Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: TBD

Position Title: Pre-Service Firefighter Technologist Payband: J

Position Code/Number (if applicable):

Scheduled No. of Hours: 35 per week

Appointment Type: X 12 months □ Less than 12 months (please specify # months: _____)

Supervisor's Name and Title: Bianca Sclippa, Manager of School Operations for Health and Community Services

Completed by: Lorie Blundon, Academic Chair, School of Health and Community Services

Date: August 22, 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 of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources 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.

This position supports academic program delivery for the pre-service firefighter program at the Norwood campus by acting as a resource to faculty, facilitators and students of the Pre-Service Firefighter program (PSFF) program. The incumbent supports student learning within the PSFF program by planning and facilitating the smooth operation of the firehall and training areas used by the program. The incumbent ensures the operational condition of equipment and facilities by maintaining and arranging repair of equipment, ordering materials and supplies, providing technical support as required and maintaining accurate records for the program while also ensuring a safe environment for students, faculty and staff. The incumbent, in consultation with the program coordinator, source, inventory and ensure program consumables are available to 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*
1. Provide Learning and Program Delivery Support and Technical Services for Faculty and Students. Works with Faculty on the Fireground to reinforce safety and technical concepts taught by Faculty to students. Demonstrates the appropriate use of equipment, supplies and services and provides training as required to faculty and students. Works with faculty to design/build new training simulators or devices. Researches equipment requests from faculty that support a wide variety of new classroom initiatives, student projects and curriculum. Assists students with difficulties related to classroom assignments by reinforcing previously taught concepts. Diagnose and repair equipment on-demand during lab sessions. Obtain and set up special lab equipment and supplies. Perform tests and/or dry runs on lab exercises to verify the desired outcome and results. Creates equipment operating instructions (e.g. reference quides) for faculty and student reference. Assists in orientation of new faculty and students to the lab operations. Assigns work to student workers, as required. Supports lab delivery as required.	55%
2. Equipment and Supply Inventory Assist with ordering and inventory of lab related equipment and supplies and attribute costs to the appropriate program budgets. Manage and receive products. Maintain an inventory of equipment and supplies sufficient to support ongoing course and lab requirements and assists with maintaining inventory records using school processes including asset tag management.	10%

Assists with calculating capital requirements due to new programming or end-of-life projections of equipment. Occasionally picks up and delivers equipment and supplies as required. Ensures the safe storage and handling of hazardous and waste materials. Follows the College WHMIS process and administers the Pre-service Firefighter program MSDS library, ensuring newly acquired materials have current MSDS forms on file. Working with faculty, creates bills of materials for exercises or projects and facilitates creating kits where appropriate. Works with Faculty, the Chair/Dean and the Advancement Office to identify equipment and material needs for donations.	
3. Maintain and repair applied learning and/or lab equipment. Inspect, troubleshoot, repair, calibrate, replace or arrange for external repairs where necessary. Fabricates parts, tools and other items as required. Equipment types typically include a variety of stationary and hand-held power tools, hand tools, fire equipment, and other devices. Complete bench testing and calibrate Self-contained Breathing Apparatus "SCBA" and ensure certified yearly. Maintains the collection of supplier operator manuals, service manuals, parts catalogs, repair history records and equipment inventory records. Establishes and follows preventative maintenance schedules and processes. Arranges for the inspection and certification of equipment and tools in accordance with industry regulations and standards	15%
4. **Health & Safety.** Facilitates implementation of safety and cleanliness standards per College and School requirements. Creates and updates equipment work instructions, safety manuals and the SDS library. Identifies potential safety issues and recommends/ implements appropriate solutions. Conducts regular laboratory inspections and implements and coordinates corrective action to ensure compliance with external governing bodies.	15%
4. Other 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:

, Pre-Service Firefighter or other relevant fire prevention programs.

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	
X Additional requirements obtained by course(s) of a total of more than 520 hours	NFPA standards -Being a NFPA 1001 and 1072 certified firefighter (or retired).

