other topics Develops long and short-term steps for clients to overcome employment and career related barriers.
<input checked="" 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.	Uses expertise to advise and guide others. 'Intensive service' clients who require employment assistance and guidance. Provide encouragement, solutions, and ongoing support and direction.. Identifies client's barriers to employment and develops long and short-term steps for them to overcome barriers. Monitors the client's progress and adapts the steps to accommodate unexpected situation. Assigning tasks to clients
<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.	
<input type="checkbox"/>	<input type="checkbox"/>	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 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 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.	Occasional (If none, please strike out this section) 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 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	Occasional (If none, please strike out this section) 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 Manager conducts performance reviews of Incumbent, monthly reviews of statistical data as well as client satisfaction surveys, performance reviews, Ministry reviews and status reports. Formal and informal meetings are conducted as the supervisor deems. Reports of activity progress are completed verbally or at meetings.	Occasional (If none, please strike out this section) Manager will monitor and conduct program reviews 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 Based on discussion with coworkers and manager, decides topics of workshops, scheduling of delivery, how to adjust programming.	Occasional (If none, please strike out this section) Case Conferencing with other Consultants around coordination of all aspects of service to clients. Co-worker consultation on marketing materials and strategies..

<p>Promotional materials.</p> <p>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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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)
<p>Any changes to established curriculum or delivery methods would be approved by the Manager.</p> <p>Changes to processes, target numbers or stakeholder engagement methods would be approved by the manager.</p> <p>Particularly challenging issues may be taken to manager or to larger group to search for solutions.</p> <p>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>Conflict with other agencies, case reviews, budgets, problem clients and/or employers</p> <p>Schedules events, workshops and day-to-day activities.</p>

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
<p>Employer/Client conflicts</p> <p>Client Assessment</p> <p>Coaching sessions (frequency, duration, topics covered)</p> <p>Problems with regard to client progress</p> <p>Advice and recommendations for clients</p> <p>Content, materials and topics for the delivery of client programs and workshops</p>	

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 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

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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 consultation with requestor determine type of workshop desired and develop workshop to suit individual needs.	Clients	D
Employment opportunities and job search assistance via virtual or in-person workshops.	Providing tailored solutions depending on needs presented In person meetings Workshop/ presentations	Clients	D
Create and design specialized programming addressing gaps in clients career readiness or retention needs	Determine, identify and evaluate gaps through exchange of information and ideas with staff and stakeholders	Clients	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	Clients Coworkers Other Service providers Community Partners	D
Instructing or training	Arranges and facilitates formal information, and employability workshops developing workplace skills Revised as required, delivered regularly. Interpret and advise career assessment results	Clients	M
Explanation and interpretation of information or ideas	Coaching for positive behavioral changes, introducing key concepts around employer expectations, workplace culture, boundaries and communication. Problem solving and conflict resolution	Clients	D
Imparting technical information and advice	Instructing on the use of online job posting websites and online tools.	Clients	W
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	D
Obtaining cooperation or consent			
Negotiating			

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* 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, 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.
Lifting and transporting display boards and flip charts for events

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				

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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)*
<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 (up to 5 hours per week) within Peterborough area is required to meet with clients in the community or at their worksite and to present workshops to clients (up to one day at a time)	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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