

## -CAAT Job Evaluation System for Non-Bargaining Unit Employees

### Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JF will be provided to the incumbent for information purposes and as a job description.

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#### **POSITION IDENTIFICATION:**

Position Title: Project Manager – Training Delivery  
Position Number:  
Pay Band: 10  
Incumbent:  
Location/Campus: Frost  
Division/Department: School of Environmental and Natural Resource Sciences  
Immediate Supervisor (title): Operations Manager, School of Environmental and Natural Resource Sciences  
Date of JFS: June 24, 2021  
Last Evaluated: June 29, 2021

#### **Type of Position:**

- |   |   |
|---|---|
| <input type="checkbox"/> Administrative     | <input checked="" type="checkbox"/> Administrative (Temporary position) |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-time Administrative                       |
| <input type="checkbox"/> Part-Time Support  | <input type="checkbox"/> Part-Time Academic                             |
| <input type="checkbox"/> Other              |   |

**I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):**

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_

**Recommended by:**  
Position's Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**Approved by:**  
Senior Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**POSITION SUMMARY**

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Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Under the general direction of the Operations Manager and the Dean, School of Environmental and Natural Resource Sciences, the incumbent will be a member of the project team who will work on externally funded projects for the school. The incumbent develops, leads, facilitates and manages training solutions through the application of expertise in training needs analysis, design, and development of learning solutions. This will include identifying and securing appropriate resources (personnel and training materials), preparing proposals, managing resources and training delivery. Once the curriculum has been developed the incumbent will develop evaluation methods to measure the impact of the learning solution, and implement best practices for increasing the success of the training and the transference of learning back on the job. The incumbent manages training project delivery including: human resources, scope for training development and delivery, academic quality control and client follow-up. Responsibility includes promoting the training to identified industry sectors, business and government clients. The incumbent will work collaboratively with industry clients to identify training requirements of various size and scope.

The incumbent oversees the work of the Project Coordinator and Digital Learning & Design Specialist and often works in collaboration with College faculty specifically those in applicable funding sectors (e.g. Forestry, Agriculture, Construction) in the business development, planning, resourcing, implementation, and management of learning solutions and contracts related to the delivery of training within the SkillsAdvance Ontario (SAO) project and the Skills Development Funding (SDF) project. The incumbent is responsible for attainment of monthly quotas through promotion to new and existing job seekers and incumbent workers by developing and delivering customized training and consulting solutions. Attainment of promotion objectives will be achieved through customer relationship development, ongoing customer stewardship, and targeted prospecting. The incumbent will work closely with the Employment Services team from Fleming College and community Employment Services to ascertain the training needs for the different sectors.

### KEY DUTIES

**% Of Time**

#### **1. Project Planning & Leadership**

**45%**

The incumbent is responsible for the successful initiation, planning, design, execution and monitoring of the development and delivery of SAO/SDF training activities. This role provides leadership for delivery of industry-related training and customized training initiatives, ensuring learner/customer centred products and services. The incumbent pursues and coordinates opportunities for training that align with the project deliverables. Working collaboratively with academic schools, departments and project partners, the incumbent will initiate and facilitate appropriate project planning and activities that result in the timely introduction of new training opportunities. Leads development of partnerships, creation of contracts, hiring instructors and trainers, communication with clients, enrolling clients in training and issuing related certificates.

The Project Manager – Training Delivery leads, facilitates and manages training projects of various size and scope through application of expertise in client needs assessment, design, and development of (contract) learning solutions, proposal formulation, management of contracted resources and training delivery. Manages training project delivery including: human resources, scope for training development and delivery, academic quality control and client follow-up. Often works in collaboration with the Operations Manager, Finance Officer, Academic Chair and Dean as well as college schools faculty and technicians in the specific programs. These collaborations will help with business development, planning, resourcing, implementation, and management of learning solutions and contracts.

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In consultation with the Operations Manager and the Fleming legal department the Project Manager – Training Delivery will negotiate terms and conditions of training delivery contracts/service agreements as appropriate.

### 2. Development and Delivery of Training

45%

Promotes and develops training offerings in cooperation with the Digital Learning Design Specialist, Subject Matter Experts (SMEs), faculty, advisory groups, curriculum consultants, project partners and external stakeholders. Manages all aspects of course and training development, marketing, advisory committees, and curriculum approval processes.

Develops, initiates and manages multiple industry sector training plans utilizing telephone calls and electronic correspondence, face to face meetings, presentations and consultations with industry and training decision makers to identify training requirements and opportunities to achieve assigned training targets (monthly, quarterly, annual).