NFPA Incident Safety Officer training is a benefit

Trained as a SCBA technician for Scott packs (or eligible to be trained).

Trained or eligible to be trained as an operator of the propane props in use at EOETA (To operate the burn building prop you need to be comfortable in the use of the firefighting gear and SCBA - thus the NFPA 1001 standards above)

Trained operator or eligible to be trained in the operations of the Fleming College pumper, equipment and small engines -certainly needs to be mechanically inclined for the maintenance and repairs of this type of equipment

Trained operator or eligible to be trained in the operation of the Portacount device in use for Mask fit testing of students and instructors.

First Aid and CPR certification

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 as firefighter or firefighter technologist. Experience troubleshooting, maintaining, and repairing a variety of firefighting related tools, equipment and machinery (Hand tools, portable pumps, generators etc) Critical thinking skills to support decision making and referral of issues to appropriate internal or external individuals. Excellent organizational skills along with the ability to multitask. Capable of working independently and in a group. Excellent verbal and written communication skills with the ability to be clear and concise. Experienced using MS Excel to maintain accurate inventory tracking records. Experienced in the operation of equipment such as propane prop during live fire burns, pumper during live fires and fit testing equipment for the SCBA facepieces would be an asset. Experience working independently with minimum supervision within a team environment. Experience with various computer software programs including spreadsheets, word processing and inventory software. Experienced problem solver with excellent interpersonal skills Experience planning and organizing own work as well as setting and meeting deadlines. Experience working in an environment where health and safety is a main consideration. Knowledge of the OHSA and safe work practices related to working with tools and equipment in a laboratory setting or as a firefighter. **Preferred**: Experience in an educational or training environment, especially providing faculty and student assistance in a learning environment. Experience with inventory control and purchasing, First Aid and CPR certification
□ 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.	Machine or equipment malfunction requiring immediate attention or replacement. Decisions must be made during repair as to the advisability of continuing (and risking damage to the equipment) or calling in expert technicians. Also, care must be exercised not to violate manufacturer's warranties
How is it identified?	Contact from program coordinator / faculty / students Observation/auditory signals – equipment not working
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, diagnostic, problem solving, and researching skills supported by knowledge of and experience with equipment and/or deduction of theory of operation required to define symptoms and isolate the root cause
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Identifying and isolating symptoms, diagnosing with test equipment, verifying causes and potential remedies. Incumbent must use their technical knowledge of the equipment and experience to quickly troubleshoot and diagnose the cause and identify solutions.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Machine/service manuals Past practices / experience Internet Manufacturer

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	During Program support activities in the labs or fire field, provide advice and guidance to students who are looking to

	clarify assignment particulars, obtain understanding of material presented in labs and lectures, obtain supplementary materials for completing assignments, and obtain assurance that study approach for assignments is correct.
How is it identified?	Observed by Program Coordinator / Faculty and/or Technologist Student self identifies
Is further investigation required to define the situation and/or problem? If so, describe.	Assists the student through coaching to discover answers or a solution path to solve the problem, ensuring the student is satisfied and able to able to proceed with assignments.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent will explain concept, equipment or procedure and work through the problem with the student together. Will often loan student texts or advise how to research material to find resources/information to complete assignment. If dealing with unfamiliar material, will often research and learn material with the student assisting, then solve the problem together. Incumbent must respond to the student while considering their role in supporting student learning and reinforcing previously taught concepts, as opposed to introducing new material.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Curriculum Faculty Internet Personal knowledge and training, texts, equipment manuals, industry contacts, faculty handouts and notes Past experience

	#3 regular & recurring
Key issue or problem encountered	Issues relating to inventory e.g. unexpected shortage of SCBA due to required repairs
How is it identified?	Outages reported by faculty or students. Technologist ‘s assessment of materials

Is further investigation required to define the situation and/or problem? If so, describe.	Yes – would need to assess the reasons for over-use or a breakdown, and provide feedback to Faculty, Program Coordinator and Chair. Verify what is required to make repairs to stock, the quantity and the required delivery date, time and location or scheduling.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	All inventory locations and labs to be checked for stock, verify the reason(s) for shortages to prevent reoccurrence, identify improvements in the inventory system to prevent stock-outs, verify supplier delivery times
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Usage and order history, inventory tracking, lab exercises, bill of materials, cycle counting of inventory, course offering timing, equipment maintenance scheduling.

