Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Fish and Wildlife Technician Payband: I

Position Code/Number (if applicable): S00494

Scheduled No. of Hours_____35_____

Appointment Type: ____X_____12 months _____less than 12 months **(10 months)**

Supervisor's Name and Title: **Tania Clerac, Academic Chair, Frost Campus**

Completed by: Tania Clerac and Tanya Rice PDF Date:
Last Revision: March 2012

Signatures:

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

Supervisor: Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements 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 **straight forward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

Support the delivery of field and laboratory exercises, field camps and surveys. Train and oversee student workers and casual technicians assisting with camps and program operations.

Oversee students and assist faculty during labs, field trips, and field camps. Provide technical expertise pertaining to specialized biological techniques and survey methodologies including the demonstration of theories and principles.

Test, evaluate, purchase, and maintain the inventory of program equipment, biological collections, and supplies.

Ensures that safety procedures are followed for the protection of students and faculty.

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*
1**. Lab/Field Trip Preparation and Support**: Assist faculty and supervise students during labs and on field trips, demonstrate technical and practical skills in the field; assist students during exercises; drive rental/college vehicles as required to transport equipment and students. Ensure equipment and supplies required for field exercises are available and functional. Key college contact for arranging/planning field trips, local MNRF (collector's permits).: Apply for required MNRF research permits, maintain collected data records, and submit required permit reports to MNRF at completion of field work. Assist instructor with field evaluations and lab tests.	30%
2. **Program Equipment:** Test, evaluate, select, purchase, repair, and maintain program equipment and supplies, including a diverse range of electronic meters, limnology equipment, and field survey gear. Maintain inventories of program supplies and initiate purchase orders...	30%
3. **Field Camp:** Participate as a key member of the program team in delivering an intensive overnight field camp (fisheries) for all second year Fish and Wildlife classes. Duties include: purchasing required supplies, organizing daily work schedules for students, demonstrating field survey skills, overseeing students and ensuring their personal safety, dealing with equipment malfunctions and students' personal and medical problems, transportation of students and gear to survey location.	15%
4. **Lab Procedures/Health and Safety**: Assist with the development, coordination and maintenance of procedure for lab safety and handling and processing of animal carcasses used in classroom labs. Disposal of biohazardous waste generated during labs, inventory and management of freezer specimens, maintain and clean labs after necropsies. Tests identified lab and field protocols and procedures (often developed by government ministries) to ensure that they can be replicated in the learning/lab environment and develop adaptations for application as appropriate.	**10**%
5. **Student Support: Coordinate and liaise with students to answer questions on lab and field assignments and camps, arrange access to labs for specimen storage, provide support for students seeking post-graduate employment, provide ongoing peer support.**	**5**%
6. **Budget development and review – ongoing liaison with Budget Officer to maintain budget template and plan for future program budget requirements.**	**10**%
	Total: 100%

* 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 X 2 year diploma

□ Trade certification □ 3 year diploma / degree □ 4 year degree or 3 year diploma / degree plus professional certification

□ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

□ Doctoral degree

Field(s) of Study:

Fisheries and Wildlife Biology

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	
X Additional requirements obtained by course(s) of a total of 100 hours or less	MNRF Electrofishing Crew Leader Certification **Level 1** B.O.A.T. Certification CPR and Emergency First Aid **Ontario Benthos Biomonitoring Network (OBBN) Certification** Ontario Wetland Inventory Certification MNRF **Ontario Stream Assessment Protocol** (OSAP) Inventory Certification **MNRF Ecological Land Classification System (ELC) Inventory Certification**
Additional requirements obtained by course(s) of a total between 101 and 520 hours	
□ Additional requirements obtained by course(s) of a total of more than 520 hours	