Conducts training needs analysis, identifies and secures appropriate resources (personnel and training materials), assigns individual responsibilities and manages individuals assigned to learning solutions. Develops evaluation methods to measure impact of the learning solution, and implementation of best practices for increasing success of training and transference of learning back on the job.

Develops marketing strategies and manages implementation of programs including ensuring profitability, appropriate staffing models, logistics, and client communications.

Initiates and completes a high volume of daily telephone calls, email communications and face to face meetings, presentations and consultations with industry and training decision makers in assigned accounts, industry sectors, external agencies and community partners to promote training solutions and achieve assigned job seeker and incumbent worker training targets.

### 3. Data Management, Reporting and Metrics

10%

With the project coordinator, diligently initiates and maintains timely/accurate data entry of account, contact, training opportunity, training lead generation activities, customer correspondence and related information using software - including all relevant information for accurate forecasting and reporting. Gathers, records and submits required financial forecasts and student registration data.

The incumbent is responsible for ensuring timely and efficient communication with project stakeholders, including regular meetings, providing project evaluations and reports, as needed, and developing tools and processes for evaluating project activities, ensuring partner, stakeholder and client satisfaction, and successfully meeting project outcomes.

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**TOTAL:**

**100%**

### 1. COMPLEXITY – JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** and **relative difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

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**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

The incumbent acts independently and makes significant entrepreneurial decisions daily. The Project Manager – Training Delivery will be required to identify, analyze and comprehend industry and client training requirements. They will make contact with the appropriate decision makers to increase the value and benefit of training opportunities by developing, initiating and executing account/sector training plans to promote training solutions within the SAO Forestry and SDF funding sectors in order to achieve training targets.

The incumbent manages a high volume of promotional activity, client contacts and client relationships and is frequently required to analyze and determine opportunity value, weigh options and select the most appropriate best business approach and actions at various stages of the training cycle. The incumbent must demonstrate sound business judgment with the highest level of service excellence and client management skills in all client consultations, business decisions and support activities.

The incumbent leads, facilitates and manages training and development projects of various sizes, complexity, scope, cost and profile within the SAO Forestry project and the SDF project. The incumbent is required to demonstrate sound judgment, decision making and expertise in all aspects of: training needs analysis, developing, and budgeting training solutions, training proposal preparation and the management and delivery of a variety of learning solutions, including: human resources, scope and budget, quality control and client follow-up.

## 2. EDUCATION (to be completed by the College)

Education refers to the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position. This may or may not match an incumbent's actual education or training.

### Non-Post Secondary

- Partial Secondary School       Secondary School Completion

### Post Secondary

- 1-Year Certificate       4-Year Degree  
 2-Year Diploma       Masters Degree  
 3-Year Diploma/Degree       Post Graduate Degree  
 Professional Designation      Specify: \_\_\_\_\_  
 Other      Specify: \_\_\_\_\_

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The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

A Diploma or Degree in a related field such as Business, Marketing, or equivalent experience.

Specify and describe any program specialty, certification or professional designation necessary to fulfil the requirements of the position.

N/A

Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment)

Expert knowledge of adult education and curriculum design.

Corporate training experience in a fast-paced environment, along with a proven track record in successfully achieving milestones or training targets. Proven success in planning and implementation; managing provision of a complete learning solutions model, including: training needs analysis, resourcing, budgeting of learning solutions, training proposal preparation, developing and managing delivery of these corporate learning solutions, quality control. Experience in negotiating terms and conditions of contracts and preparing client and instructor/resource contracts and service/training agreements. Experience in managing and growing business relationships with clients, and a proven track record in providing excellent customer service.

### 3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the point of hire into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- |  |   |
|--|---|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 3 years            |
| <input type="checkbox"/> 1 month           | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months          | <input type="checkbox"/> 7 years            |
| <input type="checkbox"/> 6 months          | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 1 year            | <input type="checkbox"/> 12 years           |
| <input type="checkbox"/> 18 months         | <input type="checkbox"/> 15 years           |
| <input type="checkbox"/> 2 years           | <input type="checkbox"/> 17 years           |

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Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

- Progressive promotion of corporate learning with a proven track record of reaching milestones or training targets;
- Demonstrated experience in corporate or academic training, including: training needs analysis, budgeting of training solutions, training proposal preparation, development and delivery of corporate or academic learning solutions and associated resources;
- Strong analytical skills — must be able to gather and synthesize information in order to identify key themes and performance gaps;
- Demonstrated experience in promoting related training services, and deploying training solutions in various modes: self-directed learning, online learning or a blended model;
- Strong knowledge of quality education, effective instruction, curriculum development and adult learning and teaching strategies;
- Knowledge of College environments and college programming an asset;
- Excellent communication and interpersonal skills comprehensive writing and presentation skills with experience communicating with various audiences (individual professionals up through to senior executives);
- Demonstrated ability to influence others (internally & externally) and establish credibility during client interactions;
- Commitment to delivering a high-quality customer experience through all stages of promotion and training solution design, development and delivery;
- Strong team player and influencer — must be able to work cross-functionally to achieve the results desired; getting work done through and with others without formal authority;
- Proficient in MS Office suite and data management tools;
- Project Management experience would be an asset.