#1 occasional

Key issue or problem encountered	Integration of new equipment or practices into the program. Incumbent will design, under Program Coordinator or Faculty direction, new student projects and assignments that are practical to deliver, cost effective and meet learning outcomes.
How is it identified?	New concepts or general ideas are identified by faculty, chair, technologist or students.
Is further investigation required to define the situation and/or problem? If so, describe.	Feedback is sought from others within the college, industry contacts, employers and technologists at other colleges to assist judging the appropriateness of the new technology for the program and course. Additional research is required to determine the best concepts to develop to a pilot stage to verify the required deliverables.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The project concept is developed into a project scope with clear documented deliverables. The team agrees on the approaches to be attempted to develop a pilot. Cost estimates are approved by the Chair to proceed with this stage. The incumbent must research, create, develop and test prototypes and evaluate whether integration of the new material is practical and logistically possible. Considerations must be made for staffing resources, supply needs, ability to build in-house or contract out, cost and time constraints. The team evaluates the prototype(s) against the project scope to determine the final solution. Once the solution is determined, the work plan and cost to construct all the required units must be put in place and

	implemented.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	On-line research, equipment manufacturers and distributors, technical publications, other colleges and universities.
	#2 occasional
Key issue or problem encountered	Observe a potential health and safety issue with either the equipment, individuals, propane tanks or other area. (WSIB, ministry, CWB, NFPA Section 21 guidelines) which may include external lab inspections, health and safety compliance audits.
How is it identified?	Program Coordinator, Faculty, Technologist, Chair or Health and Safety Committee or Contact by agency.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent is required to advise Chair and Program Coordinator immediately of any concerns. They are required to inspect the labs and equipment for preventative maintenance including pre-inspections before external audits When follow up action and correction is required, for example the lab does not pass inspection or equipment needs to be repaired prior to inspection, the Technologist would be responsible for implementing and coordinating corrective actions to ensure compliance and arranging for re-inspection by third party if applicable.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent would be required to research the most appropriate corrective action and/or consult with others e.g. regulatory bodies, best practices, policies of the College Proactive correction of potential hazards
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Standards e.g. health and safety policies (Provincial and College), fire inspection codes Past experience Consultation with Chair, Program Coordinator, other outside and external stakeholders as required e.g. Finance re: insurance policies

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.	Maintaining equipment in peak working order according to operator's instructions and preventative maintenance schedule.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Dependant on equipment and frequency of use per preventative maintenance (PM) schedules and processes. Incumbent will utilize tracking tools (e.g. spreadsheets, preventive maintenance programs) to record prior equipment repairs/maintenance and generate reports for upcoming preventive maintenance tasks. Develops new or modifies existing PM schedules based on frequency of use in a training environment versus a production environment. The process will identify if further action is required, such as repairs, calibration or replacement of components prior to failure.
List the types of resources required to complete this task, project or activity.	Equipment manuals, supplier resources, theory of operation information.
How is/are deadline(s) determined?	PM deadlines are determined by the incumbent based on published schedules and any changes required due to differences in training applications versus production use.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent determines if changes are required to the PM schedules based on Manufacturer's recommendations, internal documentation, industry practices, frequency of operation, and experience. An example of a PM schedule change made by the incumbent would be: if a piece of production machinery requires weekly lubrication, but in the school environment, the hours of service would determine this would equate to once per month. The incumbent has the authority to take a piece of equipment out of service due to imminent failure or a safety concern, and interpret and action Service and Safety Bulletins received

	from manufacturers. The incumbent will consult with coordinators and the Chair to determine whether changes have an impact on others. An example of this would be the timing of PM operations that coincided with a particular course needing the machine at the same time.

