

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: TBD

Position Title: Project Coordinator – SENRS Funded Projects (Initiatives and Opportunities)

Payband: G

Position Code/Number (if applicable):

Scheduled No. of Hours: 35 per week

Appointment Type: 12 months Less than 12 months (please specify # months: end date March 31, 2022)

Supervisor's Name and Title: Project Manager – Training Delivery

Completed by: Tania Clerac

Date: June 03, 2021

Signatures:

Incumbent:

Date:

(Indicates the incumbent has read and understood the PDF)

Supervisor:

Date:

Dated:

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.

Under the direction of the Project Manager – Training Delivery, this position will assist with the planning, development, marketing, implementation, and administration for externally funded project(s) within the School of Environmental and Natural Resource Sciences. The incumbent will support the Project Manager and School Operations Manager by coordinating all associated work and deadlines along with ensuring tasks are completed and completed correctly.

This role encompasses a wide spectrum of responsibilities and activities including planning and logistical support, investigation of potential opportunities/activities, maintaining effective relationships with external and internal clients, project meeting facilitation, data collection, preparing presentations, assisting with promotional events and execution of marketing strategies. The incumbent will be responsible for identifying risks, barriers and challenges that could impact project activities or outcomes, proposing solutions and/or alternatives, and reporting them in a timely manner to the Project Manager – Training Delivery.

The incumbent is expected to maintain, streamline and monitor Project team tasks to ensure all milestones of the project(s) are completed to meet the requirements of stakeholders and meet the project timelines. The incumbent will provide the Project Manager – Training Delivery and School Operations Manager with regular updates. This role will be expected to liaise with the various stakeholders to provide updates and exchange information on a regular basis.

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*
<p>Project Coordination – Proactive planning and coordination of external funded projects. Develops project timelines and schedules in consultation with the Project Manager – Training Delivery. Ensures assigned tasks are completed on time and correctly. Maintains accurate project tracking and provides regular updates to the Project Manager – Training Delivery. Identifies project risks and maintains project risk register.</p> <p>Coordinates the work of team members dedicated to the project and collaborates effectively to ensure team goals are achieved by providing input into decision making and problem solving. Provides project-specific training to staff working on the project as needed. Proactively plans details to support programming on- or off-campus including resource allocation, potential faculty, scheduling, marketing, required resources etc.</p> <p>Records and summarizes data collected by the project team. Ensures quality control and quality assurance of project deliverables. Provides program development support including sourcing and recruiting faculty.</p> <p>Implements the training projects set by the Project Manager – Training Delivery and the Operations Manager. Creates all College COVID-19 related health and safety protocol documents required for any in-person training (ie: Safe work plans) and ensures all protocols are followed by the project team and training participants.</p> <p>When Project Manager – Training Delivery or School Operations Manager are unavailable, occasionally handles any urgent logistical issues regarding program delivery.</p>	45
<p>Marketing and stakeholder relationships - establishes and maintains positive, collaborative and effective relationships with stakeholders, community and industry partners. Facilitates training enrollment, ensures timely, concise and accurate response to stakeholder inquiries, including resolution of complaints and issues. Assists with stakeholder communication plans and their execution, promotional events, execution of marketing strategies and recruitment of training participants. Uses social media and blogging to promote training and engage industry and community members.</p>	30

<p>Administrative -</p> <p>Completes detailed file documentation on participants and employers and maintains up-to-date client records according to SAO and SDF program guidelines and departmental procedures.</p> <ul style="list-style-type: none"> • Ensures a complete and accurate case file by maintaining appropriate records, training agreements and correspondence. • Completes participant and employer reports. • Contributes to the overall reporting requirements of the program. • Produces reports as requested. • Tracks project plan and provides reports on milestone completion. • Identifies and ensures completion of required Ministry documentation. • Develops protocols for document management and ensures security of all project-related information and files. • Ensures efficient operation of funded project activities and alignment with existing College procedures. <p>Other duties will include scheduling of meetings including agenda creation, minute taking and distribution of minutes; preparing presentations; working with the SENRS Finance Officer regarding project expenses and financial reports; provide administrative support to the Project Manager – Training Delivery and School Operations Manager.</p>	20
<p>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 | <input type="checkbox"/> 1 year certificate | <input checked="" type="checkbox"/> 2 year diploma |
| <input type="checkbox"/> Trade certification | <input type="checkbox"/> 3 year diploma / degree | <input type="checkbox"/> 4 year degree or 3 year diploma / degree plus professional certification |
| <input type="checkbox"/> Post graduate degree (e.g. Masters) or 4 years degree plus professional certification | | |

