

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Student Recruitment Officer

Payband: H

Position Code/Number (if applicable): S00232

Scheduled No. of Hours 37.5/week

Appointment Type:  12 months  less than 12 months

Supervisor's Name and Title: Laura Gunning, Manager of Student Recruitment and Conversion.

Completed by: Laura Gunning

**Last Revision: January 2021**

### 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 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.

Reporting to Manager of Student Recruitment and Conversion, the Student Recruitment Officer will work as a member of the college Student Recruitment team whose primary function will be to promote college education in general and specifically Fleming College to secondary, non-secondary, and non-direct prospective students, their families and significant influencers through 1:1 encounters with prospective students and the delivery of prepared presentations to small and large groups both on and off campus.

## Duties and Responsibilities

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

	Approximate % of time annually*
<p>1. Liaises and builds strong working relationships with secondary school guidance counsellors, secondary school teachers, and other partners to increase awareness of college programs to promote recruitment into the college and to provide students on a one-to-one basis with details about Fleming's programs and services. Externally for the college, the incumbent co-ordinates public speaking opportunities, where appropriate, on request from secondary schools and other partners, while making new contacts and developing new venues and opportunities to promote the college.</p> <p>In recruiting for college programs the incumbent coordinates and conducts college presentation sessions off-campus- as scheduled and proactively arranged by themselves; participates in the annual province-wide College Information Program (CIP) tour, province wide trade shows, post graduate events at universities and secondary school visits.</p> <p>The incumbent connects individually with prospective students and evaluates their high school credentials to determine eligibility for admission to the college's programs and suggests admission pathway options if needed.</p> <p>The incumbent collects prospective students' information and inputs it into the Student Recruitment's Customer Relation Tool (SalesForce) for follow up.</p> <p>The incumbent responds in a timely manner to emails and phone calls from prospective students and/or decision makers and acts as the prospective student's liaison with the college to obtain information on support services, financial aid, housing, etc.</p>	70%
<p>2. Provides support and information, where possible, to the Graduate Recruiters in their off campus recruitment activities by providing information, co-ordination, and support. Based on availability may participate in the interviewing of the Student Ambassadors. Assigns daily duties for Student Ambassadors if needed.</p>	5%
<p>3. Participates in the strategizing and identification of new opportunities for the college's promotion with the Manager of Student Recruitment and Conversion, and assumes the facilitator role in the organization and co-ordination of off campus events and activities (such as the College Information Program, Trade Shows, Career Fairs, Parent Nights) for elementary and high schools, and other special events to promote the College to prospective students and influencers of prospective students and the implementation of these plans.</p>	10%

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<p>4. Participates in the development of the annual corporate recruitment plan based on the evaluation and debriefing of the previous year's activities; changes occurring in the external environment (secondary schools, OCAS, MTCU). Ensures that records, evaluations of all external activities have been submitted so summaries of departmental activities and in year expenditures by activity can be completed for preparation of the annual liaison budget. Assists in the development of the yearly schedule for in-class recruitment visits, trade shows, career fairs, College Information Programs stops and other recruitment activities.</p>	<p>5%</p>
<p>5.. Facilitates/co-ordinates /participates in the event delivery and orientates the staffing for all off campus activities that has been arranged from the Academic Schools- for external Career Fairs, University Post graduate events/Information sessions, and professional association conferences. Provides input and support as requested to facilitate on campus events.</p>	<p>5%</p>
<p>6.Other related duties as assigned</p>	<p>5%</p>

\* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

### 1. Education

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

- Up to High School
- 1 year certificate
- 2 year diploma
  
- Trade certification
- 3 year diploma / degree
- 4 year degree or 3 year diploma / degree plus professional certification
  
- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
  
- Doctoral degree

Field(s) of Study:

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

- No additional requirements
  
- Additional requirements obtained by course(s) of a total of 100 hours or less
  
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
  
- Additional requirements obtained by course(s) of a total of more than 520 hours


## 2. Experience

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

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

Less than one (1) year

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Experience working in a college setting, providing customer service to a wide variety of clients. Experience in public-speaking, delivering and modifying presentations as required, event planning. Experience using computer software including databases, spreadsheets and calendaring. Experience working independently within a team environment handling multiple tasks and timelines from a variety of sources in order to meet deadlines.