2. Experience

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

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

□	Less than one (1) year	
□	Minimum of one (1) year	
□	Minimum of two (2) years	
X	Minimum of three (3) years	Lab and practical field experience related to Fish and Wildlife Management. Extensive fisheries/wildlife management field experience, including collection and compilation of field data and biological samples, overseeing and supervising field crews. Require excellent working knowledge of applicable survey protocols. Ability to demonstrate and supervise the operation of limnology, **terrestrial/habitat monitoring,** and fisheries equipment in the field. Must understand and be able to apply standard scientific methods and biological survey protocols and have experience presenting information in an educational setting. Bio-inventory experience, including field identification of plants, birds, mammals, herptiles, fish, aquatic invertebrates. Experience trouble shooting, improvising, and repairing all gear on site during surveys/exercises. Must have practical experience conducting backpack electro fishing surveys and overseeing electro fishing field crews.
□	Minimum of five (5) years	
□	Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Supporting program faculty/staff in the integration of new technology or practises into the Fish and Wildlife Program curriculum. Testing applications of this new technology to test whether they are "deliverable" in courses.
How is it identified?	Feedback from faculty/staff who are liaising with industry contacts, employers, ministries, and government departments. Often receive notification from past employers that grads are lacking certain field skills. Students often request exposure to new technologies.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The college must keep up to date with industry standards and skills training, otherwise grads will not obtain employment.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Must first personally investigate and learn the new technology, then make an assessment to determine if integration of this new material is practical and logistically possible (must consider existing staffing resources, financial and time constraints). Must design a process that will allow this new technology to be smoothly integrated into existing course labs or field exercises. Must consult with other faculty/staff.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Training workshops, professional development sessions, scientific journals, texts, agency procedural manuals, protocols and documents, equipment manufacturers and distributors, direct contact with technical staff at government agencies, online research.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	Providing advice and guidance to students, who are looking for faculty to clarify assignment particulars, obtain additional understanding of material presented in labs and lectures, obtain supplemental knowledge and materials for completing assignments, and obtain assurance that study approach for assignments is correct.
How is it identified?	Student comes to office and requests assistance. This may occur several times per day. Often contacted by phone or email.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Must provide answers to the problem or the student leaves unsatisfied, frustrated, and unable to commence or proceed with assignments.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Attempt to contact faculty, either in the building, or at home. Check timetable to see if faculty is teaching, then advise student of best time to locate faculty. Obtain keys to faculty office to obtain assignments, handouts, etc. for student. Will often sit down with student and explain concept or procedure, and work through the problem together. Will often loan student texts, or advise how to research material to find resources/information to complete assignment. If dealing with unfamiliar material, will often research and learn material with the student assisting, then solve the problem together. Incumbent must respond to student need while considering role (of technologist) in supporting student learning and reinforcing previously taught concepts, as opposed to introducing new material.
What sources are available to assist the incumbent finding solution(s)? (Eg. past practices, established standards or guidelines).	Internet, personal knowledge and training, texts, manuals, phone calls to other staff and external contacts, research in college journals, faculty handouts and notes.

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered	Students injured during labs, field trips, or camps. Injury ranges from simple cuts and scrapes requiring basic first aid, to broken bones, severe cuts, etc. that require a trip to the hospital.
How is it identified?	Either personally witnessed, or approached by injured student. Will often receive emergency radio call if injury occurs during field camp. Students are briefed on the "Emergency Preparedness Plan" prior to camp and know who to call if an injury occurs.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Must comfort student in distress, administer first aid, or transport to hospital if injury is serious. Must adjust student work crews and change work duties if injury results in the student being removed from the exercise.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	First assure that site is safe for other students, and then make an assessment of the injury. Fix the equipment that caused the injury, or change work procedures for students if an unsafe action is deemed to be the cause of injury. Perform basic first aid if injury is minor. If major, contact other camp staff, and supervisor, then immediately leave the site and drive the student directly to hospital. Student is left in Emergency (with return cab fare) once they have been attended to by a physician.
What sources are available to assist the incumbent finding solution(s)? (Eg. past practices, established standards or guidelines).	Common sense, health and safety protocals, past personal experience dealing with first aid issues, first aid training, first aid kits, college nurse, phone calls to hospital, ambulance call.

	#2 occasional (if none, please strike out this section)
Key issue or problem encountered	Broken laboratory instrumentation and equipment that is heavily used during field trips, camps, and labs. Delivery of exercise will be jeopardized if damage cannot be assessed and repaired immediately.
How is it identified?	Direct notification from faculty, staff, or students. Damage is often discovered during routine maintenance and/or instrument calibration.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. A limited amount of equipment is available for use. Replacement "spares" are not an option due to financial constraints. Learning objectives are compromised in courses if gear is not available in good working order. Downtime and repair costs will be excessive if all equipment is sent out for repair. Must immediately be able to trouble- shoot and assess the problem, repair the equipment, and get it back into classroom circulation as soon as possible.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Attempt to re-calibrate, check instrument function, make adjustments, verify instrument is performing to specs, test and trouble-shoot to determine exact cause of malfunction. Make repairs if possible, or order spare parts from supplier. If possible, improvise and fabricate own parts for a "patch repair" that will allow instrument to be used, and then order factory replacement parts. Arrange to borrow or rent equipment from suppliers if repair down time will be major. Must assess program needs, then ship instruments during course "down time" when equipment demands are low. Will often drive to repair center if immediate repair of instrument is necessary.
What sources are available to assist the incumbent finding solution(s)? (Eg. past practices, established standards or guidelines).	Personal ability (mechanics, electronics, etc.), instrument manuals, manufacturer's web sites for trouble-shooting, expertise of other college techs, call service companies and instrument suppliers, contact external technical staff in government ministries and private sector companies.