#### 4. INITIATIVE – INDEPENDENCE OF ACTION

Initiative – Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in controls dictated by computer/management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- The incumbent is primarily responsible for achieving assigned training targets and is required to critically analyze and comprehend industry and client training requirements, the value and benefit of training opportunities, and identify and prioritize appropriate contacts and decision makers in the ongoing development and implementation of account/sector training plans (annual and 30-60-90 day plans), as well as the development of client communications plans.
- The incumbent acts independently and makes significant initiative and entrepreneurial decisions daily in establishing priorities and ranking opportunities in implementing promotion and training plans including ongoing communications, meetings, presentations to the School Operations Manager as well as senior training decision makers and project partners

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- The incumbent manages development and delivery of training solutions including: training needs analysis, resourcing, budgeting training solutions within SAO/SDF prescribed budget levels, preparing training proposal, and then managing day-to-day operational aspects of training project delivery including: human resources, scope and budget, quality control and client follow-up. Incumbent negotiates terms and conditions of training delivery contracts/service agreements as appropriate and prepares client and instructor/resource contracts/service agreements for School Operations Manager and Fleming legal review and approval.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- Submitting a learning solutions proposal for reasons other than financial i.e., strategic relationship with Partners, Value Added Resellers (VAR), identified or inherent risk etc.
- Facilitating external partnership agreements.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

While some decision making has structured parameters, most decision making processes are unstructured and involve ongoing analysis, financial and some risk management. ROI analysis is a key component, whereby there are expectations, guidelines and policies with respect to training targets. This must be balanced with securing the training and achieving the best ROI, without compromising quality or overall pricing strategies and revenue goals of the business unit. There are specific procurement rules within the Canadian Government examples are: financial signing authorities, procurement channels, and general administrative policies on the conduct of contractors servicing the Canadian Government. There must be compliance to documented contract terms and conditions that must be adhered to in delivery of training services.

The incumbent must diligently initiate and maintain timely/accurate data entry of account, contact, training opportunity and training lead generation activities, customer correspondence and related information using applicable software - including all relevant information as it progresses along the sales cycle to allow for accurate forecasting and reporting.

Other documents to guide incumbent:

- College strategic plan
- College business plan
- College's codes of conduct and non-academic student rights and responsibilities policies
- College's HR Policy and Procedures Guidelines
- Collective Bargaining Agreement and Local Agreements
- College Conflict of Interest policy
- Government procurement policies and procedures
- Funding agreements

### 5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the

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level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

- Inaccurate, misdirected or poor quality marketing and promotional communications, meetings, presentations; inferior or late planning and follow-up; errors in training development/delivery management, resources management, customer support would result in financial goals not being met, could easily jeopardize other College project initiatives resulting in financial losses, waste valuable college resources, damage client relationships, lead to the loss of clients.
- From a financial perspective, there is always a risk that training and development project costs are underestimated and the College, once awarded a contract, is liable to complete the deliverables for a fixed price — any shortfall in revenues to cover costs becomes a College liability. Additionally, the Project Manager is accountable for fulfillment of all contract deliverables, including quality of service delivery. Failure to fulfill could amount to significant financial liabilities. Further repercussions could impact project partners and other parts of the College community including: Continuing Education Department, timetabling, Physical Resources, ITS, parking control, Finance, LDS, school and faculty professors - and generally disturbing the entire college community.
- In seeking and fulfilling delivery commitments and contractual obligations on business opportunities, the incumbent must be resourceful and exercise sound judgment in accessing services of instructor resources, courseware providers, and facility providers. Errors in judgment in selection of qualified and reliable instructors and courseware providers can create financial and service delivery liabilities with clients, partners and service provider network.

### 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the nature of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counseling.

Position contacts are both inside and outside the organization. Internal contacts range from the Executive Leaders, faculty and front-line service staff and students. Requires excellent interpersonal, communication and negotiating skills in a wide variety of situations.