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:

	<b>#1 regular &amp; recurring</b>
Key issue or problem encountered.	A program coordinator decides that they will not have faculty or students available for a major recruitment event on or off campus. The Student Recruitment Officer works with the program contact to creatively address and problem solve a solution for this situation, as all programs must be represented at the event.
How is it identified?	Situation identified at event planning meeting- in person, or by phone, email
Is further investigation required to define the situation and/or problem? If so, describe.	Before responding- validate all details related to the question/concern and consider the impact of the situation on other participants in the event
Explain the analysis used to determine a solution(s) for the situation and/or problem.	With knowledge of the goals for the event consult with the source of the concern, offer other options and devise a plan and approach that will address the concern.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, experience, departmental resources- fiscal and human, event goal and expected outcomes

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered	Previously booked school visits, trade shows, car and hotel arrangements need to be changed resulting in multiple impacts on the overall schedule and timetables of up to 6-7 staff members in the department.
How is it identified?	A phone/email request for change
Is further investigation required to define the situation and/or problem? If so, describe.	Review current schedule, timelines and other commitments of staff.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review the relationship that the college has had with the school/event previously (number of applications/registrations from the school). If assessed as a "must" visit- the schedules of involved staff are rearranged- with the resulting notification of the school and all staff regarding the changes.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, experience, data from previous year's regarding applications and registrations

#### #3 regular & recurring

Key issue or problem encountered	Customer service dissatisfaction. A caller has contacted numerous departments in the college- leaving messages that have not been responded to and is upset with getting no response to their inquiries.
How is it identified?	Phone, email, in person inquiry by prospective students, influencers, teachers, guidance counsellors, college staff and faculty.
Is further investigation required to define the situation and/or problem? If so, describe.	Assurance that their inquiry will be handled directly. Questioning of the caller to ensure that all details related to the request have been gathered.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent provides a response that includes all of the possible options and implications for each option so the person making the inquiry is supplied with all of the information they require to make an informed decision/action plan.



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

College's policies and procedures related to admissions, program choices/changes; knowledge of application timelines as set by the Ministry and college, experience, knowledge of college programs and services.

### 3. Analysis and Problem Solving

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

Key issue or problem encountered

Unexpected technical difficulties interferes with the ability to deliver the presentation to internal or external audiences

How is it identified?

Unexpected/unplanned malfunction of audiovisual equipment (laptop/data projector).

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

Rapidly review all AV equipment setup procedures as detailed in the AV training session, in front of an audience remain composed while looking for feasible options to get the presentation delivered.

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

With a knowledge of the timeframes, goals and message of the presentation an immediate decision must be made to continue with a modified presentation to in order to meet the needs of the group and have the presentation delivered.

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

Availability of AV support or alternate equipment sources at the venue; past practises; alternate opportunities to deliver the content of the presentation( rescheduling, supply of print materials)

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

Key issue or problem encountered

How is it identified?

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

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

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

#### 4. Planning/Coordinating

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

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

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Planning, coordinating and delivering large "cross college" events such as large trade show and the College Information Program( CIP).
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Structured communication mechanisms such as: email, phone, setting meetings, mailings. Establishing a timeline(critical path) for event management Organizes own work schedule to ensure day to day activities in the department are addressed during the event planning Ensure evaluation of event occurs post event
List the types of resources required to complete this task, project or activity.	Event planning experience and past practises, planning template and event checklists
How is/are deadline(s) determined?	In collaboration with Student Recruitment/Marketing team
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.	Student Recruitment Officer in collaboration with Manager and Marketing team.

**4. Planning/Coordinating**

**#2 regular & recurring**

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

Plan and coordinate a college visit or an off campus school visit for a school or community group. Visits can be a result of a targeted solicitation or an ad hoc request.

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

- 1) Relationship building skills
- 2) In depth knowledge of college resources and opportunities that could support/ enhance the delivery of school curriculum for the visiting school group. E.g. Grade 12 students would benefit from viewing a lecture opportunity if at all possible, whereas Grade 9 students would benefit from an overview tour/visit to the college
- 3) request needs to be reviewed, discussed and analyzed to see if the requested approach to the visit is the most suitable
- 4) consultation with the visiting teacher and follow-up with college faculty and staff to ensure adequate human, fiscal and space resources are available at the college.

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

Past practices; upcoming on campus special events- coordination with request; timetables/schedules of college faculty and staff involved in visit  
 Presentations: knowledge existing corporate and school/program specific presentations- to be skilled in delivery of same and be able to modify these presentations- with/without support from the Marketing team as required

How is/are deadline(s) determined?

Availability of rooms, staff & faculty availability, specific dates suggested by guests

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.

Student Recruitment Officer in collaboration with teacher or organizer. College visit is booked- the visiting school asks for a change in the date for college visit-Student Recruitment reworks all details of visit with college faculty and staff

#3 regular & recurring

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

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

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

How is/are deadline(s) determined?

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


**4. Planning/Coordinating**

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

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

An outside organization requests Student Recruitment to assist them with a conference. The incumbent would decide, in consultation with the Manager, whether such an event is appropriate (recruitment or a community good will gesture) and then proceed to support the organizer in whatever way possible.

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

The incumbent must use excellent human relation skills and customer service skills to assist the organizer who is not familiar with all of the college's resources in order to ensure that Fleming is seen in the best light possible.

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

Past practices, common knowledge, event planning skills, organizational skills

How is/are deadline(s) determined?

The incumbent works with the organizer and facilities.

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 incumbent would determine room availability with Facilities Department and may be required to request alternative space if academic are booked into suggested area. The incumbent would work independently with the organizer to a satisfactory outcome.

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

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

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

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

How is/are deadline(s) determined?

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

## 5. Guiding/Advising Others

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

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

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

Regular & Recurring	Occasional	Level	Example
X		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Training of Student Ambassadors re office procedures (phone, mailings, office protocol), tours of prospective students and families (bookings, script, route)
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Training of Grad Recruiters: overview of best practises for interaction and relationship building with schools and key influencers of students, presentation skills: booking presentations, delivery of presentations and follow-up after presentation, interacting with liaison staff at other colleges
	X	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Participates in overseeing and assigns tasks to Student Ambassadors when on campus
<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"/>	X	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	Assigns tasks to students involved in large projects. Breaks down activities and assigns appropriate person ensuring assignments are completed and entire project is on schedule.

## 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)
Describe expected outcome from the activity/event. Define Student Recruitment Officer's accountabilities for the activity/event/task Define the stakeholder groups. Define limitations to be considered in the assignment. Define reporting timelines. Establish evaluation procedures to be implemented after event. Day to day activities are performed independently based on past practices	
What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Student Recruitment yearly calendar of events Student Recruitment plan for academic year Marketing plan Past practises, experience	
How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Weekly/biweekly team meetings with Student Recruitment Officers. Review of work by report and by developing drafts for input and review by the Student Recruitment team. Formal evaluation/feedback mechanisms used to gather responses from the internal/ external communities who participate in student recruitment/college activities	

**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)
<p>Campus visit request by school /community group (with teacher, representative, faculty and staff at campus)</p> <p>Changes to school visit schedule, re-ordering of cars and hotels as required.</p> <p>Modifications to existing college presentations for internal and external audiences</p> <p>Interactions with faculty, staff and external contacts to define and plan the college's presence/sessions at specific events</p> <p>Determining appropriate (grade level, type of event) college display and print resources to be used at an event attended by campus staff/faculty. This is done in consultation with the faculty and staff.</p> <p>Schedule for Student Ambassador hours (with SAs)</p>	

