

Position Description Form (PDF)

College: Fleming College

Incumbent's Name: VACANT

Position Title: Reception, Resource and Information Assistant (Haliburton) Payband: E

Position Code/Number (if applicable): S00480

Scheduled No. of Hours _____ 35 hrs/wk _____

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

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

Completed by: Shanthi Rajaratnam

Effective Date: May 20, 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 the Director, Workforce Development, the Reception, Resource and Information Assistant supports the successful operation of the Employment Resource Centre and is responsible for maintaining full knowledge of its services as they relate to employment, training, literacy and basic skills, apprenticeship and related community services.

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*
Assists with the overall operation of the employment Resource and Information (RI) services by: <ul style="list-style-type: none"> • Acting as the first point of contact for all walk-in, phone and on-line clients/ employers/community members and providing the following services: <ul style="list-style-type: none"> ▪ Information about Fleming CREW services, and other services available in the community. ▪ Directing enquiries to appropriate CREW staff ▪ Calendar Management: Booking appointments, scheduling workshops and reserving rooms. ▪ Assisting clients by explaining services available and providing an orientation to the resource centre. ▪ Assisting clients with use of the resource centre equipment including computer, photocopier, fax, printer, phone ▪ Providing, guiding and when needed assisting clients with templates, information and resources for developing job search tools, particularly 	65%

Support Staff PDF

resumes and cover letters

- Making informal referrals to appropriate resources
- Encouraging completion of client service surveys and tracking results
- First point of contact for all things related to the facility

<ul style="list-style-type: none"> ▪ Updating and maintaining electronic and manual job boards in the Resource Information Centre. ▪ Responding to and tracking online registrations • Delivering the following administrative support services: <ul style="list-style-type: none"> ▪ In consultation with and receiving direction from the Employment and Training Consultants and/or the Manager, researching, selecting, and organizing various career information for the development and maintenance of an up-to-date Information and Resource Services Centre ▪ Updating and monitoring the Fleming CREW website ▪ Posting job orders received from employers/consultants ▪ Maintaining, tracking, and replenishing office and RI Centre supplies and required forms as required ▪ Purchasing activities (credit card, cheque requests, purchase requisitions, petty cash), including making purchases from vendors, tracking, monitoring and monthly reconciling ▪ Collecting, Sorting and preparing incoming and outgoing mail and faxes ▪ 	
<p>Uses various computer applications and databases such as word processing, spreadsheets, client tracking and information management systems, by:</p> <ul style="list-style-type: none"> ▪ Entering and verifying client and employer data into database programs to ensure data integrity ▪ Importing and uploading applications ▪ Updating and installing applications ▪ Using internet access to provide job search support to clients e.g. web-based job posting sites and online applications ▪ Consulting with and accessing assistance from IT as needed 	20%
<p>Solves various problems associated with service delivery of the Resource Centre by:</p> <ul style="list-style-type: none"> ▪ Advising clients of other EO resources and/or other available community resources ▪ Dealing with difficult and/or challenging clients ▪ Troubleshooting technical problems relating to office equipment and RI Centre computers to ensure they are functional 	5%
<p>Maintains files by:</p> <ul style="list-style-type: none"> ▪ Maintaining the filing of various documents either in physical form or electronic ▪ Compiling and verifying that all required documents are in each file and filed in appropriate filing cabinet or designated electronic storage space ▪ Keeping filing cabinet organized and clean at all times 	5%
<p>Performs other related duties as assigned.</p>	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

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

- | | | |
|--|--|---|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input checked="" type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input type="checkbox"/> 3 year diploma /degree or equivalent | <input type="checkbox"/> 3 year diploma /degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> Post graduate degree (e.g. Masters) or equivalent | <input type="checkbox"/> Doctoral degree or equivalent |

Field(s) of Study:

Office Administration Executive or Business Diploma

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 in general office procedures in a busy customer service oriented setting preferably in an employment, training and/or education environment.
	Experience in specific applications i.e. word processing, spreadsheets, information management systems, databases, e-mail.
	Experience in utilizing communication skills, both written and verbal, including clear and efficient telephone skills
	Experience working independently, prioritizing and organizing and problem solving own workload within a diverse customer service team environment.
	Experience providing excellent customer service, including the ability to relate to students and/or community at large, from varying social, academic, economic and cultural backgrounds
	Experience in data verification.

