

## Position Description Form (PDF)

**College: Sir Sandford Fleming College**

Incumbent's Name: TBD

Position Title: Employment Training Project Officer (I/O)

Payband: G

Position Number:

Hours per Week: 35

Supervisor's Name and Title: Mary MacLeod, Operations Manager, School of Trades & Technology

Completed by: Shanthi Rajaratnam and Mary MacLeod

Last Revised: May 4, 2022

Signatures:

Incumbent: \_\_\_\_\_  
(Indicates the incumbent has read and understood the PDF)

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

Supervisor: \_\_\_\_\_

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

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative 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 Employment Training Project Officer provides logistical support to the planning and operational processes for Employment Ontario-funded initiatives. The incumbent is the primary point of contact to respond to inquiries regarding operational matters and to provide ongoing support for the effective delivery of planned training.

The incumbent provides ongoing support to jobseekers in assisting them with accessing and completing identified training programs and transitioning to employment, including securing support from local Employment Ontario Service Providers. This involves assisting job seekers in navigating support systems and ensuring they are registered in their interested stream of job seeker training.

The Employment Training Project Officer develops, delivers, and coordinates employment preparation workshops. The incumbent liaises and maintains relationships with community agencies, the Service System Manager (SSM), local providers, and internal College staff. The incumbent stays abreast of local labour market conditions and maintains a comprehensive knowledge of socio-economic and employment trends.

## 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 the Time Annually*
<p>1. Project ManagementSupport</p> <ul style="list-style-type: none"> <li>• This role encompasses a wide spectrum of project responsibilities including planning and execution of activities, creating schedules, maintaining effective relationships with external and internal clients, resolving complaints/issues, monitoring, and providing program development support.</li> <li>• Needs to contribute to operational efficiency and develop/maintain process documentation. Identifies project risks to communicate with Project Manager and Operations Manager. Liaises with clients to execute project deliverables.</li> <li>• Develops and implements effective administrative procedures to ensure the efficient operation of project activities, including appropriate distribution, file retention and security of confidential information, scheduling of meetings, activities, and follow-up systems.</li> <li>• Works collaboratively with other staff, continuously improves and integrates systems and procedures.</li> <li>• The incumbent is the primary point of contact to respond to inquiries regarding project-related operational matters, providing ongoing support for the effective delivery of planned training.</li> <li>• Incumbent tracks and manages day-today activities related to the project with clear communication.</li> <li>• Follows up effectively with various departments to ensure training sessions are conducted smoothly with adherence to all Health and Safety-related protocols.</li> <li>• Incumbent supports manager to identify faculty and instructional supplies, equipment for project activities.</li> </ul>	35%
<p>2. Financial and Budget Support</p> <ul style="list-style-type: none"> <li>• Monitors/tracks program budgets. Assists the Project Manager by advising on day to day budgetary and finance issues and liaising with internal departments as necessary(i.e. Finance, Accounting, Purchasing).</li> <li>• On an ongoing basis, tracks budgetary expenditures and prepares updates on status of current projects and programming, as necessary.</li> <li>• Uses cost calculators to prepare invoices to bill projects.</li> <li>• Coordinates with internal departments to ensure invoicing activity is completed accurately and in a timely manner.</li> <li>• Maintains sufficient documentation/ backup information for project audits.</li> <li>• Supports with financial data to meet internal and external reporting requirements.</li> </ul>	15%
<p>3. Job Seeker Support</p> <ul style="list-style-type: none"> <li>• Provides one-on-one advice and personal assistance to all job seekers who participate in the training initiative. This includes program information and referrals to community services.</li> </ul>	25%

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<ul style="list-style-type: none"> <li>Ensures a personalized approach that meets each individual's learning style, abilities and interests.</li> <li>Provide technical support on the use of computers, laptops or other mobile devices to support clients to access online services and information.</li> <li>Discusses, analyses and provides advice on training and educational upgrading needs based on goals and their barriers to employment. Manages expectations of client.</li> <li>Determines external supports and referrals needed based on presenting issues related to the law, mental health, addictions, housing, and other personal situations.</li> <li>Connects jobseeker to services available at local Employment Ontario Service Providers.</li> </ul>	
<p>4. Facilitator</p> <ul style="list-style-type: none"> <li>Develops, delivers and coordinates job search workshops in the areas of effective resume and cover letter writing, interview skills, job search strategies and effective networking..</li> <li>Develops and provides appropriate materials to attendees to ensure readiness for the employment market.</li> <li>Ensures appropriate workshop methodology, taking into account the specific learning styles and needs of the group.</li> <li>Evaluates workshops and solicits client feedback</li> </ul>	15%
<p>5. Attend and participate in:</p> <ul style="list-style-type: none"> <li>Team staff meetings and departmental meetings</li> <li>Special events to promote programs and services</li> <li>Community agency events and activities</li> </ul>	5%
<p>6. 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%