External contacts include corporate partners, community partners, other organizations, Ministry officials. Requires skill to negotiate, influence and obtain cooperation and support.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact
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			Occasional	Frequent
Internal to the College, e.g. staff, students, senior management, colleagues	School Operations Manager	Consults with School Operations Manager re updates on training activities and training contracts; Incumbent consults with the School Operations Manager as required in planning, development and implementation of training solutions. Provides input and recommendations to School Operations Manager on new product/training development, training phase out, and marketing/promotional strategies/plans, events		F
Internal to the College, e.g. staff, students, senior management, colleagues	Project Coordinator	Delegates operational aspects of training development/ delivery corporate learning solutions, including instructor/ resource contracts, materials acquisition, course evaluation, shipping, etc., to operations staff.		F
Internal to the College, e.g. staff, students, senior management, colleagues	Digital Learning Design Specialist, Continuing Education Department, LDS, Employment Services, Marketing	The incumbent works in close collaboration with the Digital Learning Design Specialist and liaises with Operations Manager and internal departments to identify account/industry and sector training and development needs and develops and implements, based on strategic priorities, training plans to achieve training targets. Provides input and recommendations on new product /training development, products phase out, and marketing/ promotional strategies/plans, events.		F
Internal to the College, e.g. staff, students, senior management, colleagues	SENRS leader team and Finance Officer	Provides regular project status updates, consults and seeks approval if required.  Works with SENRS Finance Officer to create and review project budgets.	O	
Internal to the College, e.g. staff, students, senior management, colleagues	SENRS faculty, Academic Chair, Dean	Collaborating with programs and faculty in the business development, planning implementation and management of learning solutions and contracts. Collaborating on the		F

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		management of strategic client/sector relationships.		
External to the College, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector	Private Sector, Gov't of Canada and other gov't agencies, Non-Profit Organizations various industry associations and organizations, education committees, — Managers, Directors, VP, DGs, and other senior training decision makers or influencers	Completing training needs analysis, development, delivery and management of learning solutions, and evaluation and quality control including training proposal preparation, identification and management of resources, budgeting of training solutions and cost control. Negotiates, terms and conditions of contracts and prepares client, and instructor/resource contracts and service agreements.		F
External to the College, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector	Trainers, consultants, partners, and other professional resources	The incumbent works in consultation with trainers, consultants, partners and other professionals to identify/select qualified resources for training solutions. The incumbent would manage and oversee the work of resources once they have been contractually engaged by the incumbent in a training initiative. Incumbent negotiates terms and conditions of instructor/resource contracts and service agreements.		F

<b>Occasional (O)</b>	<b>Contacts are made once in a while over a period of time.</b>
<b>Frequent (F)</b>	<b>Contacts are made repeatedly and often over a period of time</b>

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### 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College management.
- Other e.g., counseling, coaching. Please specify:  
\_\_\_\_\_

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Trainers, faculty, consultants and other professional resources. The incumbent works in consultation with trainers, faculty, consultants, partners and other professionals to identify/select qualified resources for training solutions. The incumbent would manage and oversee the work of resources once they have been contractually engaged by the incumbent in a training initiative. Incumbent negotiates terms and conditions of instructor/resource contracts and service agreements.

Incumbent provides technical and/or functional guidance to operational staff on training development and delivery initiatives as appropriate, so that staff can move forward with effective operational execution of activities. Incumbent provides technical and/or functional guidance to registered learners. Incumbent oversees the work of the Digital Learning Design Specialist and the Project Coordinator.

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### 7b. SPAN OF CONTROL

Span of Control is complementary to Character of Supervision/Functional Guidance. Span of Control refers to the total number of staff for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full-time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-time Staff	2
Non Full-time Staff	
Contract for Services	
Total	2

\* **Full-Time Equivalency (FTE) conversions for non full-time staff are as follows:**

#### Academic Staff

Identify the total average annual teaching hours taught by all non full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non post secondary teachers.

#### Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

#### Administrative Staff

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

#### \*\* Contract for Services

When considering "contracts for services", review the nature of the contractual arrangements to determine the degree of "supervisory" responsibility the position has for contract employees. This could range from "no credit for supervising staff" when the contracting company takes full responsibility for all staffing issues to "prorated credit for supervising staff" when the position is required to handle the initial step(s) when contract staffing issues arise.

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### 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

#### PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Prolonged sitting				X	
Lifting and handling of course materials/printing	X				

#### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counseling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Concentration and attention to detail				X		L
Preparation and execution of communication plans				x		IL
Read, analyse data, prepare reports			x			L
Listen/Counsel			x			L
Analyzing promotional and opportunity reports, forecast data		X				IL

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### FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

### DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

## 9. WORKING CONDITIONS

**Working conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

### Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to visit project partners/clients	X		
Visiting client implementation sites	X		

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### Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
N/A			

### Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position: