

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Student Life and Recreation Coordinator (Frost Campus)

Payband: H

Position Code/Number (if applicable): TBD

Scheduled No. of Hours: 35 hours; Evenings & Week-ends as required

Appointment Type: ___XX___ 12 month's _____ less than 12 months

Supervisor's Name and Title: Greg Jefford, Manager, Student Experience and Athletics

Completed by: Greg Jefford

Date: November 14, 2019

Last Revision: June, 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 base 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

Reporting to the Manager, Student Experience and Athletics, the Student Life and Recreation Coordinator, Frost campus is responsible for implementing and evaluating student life and recreation programming with a priority placed on, student transition and engagement programming including but not limited to Welcome Days, Orientation, Peer Mentoring, and Recreation programs including drop in, intramural and extramural activities at the Frost campus.

Works closely with campus partners including but not limited to the Frost Student Association and Residence Life to ensure a collaborative and comprehensive approach to enhancing the student experience outside the classroom for students.

In addition to intramural and recreation programming, is the primary lead for Flemings Logger Sports, and Men's & Women's Extramural Hockey teams. The incumbent also assists the Varsity Coordinator to support the successful transition and retention of Varsity athletes located at the Frost Campus.

Assist staff with Field House maintenance including equipment, policies and procedures to support recreation programming, health & safety, reporting, tracking and reporting of field house facility issues working collaboratively with the Physical Resources department.

The incumbent assists with the recruitment, training, and day-day guidance for student workers, volunteers and recreation participants. The incumbent will triage problems, assist in making referrals and provide informal resolution for student workers and recreation participants 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*
<p>Student Life Programming</p> <p>Develops, supports, delivers and evaluates Student Life programming including Welcome Days, Orientation, Peer Mentoring, student leadership development opportunities and other initiatives within the Student Life team. Works closely with the Frost student association, residence life and other college partners to ensure a collaborative and comprehensive approach to enhance the student experience outside the classroom and contributing to Fleming College being a welcoming place for all.</p> <p>Works with student life team and marketing to develop promotional materials for Student Life programming including Welcome Days and Orientation.</p> <p>Coordinates the recruitment, screening, training, matching and monitoring of student peer mentors and supports at the Frost Campus as required. Collaborates with Sutherland coordinator to determine collaborative opportunities for recruitment, training and recognition of Peer Mentors Establishes work priorities, delegates work to Peer Mentors and ensures deadlines are met and procedures are followed.</p> <p>Initiates and develops positive interactions with diverse populations.</p> <p>Responds to Peer Mentor needs as expressed through phone, web platform, e-mail, drop in, and team meetings.</p> <p>Applies a proactive approach to program planning, project coordination and implementation, which includes continuous assessment and development.</p> <p>Organizes and delivers various student life activities.</p>	35%

<p>1.) FROST CAMPUS RECREATION, LOGGERSPORTS, EXTRAMURAL, INTRAMURAL PROGRAMMING): <u>Develop, plan, promote, implement, supervise and evaluate Athletics' & Recreation services at the Frost Campus by:</u></p> <ul style="list-style-type: none">- Develop strategies to encourage student participation Recruits, trains, schedules, and supervises officials, conveners and student support staff and volunteers in the delivery of Intramural, Extramural, Recreation services/programming and Special Events. Prepares time sheets,- Co-ordinates all Frost Campus Recreation programs including Intramurals, Extramurals, Special Events, Open House, Day trips and student recreation activities.- Is the primary lead for the Extramural Men's & Women's and Hockey program, recruits, trains and coordinates coaching staff, providing day-day functional guidance. Sets up home & away schedules, Secure off-campus recreation facilities and programs as required- Is the primary lead with the Canadian Intercollegiate Lumberjack Association (CILA) representing Fleming College, recruits, trains, and co-ordinates coaching staff and provides day-day functional guidance to those associated with Logger Sports team. Responsible for coordinating all safety aspects of the program.- Coordinates competitions both home & away including demonstrations for the Fleming Logger Sports team. Provides coaching packages and support for successful participation.- Coordinates annual Fall Loggersports Competition week-end event.- Assist the Varsity Coordinator in the successful transition and retention of Varsity athletes with a focus of athletes based out of Frost campus- Assist in the hosting of OCAA/CCAA events held at Fleming College- Purchase equipment & program supplies and ensure it is maintained and in good working order.- Compile Athletic & Recreation participation stats and conduct program and service evaluations and ensure accurate records are maintained to ensure valid participation of Fleming students	35%
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<p>2.) (FACILITY): <u>Coordinate Field House operations by:</u> Co-ordinate bookings schedule for recreation activities in collaboration with identified campus partners as needed. (i.e. PRD, FSA, Residence Life etc.)</p> <ul style="list-style-type: none"> - Working collaboratively with the physical resources department to resolve facility issues - Review & Maintain appropriate policies and procedures regarding Field House use including opening/closing procedures - Responsible for setting up opening / closing procedures - Provides coverage for front desk reception as needed coverage, assists with peak registration times. <p>Contact for Field House Recreation activities/rentals. Periodic contact for Internal & External Rentals,</p> <ul style="list-style-type: none"> - Review payment processes/policies, train support staff as needed - Responsible for the Risk Assessment of the Facility and programs. Conducts safety inspections of equipment and facility. - 	<p>10%</p>
<p>3.) BUDGETING:</p> <ul style="list-style-type: none"> - Responsible for recommending and monitoring Student Life, Athletic (Logger Sports, Extramural), Recreation (Drop in, Intramural & Recreation) and Field House activity budgets - Purchasing equipment necessary to run programs and services - Set fee's for recreation programs and services 	<p>5%</p>
<p>4.) Promotion of programming:</p> <ul style="list-style-type: none"> - Supports the identified communications and athletics staff with established templates and social media opportunities to prepare communications/promotions of athletics and recreation programming at the Frost campus. 	<p>10%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

* 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
- 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:

Sports Management/Social Sciences/Human Relations/Education, or a post-diploma certificate in sports management plus a 2-year diploma in a related field such as sports administration, physical fitness management, fitness and health promotion or similar

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

First Aid, Level C CPR/AED

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 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

Three years of progressive experience in a student services function within a college or university setting, including experience working directly with students, guiding student staff/volunteers experience with student engagement and/or recreational programs.

Office administration (MS Office) and data management experience, ideally within a, post-secondary setting; Demonstrated ability to initiate, plan, coordinate and evaluate multi-faceted initiatives & events; Knowledge of and experience with risk management related to planning and coordinating events; Ability to speak in public to large audiences; Experience with program management including logistical coordination, participant recruitment, assessment, and training; A demonstrated ability to manage group dynamics and provide leadership; Ability to resolve conflicts and negotiate effectively; Ability to work independently; An understanding of assessment principles and techniques

Excellent organizational skills, ability to set and meet goals, prioritize workload, handle multiple interruptions, and meet deadlines for multiple projects; Ability to make the best use of recommendations, feedback and constructive criticism; Knowledge and experience in creating spreadsheets, tables, proposals and reports; Internet research, computer skills and social media. Experience in budget development.

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.

Ongoing coordination and scheduling booking Logger Sport Athletes for transportation and accommodations are done in advance but specific details are not confirmed, and/or cancellations may occur throughout the process.

How is it identified?

The problem could be identified a number of ways depending on the situation, but the incumbent must consistently check to ensure accuracy of data.

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

Must back track to see where the problem occurred in the process. There is a paper trail which occurs when there is a change or new information.

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

All information is transferred from the master schedule for away games and tournaments. Then the transportation and accommodations are booked with the different providers by emails, phone calls, faxes, tentative contracts are developed and then they are confirmed and finalized nearer the date of travel.

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

Past practices & experiences would assist along with the follow up and detailed record keeping.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Reporting service metrics and outcomes to Manager

How is it identified?

