

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Forestry Cluster Technologist

Payband: I

Position Code/Number: S00557

Scheduled No. of Hours 35

Appointment Type: _____ 12 months _____ less than 12 months

Supervisor's Name and Title: David Belsey, Academic Chair, Natural Resources Cluster

Completed by: Karen Maki

PDF Date: October 2016

JEC Review: October 26, 2016

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 for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

Position supports planning, preparation and delivery of field exercises, equipment and labs relevant to all aspects of the Forestry Cluster Programs and provides technical expertise in demonstrating lab and field techniques to students. Similar support is provided to related courses in the common first and second semesters, including conducting numerous guided learning hours. Position also coordinates field trip support for Trees and Shrubs, Tree Health Management, Operation and Maintenance of Equipment, and other courses, as required.

Position is responsible for collection and preparation of specimens for lab use, for maintaining inventory of capital equipment and purchases, and maintaining stocks of supplies for program use.

Ensures that safety procedures are followed for the protection of students and faculty.

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>1. Assists faculty and students in laboratory and field work (including Forestry Camp) within the Forestry cluster programs, Common First Semester, Common Second Semester with specific focus on Trees & Shrubs (up to 15 sections per term), Dendrology and Operation and Maintenance of Equipment, Tree Health Management, and other courses as required.</p> <p>Plans, oversees, sets up and maintains lab supplies and equipment for relevant courses. Demonstrates and oversees safe technical and practical skills in the field.</p> <p>Assists students and faculty with technical problems related to experiments and projects.</p> <p>Assists faculty with development of assessment tools, projects and field activities.</p>	35%
<p>2. Leads and supervises Guided Learning Hours by reinforcing previously introduced material through lab and field exercises; supervising testing according to requirements established by faculty; collecting assignments; and assisting students in project work.</p>	35%
<p>3. Collects, identifies, labels and maintains plant and insect specimens for teaching and demonstration purposes. Sets up test materials for student review, identification tests, assignments and projects involving collected samples and specimens.</p>	20%
<p>4. Works with Program Coordinators and other Technologists to oversee program budgets and equipment inventory. Initiates purchases, maintenance and inventory of equipment and supplies for the Forestry cluster and related courses in first and second semesters. Ensures equipment is in safe operating condition and maintains security of program equipment. Researches and makes recommendations for purchase of new equipment and supplies. Books buses and arranges other transportation as required for field work.</p>	5 %
<p>5. Other duties as assigned, for example: provides input for program development and operations and assists with "open houses", tours and displays and trade shows.. Attends tech team and Program/Academic Meetings.</p>	5%
<p>6.</p>	
<p>TOTAL:</p>	100%

* 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:

<i>Forestry, Urban Forestry or Arboriculture related equivalent</i>
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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	
x Additional requirements obtained by course(s) of a total of 100 hours or less	Chainsaw Certification
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	<p>Practical work experience in forestry, urban forestry or related fields. Experience working with and providing leadership and/or training to students or workers using adult learning principles and concepts. Experience working closely with a variety of clients, preferably in an education setting. Experience working independently, within a customer service based team environment, prioritizing and organizing own work. Proven knowledge of Health and Safety requirements in the field. Strong tree and shrub identification skills. Experience in small engine troubleshooting and repair. Practical experience in mechanical repair and maintenance. Current experience using the latest safe forest industry practices. Proven oral and written communications skills. Experience using GIS and GPS systems. Strong skills in using the Microsoft Office Suite. Knowledge of pesticide laws an asset Experience in tree inventory techniques in an urban and traditional forest setting is an asset Experience using teaching and learning technologies is an asset. Experience with equipment inventory is an asset. WHMIS Valid G License and clean driver's abstract Certified Ontario Tree Marker an asset ISA Certified Arborist an asset Pesticide license an asset</p>
X	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 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.	Faculty member consults with technologist for input on technical information or new ideas to improve a lab or field activity.
How is it identified?	Faculty member raises issue in this case; need for change to activity could also be initiated through technologist's experiences in the field, observing activities that are not working well, or through input from program advisory committee or other industry feedback.
Is further investigation required to define the situation and/or problem? If so, describe.	Program Advisory Committee, consultation with industry and possible site visits. Re-evaluation of current learning activities to ensure learning activities align with current practice in industry.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Benchmarking current practices in industry, consultation with equipment suppliers, consultation with faculty and tech colleagues.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Past and current practices, Ministry program standards, college policies and standards, guidelines in the forest industry, colleagues.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	Incumbent identifies student learner not grasping a concept during a guided learning hour.
How is it identified?	Student may disclose difficulty, or incumbent identifies a sense of confusion, withdrawal or inability to complete the activity.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent will interact with student to more fully understand the student's challenge. Incumbent will also discuss the situation with faculty following the Guided Learning Hour for further insights.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Discussion with the student, observation of behaviours, consultation with faculty and campus learning resources. Implementation of different learning strategies. If learning barrier investigate other learning strategies. Refer if required.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	Academic skills services, faculty, past practice, awareness of learning styles.

#3 regular & recurring

Key issue or problem encountered	Assessing student level of experience in handling a chainsaw
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How is it identified?	Student seems reluctant or insecure or is using the wrong techniques.
Is further investigation required to define the situation and/or problem? If so, describe.	Ask the student if they are having any problems and if you can help out in any way. Probe thoroughly with questions (particularly if they say they don't need help) to check understanding of theory, equipment operations and to determine areas where additional demonstration and practice re required. Provide positive re-enforcement and analysis.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Visual check of their PPE to see if they are using it correctly. Ask the student to demonstrate the techniques required to complete the task (saw off). Inspect the area the task is set for and ensure it is a safe site. Foresee safety problems associated with limited experience, poor technique or hazardous situations involving the student and be pro-active in preventing injury. Demonstrate the safe techniques used to complete the task (saw operating). Have the student complete the task under your direct supervision. Positive reinforcement to correct any unsafe acts.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Course Outline Course hand outs Professional Chainsaw Operator training materials The Cutting Edge Faculty and/or other support Staff

3. Analysis and Problem Solving

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

Key issue or problem encountered	Incumbent is part of team (faculty, technologists, learning design team) working on program or course-level redesign.
How is it identified?	The need for re-design can be identified through annual course review, cyclical review, PAC feedback, curriculum re-design initiatives, budget pressures or other changes in the environmental and natural resources field.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes – to find ways to repackage course format to meet learning objectives and integrate material between courses. The incumbent participates in team meeting discussions and may be asked to research industry best practices; participate in review and mapping of related courses learning activities to identify overlaps and possible duplication and/or redundancies.

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

Based on the results of the team-based analysis, the faculty identify where changes are required. The incumbent looks at technical activities and provides information regarding feasibility of exercises, possible alternative applied activities, etc.

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

Past practice, knowledge of exercises set ups, curriculum maps, LDS Specialists, faculty, industry standards

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

Key issue or problem encountered

Injury to student at remote Forestry Fall Camp.

How is it identified?

Hear the air horn go off signalling an injury on the cut block

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

Yes, shut down the crew and quickly walk to source of the air horn. Must thoroughly assess casualty to determine extent of injury.

Survey the situation to assure that no further injury can occur.

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

Incumbent must collect and analyze information including the following to assess the appropriate solution/next steps for the situation:

Check casualty for response

Do primary survey including airway, bleeding, heart beat

Give first aid for life threatening injury

Call EMS

Do secondary survey for further injury. Give first aid if needed.

Monitor breathing and circulation until EMS arrives

Help casualty rest and give reassurance

Debrief following the incident to improve future practices.