- Doctoral degree

Field(s) of Study:

Community Development, Business Administration (Marketing) or a related field

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 with project coordination/management of multi-million dollar projects. Experience with Ministry projects would be considered an asset.
- Experience in marketing post-secondary programs and/or experience with program development.
- Well-developed interpersonal skills with an ability to build positive relationships within the community and to motivate volunteers and public sector partners
- Effective analytical and problem-solving skills with the ability to obtain, understand, interpret and manipulate data to support and promote planning and accountability
- Demonstrated team player with the ability to work independently and under pressure of multiple tasks, priorities and deadlines.
- Proven client service competencies including strong communication skills, active listening and questioning skills. Ability to use common structured questioning techniques; ability to reason and troubleshoot; stress and conflict management skills; ability to provide detailed and accurate verbal and written technical guidance to support clients
- Ability to demonstrate initiative consistently with commitment to quality improvement by sharing process improvement initiatives with management
- Demonstrated professional and ethical responsibility to protect privacy, use confidential information appropriately, treat sensitive situations with an appropriate degree of tact and discretion
- Demonstrated proficiency in Microsoft Office, electronic calendaring, internet browsing applications, social media and any other related software
- Experience blogging is an asset

Minimum of five (5) years

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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.

Managing multiple priorities and deadlines simultaneously. Clearly defining imminent priority and acting independently while adhering to established principles despite interruptions, distractions, and multiple and conflicting demands.

How is it identified?

Unanticipated problems or new initiatives can interfere with established schedules and the incumbent's workload is not determined by a set formula but is the result of fluctuations in demand. During peak periods, workload pressures can be challenging.

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

The incumbent will investigate project timelines and deadlines and potentially availability of stakeholders. The incumbent will investigate if modifications are feasible and priorities can be shifted.

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

If deadlines are in jeopardy, the incumbent will flag the conflicts with the Project Manager and/or Operations Manager to ensure that all project deadlines and quality expectations are met.

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

When interacting with others, both internally and externally, the ability to be sensitive to their perspective and needs is critical

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

The incumbent tracks the progress of projects over a specified timeframe. As issues arise which affect timing and/or potential outcomes, the project timing and/or planned activities must be adjusted and consequent issues flagged and/or followed up on. Example: A project plan was developed for the development and delivery of SAO training. The on-going work is undertaken by a small project team involving faculty and staff. An initial project team meeting confirmed responsibilities and authorities for the team. Thereafter the incumbent monitors the progress of the project to ensure that the project objectives are being achieved and facilitates corrective action if and where required.

How is it identified?

Typically, during project team meetings and/or when project principals independently flag arising issues.

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

Yes, checking with other areas/individuals to assess and establish adjustments to project plans. Must evaluate the nature of each project plan change to determine what effect it will have on others and on project outcomes.

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

Communication with others and arranging a mutually acceptable solution. The incumbent will provide recommendations to the leader for changes to project plans.

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

Past practice primarily, advice from responsible project personnel and from the leader, project agreements

#3 regular & recurring

Key issue or problem encountered

The incumbent is responsible for assisting in the development of the agenda for meetings with project and industry partners, including coordinating the attendance of internal contacts from other departments. The challenge is securing commitment from the key contacts as identified, to be available on the date and time specified. In addition, there are times when the agenda and timelines have been developed and all key contacts confirmed, and one of the attendees advises that due to a conflict, they are unable to attend.

How is it identified?

Under the guidance of the Project Manager – Training Delivery, the incumbent develops an on-going list of people and items for meetings. The incumbent will provide the Project Manager and/or Operations Manager with this list and working together, will prioritize the list, identifying items by importance and timelines. This facilitates the development of a draft agenda for the upcoming meeting(s).

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

The incumbent will contact the invitees to determine and confirm their availability for the date and time of the meeting before the agenda can be finalized. In the event one of the invitees cancels prior to the meeting date, the incumbent, in consultation with the Project Manager – Training Delivery and/or School Operations Manager, will follow the same procedure.

An alternative date might need to be determined. Once confirmed, all people concerned will be advised of any changes.

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

Communication with the Project Manager – Training Delivery and/or School Operations Manager and the invitees (or their support) is key, to find a mutually acceptable date and time for the invitees to attend and to ensure the invitees is briefed on the details of the agenda item.

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

Using tools such as electronic calendars, faculty timetables, and the academic schedule, the incumbent can review the potential availability of targeted invitees. It is important, however, to contact the invitee directly (or their support), to confirm that the date and time and to clarify the details of the agenda item and what they need to be prepared to discuss.