4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	The incumbent assists with the planning and coordinating of inventory to ensure an adequate supply of parts and consumables for the multiple programs that use the fireground facilities.
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 and the equipment on hand as well as a strong understanding of the capabilities of a variety of equipment/devices/parts. Must be very detail oriented and have excellent tracking and forecasting abilities.
List the types of resources required to complete this task, project or activity.	Course outlines, course schedules, discussion with faculty and coordinators
How is/are deadline(s) determined?	School and course schedules, budget timing.
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.	Technologist recommends options and discusses with the Program Coordinator and Chair to determine if others are affected. Inventory levels should be maintained based on usage data as observed by the Technologist.

	#3 regular & recurring
List the project and the role of the incumbent in this activity.	Evaluating equipment to determine suitability to replace or maintain existing equipment.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Knowledge of equipment requirements. The ability to think ahead and be proactive.
List the types of resources required to complete this task, project or activity.	Faculty, Student or Program Coordinator advisement.
How is/are deadline(s) determined?	Class requirements.

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 Technologist through their knowledge and experience, and/or together with notification from the Program Coordinator, Students or Faculty.

#1 occasional

List the project and the role of the incumbent in this activity.	Plan and implement retrofit or update to replace obsolete components with current equipment/resources
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Planning end of life cycles of equipment to forecast replacement cycles. Scheduling delivery of replacement parts and ancillary items required for the project. Identifying activity schedule, tasks for each team member, timeline, pilot testing, rollout and faculty feedback.
List the types of resources required to complete this task, project or activity.	Engineering drawings, manuals, tools, supplier resources
How is/are deadline(s) determined?	Deadlines are driven by course schedules, impact on others, and detailed action plan timing is determined by the incumbent. The incumbent will establish task deadlines, which includes providing deadlines to others on occasion, to ensure the overall course schedule deadlines are met.
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, along with Faculty and Coordinator determine if changes are required. Involvement of School budget officer and Chair

~~#2 occasional~~

List the project and the role of the incumbent in this activity.	
What are the organizational and/or project management skills needed to bring together and integrate this activity?	
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	

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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.	

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
□	□	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Orients new Faculty and students
X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Recommends and decides upon parts, tools, components and supplies that would be appropriate for use by students and faculty in both lab and lecture times.
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.	Demonstrates equipment operation to faculty. Provides guidance to students with material that has been previously taught in the classroom, including demonstrating the correct use of equipment, explaining procedures, and/or assisting with project work
□	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.	Incumbent has the authority to assign work to student workers as required.

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)
Generally, no instructions are usually provided. The incumbent works in a self-directed manner and has significant autonomy to work directly with all necessary stakeholders to achieve successful task completion and work assignment outcomes.	Will occasionally receive a very specific request from faculty to research availability and cost of a specific piece of new equipment not currently used by the College to support the potential of this being added to their curriculum.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	~~Occasional (if none, please strike out this section)~~
Equipment repair and service manuals Parts catalogues Course outlines College procedures and guidelines Safety manuals Past practice	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Daily or routine work is not reviewed or checked. Incumbent has considerable ability to act free of supervision on a day-to-day basis.	Work may be verbally reviewed upon completion of major assignments by faculty involved with the course

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)
Creating material lists for assignments/projects	Changes in safety protocol Design/build new student project prototypes Capital forecasting due to new programming or equipment end-of-life projections Sourcing replacements for obsolete components

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)
Decisions concerning workload.	Solution of an employee or student conflict that the incumbent has been unable to resolve. School safety issues Budget concerns that are unplanned or unusual

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Troubleshooting, maintain and repair of equipment Provide options/alternatives to faculty and students Deciding approach to take when mentoring or providing assistance to students	Resolution to minor health and safety issues Decision to send equipment out for repair and appropriate supplier to provide service Establishing routine preventive maintenance schedules Design and alteration of equipment to meet various requirements

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.

