Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name**:**

Position Title: Customer Service Advisor   Payband: D

Position Code/Number (if applicable): S00363

Scheduled No. of Hours_____35/week_____

Appointment Type: _____X_____12 months   _____less than 12 months

Supervisor's Name and Title: Erin Lynch, Operations Manager, Haliburton Campus

Completed by: Erin Lynch   PDF Effective Date: February 1, 2023

Signatures:

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

Supervisor: Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements fo 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.

Provides front-line telephone and walk-in reception, course registration, liaison with food service, mail service, maintenance, bookstore and library services, clerical support for all areas of campus operations and other duties as required.

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*
1. **Customer Service and Office Administration** • provides front line reception and resource services for the campus by efficiently responding to walk-in, telephone and email inquiries, and disseminating information about Haliburton programs, college services and departments, policies and procedures, and the local area resouces • maintains familiarity with all courses and programs at the Haliburton campus. • assists with and processes external space rentals for campus • ensures campus courier / mail is posted, picked up and distributed daily • orders office supplies, photocopy supplies and ensures that supplies inventory is adequate • ensures that all equipment is stocked as needed • ensures repairs are scheduled in a timely fashion for all office equipment, including coordination and troubleshooting repairs for equipment such as the laminator, postage meter, and photocopier	35%
2. **Registration and Information Management** • registers full and part-time students on-line and in person for Haliburton School of Art + Design, ensuring all documentation is complete, accurate, and in compliance with Fleming's policies and procedures • directs potential and current students to relevant coordinators for assistance with transcripts, transfer credits, advanced standing, withdrawal, and/or PLAR processes • assists with processing course cancellations including student notification, processing of refunds and/or transfers, cancelling courses in Evolve • maintains, tracks, and follows up on information eg. duplicate student numbers, refunds, course transfers, gift certificates	25%

3. **Operational Support** • safeguards confidentiality , adhering to Freedom of Information and Protection of Privacy Act guidelines. • reconciles and closes cash at the end of each day • distributes target marketing materials • compiles instructor packages and generates class lists • creates and posts weekly classroom signs • collaborates with colleagues to continuously improve and integrate systems and procedures • tracks equipment sign-out .) •	15%
4. **Ancillary Services** • Primary point of contact with food service provider, ensuring that student and employee needs are met • archives campus information/history. Reviews all media to identify campus PR material, files materials on campus, and sends a copy to marketing. • Support for campus store and library	20%
5. Other related duties as assigned	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.

    □ Up to High School   □ 1 year certificate   X 2 year diploma

    □ Trade certification   □ 3 year diploma / degree   □ 4 year degree or 3 year diploma / degree plus professional certification

    □ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

    □ Doctoral degree

Field(s) of Study:

> Office/Business Administration or related field of study

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

    x No additional requirements

    □ Additional requirements obtained by course(s) of a total of 100 hours or less

    □ Additional requirements obtained by course(s) of a total between 101 and 520 hours

    □ Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

□ Less than one (1) year	
□ Minimum of one (1) year	
□ Minimum of two (2) years	
X Minimum of three (3) years	Experience in customer service, general office procedures, and specific applications i.e. word processing, spreadsheets, databases, and e-mail. Experience working independently, prioritizing, organizing, and problem-solving own workload within a customer service team environment. Experience with financial reconciliation. Experience working independently in a student services environment where you are required to multi-task, problem solve, set own priorities and organize own workload.
□ Minimum of five (5) years	
□ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

Key issue or problem encountered.	A potential student needs help identifying program requirements, curriculum, costs, supplies, exemptions and timelines.
How is it identified?	By email, phone, mail or in person.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Ask questions to clarify goals and needs. Initial investigation through marketing materials, the web site and/or with other college departments may be necessary. The incumbent provides information or refers accordingly.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Judges the inquiry scope to determine if answer is readily available (direct student to appropriate program coordinator) or engage in research necessary to locate and provide program information. Determine what resources are necessary to assist the individual in making an informed decision. Assist the individual in analyzing the various options and providing access to all institutional resources. The incumbent requires awareness of multiple and varied programs, courses, processes, etc.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Program Coordinators, college materials including calendar, course descriptions/outlines, faculty, website information and other internal student support services such as career services.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	A potential summer school student is irate that the course they are interested in is full and has a waiting list.
How is it identified?	Phone call, in person at reception desk, or email.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Ask probing questions to fully understand their goal, situation, limitations, interests, and potential opportunities.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Explain reasons and procedures relating to wait listing a course. Consider flexibility with enrolment maximums and discuss with program coordinator. If no, explain that the waiting list is contacted as seats become available and assist with exploration of alternatives. If yes, contact the instructor for approval to add an extra student to the course. Explore alternative options with the objective of meeting the student's preferences and gaining the registration.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Program coordinator, past practices, policies and procedures, computer registration reports, instructors.