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.	Fall Camp. Incumbent is responsible for planning and organizing camp activities, booking transportation, **recruiting contract technicians,** preparing student training manuals, supervising students during camp, purchasing and maintaining all physical resources associated with camp delivery, liaising with suppliers, project partner biologists, public, etc.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Must have previous experience coordinating large field activities for students. Ability to predict what the staffing requirements for the project will be, based on the anticipated work load. Ability to delegate authority and assign work details to **contract** staff and students so that the camp will be ready to begin smoothly operating on the first day... Must have a good ability to assess the performance abilities of the student body and be able to work with faculty to plan camp activities that can realistically be accomplished in each week. Must be able to accurately estimate physical resources and supplies that will be required for a field season.
List the types of resources required to complete this task, project or activity.	Program Coordinator, faculty, and at times, liaising directly with MNRF field staff and biologists, MNRF field procedural manuals, texts and training manuals, additional camp employees and college staff/faculty, equipment suppliers, vehicle and trailer lease companies, bus companies, telecommunication suppliers, fuel suppliers, etc.
How is/are deadline(s) determined?	Must have a "deliverable product" (camp) completely organized, planned, and ready to go on the first day of fall classes.

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 Program Coordinator, in consultation with other college staff and faculty involved in the camp, determines if changes to the camp delivery module are required. It is the incumbent's responsibility to support the decisions and to ensure that the desired learning outcomes and benefits to the curriculum are in the college's favour. .

4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	Various field trips. Provide technical expertise and support faculty during exercise. Often responsible for supervising and demonstrating materials to half of the students involved in the trip. Must have at least the same topic knowledge abilities as the faculty member. Often demonstrate skills to entire group if activity is of a technical/practical "hands-on" nature. Assist faculty in delivery and marking of student assessments.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Need excellent time management skills to be able to deliver required material in a clear, knowledgeable, and concise manner during field trips. Trips often run back-to-back and are on a very narrow time budget. Must gain confidence and respect of students. Must be able to assess the abilities, knowledge level, and needs of the student group, and then accordingly adjust delivery speed and material content for that particular trip.
List the types of resources required to complete this task, project or activity.	Personal knowledge, education and work experience. Text books, procedural notes, field manuals, assistance from other technical staff and faculty.
How is/are deadline(s) determined?	Course outline dictates when field trips will occur. Trips must end on time to coordinate with booked transportation and amount of daylight.

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.	Being that the incumbent is often working distant from the faculty instructor, they are expected to have good judgement and should know how to adapt or make changes to the field trip if necessary (eg. weather changes to rain during an electrofishing field trip). Incumbent would immediately stop all electrofishing activity to ensure student safety. Would spend time in the rain processing sampled fish, and then resume electrofishing if rain subsided. Incumbent would reschedule trip, and transportation, during a class "spare", to ensure that the group can "make up" for the missed field trip.

4. Planning/Coordinating

	#1 occasional (if none, please strike out this section)
List the project and the role of the incumbent in this activity.	Investigation of new terrestrial survey techniques that can be adopted as a field activity for the wildlife **field schools**. Incumbent would perform literature search and would contact experts in government agencies to obtain a list of potential survey techniques that could be conducted at the camp.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Based on past experiences, incumbent must have ability to assess if technique would "fit" the camp learning objectives and would be feasible to "deliverable" in a camp atmosphere (look at costs, equipment and time constraints, level of staff expertise required, experience benefits to students) .
List the types of resources required to complete this task, project or activity.	Program faculty, scientific journals, government procedural manuals, contact of biologists, technicians, and research experts in field of study, equipment suppliers, **College Animal Care Committee to determine if planned activities will be approved, MNRF for Scientific Collector's Permit if animals will be involved.**
How is/are deadline(s) determined?	The camp activity schedule must be planned well in advance of camp, and must be ready for delivery to students in September when the camp is run. Any new techniques/surveys would require prior site visits and verification that they will work on site.
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.	Incumbent is assigned to research current federal and provincial policies, then work with program staff/faculty to adapt these to meet the college course needs Incumbent would present options to Program Coordinator and program teachers/staff and group discussion would follow. Based on incumbent's gathered research, the group would review and select the best investigated technique. **MNRF and College Animal Care Committee must review and provide final approval for proposed activities.**

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 assists others in the performance of their work or skill development.