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered	The incumbent receives information of an urgent nature which requires input from the Project Manager – Training Delivery but they are not available for consultation.
How is it identified?	Can be situational information brought forward in the moment or after the fact by any member of the campus community or external stakeholders.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, the incumbent must query the principals involved in the situation to ascertain the fullest available detail of the issue with a particular view to assessing the immediate need for managerial action.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>In the case of in-the-moment (i.e. urgent) situations the incumbent must make a quick assessment of the potential implications. In the Project Manager's absence he/she will contact the other members of the SENRS Leadership team. The incumbent will need to quickly brief the manager on the situation and they will jointly determine the appropriate response to the situation. The incumbent will assist as required.</p> <p>In the case of after-the-fact (i.e. non-urgent) situations the incumbent will undertake a timely and considered assessment of the situational details that have been acquired for review with the Project Manager.</p>
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practice and established guidelines are available

#2 occasional

Key issue or problem encountered	Staffing for training delivery requires coordination and oversight in order to ensure that staffing is in place to carry out the project activities, last minute changes are incorporated, and people are paid accurately.
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How is it identified?

The incumbent reviews needs with the Project Manager to ensure there are no budget implications, identifies discrepancies and gaps, analyzes and proposes solutions for discussion. Once the plan is updated, the incumbent reviews the final plan with the Project Manager, SENRS Finance Officer and/or School Operations Manager; once approved, the incumbent develops highly detailed and variable contracts

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

Staffing gaps might require posting or interview of new candidates

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

After gathering and analyzing information, incumbent must identify discrepancies and follow-up with potential candidates for referral to the Project Manager – Training Delivery.

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

Contracts, HR data, industry contacts, SENRS Finance Officer

4. Planning/Coordinating

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

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

#1 regular & recurring	
List the project and the role of the incumbent in this activity.	The incumbent supports the planning, scheduling and delivery of various training projects.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	As the incumbent works on concurrent projects, they must be extremely organized and follow each project through the project life cycle including, design, development, implementation, and evaluation.
List the types of resources required to complete this task, project or activity.	Resources include clerical support, consultation with Finance Officer/Project Manager – Training Delivery/School Operations Manager, College policies and procedures, ministry standards, computer with standard office applications and access to Internet, project management plan, reporting and deliverables templates
How is/are deadline(s) determined?	Deadlines are determined at the time of project start up, and are identified by the Project leads
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 requirement for changes and s/he determines whether they have an impact on others. Required changes will be discussed with the Project Manager – Training Delivery/School Operations Manager.

4. Planning/Coordinating

#2 regular & recurring

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

The development of the training and achievement of deliverables will require working groups and regular meetings. Supporting the project deliverables requires the incumbent to manage a diverse set of relationships, including community partnerships and relationships with project partners. The incumbent must jointly coordinate the work plans of these working groups with the Project Manager – Training Delivery/ School Operations Manager and the working group agendas and logistics.

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

Detail-oriented; proactive, forward-thinking and the ability to anticipate problems, roadblocks and bottlenecks in planning and coordinating in advance of meetings is critical to the successful fulfilment of the project and the work of the group. The ability to multi task is very important. Building and maintaining effective relationships with community partners is also required.

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

Calendar management, checklists and follow up/reminder mechanisms and a knowledge of key contacts. Also, human resources include College staff, Physical Resource staff, and individual committee contacts (internal and external).

How is/are deadline(s) determined?

For working groups lead by the Project Manager/ – Training Delivery/School Operations Manager, the ultimate deadlines are determined by the Project Manager, and interim milestones to meet are established by the incumbent. For other working groups, deadlines will be determined by the lead.

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.

Jointly determined by the working group lead and key stakeholders

#3 regular & recurring

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.

4. Planning/Coordinating

#1 occasional

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

Recruitment of training participants might involve outreach events. This will include creating an event plan and budget, reviewing the budget with the Finance Officer/Project Manager, reviewing the event plan and budget with the Project Manager to attain approval, book rooms or external venues, order hospitality, engage external partners, invite guests and deal with any last minute issues.

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

The incumbent must be well versed in event planning, be organized, detail oriented and able to resolve last minute issues. There will be considerable communication with both internal and external parties.

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

Calendar management, checklists and follow up/reminder mechanisms, a knowledge of key contacts.

How is/are deadline(s) determined?

Based on the event date, the incumbent will create a timeline with items to be completed which will outline all 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 will determine what changes need to be implemented in order to meet the event deadlines. Should the event need to be cancelled, the incumbent will discuss the situation with the Project Manager who will make the decision on whether to cancel the event.

#2 occasional

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

The incumbent must develop an overall work plan to ensure that key milestones are met, and project deliverables achieved.

