Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: (Vacant)

Position Title: Employment Services Program Coordinator   Payband: J

Position Code/Number (if applicable):

Scheduled No. of Hours_____35

Appointment Type: _____ _____12months _____less than 12 months

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

Completed by: Shanthi Rajaratnam

PDF Date: 25 May 2021
Last Revision:

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 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 Director of Workforce Development with program management and logistical support involved in the planning and operational processes for Employment Ontario EO contracts and programs.

The incumbent is the primary point of contact for operational/logistical matters for EO programs, providing ongoing support for the effective promotion and delivery of new and existing services.

This role encompasses a wide spectrum of responsibilities and activities for the Workforce Development Cluster and SSM including investigation of potential opportunities, maintaining effective relationships with external and internal stakeholders, resolving complaints/issues, assisting with planning and coordination of services, monitoring and tracking program expenditures, providing staff development support and maintaining related data and systems.

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*
1. EO Program Planning & Development Support: The incumbent supports the Director, Workforce Development in: Leading and assisting staff, as needed, with the development and maintenance of a service delivery model in all of the Employment Ontario (EO) funded programs and services in adherence to the contractual guidelines and strategic direction of the Service System Manager (SSM). Supporting the Director in the coordination of the logistics, processes, and ensuring adherence to College and SSM practices and timelines. Supporting programming development, delivery and review: Providing support to the Director and EO Team with coordinating logistics associated with client/employer pathways and completing review processes to ensure quality, accessibility and met objectives. This involves providing leadership to the program staff in interpreting existing guidelines, as well as compiling and updating internal guidelines/processes for approval by the Director.	30%

Reporting: provides information, updates and reporting to the Director pertaining to program and strategic mandate targets, performance measures and statistics, as necessary.

Quality Improvement: Under direction of the Director, supports the development of a performance management framework to ensure program success. Implements measures to track EO progress towards the objectives and key performance indicators. Supports the collection of client/employer feedback to ensure quality, including providing blank forms to staff, relaying instructions regarding form completion, reporting results to the Director, highlighting areas requiring attention.

Attends Community Meetings and Working Groups: with community partners such social services (OW/ODSP), LBS and ES partners, workforce development for the purpose of sharing information and best practices.

2. Employment Ontario Operational Support	30%

Program issue resolution: Responding to enquiries, complaints and operational matters on a day-to-day basis, through analysis of issues, consulting with other staff, pro-active problem-solving, and interpreting policies, procedures and following up to resolve issue. (eg. programming-related and issues raised by staff).

Maintains strong relationships with community and industry partners: Under the direction and approval of the Director, developing and implementing effective administrative procedures to ensure the efficient operation of EO programming, including internal/external referrals, intake and assessments, use of case management systems (internal and SSM/Ministry led such as CaMS, Magnet), the SSM employer program, appropriate distribution of client supports, employer placement and incentive agreements, second career applications, Canada Ontario Job Grant (COJG) contracts, file retention/security of confidential information, scheduling of meetings, activities and follow-up systems. Works collaboratively with community partners and other EO service providers to develop, continuously improve and integrate systems and procedures.

Communicates with other support staff, service departments and faculty with College service areas to ensure program success in critical processes such as budgeting and financial services, accounts receivable and payable, information technology & facilities management. Works collaboratively with college staff (faculty, SAO project teams, career services, SSM, etc.) to ensure collaboration between services and programs.

Program Logistics: Ensures that all appropriate on-site materials and equipment requested by staff are available for delivery of EO programming including: office supplies, program materials, signage and equipment.

Provides support to the Director with the implementation of new projects and initiatives, including Skills Advance Ontario (SAO) projects.

	15%
3. Financial and Staffing Support Financial: Monitoring and tracking program expenditures and budgets on an ongoing basis. Assisting the Director by advising EO staff on day to day budgetary and finance issues and liaising with service departments (i.e. Finance, Accounting, Payroll, Facilities, Purchasing and Human Resources) as directed. Staffing: Leading and coordinating the effective onboarding and training of new staff, in addition to the ongoing operational support and explaining of processes and interpretation of program guidelines for existing staff. Assists the Director with recruitment and hiring activities based on HR needs. Responsible for assessing staffing resources to ensure adequate office and program coverage and to minimize disruption to service delivery and bringing forward gaps or needs to the Director for resolution.. Responsible for allocating work assignment according to established work methods and establishing priorities as required.	
4. Marketing and Promotion Marketing: Working with the Director and EO staff to develop appropriate marketing materials and identify target markets. Assisting with the execution of communication and marketing strategies. Liaises with Employers to direct them to services, connect them to program opportunities, and provide broad information about engaging with the College and the SSM and all of our associated programs. Promotion: In collaboration with the SSM, assists with the planning, organizing and delivery of community events including job fairs, hiring events, employer appreciation and outreach events. Shares information between the EO and SSM team.	15%
5. Other related duties as assigned When necessary, acts as a designate for the Director of Workforce Development for non-supervisory issues and ensures the Director is relieved of routine/non-routine issues and decisions within the scope of this position.	10%

* 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   □ 1 year certificate   □ 2 year diploma

| □ Trade certification | **X** 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:

> Employment or Career Counselling, Social Services, Human Resources,

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.