## Education

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

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

Field(s) of Study:

Employment Counselling, Career Development, Social Services, Human Resources with administrative experience OR Business Administration Diploma with community service experience.

- B. Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s)  
of a total between 101 and 520 hours

☐ Additional courses obtained by course(s) 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 years 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 the 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

- Experience with administrative and project management, including working with teams
- Experience supporting clients in human/social services or employment services.
- Experience providing customer service in a busy environment – multi-tasking, prioritizing, organizing and problem solving.
- Experience working with a variety of software packages i.e. databases, spreadsheets, word processing, email and internet.
- Experience working with a variety of job seeking or marginalized clients with varied needs from diverse groups.
- Experience in developing and facilitating experiential workshops and group sessions in a positive and dynamic manner
- Strong, confident public speaking and presentation/facilitation skills
- Knowledge of adult learning principles and ability to adapt material and delivery to a variety of learning styles

☐ Minimum of three (3) years

☐ Minimum of five (5) years

☐ Minimum of eight (8) years

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgment 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 judgment 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.	When multiple projects are initiated by the Project Manager or other leaders, incumbent supports the manager to identify available resources for each project, including potential faculty, on- or off-site facilities, instructional supplies and equipment etc. Where gaps are identified, the incumbent must creatively problem-solve, many times locating resources that have not been used by the College to date. Incumbent is responsible for financial tracking of all training projects initiated on an ongoing basis (example: revenue and expenses monitoring for each project to be sure it remains within the planned budget.
How is it identified?	Training programs initiated by leaders on an ongoing basis
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent checks in with Project Manager a regular basis to ascertain if further action is required to ensure there are no service gaps.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Project management- Incumbent must analyze current campus resources (budget, space, equipment) and then creatively problem-solve and communicate with other College staff members to ensure resources are effectively allocated and/or purchased to meet training needs.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Knowledge of College standards and past practices., in consultation with other staff. . Ongoing communication with staff members in other areas of the College (ie. Safety, Physical Resources, Finance, Payroll, etc )

### 3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

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

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

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

### #2 regular & recurring

Jobseeker has an issue with their Employment Service Provider.

Client identified.

Employment Training Project Officer will ask appropriate questions to both sides to determine if there is an issue between service providers and clients.

If needs are not being met, discuss issue with SSM to determine next steps.

Past practice in Employment Service Providers guidelines.

Key issue or problem encountered.

How is it identified?

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

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

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

### #3 regular & recurring

Jobseekers attendance has been raised as a concern from faculty.

Issue is raised by faculty.

Contact Employment Officer at Service Provider to relay concern to get them to contact the client to see if there are unknown issues the client is dealing with.

Key contact to ask multiple faculty if they have noticed differences of behaviour and/or absentism. Collaborate to get a larger picture of concerns.

Past practices, discussions, open communication with client.

## 3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

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

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

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

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




Key issue or problem encountered.	<b>#2 occasional</b> (if none, please strike out this section) Client is looking for a job, but currently is homeless, no food and no money
How is it identified?	Self identified or as a result of questioning.
Is further investigation required to define the situation and/or problem? If so, describe. Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asking key and probing questions to determine the situation and appropriate action. Referral and/or assistance in connecting with the appropriate community services/agencies to provide immediate emergency assistance so that the person can obtain stability prior to embarking on a successful job search.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practices and support from other staff

#### 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.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

	<b>#1 regular and recurring</b>
List the project and the role of the incumbent in this activity.	Employment Advisor assists client in completing resume in preparation for job application
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Able to provide information and direction to client. Strong communication skills and vast understanding of material.
List the types of resources required to complete this task, project or activity.	Resume guides, templates etc. Local labour market information.
How is/are deadline(s) determined?	Set by Employment & Training Consultant's scheduled appointment.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Client could have barriers to working independently: low literacy, language barriers, low digital literacy Client may not be motivated or ambivalent about completing the task. They could change direction of task –

#### 4. Planning/Coordinating

#2 regular and recurring	
List the project and the role of the incumbent in this activity.	Employment related workshop development and facilitation.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Able to develop, organize and convey information in an educational and engaging manner. Certification in the specific area (if required for facilitation)
List the types of resources required to complete this task, project or activity.	Workshop outline/guide, AV equipment, workshop handouts. Course specific workbooks. Chooses appropriate materials for workshop attendees.
How is/are deadline(s) determined?	Set by Employment Advisor and the workshop schedule. Set by management who have requested the workshop.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Client or Employment Advisor would initiate changes – i.e. Not enough clients for workshop – workshop to be rescheduled.

#3 regular and recurring	
List the project and the role of the incumbent in this activity.	The incumbent must, on an ongoing basis, proactively plan details to support project activities on or off-campus for the project timeline – including resource allocation, potential faculty, scheduling, materials, financial tracking etc.). Continuous interaction across various College departments and schools is required.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Project management skills including: time management, organizational, communication, interpersonal, support budget and financial tracking and the ability to effectively organize with conflicting priorities and space constraints. Ability to promote and market, multi-task, solve scheduling conflicts, liaise with other departments to identify potential faculty, negotiate schedules, analyze needs, organize and edit marketing materials and promotion efforts
List the types of resources required to complete this task, project or activity.	Incumbent checks in with Project Manager as needed to ascertain if further action is required to ensure there are no service gaps
How is/are deadline(s) determined?	Some deadlines occur as part of the College academic schedule. Other deadlines are determined by other College

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

departments (i.e. Marketing) or external agencies. The incumbent must balance the ongoing department needs with deadlines determined by other program areas.

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

#### 4. Planning/Coordinating

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

**#1 occasional** (if non, please strike out this sections)

Special Events –Planning and implementing such events for marketing purposes and client recruiting.

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

Background in event planning, public relation skills would be an asset, as well as mild marketing skills.

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

Other Staff within office, community sponsors/contacts, Chamber of Commerce membership for marketing purposes, other college departments.

How is/are deadline(s) determined?

Manager/Other staff

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Manager/Other staff/ Employment Advisor i.e. Scheduling and implementing an event in a timely fashion (when there is a need for clients or marketing partnerships).

## 5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work 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 other. The incumbent may be required to explain procedures to clients, assess for eligibility and encourage the use of services	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	The incumbent coordinates the logistics associated with training project activities. The incumbent supports faculty by reviewing correct processes and procedures, faculty responsibilities and resources.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

## 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
On new projects there is verbal discussion with Project Manager to review deadlines, budgets and significant challenges. Incumbent has freedom to create own work schedule, based on their own judgment. Utilizes individual discretion in seeking guidance as required. Work is therefore completed with a high degree of decision-making autonomy, working directly with team members and various College departments as required to identify and resolve issues.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Employment Ontario guidelines, college policies and Service System Manager (SSM) guidelines, Standard Human Resource and financial policies and procedures are available for the incumbent to reference. Consult with department staff regarding past experience delivering administrative support for training projects. College and Continuing Education/Corporate Training department policies are in place as guidelines.	Accessibility and Disability Legislation Privacy Legislation Past practices

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Work is discussed via regular team meetings and one to one update meeting/reports and/or discussion with the Project Manager on an as-needed basis. Work can also be reviewed at completion of various projects Activities	Manager or team lead will occasionally request feedback from partner agencies or employers or clients.

## 6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.
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Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent works with other departments (Finance, Payroll, P&D, Safety, Security etc.) from an operational perspective. Procedures, training starts, cancellations and other decisions maybe decided by the Project Manager or Academic Chair, Continuing Education/Corporate Training, in conjunction with other Schools, dependant on the training subject matter.	

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Operational issues around the development/offering of new training topics. Staffing, and HR issues requiring signature and/or approval of the Project Manager. Involve Project Manager on budget issues, that have escalated beyond the incumbent's authority, after a number of options have been attempted. Unresolved client/staff concerns and operational issues that will impact other areas or across other Schools.	Staff/faculty/client/administrative complaints that require the attention of the Project Manager once it is determined that the incumbent cannot solve it on their own

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
<p>During training project tracking activities incumbent is expected to identify and initiate suggestions for combining resources or using resources in more efficient ways. Responds to daily operational issues requiring the incumbent to use creativity and initiative to generate new ideas for improvement and engage other team members in making the change.</p> <p>Schedules meetings with internal partners and external clients as needed. This requires an understanding of priorities and deadlines and the ability to determine impacts of moving meetings etc.</p>	Where the Project Manager is unavailable for consultation, the incumbent may occasionally need to make a decision about a pressing non-supervisory matter. Some decisions such as, scheduling changes for a course maybe made independently and/or in support of Project Manager

## **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 a 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

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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 fulfill 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?		
Community partners or staff members call or email the incumbent for information on correct procedures or information re. campus programming	The incumbent identifies program partners, designs documents, creates email lists and initiates email marketing campaign. The incumbent clarifies inquiry and provides an answer either over the phone, in person or by email.	College staff members, program and community partners	W
Contact person for the Project Manager-Funded Projects, therefore many inquiries are initially handled by the incumbent.	The majority of service requests can be straightforward with an established process on how to proceed. If the incumbent can't answer the question, then he/she will ask questions of the client in order to determine who the inquiry should be directed to.	Public, local business/college departments, Government agency contacts, faculty/staff, College Administrators	D
Requests for programming based feedback received from Corporate Training clients utilized to develop recommendations for future training offerings	The incumbent must proactively communicate requests for training to Project Manager & Schools.	Clients, employers and community partners School(s)	W
Faculty requests for changes to course materials, hours or learning sequence are presented to the incumbent by email or in person	The incumbent, after hearing the details of why the change is recommended, must identify what changes should be made to the training, and recommends an amendment to the training outline for final approval of the Project Manager subject matter experts, faculty and the employer (client).	Continuing Education/Corporate Training faculty, clients, Project Manager	M

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An issue with a course, training venue, Faculty etc. comes to the attention of the incumbent, sometimes at the last minute	The incumbent must gain a full understanding of the issue & identify best options to deliver best service to both the students, the Faculty and the College's partner in offering the course/training (i.e. a host venue). Incumbent supports solutions based upon those needs.	Faculty, community partners, clients	M
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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	Program overviews for clients, employers, community partners Information explained and clarified.	Employers, consultants & staff, clients, community agencies and schools/training providers	D
Explanation and interpretation of information or ideas.	Listening to clients needs/barriers and providing guidance and direction to issues described. Shares information, plans and sets goals.	Clients  Employment Services Team	D  W/D
Imparting technical information and advice	Guiding clients on the use of technology and computer literacy  Providing guidance and direction on job search techniques through one-on-one consultations	Clients	W
Instructing or training	Providing guidance and direction on job search techniques through the delivery of workshops	Clients	W
Obtaining cooperation or consent			
Negotiating			

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## 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, and 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		
lifting	I	X			X		
Walking	D	X			X		

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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 and 11 to 44 lbs.)

☐ Heavy (over 20 kg. or 44 lbs.)

Movement of boxes of materials, display materials or workshop materials (some off-site). AV equipment, instructional supplies, manuals

## 10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. 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 (e.g. 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 min	Long up to 2 hrs.	Extended > 2 hrs
Preparing and tracking project costs and Funded Project activity while attending to competing priorities, responding to the needs of faculty, clients and staff, and maintaining strong community relationships.	W	x	x	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Project management- analysis of current Project resources and engage in creative problem solving to ensure resources are effectively allocated and/or purchased to meet training needs. Also completed while attending to competing priorities as stated in Activity #1.	W			x
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				


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## 11. Working Environment

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

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment for daily work	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
dealing with abusive people	An unsatisfied client, someone denied service or asked to leave due to disruptive behavior, someone under the influence of drugs or alcohol	I
<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 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"/> travel	Potential travel to client and partner locations, attending marketing events such as job fairs and other campuses and to meet with outside stakeholders and coordinate logistics for projects – time spent in transit, approx. 3hrs/ month (2%).	M
working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

\* D = Daily      W = Weekly      M = monthly      I = Infrequently