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>Workload issues</p> <p>External requests for large-scale events, functions</p> <p>Conflicts with other departments - academic and/or service</p> <p>Budget approvals</p> <p>Staffing options</p> <p>College presence/materials/displays</p> <p>Messaging for targeted audiences</p>	

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



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Realignment of priorities in the day to day operations of the Student Recruitment office and for the Grad Recruiters on an immediate basis when unexpected requests/ needs arise in the absence of the supervisor.	
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## 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 by phone, email, mail, walk-in for information about the college's services and programs	-information from college viewbook, website or resource materials explained -follow-up mailing of information offered- this request sent to FDR unless specific program details are required	Prospective students and their families College faculty and staff Secondary school contacts	D
Request to visit the college received by phone, email, mail, internal referral	-request is considered reviewing ongoing calendar of events -clarification of the event/request are gathered -appropriate staffing, materials and resources to support event are determined	Prospective students and families Professional groups/associations Key influencers of students considering college College faculty and staff	W

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<p>College presentation/presence at school function/career fair received by email, mail, phone from school, internal referral, requested by college</p>	<p>--request is considered reviewing ongoing calendar of events          -clarification of the event/request are gathered          -coordination of college faculty and staff at event if appropriate          -appropriate presentation are delivered          -appropriate display materials are organized and made available</p>	<p>Prospective students, parents, teachers          General public          College faculty and staff</p>	<p>W/M</p>
<p>Summarizing of activity data to the manager for activities delivered by Student Recruitment Officer, Student Ambassadors and Grad Recruiters semi annually</p>	<p>Effective and reliable data collection mechanism established- with scheduled checks of data collection          Instruction to all users ( Student Ambassadors, Grad Recruiters Student Recruitment Officers ) on an ongoing basis re processes setup          Knowledge of: data report guidelines; sources of data; ministry expectations. Fleming Data Research staff</p>	<p>Supervisor          Marketing dept          Campus leaders          College faculty and staff</p>	<p>I</p>
<p>Coordinate on campus events: college wide/school specific</p>	<p>- define purpose/goal of event          -plan for appropriate materials, setup, staffing          -interdepartmental on campus coordination to ensure that there is an alignment of all goals/activities for the event          -invite guests, contacts- internal and external to college</p>	<p>Faculty, staff, prospective students, teachers, influencers, guidance counsellors          College faculty and staff</p>	<p>M/I</p>

\* 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	Direct information exchange/clarification to promote Fleming's programs and services	Faculty, staff, prospective and current students Secondary school contacts General public	D
	Input re marketing materials	Marketing dept	W/I D/MM
	Information Source/exchange information	Admissions, Finance, Aramark, Facilities Plant	M
	Formal presentations	School groups/general public	W/M
Explanation and interpretation of information or ideas	Training - support of their recruitment initiatives	Grad Recruiter, Student Ambassadors	D
	Information re. post-secondary options and admission requirements	Prospective Students, teachers, guidance counsellors	D
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent	Obtains cooperation to participate in open houses etc. On occasion must work with faculty to ensure they share the overall goal of open houses etc.	Faculty	I
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
Standing , set up	W		X		X		
Sitting, driving	W		X		X		
Setting up displays, moving supplies	W/I	X			X		

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

X Light (up to 5 kg or 11 lbs)

pull-ups,

X Medium (between 5 to 20 kg or 11 to 44 lbs)

Boxes of calendars and viewpieces( intermittent lifting of boxes- usually moving of supplies with a cart)

X Heavy (over 20 kg or 44 lbs)

Infrequent lift of display units into trunk/backseat of car

### 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
College presentation to on or off campus groups	M	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
No Attention to all details in presentation require full attention in order to keep on track with presentation, to present information accurately and to respond to questions thoroughly.				

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

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
Usually: <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	
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions	exposure could occur during travel	I
<input type="checkbox"/> exposure to extreme 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	Automobile travel	W
<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain)	Secluded areas when returning to car following evening event, - Student Recruitment officers all have cell phones	I

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