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

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

Regular & Recurring	Occasional	Level	Example
☐		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
☐	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Assign tasks to students when training them how to master technical procedures/skills.
x	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Coordinating, supervising, and assigning work schedules for students at field camps. Monitor student progress, provide advice, make corrections, and/or provide aids until the student achieves success and masters the skill.
X	☐	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.	Work very closely with all program faculty and students in labs, field trips, GLH's, and field camps. Demonstrate correct technical skills, and then oversee/train students to practise and learn technique or process. Heavily involved in supporting both the delivery and evaluation processes for many courses.
☐	☐	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	**Occasional (if none, please strike out this section)**
No instructions are usually provided, except perhaps a casual email reminding the incumbent of upcoming dates for exercises. The majority of activities are planned in advance for the academic year, and the incumbent is expected to independently ensure that all of the supports required for those activities are in place.	Will occasionally receive a very specific request from faculty to investigate and "fact find" new equipment, technologies, procedures, etc. if they are interested in the potential of this being added to their courses. Incumbent will be directed by **Academic Chair** to undertake projects e.g. developing Health and Safety Protocols for the pathology lab, supporting other programs, GLHs etc.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Curriculum, laboratory manuals, field guides and published keys, standard methods, reference textbooks, topographic, FRI, and land tenure maps, government training manuals and procedural protocols, aerial photography, equipment supplier catalogues, scientific journals, computer and instrument manuals.	XXX

How work is reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	**Occasional (if none, please strike out this section)**
Work is casually, verbally reviewed upon completion of major assignments by instructor involved with exercise. Incumbent is usually working directly alongside faculty during most program exercises. Main form is feedback from instructor if something was lacking or was not functioning properly. Daily or routine work is not reviewed or checked. Regular (monthly) check-ins with **Academic Chair** (Supervisor).	Annual Performance Evaluation with Supervisor

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
Selection and purchase of instructional supplies and capital equipment. Decision to cancel field exercises if student safety is an issue. Deciding what approach to take when mentoring or providing assistance to students.	

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)
Selection and purchase of instructional supplies and capital equipment. Maintain periodic contact with supervisor, either verbally or by email Eg. vacation requests, lieu and overtime, attendance records, hiring of part time staff and students, intention to attend meetings, schedules for GLH's, PD, Health and Safety protocols, etc.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Daily operation of the camps; improvising field activities to adjust to changing climatic and equipment condition. Decision to cancel field exercises if student safety is an issue. Deciding what approach to take when mentoring or providing assistance to students.	

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?		
Provide tech. support and expertise during classes and field exercises, assist other techs, correspond with staff in other departments (shipping, HR, Facilities, Purchasing, Finance, etc.) .	Direct contact with the individual or group, if possible. Demonstrate skill or procedure, and/or supply materials and resources to meet needs. Frequent use of email, phone, memos. Most needs are anticipated due to prior planning and past experience. Verbally – usually by email, phone, or written memo. Sometimes “relayed” to incumbent by students	College faculty and staff.	D

Provide daily assistance with educational needs, technical demonstrations and assistance. .	Usually sit down with individual and resolve the problem, explain solutions, provide resources or contacts to find solutions. Provide individual with necessary equipment or resources to accomplish task. Follow-up by email or phone to ensure that "client" is satisfied. Usually the individual arrives in person at office, or incumbent is working with them during classes, field trips, camps. Also verbally – usually by email, phone, or written memo	Students	D
: Provide information to equipment manufacturers and distributors, repair companies, electricians, rental and leasing companies, sales reps, and technical specialists.	Direct contact with the individual or group, if possible. Frequent use of email, phone, memos. Verbally – usually by email, or phone. Occasionally written correspondence by mail. Often deal in person with sales reps, technical specialists, or repair companies.	Equipment manufacturers and distributors, repair companies, electricians, rental and leasing companies, sales reps, technical specialists	W