X 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

| X Minimum of five (5) years | Progressive experience in coordination and/or leadership of employment services demonstrating a breadth of understanding across multiple programs and communities, including working with teams; coordination of operational functions; experience establishing and maintaining community partnerships.

Progressive experience developing and tracking performance-measurement tools; experience and demonstrated ability to work with spreadsheets for performance management, to reconcile and analyse statistical and financial information for progress, variances and follow up accordingly.

Career/Employment Consulting and Working with clients from varying social, academic, economic and cultural backgrounds with varied needs

Advanced skills using a variety of Windows-based software including spreadsheets, databases, word processing, email, electronic calendaring, internet browsing applications and business intelligence tools and report writers;

Experience 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 experience where problem solving skills, ability to assess client needs, knowledge of job seeker and employer needs are required;

Tactful, experienced in properly managing sensitive and confidential information. Strong communication skills with ability to communicate effectively with individuals at all levels of the organization and within the community. |
| □ Minimum of eight (8) yrs | |

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 build strategic and operational processes related to achieving program/project targets. Many of these are new and unique to the environment and must be developed without the assistance of any pre-existing framework.
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent must review contracts and guidelines to fully understanding the program commitments.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent develops program plans with input from all stakeholders impacted, based upon knowledge of local market, past experience, projected client pathways, existing resources and operational costs.
What sources are available to assist the incumbent finding solution(s)? (eg. Past practices, established standards or guidelines).	Consulting with peers and other community partners, referencing guidelines, understanding of budget and staffing model.

#2 regular & recurring

Key issue or problem encountered	When multiple EO projects are initiated by the Director or other leaders, incumbent must identify available resources for each project, including potential staff, facilities, 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 making resource recommendations based on an analysis of budget allocations and remaining funds available,..
How is it identified?	EO 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 the Director 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 resources (budget, staffing, space, equipment) and then creatively problem-solve and communicate with other staff members to ensure resources are effectively allocated and/or purchased to meet program needs.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Knowledge of College, SSM and Ministry standards and past practices. Where these are not developed, the incumbent must be innovative in researching and developing policy and practices. Ongoing communication with staff members in other areas of the College (ie. finance etc.)

#3 regular & recurring

Key issue or problem encountered	Diversity of programs and the overlapping of various priorities and functions are unpredictable and requires a wide breadth of knowledge on most EO processes and services. Outside of planned and scheduled duties, incumbent must react to requests for tailored services, new opportunities, partnerships and other requests for information and services.
How is it identified?	Internal and external requests or advertised opportunities are identified by the Director, the SSM or the incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	Each opportunity must be researched to determine fit with priorities of the SSM. If fit is determined, each opportunity must be evaluated for viability both financially and logistically. This is done in collaboration with the SSM, community partners and other College resources as needed.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Each opportunity must be evaluated and analyzed to determine benefits and impacts, and for fit with SSM priorities. This would be determined through an investigation of available resources and prioritized with any other activities.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Consultation with Director and other staff. Some opportunities may have been pursued in the past and there may be established standards or guidelines in place.

#1 occasional

Key issue or problem encountered	When Director, is unavailable or on vacation, the incumbent must occasionally deal with urgent logistical issues regarding program delivery (i.e. staff calls in sick, client requires financial supports, etc.).
How is it identified?	Issue identified when it is brought to their attention.
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 the best course of action balancing program needs and restraints. All of the decisions must be made in light of ensuring the least disruption to service delivery and customer satisfaction. The incumbent determines if changes are necessary, consulting with others if necessary, and informing others who are impacted as needed. Effective decision making with regard to the impacts would be required, considering reputation and on-going relationships with partners and clients. The incumbent is responsible for changes and the impact these changes may have.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices. College policies and procedures. Collective Agreement. Knowledge of additional resources/best practices.

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.	Employment Services is contacted about a new Skills Advance Ontario project at the College. The Incumbent meets with the college staff involved in the project and through collaboration determines what components Employment Services will be responsible for, what resources are needed including staffing, and how these services will fit into the overall project schedule.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Resource allocation, scheduling, collaboration and strong communication skills, identification of key stakeholders, identification of overlap with other programs.
List the types of resources required to complete this task, project or activity.	Knowledge, expertise, time, organizational tools such as MS Excel.
How is/are deadline(s) determined?	The project contract indicates deadlines.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent would identify if changes to the employment service are needed based on client experience or staffing resources and would notify the Director before implementing.