Manager may have a standing request (i.e. monthly) for specific service use data to be reporting through a reporting template on a particular timeline. Manager may ask for ad hoc reports to help inform future planning

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

May require some cleaning and checking of data to ensure accuracy. Incumbent may have to ask Manager for clarification of expectations and explain possibilities and limitations of data available

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

Analyse current data being captured to ensure that it contains data of interest to the analysis (i.e. number of participants in a program year to year declining/increasing) If data is not available, incumbent may have to acquire data by other means, such as requesting information from staff in the appropriate office/department or through a survey

Format results into tables, pie charts, graphs or descriptions into template or ad hoc as directed

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

Operational guidelines, metric reporting templates. Direction from Manager.

College/departmental policies and procedures.

#3 regular & recurring

Key issue or problem encountered

Ensure an inclusive competitive & balanced format for league sports

How is it identified?

Through registration information specifying number of interested players, skill level and other details.

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

During the programs staff will assess the current stats and progress to determine if further changes are required to balance the Intramural programs.

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

Analysis is completed thru processing of all the information collected. Timelines are tight in order to get information out and start up league at semester's start.

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

Past practise suggests process however every year brings different numbers and constraints and need to adapt and evolve

3. Analysis and Problem Solving

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

Key issue or problem encountered

Working through Student to Student Behavioural Issue's at Frost Campus

How is it identified?

Complaint driven and or observed

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

Yes, must meet with all parties involved to get an understanding of what has occurred. Document & record all information on the occurrence.

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

Must be aware of the SR&R policy and engage in preliminary conflict resolution & notify the Manager should Students Rights and Responsibilities escalation be required to resolve the issue

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

Developing Programming Policies & procedures/rules for League sports.
College Policies and procedures

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

Key issue or problem encountered

Student staff not showing up to a program or game

How is it identified?	On day of event, usually with little lead time notification
Is further investigation required to define the situation and/or problem? If so, describe.	Yes – phone calls or e-mails to locate potential replacements; contact list
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Ensure cancellation is certain and begin calling back up staff/volunteers
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Contact list, previous solutions contemplated. Use existing staff resources to complete task at hand.

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.	Planning and delivery of training on a semester by semester basis at the Frost Campus.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Group facilitation skills Public speaking skills Time management Interpersonal and cross-cultural communication
List the types of resources required to complete this task, project or activity.	Past practice, other departmental staff for support. Ensure program is within budget. Training materials

How is/are deadline(s) determined?

Program needs
Consultation with Manager
Self-management

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.

Manager
Incumbent offers suggestions based on experience

#2 regular & recurring

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

Responsible for Finance, Purchasing and budget planning for Student Life and Recreation programming at the Frost Campus.

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

Staff rely on past spending and revenue trends based on current programming offered to the students to determine financial requirements Must be able to forecast all expenditures and revenues for each student life and sport budget and maintain projected targets.

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

Previous budgets, level of activity, current trends and inflation index.

How is/are deadline(s) determined?

Budget review and year end.

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 if the changes can be absorbed in the current budget and if there is an impact then would consult with the Manager

#3 regular & recurring

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

Planning for student life and recreation programming at the Frost campus

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

Asses interest within the student body for delivery of the sport, plan for facility availability, equipment availability and staff/volunteer assistance in delivery

Assess staffing needs for event

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

Past practice, other departmental staff for support. Ensure program is within budget

How is/are deadline(s) determined?

Student life programming (i.e. Welcome Days and orientation) are timed alongside student experience and academic schedule considerations

Sports leagues and recreation programs begin at semesters start up and require timely planning and organizational skills.

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 is responsible for updating staff training as protocols and rules change.

Identified department/management could change activity of student engagement initiatives if required

For sports leagues and recreation programs, incumbent determines if there is enough interest and if a program runs or not; based on interest and staffing support.

4. Planning/Coordinating

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

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

Host the Fleming Loggersports Competition

Up to 250 student athletes on Campus on identified weekend we host

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

Lead volunteer group of Staff and Students
 Critical path planning
 Solicit up to 50 volunteers
 Train volunteer officials to judge up to 14 events.
 Awards Banquet Co-ordination (i.e. trophies, meals, results)
 Coordinate a scoring system that is computer generated through out the competition.
 Involvement in concession/food operation plan
 Set up Field house for 2 day over night accommodation for Athletes' and staff
 Competition Site coordinator ensures event stations meet CILA safety standards
 Security and medical personnel hired and competent to react according to the Emergency Action Plan
 Sponsorship proposals to assist with operating expenses

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

Previous years experience, documentation and evaluation.
 Incumbent is currently developing an event manual for CILA.

How is/are deadline(s) determined?

AGM of the (CILA) Canadian Intercollegiate Lumberjacking Association

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 event is a project initiated by the incumbent and reported to CILA for critical analysis.

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

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

Annual Awards banquet

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

Current Coaches / guests and athlete's data, Excel sheet to ensure athlete's/participants fees are paid, assist team with design and implementation of event

Assist with plans i.e. meal, venue and entertainment for the banquet.

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

Athlete's data created and maintained in excel, Financial data created and maintained in Excel,

How is/are deadline(s) determined?

Banquet date approved by Manager, Student Experience and Athletics with recommendations from team

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.

Manager, Student Experience and Athletics determines any major changes.

Other changes – such as event plans, program scheduling, and design can be recommended by the incumbent, in consultation with the team.

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
X		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Update staff & volunteers on procedures and policies Guiding student staff involved in recreational programming
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Provide manuals to student staff, program guidelines, policy & procedures Advises student staff on how to address issues with students
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Recruit, train, schedule and evaluate minor officials, intramural referees & conveners, student staff, to ensure operation of all programs. Trains new staff on process regarding the Field House and services Makes decisions about student life events at Frost campus that align with divisional and college objectives and direction. Provides student staff with resources they need to complete their tasks Delivers training as required

<input type="checkbox"/>	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.	Advises and guides student volunteers and staff in their role, which involves training, coordinating their involvement in programming, and assessing suitability for their progression in the role
X	<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.	Delegates tasks to student staff and volunteers to ensure tasks are complete and for providing programming

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)
<p>Incumbent works independently at the Campus and/or Field House location and relies on e-mail, phone and web platform communication.</p> <p>Incumbent consults with Manager regarding ongoing program requirements and carries out tasks independently. The incumbent implements new procedures/requirements as needed and develops and implements timelines and strategies for accomplishment to ensure balancing needs between student life and recreation programming</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Staff training manuals</p> <p>Resources/guidelines used:</p> <p>Ministry Legislation</p> <p>Fleming Policies and procedures (HR, Health, Safety and Emergency Procedures)</p> <p>Participates in development of departmental plans.</p> <p>Student Rights & Responsibilities Policy and Procedures</p> <p>General accounting practises, budgets</p> <p>Ontario Colleges Athletic Association (OCAA), Canadian Intercollegiate Lumberjack Association (CILA), and Ontario Collegiate Recreation (OCR) policies and procedures</p>	

How work is reviewed or verified (e.g. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)

Support Staff PDF

<p>Incumbent provides progress reports to Manager</p> <p>Feedback from Manager</p> <p>Projects are reviewed by the Manager on a regular basis through scheduled meetings.</p> <p>Additionally, the success of an event or project may be formally assessed using normal assessment practices in the field of student affairs and athletics and recreation</p>	
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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)
<p>Recreation Program planning.</p> <p>Coordinating logistics for training and other events.</p> <p>Facility availability</p>	

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)
<p>Budget concerns</p> <p>Complaints from customers</p> <p>Issues regarding clarification of College policy or facility policy</p> <p>Student Rights and Responsibilities (SR&R) issues</p> <p>Annual budget submission and review</p>	

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

Support Staff PDF

<p>Purchasing programs supplies within established budget parameters.</p> <p>Training and scheduling student staff, Coaches.</p> <p>Programming of Student Life and Recreation programs</p> <p>Weekend and evening identified hours requires considerable independent action including potential emergency situations</p> <p>Matching participants to team</p> <p>Maintenance of data</p> <p>Day to day issues raised by student staff/volunteers</p> <p>Responding to both internal (students, staff and faculty) and external phone, email, web platform and in person enquiries, providing information or making appropriate referrals</p> <p>Identifying alternate solutions to problems</p> <p>Designing registration forms/procedures</p>	
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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?		
Student inquiry via e-mail phone or in person Incumbent assesses the inquiry and: 1. provides information regarding process; or 2. shows the person how to do it	<ul style="list-style-type: none"> Verbal by drop in or by phone/web platform (i.e. WebEx) and written. Confidentiality may be required Marketing/promotion	Students, staff, faculty	D

Support Staff PDF

<p>The incumbent consults and advises on projects and other departmental objectives; plans and establishes goals and objectives; coordinates recreational, and student life-related activities; reports on results; develops and maintains departmental policies, procedures and materials, helps establish assessment material content</p>	<ul style="list-style-type: none"> • Verbal (individually or in a group or meeting setting) and written 	<p>Manager,</p>	<p>W</p>
<p>Incumbent assesses the inquiry based on who's making the inquiry and their relative needs:</p> <ol style="list-style-type: none"> 1. answers it (i.e., explains process and looks up information; 2. forwards inquires to someone else, if necessary 	<ul style="list-style-type: none"> • General inquiries about services via email, phone or in person 	<p>Students</p> <p>Staff</p> <p>Faculty</p> <p>General Public</p> <p>External Organizations</p>	<p>D</p>
<p>Field House responsibility</p>	<ul style="list-style-type: none"> • Supports Field House and/or PRD staff • Assists with Emergencies 	<p>Field House Patrons</p>	<p>W</p>
<p>The incumbent obtains information and quotes on activities/services, supplies or other needs</p>	<ul style="list-style-type: none"> • Verbal and written 	<p>Services/external organizations</p>	<p>M</p>

* 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	<p>Answers questions verbally & Written Updates about programs</p> <p>Presentations and events to promote programs</p> <p>Schedules, facility use, registrations</p> <p>E-Time sheets for Student staff, coaches, purchase orders, invoices, maintenance concerns as needed.</p> <p>Ordering supplies and getting quotes</p>	<p>Other Recreation Staff and Students, Frost student association, faculty</p> <p>Potential and current Students</p> <p>External suppliers</p>	D
Explanation and interpretation of information or ideas	<p>Explaining administrative processes verbally and in writing materials</p> <p>Coordination of logistics for events</p> <p>Booking rooms/ice time</p>	<p>Staff, community students</p> <p>Other departments</p> <p>External organizations, community partners, physical resources</p>	<p>D/W</p> <p>D</p> <p>W</p>
Imparting technical information and advice	Advising of student staff/volunteers	Students	D
Instructing or training	<p>Training of student staff/volunteers</p> <p>Advise students and provide methods to resolve issues/conflicts</p>	Students	M
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	D		X		X		
Lifting/carrying/pushing	I	X			X		
Set up Recreation equipment	W	X			X		

* 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)

Display materials
Educational materials for a presentation
First aid supplies
Balls
Event/Equipment set up (i.e. nets/poles), Field House cleaning
Uniforms

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 (e.g. 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 (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 mins	Long up to 2 hrs	Extended > 2 hrs
Preparing statistics and schedules	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No (position is also serving the public – interruptions regularly occur)				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Conducting interviews	M	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 #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Deals with multiple student related issues, requiring ability to listen, concentrate, pay close attention to detail and interact with others to gather information/facts, analyze and make decisions	D		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				

* 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"/> acceptable working conditions (minimal exposure to the conditions listed below)	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 checked="" type="checkbox"/> difficult weather conditions	Athletic & Recreation Events outdoors e.g. Annual day event Loggersports Tournament	I
<input type="checkbox"/> exposure to extreme weather conditions		
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	Inter campus travel – team meetings, events, training	0-2 times per month depending on time of year
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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