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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?		
Provide tech support and expertise	Demonstrate equipment; performs tests and "dry-runs" to verify outcomes; design solutions to various challenges; troubleshoot difficulties related to experiments; fabricate parts, tools and other items after consulting with faculty to determine need.	Faculty	D
Inventory and purchase equipment, components and supplies	Research and choose appropriate materials/equipment and supplies to meet needs after consulting with client to determine needs. Maintain an appropriate inventory of supplies and components ensuring adequate re-order timelines.	Faculty, students	W
Provide assistance with educational needs, technical demonstrations or a piece of equipment	Usually involves direct contact with the individual to discuss and resolve the problem, research/explain solutions, demonstrate equipment, or provide resources/contacts to find solutions. Can involve providing the individual with the necessary equipment or resources to accomplish the task.	Students	D

Prepare, maintain and repair equipment	Conduct preventive maintenance on equipment. Determine repair required after troubleshooting and diagnosing the problem	Faculty	W
Provide information to equipment manufacturers and distributors, repair companies, sales reps, technical specialists	Direct contact with the individual or group, if possible. Frequent use of email and phone.	Equipment manufacturers and distributors, repair companies, sales reps, technical specialists	W
Provide health and safety leadership and guidance	Creates and updates safety manuals, SDS library and work instructions; identifies safety issues and recommends solutions; ensure the safe storage of hazardous materials and waste	Faculty, students	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	Updates on progress of projects/requests.	Faculty	W
	Obtain pricing, quotations, information on supplies and equipment	External supply companies, distributors	I
	Arranging for student purchases	Bookstores	I
Explanation and interpretation of information or ideas	Demonstrating new equipment	Faculty	W
	Write safety policies and discuss safety-related concerns and solutions.	Faculty, students	M
	Equipment repair and troubleshooting discussions	Manufacturers, suppliers	I
Imparting technical information and advice	Providing guidance and information to new faculty regarding the proper use of unfamiliar college equipment	New faculty	M
Instructing or training	Demonstrating use of equipment/reinforcing application of material previously introduced in classroom environment	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
Lifting light objects such as hand tools	D		X				X
Lifting heavy objects such as metal (minimum 1 hour/day)	D	X			X		
Standing (during demonstrations/labs)	D			X	X		
Driving (local – short distances)	M	X			X		
Sitting – computer work, repair work	D		X		X		
Pushing/pulling	W	X			X		
Climbing	D	X			X		
Bending and crouching	D	X				X	
Working at heights where fall arrest systems are required	W	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)	Hand tools
□ Medium (between 5 to 20 kg or 11 to 44 lbs)	
X Heavy (over 20 kg or 44 lbs)	Metal sheets, plywood sheets, bundles of wood i.e. 2x2s; engines; portable pumps, generators etc.

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
Demonstrating to groups of students and listening to students so as to understand the issue/needs and provide effective support requires mental concentration and attention to detail. Often projects have significant safety concerns as they involve tools and procedures.	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □X Usually □ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Incumbent works on equipment repair and maintenance. This requires additional concentration for safety and quality control, eg. SCBA testing.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □X Usually □ No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Technical troubleshooting related to repairs of equipment	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually □ No				

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

11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
□ acceptable working conditions (minimal exposure to the conditions listed below)		
□ accessing crawl spaces/confined spaces		
X dealing with abusive people	Angry students who are verbally abusive and displaying aggressive behaviour (e.g. throwing keyboards)	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)		
X handling hazardous substances	Fuels, engine lubricants and smoke/heat environment	D
X smelly, dirty or noisy environment	Burn building environment	D
X travel	To pick up supplies and purchase (approx. once a month) Travel to Peterborough campus.	M
□ working in isolated or crowded situations		
X other (explain)	Working at heights	W

Support Staff PDF

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