

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Project Officer-Funded Projects (Initiatives & Opportunities) Payband: F

Position Code/Number (if applicable):

Scheduled No. of Hours 35

Appointment Type: _____ 12months _____ X _____ less than 12 months

Supervisor's Name and Title: Deepak Arogya, Project Manager, Funded Projects

Completed by: Seppy Masoodi & Deepak Arogya

PDF Date: May 5, 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 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 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.

The incumbent provides the Project Manager-Funded Projects and the Academic Chair, Continuing Education with logistical support involved in the planning and operational processes for externally-funded Projects. The incumbent is the primary point of contact to respond to inquiries regarding externally-funded project-related operational matters, providing ongoing support for the effective delivery of planned training.

This role encompasses a wide spectrum of responsibilities and activities for the Continuing Education/Corporate Training department including investigation of potential opportunities/activities, maintaining effective relationships with external and internal clients, resolving complaints/issues, assisting with project schedule tracking, monitoring and tracking program budgets, and providing program development support. The incumbent provides support to the Project Manager-Funded Projects on activities related to scope, schedule, risk management, invoicing, attendance tracking and updating systems with project data. The incumbent contributes to operational efficiency and process documentation.

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.

	Approx. % of time annually*
<p>1. Project Management Support</p> <p>This role encompasses a wide spectrum of project responsibilities including planning and execution of activities, creating schedules, maintaining effective relationships with external and internal clients, resolving complaints/issues, monitoring, and providing program development support. Needs to contribute to operational efficiency and develop/maintain process documentation. Identifies project risks to communicate with Project Manager-Funded Projects. Liaises with clients to execute project deliverables.</p> <p>Develops and implements effective administrative procedures to ensure the efficient operation of project activities, including appropriate distribution, file retention and security of confidential information, scheduling of meetings, activities, and follow-up systems. Works collaboratively with other staff, continuously improves and integrates systems and procedures.</p>	40%
<p>2. Financial and Budget Support</p> <p>Monitors/tracks program budgets. Assists the Project Manager-Funded Projects by advising on day to day budgetary and finance issues and liaising with internal departments as necessary (i.e. Finance, Accounting, Purchasing). On an ongoing basis, tracks budgetary expenditures and prepares updates on status of current projects and programming, as necessary. Uses cost calculators to prepare invoices to bill projects. Coordinates with internal departments to ensure invoicing activity is completed accurately and in a timely manner. Maintains sufficient documentation/back up information for project audits. Supports with financial data to meet internal and external reporting requirements. Strong multi-tasking skills are necessary.</p>	30%
<p>3. Operational Support</p> <p>The incumbent provides the Project Manager-Funded Projects and the Academic Chair, Continuing Education with logistical support involved in the planning and operational processes for externally-funded Projects. The incumbent is the primary point of contact to respond to inquiries regarding externally-funded project-related operational matters, providing ongoing support for the effective delivery of planned training. Incumbent tracks and manages day-to-day activities related to the project with clear communication. Works on designated email to respond inquiries from industry partners. Follows up effectively with various departments to ensure training sessions are conducted smoothly with adherence to all Health and Safety-related protocols. Incumbent supports manager to identify faculty and instructional supplies, equipment for project activities. Liaise with other departments to identify potential faculty, negotiate schedules, analyze needs, organize and edit marketing materials and promotion effort.</p>	20%
<p>4. Backup to Project Manager – Funded Projects</p> <p>When necessary, acts as a designate for the Project Manager-Funded Projects for non-supervisory issues and ensures the Project Manager-Funded Projects is relieved of routine/non-routine issues and decisions within the scope of this position.</p>	5%

5. Other related duties as assigned	5%
-------------------------------------	----

* To help you estimate approximate percentages:

- | | | |
|---------------------|---------------------|---------------------|
| ½ hour a day is 7% | 1 hour a day is 14% | 1 hour a week is 3% |
| 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

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

Field(s) of Study:

Business Administration Diploma or related discipline with higher level specialized courses in Project Management and others such as business report writing, business analytics, accounting, etc.; Project Management certification preferred.

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) yrs
- Minimum of five (5) years
- Minimum of eight (8) yrs

Experience with administrative and project management, including working with teams

Knowledge of budgets and budget performance-measurement tools preferred. Ability to work with spreadsheets for budget preparation/management, to reconcile and analyze actual expenditures and as compared to budget, to reconcile actual results to expected, analyze variances and follow up accordingly.