#3 regular & recurring

Key issue or problem encountered	Student inquiring about an outstanding refund.
How is it identified?	Phone call, in person, email or letter.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Cross reference course detail and cancellation date with records on file. Confirm receipt of refund request in writing (documentation).

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Based on cross-reference, determine if the refund would typically have been processed within the time in question.
	Consult accounting department to determine status of the refund.
	Confirm refund transaction and notify student.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Refund policy, refund records, past practices, accounting department colleagues.

#1 occasional

Key issue or problem encountered	Student has lost/misplaced an item from their program kit that is needed for an assignment.
How is it identified?	Distraught student comes to the desk/bookstore saying they lost a needed item and there is none in stock in the bookstore.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent asks the student what the material is and when the assignment is due.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	With a limited amount of supplies available in the bookstore and in the community the incumbent determines whether item may be in storage in another part of the college or needs to be sourced. Incumbent investigates time frame for getting item into bookstore.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Studio Technologist may have additional items in storage that could be sold to the student or borrowed from their office. Incumbent could suggest student speaks to faculty or program coordinator about altering time-line or substitution of material. Additionally, incumbent could see if budget and time frame would allow material to be ordered into the bookstore.

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:

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#1 regular & recurring

List the project and the role of the incumbent in this activity.	Incumbent is required to coordinate daily task priorities to ensure multiple transaction processes are kept up to date. Eg. web registrations, email/phone inquiries, course withdrawals, refunds, course changes, and registration assistance, while providing in-person customer service at the reception desk.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must be cognizant of deadlines and tasks must be prioritized accordingly. This is challenging due to the front-line service nature of the job and regular customer interaction.
List the types of resources required to complete this task, project or activity.	Evolve system, marketing materials, past practice, colleagues.
How is/are deadline(s) determined?	Deadlines are determined by policies and procedures.
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 Operations Manager, Creative Director or academic coordinators may require changes to the priorities set given current circumstances ie volume of processing, system needs, student impact. The incumbent and team determine impact. Delays in transaction processing can have a negative impact on students eg. a student missing available space in a course, delay in receiving refund.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Room bookings internally and externally.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Create and maintain room booking database. Verify completeness and accuracy of information and ensure the booking is posted on the College system. Update as needed. Networking and communication skills with faculty, support staff, management and external community. Ability to prioritize and recognize bookings based on academic delivery.
List the types of resources required to complete this task, project or activity.	Existing database calendar. Past practice. Price list for external bookings that are for-profit groups.
How is/are deadline(s) determined?	Most room bookings are done prior to semester start-up but can be added to depending on availability. Past practises help determine potential conflicts for external bookings.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Incumbent determines if changes are required in the room booking process. For example, a space conflict in room bookings may need a resolution to be determined by campus leaders in consultation with the incumbent.

#1 occasional

List the project and the role of the incumbent in this activity.	The incumbent is responsible to train part-time and temporary front line office staff.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Establish and maintain procedures and practices for reference in training and ongoing support. Time and task management, interpersonal and team management skills are critical. An ability to recognize and accommodate learning styles, resilience and adaptability are required.
List the types of resources required to complete this task, project or activity.	Past practices and procedures, Fleming Evolve system, network of relevant Fleming colleagues.
How is/are deadline(s) determined?	Annual program cycles and special project/event needs. The incumbent may determine task-specific 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.	Campus leaders, incumbent, team members, Fleming systems, or a project/event could influence or determine change and impact. For example, ongoing changes to computer registration and information management systems.

#2 occasional

Key issue or problem encountered	An item sent by courier has been misaddressed.
How is it identified?	Recipient identifies not receiving the package.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Clarification of the challenge is required through verifying the address with the recipient.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent must clarify and determine the challenge. Incumbent needs to track item and see if it was delivered to another address and if address can be updated. If package is lost incumbent needs to determine if item can be replaced or if recipient needs to be financially compensated.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Courier company and Operations Manager.

#3 occasional

List the project and the role of the incumbent in this activity.	Ensures an adequate supply of letterhead, various forms, paper, and office supplies is available for staff and faculty.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Estimate number of items required over a period of time and prepare for fluctuations in demand. Anticipate possible high demand times based on previous circumstances and monitor inventory.
List the types of resources required to complete this task, project or activity.	Fleming Marketing Department, various suppliers.
How is/are deadline(s) determined?	Program start and report due dates, as well as Marketing Department cycles, determine supplies. Specified delivery dates determined by suppliers.
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.	In consultation with program coordinators and staff, incumbent determines quantities required, based on relevant program or activity schedule.

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 assists 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
X		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Provides clarification regarding process to students, parents, college community. Responds to general inquiries regarding college programs and processes, program availability, financial aid, transcript information. Students - use of computer/printing functions.
X	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Sources information from other College departments for students, parents, college community, assisting with needs. Provides Haliburton-relevant information to other College departments. Provides information updates to staff and faculty regarding equipment use such as postage meter, photocopier. Informs staff of updates and changes in registration and cashiering procedures.

X	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Allocates tasks such as target mailing, photocopying, internet research and phone contacting to student and part-time workers. Trains and mentors part-time and student employees supporting customer service and/or projects/events. Ensures part-time and student staff have current awareness of relevant procedures and circumstances.
X	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	. Allocates tasks such as target mailing, photocopying, internet research and phone contacting to student workers. Trains and mentors part-time and student employees supporting customer service and/or projects/events. Ensures part-time and student staff have current awareness of relevant procedures and circumstances.
X	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	Allocates tasks such as target mailing, photocopying, internet research and phone contacting to student and part-time workers. Trains and mentors part-time and student employees supporting customer service and/or projects/events. Ensures part-time and student staff have current awareness of relevant procedures and circumstances.

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)
Instructions are minimal in day-to-day routine matters. Unfamiliar or new situations are discussed. The incumbent is enabled to make independent decisions based on their analysis of certain situations – ie. student in crisis, student unable to attend summer school, etc. Manager provides verbal or written instruction, when required, and is available for feedback and follow up as required.	Annual comprehensive review of tasks, goals, and professional development plans.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Majority of work is performed in accordance with general procedures. Majority of tasks are accomplished in accordance with College policy and established procedures.	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is checked at completion of specific projects by discussion or review. Routine procedures performed in accordance with established policies are checked periodically by discussion to ensure work is up-to-date and accurate. Team contribution is reviewed via staff meetings.	Annual comprehensive review of tasks, goals, and professional development plans.

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)
Proper processing procedure for student transactions ie. withdrawal dates vs effective dating vs action dates.	Learning supports and/or counselling needs may require consultation.
Effective scheduling of promotional and program information in conjunction with annual programming cycle. Appropriate arrival of paper and supplies according to programming and operational needs.	

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)
Competing deadlines Challenges not covered by established procedures Approval for expenditures related to repair and/or supply replenishment	Student/staff complaints of serious nature Inability to obtain information from normal sources

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

The incumbent is required to use good judgment and discretion when identifying solutions to situations as they arise when dealing with a variety of clients. These are daily, ongoing inquiries that necessitate independent action, typically in accordance with established practices and policies.	
Incumbent is accountable for ensuring work is completed accurately and on time in accordance with policies and procedures of College and Ministry requirements. Creativity is required in identifying alternate solutions to some challenges. Flexibility is granted within the bounds of established standards, agreements, and policies i.e. waiving deadline dates, part-time program refund policy, etc.	

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?		
Students and members of both the college and external community arrive, phone or email seeking direction to complete a transaction (eg. register in courses, process an exemption, change programs, pay their fees) or clarification about why or where they have to complete a transaction (eg. request to graduate, fee payments, add/drop dates, etc.)	The incumbent is required to ensure they have full understanding of the inquiry and respond appropriately depending on the situation. This may require a series of clarifying questions to ascertain the nature of the inquiry and determine ability to assist or need to refer. If assisting, referencing required processes, associated timeframes, and providing necessary forms for completion, the incumbent guides the client through the process and/or conducts the process on behalf of the client ie. registers in courses, updates tuition account.	Students, faculty, staff, external community.	D

General College information is requested in person, by phone, mail or email. As first point of contact, most enquiries are initially handled by the incumbent.	Ask relevant questions to determine the nature of the request and fully understand client's needs. Inform client of options or provide appropriate information or referral.	Students, staff, faculty, general public	D
Effective communication and problem-solving with irate or distraught students, instructors, community members.	A student is struggling with understanding why a course was cancelled.	College personnel	M
Program coordinator, operations officer, or campus leader requests distribution of promotional or confirmation materials.	Assist with preparation of information and confirmation packages/materials for Continuing Education and Haliburton School of Art + Design courses and programs, for mail, courier or email distribution.	College program coordinators Campus leaders Operations Officer	W
askus@hsad.ca email communications and telephone messages	Respond with requested information and mailing if necessary. Refer to appropriate staff or department if necessary.	Students, general public, College staff and faculty.	D
Support for bookstore and library.	Receiving and signing out books, sales and returns of merchandise	Students, general public, College staff and faculty.	W
Back up for select finance-related access and needs.	Where approved, support or undertake financial tasks eg. bank deposits.	College	I

General	All the above situations require excellent verbal, non-verbal and written communication skills.		

*   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	Determine need by clarifying information being requested, provide information and resources, answering questions related to programs/courses, student services, bookstore and library services, and the community.	Staff, faculty, students, community	D
	Information sharing and assistance with computer/printing technology	Students, staff	D
	Ordering supplies		W
	Information seeking	Vendors, staff College personnel	W
	Trains part-time and temporary front line staff on system changes or updates and office equipment	Staff	I
	Working with community clients and Physical Resources staff, coordinate availability/set-up and requirements for space rentals.	Physical Resources staff and community	I
Effective communication and problem-solving with irate or distraught students, instructors, community members.	Support staff/faculty conflicts over room booking requiring excellent listening, fact gather and checking and solution skills.	Faculty, college personnel	M

Effective interpretation of written and verbal information, requests, needs, and ideas	Assist students with application and requirements	Students, college personnel, OCAS	W
	Provide back-up for financial aid requests		W
	Communicate with supply vendors re: pricing/availability and shipping	Students, Financial Aid Department	D
	Relay registration system solutions and explanations in understandable terms	Vendors	W
	Student refund requests – assess alignment with policy and communicate/process accordingly	Staff, students Student, manager by exception	
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at desk and keyboarding	D			X	X		
Sitting , standing, walking	D			X	X		
Bending and reaching – to retrieve or store supplies	D	X			X		
Light lifting	D	X			X		
Medium lifting	I		X		X		

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

If lifting is required, please indicate the weights below and provide examples.

X   Light (up to 5 kg or 11 lbs)

X   Medium (between 5 to 20 kg or 11 to 44 lbs)

☐   Heavy (over 20 kg or 44 lbs)

Mail pickup and delivery

Boxes of promotional materials for display and distribution

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
Data Entry	D	X		

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
□   Usually
No – the incumbent is routinely answering the phone and dealing with walk-ins while simultaneously entering data and performing transactions, with minimal back-up.

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Proofreading material while providing front line service	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
□   Usually
No – frequent interruptions.

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Trouble shooting (e.g. financial discrepancies in student accounts, office equipment)	D		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?
□   Usually
No – repeated interruptions – in person, phone calls and email, are often necessary in resolving issues or seeking information, taking an extended period of time (days or weeks) to complete.

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

11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
X acceptable working conditions (minimal exposure to the conditions listed below)		D
□ accessing crawl spaces/confined spaces		
X dealing with abusive people	Irate students or clients.	I
□ dealing with abusive people who pose a threat of physical harm		
difficult weather conditions		
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
X smelly, dirty or <u>noisy environment</u>	The front desk is an open area within the campus office pod and subject to frequent traffic and exposure to disruptive conversations. It is adjacent to the Great Hall and near the food service counter, both frequent gathering and noisy spaces.	
□ travel		
□ working in isolated or crowded situations		

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