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	Updates on progress of projects. Notification of deadlines, schedule of events. Guidance with problems, booking labs and transportation, lending equipment	Coordinator, faculty, staff, students, public, external government and private sector agencies/companies	D
	Obtain pricing, quotations, information on supplies and equipment	External supply companies, manufacturers	W
	General enquiries about courses, F+W management, contacts for equipment or services	Public, Elementary, and Secondary School teachers, ex grads	W
	Writing PO's, receiving goods, authorizing payment	Staff, faculty, suppliers	W
Explanation and interpretation of information or ideas	Explain information and concepts in a classroom or field setting on a daily basis.	Students, faculty, staff.	D
	Write lab notes, field camp manuals, and procedural documents. Write lab safety policies.	Students, faculty, staff.	W
Imparting technical information and advice	Provide technical advice and expertise, demonstrate skills and procedures in labs and during field camps, train and demonstrate skills to external technical staff, public. Contact with government agency technical field staff. Project report writing.	Students, faculty, internal staff, external agency staff, public	D

Training	Provide technical advice and expertise; demonstrate skills and procedures in labs and during field camps.	Students, faculty, internal staff, public	D
Obtaining cooperation or consent	Obtaining release of personal information from students for field camps (eg. health history)... Consent to use photographs of students. Trespass permission from landowners for surveys; obtain cooperation from Federal and government agencies when conducting camps and exercises on Crown land that requires licensing. Obtain consent from publishers/authors of scientific papers to use material in labs. Must constantly gain cooperation of large student groups when coordinating/overseeing field camps, field trips.	Students, staff, faculty, public, external government and private sector agencies	W
	Often have to settle "disagreements" between work crews at field camps when students refuse to work together	Students, staff, faculty, suppliers, retail companies, manufacturers	W
	.		

* 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
Walking - occasionally in excess of 5 km/day during field surveys	**M**			**X**		**X**	
Prolonged standing during labs, classes, field exercises	**W**			**X**		**X**	
Sitting-computer work, lab work	**D**		X		X		
Lifting very heavy material	**W**	**X**				**X**	
Driving watercraft, motor vehicles	**I**			**X**	X		

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

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

x Light (up to 5 kg or 11 lbs)	lab equipment, cage traps, shovels, and specimen bins , microscopes,
x Medium (between 5 to 20 kg or 11 to 44 lbs)	carcasses, electrofishers, lab garbage, batteries, tubs of equipment
x Heavy (over 20 kg or 44 lbs)	Carcasses, fuel tanks, boats, nets

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
Must **assist** large class size of 30 students, **with specimen identification techniques, microscope work, carcass handling, and fish and tooth ageing work.**	**W**		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Biological measurements taken in the field, recording of field data during field trips/camps must be highly precise. Often difficult to record data during cold/unfavorable conditions when hand dexterity is lost, etc. Constantly being distracted by other students. Must often leave one student group to assist others, before initial task is complete.	**M**			X Standard camp days are 10 hrs long
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Attempting to work on computer in office. Often disrupted by multiple students. Staff and students require equipment loans, help with assignments, etc. Must often help students for long periods of time when faculty cannot be found.	**D**	X – anything ranging from a 10 second phone call to 2 hours with staff or a student		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

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

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office work	**D**
X accessing crawl spaces/confined spaces	Working inside packed walk-in freezers	**W**
dealing with abusive people		
dealing with abusive people who pose a threat of physical harm		
X difficult weather conditions	Rough conditions high winds, rain, sun glare, etc. during field camps and trips.	**M**
X exposure to extreme weather conditions	Prolonged exposure to elements - sunburn, windburn, frigid temperatures, rain, snow. Outdoors for two week fall camp, many full day field trips, overnight camps. Activities usually go "rain or shine"	**M**
X exposure to very high or low temperatures (e.g. freezers)	At least 20 labs per year are directly associated with animal carcasses. Direct exposure at least every two days receiving specimens, preparing labs.	**W**
X handling hazardous substances	Scalpels, microtome blades, syringes, sharp knives. Used routinely during 3 hour labs. Animals carrying pathogens, and potentially carrying viruses, bacteria eg. rabies. Exposure to harmful chemicals daily in labs (eg. formalin, ethanol.	**D**
X smelly, dirty or noisy environment	Exposure to offensive odours (rotten flesh, dead animals.). At least 20 labs per year are directly associated with animal necropsies, pelting, etc. Direct exposure at least every two days during freezer work. Constant necropsies and dissections of birds, mammals, fish.	**W**
X travel	To camps, PD, purchasing supplies, driving college/rental vehicles including watercraft	**I**
X working in isolated or crowded situations	Work in remote bush areas and on lakes away from medical help. Full day field trips.	**I**
other (explain)		

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