Knowledge of Windows-based software including spreadsheets, databases, word processing, email

Knowledge of working independently in a team environment, well-developed analytical and troubleshooting skills, attention to detail, prioritizing and organizing own work as well as the work of others on the team;

Customer service skills, problem solving skills, ability to assess client needs, knowledge of adult learner needs and styles are required

Knowledge of properly managing sensitive and confidential information. Strong communication skills with ability to communicate effectively and clearly

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.

The incumbent must understand how to support operational or programming decisions related to program/project budgets.

How is it identified?

The Project Manager-Funded Projects proposes a potential course/training course/program or related certificate and asks for a related financial analysis.

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

Utilizing templates to support costing scenarios for numerous programs, the incumbent needs to investigate and understand costing inputs & sources and know what questions to ask to ensure correct scenarios are developed

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

The incumbent supports Project Manager in developing expense and revenue proposals for Funded projects. They will be the main point of contact with employers and internal and external stakeholders

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

College Policies and Procedures applicable to Funded Projects; basic knowledge of faculty hours, etc.

#2 regular & recurring

Key issue or problem encountered

When multiple projects are initiated by the Project Manager-Funded Projects or other leaders, incumbent supports the manager to identify available resources for each project, including potential faculty, on- or off-site facilities, instructional supplies and equipment etc. Where gaps are identified, the incumbent must creatively problem-solve, many times locating resources that have not been used by the College to date. Incumbent is responsible for financial tracking of all training projects initiated on an ongoing basis (example: revenue and expenses monitoring for each project to be sure it remains within the planned budget.

How is it identified?

Training programs initiated by leaders on an ongoing basis

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

Incumbent checks in with Project Manager-Funded Projects on a regular basis to ascertain if further action is required to ensure there are no service gaps

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

Project management - Incumbent must analyze current campus resources (budget, space, equipment) and then creatively problem-solve and communicate with other College staff members to ensure resources are effectively allocated and/or purchased to meet training needs.

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

Knowledge of College standards and past practices., in consultation with other staff.

Ongoing communication with staff members in other areas of the College (ie. Safety, Physical Resources, Finance, Payroll, etc)

#3 regular & recurring

Key issue or problem encountered

How is it identified?

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

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

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

#1 occasional

Key issue or problem encountered

When Project Manager-Funded Projects, is unavailable or on vacation, the incumbent must occasionally deal with urgent logistical issues regarding program delivery (i.e. Faculty calls in sick, fails to show up, equipment or teaching materials do not arrive, venue becomes unavailable, etc.).

How is it identified?

Issues identified when Faculty calls or when materials are being delivered at an off-site location. (Evening or weekend classes for example).

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

Yes. Normally the incumbent must attempt to ascertain what has happened, who is involved and what needs to be done to resolve the situation.

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

Incumbent must calmly assess whether the course needs to be postponed to a new date or obtain approval from another Manager to call in another faculty immediately. If the venue is the issue, the decision must be made about finding an alternate location. All of the decisions must be made in light of ensuring the least disruption to the students and maintaining the reputation of the school and college.

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

Past practices. Department training project database,

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.

The incumbent must, on an ongoing basis, proactively plan details to support project activities on or off-campus for the project timeline – includes resource allocation, potential faculty, scheduling, materials, financial tracking etc.). Continuous interaction across various College departments and schools is required.

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

Project management skills including: time management, organizational, communication, interpersonal, support budget and financial tracking and the ability to effectively organize with conflicting priorities and space constraints. Ability to promote and market, multi-task, solve scheduling conflicts, liaise with other departments to identify potential faculty, negotiate schedules, analyze needs, organize and edit marketing materials and promotion efforts

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

Incumbent checks in with Project Manager-Funded Projects as needed to ascertain if further action is required to ensure there are no service gaps

How is/are deadline(s) determined?

Some deadlines occur as part of the College academic schedule. Other deadlines are determined by other College departments (i.e. Marketing) or external agencies. The incumbent must balance the ongoing department needs with deadlines determined by other program areas.

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 determines if changes are necessary, consulting with the Project Manager-Funded Projects if necessary, and informs others who are impacted as needed. The incumbent is responsible for changes and the impact these changes may have. Example: A contracted faculty is scheduled to teach a number of courses and they inform the college that they are moving away and cannot fulfil their commitment. The incumbent must take immediate action to source, and make a recommendation to the Project Manager-Funded Projects to replace the faculty as soon as possible or to cancel the classes if an appropriate replacement cannot be found. Understand the business impact with regard to the cancellation would be required, Following the lead of Project Manager communicate with Stakeholders to maintain College reputation and on-going relationships with partners and clients.

#2 regular & recurring

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

Project budget update activities are prescribed by the externally-funded Project Agreement with accompanying policy and procedural details. The ability to meet these regular reporting dates will depend, in part, on the ability of the incumbent to provide up-to-date reporting on progress to date on individual training projects to the Project Manager-Funded Projects.

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

The incumbent needs to understand how to track and report on individual training project costing within the larger Project budget. Proficiency is needed in the use of and spreadsheet software to continuously monitor training project costs.
The incumbent is required to cooperatively establish deadlines with other team members, coordinate project activities, liaise with employers and jobseekers, follow up on progress, and determine any adjustments needed to ensure deadlines are met.

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

College financial system and documented policies/procedures, training project tracker, enrolment reports, finance department

How is/are deadline(s) determined?

Funded Project reporting timelines and deadlines are prescribed by the signed Agreement with the funder. The incumbent works with the Project Manager-Funded Projects and other team members to determine specific timeline targets to support timely completion of Project work.

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 will suggest changes to the individual training project budgets and recommend how they could be implemented for the Project Manager-Funded Projects' approval. The incumbent would then be required to update that project's costing information as required, or do further analysis on the data.

#3 regular & recurring

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

The Project team has been successful in securing a contract to deliver a 1-week industry training program and the delivery must begin 2 weeks after notification of contract. The incumbent must manage the project including the logistics associated with the development and delivery of the program to participants. This includes scheduling and arranging for contracts for faculty and contractors. The incumbent must also coordinate details such as facility bookings, training materials, tools, transportation, work placements, reporting, evaluation, and costing for the project

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

The ability to track a budget, multi task, solve scheduling conflicts, network with other departments and external partners/sources to identify potential faculty and course developers, including logistics associated with schedules and contracts, .

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

Collective agreement, Peoplesoft reports, scheduling programs, HR, purchasing, finance, faculty and coordinators, other Colleges' contract training staff.

How is/are deadline(s) determined?

High level deadlines are determined by the contract with the client, but deadlines at the program level are developed and maintained by incumbent

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 identifies both possible project changes and the potential impacts, and resolves the issue themselves, if possible, but consulting with the Project Manager-Funded Projects as necessary. Example: A work stoppage occurs during the delivery of the program or faculty becomes sick, unable to travel to training site. The incumbent must identify new timelines with the client and then redevelop a schedule and budget that meets the needs of the students, faculty, staff, the College and client.

#1 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
<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 specific tasks.	The incumbent coordinates the logistics associated with training project activities. The incumbent supports faculty by reviewing correct processes and procedures, faculty responsibilities and resources.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<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 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)
On new projects there is verbal discussion with Project Manager-Funded Projects to review deadlines, budgets and significant challenges. Incumbent has freedom to create own work schedule, based on their own judgment. Utilizes individual discretion in seeking guidance as required. Work is therefore completed with a high degree of decision-making autonomy, working directly with team members and various College departments as required to identify and resolve issues.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
College guidelines Standard Human Resource and financial policies and procedures are available for the incumbent to reference. Consult with department staff regarding past experience delivering administrative support for training projects. College and Continuing Education/Corporate Training department policies are in place as guidelines.	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is discussed via regular team meetings and one to one update meeting/reports and/or discussion with the Project Manager-Funded Projects on an as-needed basis. Work can also be reviewed at completion of various projects Activities	

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)
The incumbent works with other departments (Finance, Payroll, P&D, Safety, Security etc.) from an operational perspective. Procedures, training starts, cancellations and other decisions may be decided by the Project Manager-Funded Projects or Academic Chair, Continuing Education/Corporate Training, in conjunction with other Schools, dependant on the training subject matter.	

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>Operational issues around the development/offering of new training topics. Staffing, and HR issues requiring signature and/or approval of the Project Manager-Funded Projects. Involve Project Manager on budget issues, that have escalated beyond the incumbent's authority, after a number of options have been attempted. Unresolved client/staff concerns and operational issues that will impact other areas or across other Schools.</p>	<p>Staff/faculty/client/administrative complaints that require the attention of the Project Manager-Funded Projects, once it is determined that the incumbent cannot solve it on their own.</p>
--	---

<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p>Regular and Recurring</p> <p>During training project tracking activities incumbent is expected to identify and initiate suggestions for combining resources or using resources in more efficient ways. Responds to daily operational issues requiring the incumbent to use creativity and initiative to generate new ideas for improvement and engage other team members in making the change.</p> <p>Schedules meetings with internal partners and external clients as needed. This requires an understanding of priorities and deadlines and the ability to determine impacts of moving meetings etc.</p>	<p>Occasional (if none, please strike out this section)</p> <p>Where the Project Manager-Funded Projects is unavailable for consultation, the incumbent may occasionally need to make a decision about a pressing non-supervisory matter. Some decisions such as, scheduling changes for a course may be made independently and/or in support of Project Manager</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 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?		
<p>Community partners or staff members call or email the incumbent for information on correct procedures or information re. campus programming</p>	<p>The incumbent identifies program partners, designs documents, creates email lists and initiates email marketing campaign. The incumbent clarifies inquiry and provides an answer either over the phone, in person or by email.</p>	<p>College staff members, program and community partners</p>	<p>W</p>

Support Staff PDF

Contact person for the Project Manager-Funded Projects, therefore many inquiries are initially handled by the incumbent.	The majority of service requests can be straightforward with an established process on how to proceed. If the incumbent can't answer the question, then he/she will ask questions of the client in order to determine who the inquiry should be directed to.	Public, local business/ college departments, Government agency contacts, faculty/staff, College Administrators	D
Requests for programming based feedback received from Corporate Training clients utilized to develop recommendations for future training offerings	The incumbent must proactively communicate requests for training to Project Manager-Funded Projects & Schools.	Clients, employers and community partners School(s)	W
Faculty requests for changes to course materials, hours or learning sequence are presented to the incumbent by email or in person	The incumbent, after hearing the details of why the change is recommended, must identify what changes should be made to the training, and recommends an amendment to the training outline for final approval of the Project Manager-Funded Projects, subject matter experts, faculty and the employer (client).	Continuing Education/Corporate Training faculty, clients, Project Manager-Funded Projects	M
An issue with a course, training venue, Faculty etc. comes to the attention of the incumbent, sometimes at the last minute	The incumbent must gain a full understanding of the issue & identify best options to deliver best service to both the students, the Faculty and the College's partner in offering the course/training (i.e. a host venue). Incumbent supports solutions based upon those needs.	Faculty, community partners, 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	Advise of accounts that need to be used for certain purchases and/or staffing	Campus staff and staff in other College departments	W
	Information sharing, setting up appointments related to scope of role	Project Manager-Funded Projects, campus leaders and staff, local business/Economic Development contacts	W
	Provides information about funded Project and programming	Community members, other College staff members	D
	Providing operational explanations (i.e. class cancellations based on financial data) T rains, orients and supports in College/department procedures and processes	Project Manager-Funded Projects, staff/faculty members, partners, clients	W
	Handling complaints and inquiries, providing operational explanations	Faculty, clients, staff members in Service departments (i.e. Finance and Facilities)	W
	Enlists collaboration/cooperation for various projects. The incumbent is proactive in building relationships across departments and ensures requests (i.e. demands on resources from Facilities, Purchasing or Finance for example) are known ahead of time, so that all stakeholders are aware. Explaining training information (e.g. content – at a high level only, learning outcomes, delivery methods, materials, based on course training summary).	Clients, program coordinators, Advisory Committees	I
Explanation and interpretation of information or ideas			
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting

and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at desk and in meetings	D			X	X		
Standing	D	X			X		
Walking	D	X			X		
Lifting various equipment when troubleshooting	I	X			X		

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

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 or 11 to 44 lbs)

Heavy (over 20 kg or 44 lbs)

AV equipment, instructional supplies, manuals

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
Preparing and tracking project costs and Funded Project activity while attending to competing priorities, responding to the needs of faculty, clients and staff, and maintaining strong community relationships.	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually

No

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Project management - analysis of current Project resources and engage in creative problem solving to ensure resources are effectively allocated and/or purchased to meet training needs. Also completed while attending to competing priorities as stated in Activity #1.	W			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				

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

11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment/Work from home as per College's guidelines/direction	D
<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		
<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		

Support Staff PDF

<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Potential travel to client and partner locations, attending marketing events such as job fairs and other campuses and to meet with outside stake holders and coordinate logistics for projects – time spent in transit, approx. 3hrs/ month (2%).	M
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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