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

The incumbent must gather information about project deliverables and required timelines and analyze project agreements. They identify the documentation necessary to communicate to staff and external project partners and ensures that deadline reminders are provided.

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

Copies of documents referenced above, regular Microsoft software tools.

How is/are deadline(s) determined?

Deadlines are established in funding agreements and project partner agreements and in through consultation with the Project Manager – Training Delivery/School Operations 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.

The incumbent would determine changes required to the process based on feedback from project members, community organizations or internal departments.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

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

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

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Explains procedures to complete project deliverables to project members Explains, and guides program development procedures to faculty and content experts. Guides members of the development team in relation to completion of project deliverables.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Advises members of the development team and those delivering the training on SWPs and College policies and procedures
<input checked="" 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	Recommends to development team members what is required to complete a project deliverable. Makes suggestions regarding project requirements so that other employees and externally contracted persons can complete project activities. Recommends requirements and timelines of project to faculty, internal departments and external project partners

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 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)
Incumbent is directed to proceed with the project. No specific instructions are provided. Incumbent may consult with Project Manager to determine processes and procedures to follow to complete projects by deadlines.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> - Project contracts (usually containing the deliverables, timelines, and budgets in the proposals) are used to guide the projects. - College Policies and Procedures - Past practices and internal processes regarding training delivery - Established Safe Work Plans - Documentation of Ministry requirements - Agreements with external stakeholders 	NA

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> - Regular meetings with Project Manager and School Operations Manager - Meetings with SENRS Finance Officer - Co-workers review work if requested. - Feedback from agreement partners through meetings and email/phone communication - Feedback from project participants and external project partners. 	<ul style="list-style-type: none"> - Pilot testing will verify work if it is a deliverable of the project. - Surveys of training participants - Feedback sessions with industry and community partners

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> - Adjust scheduling of internal and external meetings, outreach sessions, recruitment events; - Changes to training delivery, e.g. room allocation 	<ul style="list-style-type: none"> - Change of tracking and documentation of project components - Approach to promotion and recruitment efforts

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)
<ul style="list-style-type: none"> - Adjustment of project timelines - Changes to the scope of the project 	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> - Implements project plan and processes - Ensures roles of project team members are clear - Monitors time and cost projections - Allocation of tasks and timelines to development team - Community group to engage in the project - Conducts research to support project - When to consult with internal resources - office processes and procedures - 	

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?		
Email, phone call or request during meeting to provide update on project deliverables	Incumbent either provides information immediately or follows up through email or in-person conversation	Project partners Project Manager/School Operations Manager SENRS Leaders Team SENRS Finance Officer Internal departments	W
Email, phone call or request during meeting regarding training development and delivery (e.g. scheduling, logistics, marketing, registration etc)	Incumbent either provides information immediately or follows up through email or in-person conversation	Project partners Community members, external organizations, industry partners Project Manager/School Operations Manager Internal departments	D
Email, phone call or request during meeting on financial items, project documentation and tracking of deliverables	Incumbent either provides information immediately or follows up through email or in-person conversation	Project Manager/School Operations Manager SENRS Finance Officer Internal departments Project partners	M
Email, phone call or request during meeting seeking advise on course development or training delivery	Incumbent either provides information immediately or follows up through email or in-person conversation	Members of the training development and delivery team	W
Email, phone call request related to outreach events, community engagement sessions	Incumbent either provides information immediately or follows up through email or in-person conversation	External stakeholders Community members	W

Support Staff PDF

Incumbent identifies processes/solutions to meet customers' needs	In consultation with customer	External stakeholders Internal departments	W
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* 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	Administration, project partners and internal departments requesting information pertaining to programs or projects	Administration Team Project Partners Internal Departments	D
Explanation and interpretation of information or ideas	Explain project requirements to members of project team	Administration Team External project partners Project members	W
Imparting technical information and advice	Guide faculty involved in development and delivery of training through College procedures and SWP requirements Informing staff on processes or project milestones	Members of the training development and delivery team Project team	M
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
Lifting/carrying (light weight)	M	✓			✓		
Keying/typing	D			✓	✓		
Prolonged standing during promotional events/community engagement sessions (in-person)	I		✓		✓		

* 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)

Laptop, portable projector, sandwich boards

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
Tracking of project deliverables and financial information	W	✓		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> X Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Preparation and review of project reports	I		✓	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> X 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

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

- Usually
- No

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

11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> X acceptable working conditions (minimal exposure to the conditions listed below)	Standard office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> X travel	Depending on the project or program, incumbent may travel to assist with community engagement sessions	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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