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.	Computers and/or printers in the Information and Resource Services Centre are not operating properly. Equipment – computers, photocopy machine, printers and fax.
How is it identified?	Computers and/or printers will not operate. Incumbent-identified and/or brought to the incumbent's attention through client.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent checks to see if the equipment is receiving power and that all cables are attached properly. Performs routine checks of operations, e.g. checking paper feed through photocopier, checking that computers are logged in appropriately.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent examines computers and/or printers and performs basic troubleshooting as required to determine the specific problem, including replicating as required. If the solution is within the incumbent's ability then the incumbent proceeds to resolve. If it is not, the incumbent discusses the issue with Service Desk and follows-through with their recommendation to resolve the problem.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Operating manuals are available for the printers. Troubleshooting as per past practices and own experience. Consultation with Employment Consultants, and/or Manager. IT Service Desk

#2 regular & recurring

Key issue or problem encountered

Last minute cancellation of appointments. Missed appointments may result in not registering enough clients to meet the contractual target. The manner in which appointments are booked, followed up or rescheduled impacts the attendance rate. Consultant time is best utilized when clients attend as scheduled.

How is it identified?

Registered clients do not show up for appointments
 Reminder telephone calls are placed prior to a scheduled workshop. Clients are often not at home and difficult to reach. Voice mail messages are left; however, many clients do not return the call to confirm their attendance.

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

Further investigation is not required.

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

Attempts are made with the client to reschedule. At the same time, the incumbent informs the Consultant that the workshop or appointment has been cancelled due to clients not showing up. The Consultant follows-up personally and gets back to the incumbent with next steps if applicable.

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

Internal past practices
 Consultants, and/or Manager

#3 regular & recurring

Key issue or problem encountered	<p>Inaccurate or insufficient information for inputting data into the Employment Ontario Information System EOIS, Case Management Tracking System (CATS), Client Tracking System (CTS) or other data base systems.</p> <p>Errors or omissions can result in inaccurate reporting of service delivery and outcomes. These reports demonstrate achievement of contracted targets. Service providers not achieving targets may have contracts reduced or terminated.</p>
How is it identified?	<p>Errors and omissions are often detected through personal observation and while running the preliminary data check.</p> <p>The incumbent must be well apprised of all required fields to be entered into the EOIS, CATS, CTS or other data base system and up-to-date on MTCU changes and RI related core measures.</p> <p>Incumbent will monitor numbers and flag to Consultant if there are any discrepancies or numbers are tracking lower.</p>
Is further investigation required to define the situation and/or problem? If so, describe.	<p>The incumbent investigates to determine if the information entered is accurate or questions the Consultant and/or Manager if required fields are omitted.</p>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>The incumbent reviews information on the EOIS, CATS, CTS or other data base systems and cross references against active files. Information is completed if possible, or the client is contacted to correct, update or complete information.</p> <p>All errors are brought forward to the attention of the Consultant and/or the Manager</p> <p>Discussion with staff takes place and information is clarified and corrected as required.</p>
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<p>Best practices documented internally or obtained through regional and provincial networks.</p> <p>Personal experience</p> <p>Consultants and/or Manager</p>

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3. Analysis and Problem Solving

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

Key issue or problem encountered

Dealing with negative behaviour of RI users. The resource centre is open to the public. Free internet access, phones and other equipment may attract users who are not job searching. Misuse of computers is not permitted (e.g. social networking, music downloading, pornography, etc). Confronting these users may result in negative responses and behaviours.

How is it identified?

Clients display verbal outbursts to staff or other users for a variety of reasons - i.e. equipment malfunctioning, personality conflict with other peers in the Resource Centre, frustration due to personal circumstances, etc.
The incumbent observes negative behaviour through clients' non-verbal disposition.
Clients could verbalize their issues or concerns to the incumbent in a negative manner.

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

The incumbent immediately monitors client's actions closely.
The incumbent assesses the situation through observation and speaks to the client in a supportive and non-threatening manner.

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

The incumbent uses knowledge and skills to identify underlying issues that relate to the exhibited behaviours and assists as applicable. For example, the incumbent may ask if the client is finding job hunting frustrating, which can lead to a different discussion than if the client is purely frustrated by a computer problem. The incumbent does not counsel, but provides information, problem resolution, referrals, and identifies options available to the client in a calm manner to defuse the situation.
If the client's needs cannot be met, the incumbent may request the assistance of a consultant, Campus Security and/or Manager for further assistance if the client continues to display negative behaviour. May dial 911 if required.

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

Knowledge of community resources, services or educational programs.
Incumbent's own experience and skill level at diffusing situations is key to a positive outcome.
Consultants and/or Manager.

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

Key issue or problem encountered

As the first point of contact, the incumbent may identify that a client has a specific language and/or disability issue(s) that needs to be referred to Resource Centre resources, R & I workshops, assisted Services, services within RI Centre and/or other agency for outside service (e.g. Ontario Works).

How is it identified?

The incumbent carefully listens to the client's request(s) During this communication the incumbent frequently discovers that communication issues may present challenges to moving forward with their request as originally thought.

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

When there is a language or disability issue/barrier determined and the usual approach to communicating is not effective the incumbent determines another approach to exploring the clients' needs and/or problem. i.e. A hearing impaired client may require the incumbent to manually write messages back and forth, a new immigrant may benefit from the incumbent speaking slower and more articulately, or clients who are unsure and not confident about defining and communicating their needs may require extra patience and careful, efficient and effective questioning in order to make an appropriate referral.

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

The effectiveness and success in swiftly processing clients with issues/barriers to employment is based on the incumbents own personal skill, experience, knowledge and a high degree of multi-tasking and prioritizing in a busy environment.
E.g. A new immigrant(s) seeking employment assistance may find it a challenge to communicate in English and the incumbent may find it difficult to understand the client especially when the Resource Centre environment is active and noisy. The incumbent responds quickly, sensitively and efficiently to identify the client's service needs and makes the most appropriate and accurate referral for those experiencing language barriers/issues. This may require the incumbent to seek out a more quiet location within the Resource Centre in order to effectively hear the client and clearly understand what is being said or the incumbent may tactfully request the client to repeat a word(s) /phrase(s) for clarification so as to successfully determine the most appropriate referral.

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

Incumbents own experience and skill level, and supportive approach to quickly evaluate the needs of the client
Best practices
Knowledge of community resources
Consultation with Employment Consultants, and/or Manager

4 Planning/Coordinating

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

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.	In consultation with and receiving direction from the Employment and Training Consultants and/or the Manager, the incumbent must investigate and research current resources for job seekers to ensure that the Resource Centre is equipped with up-to-date resources and information that meet the EO guidelines and the changing needs of a diverse clientele.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent must research and consider new resources on an ongoing basis. Upon finding new resources, must discuss new resources with the EO team members to determine usefulness to client base. Upon mutual team agreement, new resources are placed in the R I Centre.
List the types of resources required to complete this task, project or activity.	Various websites, newspapers, material which arrive via mail from external sources, information from community agencies, program information received from various college departments such as LBS and Apprenticeship, etc. Diverse leads received from team members, Manager, other college departments, external agencies, RI users, etc.
How is/are deadline(s) determined?	This activity is conducted by the incumbent throughout the work week based on current activity levels in the Resource Centre. – i.e. during quiet periods as applicable. Deadlines may be determined by a EO team member if specific information/resource is required by a given date.
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 the selection of resources for the Resource Centre based on requests by RI Users, recommendations from team members and Manager, and as per EO Connect program guidelines.

#2 regular & recurring

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

The incumbent must update and maintain various job boards (electronic) in the RI Centre.

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

Reviews Job websites and prints applicable jobs available to EO clients. Posts on appropriate job boards and forwards a copy of job postings to Case Mangers. This activity is conducted several times per day.

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

Internet, various job boards, copies of job postings. Case managers, Employment Programs Assistant (Second Staff Member in the Resource Centre), etc.

How is/are deadline(s) determined?

Deadlines are immediate and on a daily basis.

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.

Changes to this activity are not applicable. This work must be done on a daily basis. During vacation or sick periods, a replacement staff member conducts the work. Impact on others if work is not done — inaccurate information to clients and lost opportunities for jobs for our clients.

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 type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
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.	Demonstrates, explains procedures and available services to clients to help them navigate online applications for employment. e.g. WHMIS, CHOICES, Ontario Skills Passport, Employment Insurance, OCAS, OSAP Clients will request assistance with MS Word or Excel such as how to use functions e.g. bolding, formatting, use of synonym function etc.
<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)

Support Staff PDF

<p>Day to day activity/work is performed independently following established Employment Ontario guidelines and past practices.</p> <p>Normal instructions are provided at the beginning of an assignment if applicable.</p>	
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<p>What rules, procedures, past practices or guidelines are available to guide the incumbent?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<ul style="list-style-type: none"> - Ministry issued guidelines - Internal policies and procedures - Past practices - Personal experience - Team consultation - Discussion with Manager 	

<p>How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Day to day work is reviewed by the incumbent.</p> <p>Work is also reviewed by discussion with), team members, Consultants and/or Manager.</p> <p>Work is reviewed by exception with the Manager.</p> <p>IRS users and/or clients give feedback to the incumbent.</p>	

<p>Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>

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<p>With Manager and Consultants, discussions will occur as to Resource Centre room set-up, location of job boards, division of workload, lunch hour schedules</p> <p>Manager is advised of statistical information that is not received on time and/or is inaccurate for data entry into CATS, Client Tracking System (CTS) and Employment Ontario Information System (EOIS).</p>	<p>On occasion, the incumbent may consult with the team regarding inappropriate behaviours of RI users.</p>
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<p>Describe the type of decisions that would be decided in consultation with the Supervisor.</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Coverage for lunch when replacement staff is not available which may involve closure of office</p>	<p>Environmental changes (i.e. room temperature, power outage, etc.) Changes to established procedures.</p>

<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Planning own daily activities in the RI Centre Prioritizing tasks such as data entry Length of time and type of assistance to RI users</p>	<p>Dealing with inappropriate behaviours of RI users.</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?		
Clients call or drop-in to the EO RI Centre to request assistance with resume writing, apply for various programs, find out information about potential job opportunities, request photocopies of resume and/or other documents, etc.	Incumbent must ask relevant questions to determine the level of service the client requires and provides assistance as per established policies and procedures. Information and/or service are provided to client by the incumbent as applicable.	Primarily job searchers from Peterborough, Haliburton and surrounding areas. i.e. Youth and Adults	D
Employers call and/or drop into the Centre to post positions, access hiring incentive and/or receive general program information.	The incumbent responds to a variety of general inquiries from employers about the EO Services. The incumbent posts unsubsidised job orders as provided by the employer and forwards a copy to the Case managers or Program Coordinator during their absence as per established policies and procedures.	Employers -- generally from the Peterborough and Haliburton areas.	D
Telephone calls from general public and/or community organizations.	The incumbent responds to a variety of general inquiries from general public and occasionally from organizations. Incumbent must ask relevant questions to determine the level of service the caller requires and forwards the call to the appropriate person or program as per established policies and procedures.	General public and community organizations throughout the local area.	W

* 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	<p>Relays messages, discusses changes to the daily routine, shares activities of the day with co-workers.</p> <p>Provides detailed answers to general questions to callers or visitors about EO and the services within the Resource Centre., as well as information about other agencies and programs as appropriate.</p> <p>Provides assistance with computers, copier, fax, phone, printer.</p>	Internal team members, co-worker, Consultants and/or Manager	D
Explanation and interpretation of information or ideas	<p>Explains, and gives instructions regarding online applications for employment, training and education programs and Employment Insurance.</p> <p>Solves various problems associated with service delivery of the Resource Centre by:</p> <ul style="list-style-type: none"> -advising clients of EO resources and/or other available community resources -dealing with difficult and/or challenging clients 	<p>Clients, employers, and Fleming staff from various departments</p> <p>Community agencies, members of the general public, etc.</p> <p>RI users and clients</p> <p>Clients</p>	<p>D</p> <p>W</p> <p>D</p> <p>W</p>

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Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

* 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, 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	D		X		X		
Lifting	D	X			X		
Standing, walking	D	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)

Office supplies, files, photocopy paper, books and materials in the RI Centre. 2-3 times per week,

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
Collecting, inputting and reporting - uploading of reports from CaMS (ministry data management system) to CATS (case management system)	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually (incumbent can leave the desk to complete this task in an office) <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Guiding clients through program application process in a busy Centre	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
N/A				
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No				

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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)	- Works in a normal office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<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		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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