#2 regular & recurring

List the project and the role of the incumbent in this activity.	A need for Employment services is identified onsite at the Academic Upgrading classroom.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Coordinating space, scheduling of appointments, identifying referral processes and documentation requirements, consulting with Manager of AU.
List the types of resources required to complete this task, project or activity.	Time, online tools, knowledge of employment services staff workloads and capacity
How is/are deadline(s) determined?	In consultation with AU Manager
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 would decide on method of service delivery and inform Director.

#3 regular & recurring

List the project and the role of the incumbent in this activity.	The SSM performance management process uncovers performance targets are being missed and incumbent must create a plan for improvement.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Analyse current practices and processes, gather feedback from staff, analyse data, implement improvement plan.
List the types of resources required to complete this task, project or activity.	Reports from SSM, knowledge of processes, time
How is/are deadline(s) determined?	Set by SSM Quality Assurance Specialist.

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.	Director decides improvement plan is needed, Incumbent proposes solution and presents anticipated impact to others. Director reviews.

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#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
	□	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	□	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 EO programs. The incumbent orients new staff by reviewing correct processes and procedures, staff responsibilities and resources.

X	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	The incumbent conducts analysis & determines the feasibility of proposed programs and uses that data to inform Director's programming decisions which impact clients, employers, budgeting, purchasing, accounting and facilities. The incumbent meets with the Director to determine resourcing, scheduling, manageability, feasibility, organization, purchasing, and implementation. Although EO staff address most questions from clients, the incumbent would provide them with answers to detailed questions outside the scope of their knowledge.
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.	The SSM provides a new tool to be used in service delivery. The incumbent explains the new tool to other staff and provides direction on how to use, where to access, and how to document results.
X	☐	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	The incumbent assigns tasks to others according to established methods and procedures and dependent on the job descriptions of other staff. They establish priorities as required to meet performance targets and communicate this to other staff.

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 Director 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 the SSM 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. As well, past experience delivering administrative support to a wide range of employment programming. SSM policies are in place as guidelines; however latitude to make independent decisions will be required regularly. | |

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 when exceptions arise and by update meeting/reports on a variety of revenue generating activities and/or discussion with the Director on an as-needed basis. Work can be reviewed through the annual performance review, and/or at completion of various projects.	

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 staff and the SSM from an operational perspective, overseeing service delivery and tracking the achievement of performance outcomes. Operational procedures, processes and other decisions may be decided by the incumbent.	

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)
The incumbent might review program deliverables and determine that additional staffing resources are needed. This decision would be made in consultation with the Director.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Incumbent would decide how to market a program, which stakeholders to reach out to, and through which channels, and this plan would be reviewed with the Director before implementing.. Incumbent would decide on changes to internal processes to improve service delivery.	

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?		
An email informing of new program funding in the College followed by a meeting with college stakeholders.	Assess the program requirements, determine appropriate resources, design processes, determine financial implications. Provides complete oversight of service delivery by listening to and mitigating participant concerns about experience, troubleshooting logistics (e.g technology not working), and adjusting processes based on staff feedback..	The College and jobseekers	D
A request is received to participate in delivering a webinar to clients with an external partner (e.g. EI recipients with Service Canada)	Asks questions to clarify audience, content, and required time commitment. Coordinate the logistics of time, location, method of delivery (virtual or in person), verify the slide deck is accurate, assign the task to a staff person.	External partner and new clients	M
A staff person requests a change in process.	Asks questions to understand need, consults with other staff to gain consensus, informs Manager of change, implements	Staff team	D

* 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)*
Imparting technical information and advice	Advising other staff on how to input data into the CaMS system.	Team	D
Instructing or training	Onboarding new staff and/or developing skills on the team.	Team	D

Obtaining cooperation or consent	Developing a new process and implementing with the team.	Team	D
	Negotiating with an employer the parameters of a training agreement for a client, including financial incentive amounts and submits to signing authority with no errors.	Employer.	W
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.

X   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, office supplies, materials

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
Creating and analysing spreadsheets to track performance	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually, with some interruptions				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Verifying accurate information has been entered into the provincial database (viewing uploaded receipts, verifying amounts and appropriateness of spending)	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually with some interruptions.				

*   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 environment	D
□ accessing crawl spaces/confined spaces		
□ dealing with abusive people		
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		

☐ exposure to extreme weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
X travel	Travel to EO locations and to meet with outside stakeholders – time spent in transit, approx. 3hrs/ month (2%).	M
☐ working in isolated or crowded situations		
☐ other (explain)		

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