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

Forestry policy for emergency response

Follow college policy for emergency response

Standard first aid and CPR certification

4. Planning/Coordinating

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

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

#1 regular & recurring

List the project and the role of the incumbent in this activity.	The collection and preparation of approximately 100 different tree and shrub leaf and twig samples is required every term for demonstration, study and testing purposes. Collections apply to at least four different multi-section courses.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Establish timelines, set milestones and establish schedules and list resources. Given some collection sites require travel, timing must be scheduled around other responsibilities.
List the types of resources required to complete this task, project or activity.	Established budget, staff resources, knowledge of specimens and locations they can be found, awareness of restrictions around collection sites, understanding of species at risk.
How is/are deadline(s) determined?	Discussion with faculty and other technologists; course outlines and timetable
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.	Faculty and incumbent through consultation; incumbent may propose changes based on industry best practices or other recommendations. Faculty may change species list because of industry changes Therefore study sets of material had to reflect current species required.

4. Planning/Coordinating

#2 regular & recurring

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

Co-ordination and dissemination of equipment to various programs for field activities. Must juggle the needs of various lab and field activities involving multiple faculty.

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

The incumbent must possess knowledge of each course's needs on a daily and weekly basis and knowledge of the equipment on hand. S/he must plan, organize and track the usage of equipment and follow up, as required, to retrieve equipment.

The incumbent will attend program meetings to liaise with faculty and assess equipment/supply needs.

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

Course Outlines

Meetings with Faculty and Staff

Experience with equipment

How is/are deadline(s) determined?

Course Outlines. Academic Timetable.

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.

Faculty, in consultation with the incumbent will make changes to the planned classroom activities which will impact the students and work of the incumbent. The incumbent will be consulted and will make the appropriate changes to the equipment for the program.

#3 regular & recurring

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

Two or more field activities requiring equipment or personnel support at the same time.

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

Multi tasking and managing timelines ; cooperation, collaboration and problem solving with colleagues

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

Timetables, consultation with faculty and tech colleagues; awareness of equipment inventory for own and other programs. Needs to ensure equipment is returned in timely fashion from other activities

How is/are deadline(s) determined?

By the course outlines and timetables, when conflicts are identified, consultation and negotiation with faculty and technologist colleagues for assistance with covering time conflicts, sharing or borrowing equipment, or re-working scheduled activities if required.

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.

Faculty and incumbent and other technical support
E.g. field activities requiring assistance from incumbent because of expertise in specific areas taking place simultaneously with other similar activities.

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

Key issue or problem encountered	Ensure an adequate supply of tools and equipment that are used by Forestry Cluster and related courses in common first and second semester.
How is it identified?	Complete during a bi-yearly inventory check
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, consultation with faculty to determine future direction and needs for the above programs. Awareness of industry trends and changes in practices that will impact equipment needs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>Organize the equipment into program ownership and needs.</p> <p>Determine what equipment is signed out (sign out sheets).</p> <p>Count equipment and if necessary check serial numbers on equipment against a list to ensure there are no missing items.</p> <p>Use spread sheet to itemize equipment according to program/ course / activity.</p> <p>Analyze equipment that they have vs. equipment that is needed. Plan new and replacement needs on an ongoing basis to ensure that program is not suddenly hit with a major expense, in alignment with the capital planning process.</p> <p>Conduct through discussion with faculty, technologist colleagues (including attending program meetings), and ASL to collect information about additional equipment needs and plans. Seek budget approval where required, and prepare appropriate capital request documentation if applicable.</p> <p>Identify additional equipment that must be ordered, identify suppliers and prepare purchase order(s)</p>
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<p>Sign Out sheets</p> <p>Existing inventory</p> <p>Purchasing guidelines</p>

5. Guiding/Advising Others

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

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

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

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
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.	Assign tasks to students when reinforcing previously taught technical procedures/skills. May serve as the lead tech for a given course, requiring coordination among other FT and PT techs
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	. Requested by faculty and program coordinators to provide Input and advice on establishment of field and lab activities that are appropriate to supporting program learning outcomes
X	<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.	Once a field exercise is adopted and implemented, incumbent is also responsible for overseeing these activities and, for conducting routine assessments developed by faculty

<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.	
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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)
General - usually verbal in discussion with the faculty or ASL Usually just provided with a completion date Written instruction by means of equipment request forms and from course outlines. Program meetings Course schedules	May be asked to research new options to address a course-related need.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Review previous semester's requirements and current course outlines. College Policies & Procedures (eg. Purchasing, capital planning, budget development, ancillary fees) Meeting with individual faculty to determine course needs Supplier manuals or consultations Determine if broken whether to repair equipment or send out	

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)

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Completion of work request or lab setup - reviewed by discussion with person making request. Daily or routine work is not reviewed or checked. One formal review per year by Manager	Feedback on an exception basis, from faculty, support and manager.
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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)
Specific requirements for new field activities will be discussed with faculty member. Equipment sharing conversations with tech colleagues	

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)
Budget issues – expenses beyond allowed independent limits Changes to established field practices	Interpersonal issues with faculty or staff Student hires

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Purchase of routine equipment and supplies within approved guidelines Decisions regarding the best approach to take when guiding and mentoring students Equipment and supply distribution priority to meet competing requests for the same equipment	Decision to cancel a field activity if safety is an issue and in absence of faculty (eg. Weather hazard)

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?		
Lead Guided Learning Hour labs	Reinforce previously taught theory in field or lab exercise. Arrange loan of equipment	Faculty & Students	D/W
Provide assistance with designing a field or lab exercise	Set up lab or field equipment; prepare samples/labs. Assistance with designing an exercise	Faculty	D/W
Collaboration with Tech Team to support Common First Semester field work	Assist with a field or lab exercise or request for preparation of samples/labs. Assist with planning of shared equipment usage Provide back-up coverage for field activities scheduled	Other Techs; faculty; ASL	W/M

* 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	Equipment requests and test/lab setup Signatures Maps, photos, etc. Camp and interdisciplinary courses Activity planning, updates, approvals	Faculty/Students Co-ordinators Coordinators/ASL External organizations and contacts ASL	D W M M I W
Explanation and interpretation of information or ideas	Orders and quotations Works with colleagues to plan and coordinate equipment sharing	Suppliers	M
Imparting technical information and advice	Equipment use id features and lab procedures	Students Faculty Techs.	D
Instructing or training	Reinforcing previously taught material in GLHs or at camps and Field Activities	Students	D
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
Walking on field trips over uneven ground,	D depending on the week in the semester			X	X		
Carrying supplies and objects to vehicles or other locations on campus or in the field	W	X			X		
Chainsawing	D/W at different times of the year		X			X	

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

<input checked="" type="checkbox"/>	Light (up to 5 kg or 11 lbs)	Books / samples and packs
<input checked="" type="checkbox"/>	Medium (between 5 to 20 kg or 11 to 44 lbs)	Chainsaws/ Boxes
<input type="checkbox"/>	Heavy (over 20 kg or 44 lbs)	

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
Guiding students on tree ID walks during field trips and GLH. Requires attention to the content (rout, specimens) and to student learning.	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 – multiple student questions and other interruptions (eg. Behavioural)				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Identification, collection and preparation of tree and plant specimens	W			y
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
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually- Unless interrupted <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)*
acceptable working conditions (minimal exposure to the conditions listed below)	Office	D
accessing crawl spaces/confined spaces		
dealing with abusive people		
dealing with abusive people who pose a threat of physical harm		
difficult weather conditions	Field exercises – outdoor all year round 40% Regular labs and camp exercises 2-5 days /week	D/W
exposure to extreme weather conditions	Field exercises in all weather Regular lab and camp exercises 2-5 days / week	D/W
exposure to very high or low temperatures	+ 30 ° C in summer -30 ° in winter field exercises go on no matter the weather conditions	D/W
handling hazardous substances	Operates and maintains brush saws/chainsaws (gas/oil for saws, diesel for skidders)	I
smelly, dirty or noisy environment	Camp/ equipment areas	I
travel	Travel- field camps and field trips	D/W
working in isolated or crowded situations	Field exercises in areas where no cell coverage and road access limited	I
other (explain)		

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