Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Fish and Wildlife Technologist Payband: J

Position Code/Number (if applicable): S00300

Scheduled No. of Hours_____37.5_____

Appointment Type: ____X_____12 months _____less than 12 months

Supervisor's Name and Title: Marc Patenaude, Manager, Operations

Completed by: Tania Clerac PDF Date: July, 2019
Last Revision: December 8, 2020

Signatures:

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

Supervisor: Date:

Instructions for Completing the PDF

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

2. Answer each section as completely as you can based on the typical activities or requirements fo the position and not on exceptional or rare requirements.

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

4. Ensure the PDF is legible.

5. Responses should be **straight forward and concise using simple factual statements.**

Position Summary

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

Develop, design, plan, and and organize field and laboratory exercises, field camps and surveys. Develop and design procedural manuals for exercises and camp activities. Train and oversee technical support and student workers assisting with camps and program operations.

Responsible for program budget and purchasing with support from SENRS Financial Officer and SENRS Operations Manager.

Outsource and coordinate repairs and seasonal maintenance for college boat fleet. Transportation of boats to local marine repair facility. In collaboration with SENRS Financial Officer and SENRS Operations Manager, develop multi-year contract with local marine repair facility for seasonal maintenance for boat fleet, program ATV, snowmobile, and tractor.

Oversee students and assist faculty during labs, field trips, and field camps. Provide technical expertise pertaining to specialized biological techniques and survey methodologies including the demonstration of theories and principles. Research best practices and new technologies.

Test, evaluate, purchase, and maintain the inventory of program equipment, biological collections, and supplies.

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*
1. Assist faculty and oversee the work of students during labs and on field trips, demonstrate technical and practical skills in the field; assist students during exercises; drive rental vehicles as required. Ensure equipment and supplies required for field and lab exercises are available and functional. Assist instructor with field evaluations and lab tests.	35%
2. Test, evaluate, select, purchase, repair, and maintain program equipment and supplies, including the college's marine fleet, off-road vehicles, and a diverse range of electronic meters, limnology equipment, and field survey gear. Responsible for obtaining quotes, selecting and purchasing capital equipment, and sending equipment for repair if damage is of a complex nature. Responsible for control of program instructional supplies and fall camp budgets. Maintain inventories of program supplies and initiate purchase orders. Ongoing liaison with SENRS Financial Officer and SENRS Operations Manager to determine program budget and purchasing, including obtaining quotes, purchase orders for capital items and yearly program supplies and equipment.	25%
3. Assist lead faculty with the planning and organization of an intensive lake survey camp for all second year Fish and Wildlife classes. Duties include: coordinating part time technical help, purchasing required supplies, organizing daily work schedules for students, demonstrating field survey skills, overseeing students on the lake and ensuring their personal safety, dealing with equipment malfunctions and students' personal and medical problems, transportation of students and gear to survey location, liaising with marina operators, public, camp personnel and M.N.R. employees, etc. Develop data sheets and student training manuals, and assist in the evaluation and marking of collected student data and written assignments.	15%
4. Write and submit annual project summary reports and applications for scientific collector's permits and licences. Ensure college compliance with permit/licence conditions. Conduct specimen inventories, maintain records, and submit reports as per collection licence conditions. Ensure licencing compliance for college boat fleet and off-road vehicles.	10%

5. Develop, coordinate and maintain procedure for lab safety and handling and processing of animal carcasses used in classroom labs. Write procedural plans for student Health and Safety policies in labs. Sit on Animal Care Committee to review/approve animal project proposals and represent the college's Fish and Wildlife Program. Develop standard operating procedures for program field activities that involve the use of live animals, write AUP's (Animal Use Protocols) for labs and camps, submit post-approval reports for monitoring by the college Animal Care Committee, as per the CCAC (Canadian Council On Animal Care) regulations. Acts as a representative on the Animal Care Committee.	10%
6. Other duties as assigned	5%
	Total: 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	□ 2 year diploma
□ Trade certification	X 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:

Fisheries and Wildlife Biology

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	Ontario Wetland Inventory Certification OMNR Electrofishing Class 1 Certification B.O.A.T. Certification Ontario Benthos Biomonitoring Network (OBBN) Certification MNRF Ecological Land Classification System (ELC) Inventory Certification OMNR Lake and Stream (OSAP) Inventory Certification CPR and Emergency First Aid 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	
□ Minimum of three (3) years	
X Minimum of five (5) years	Lab and practical field experience related to Fish and Wildlife Management. Extensive fisheries management field experience, including collection and compilation of field data and biological samples and overseeing fisheries field crews. Require excellent working knowledge of NSCIN survey protocols. Must have good seamanship/boating skills Ability to demonstrate and oversee the operation of all field sampling equipment in the field. Must understand and be able to apply standard scientific methods and biological survey protocols. Bio-inventory experience, including field identification of plants, mammals, herptiles, fish, aquatic invertebrates. Experience trouble shooting, improvising, and repairing all gear on site during surveys/exercises. Must have practical experience conducting backpack electro fishing surveys and oversee electro fishing field crews.
□ 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.	Integration of new technology or practises into the Fish and Wildlife Program curriculum. Designing applications of this new technology to make them "deliverable" in courses.
How is it identified?	Feedback from liaising with industry contacts, employers, ministries, and government departments. Often receive notification from past employers that grads are lacking certain field skills. Students often request exposure to new technologies.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The college must keep up to date with industry standards and skills training, otherwise grads will not obtain employment.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Must first personally investigate and learn the new technology, then make an assessment to determine if integration of this new material is practical and logistically possible (must consider existing staffing resources, financial and time constraints). Must design a delivery module/plan that will allow this new technology to be smoothly integrated into existing course labs or field exercises. Must consult with other faculty/staff to see if they are receptive to introduction of new material.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Training workshops, professional development sessions, scientific journals, texts, agency procedural manuals, protocols and documents, equipment manufacturers and distributors, direct contact with technical staff at government agencies, online research.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	Students attempting to find faculty to clarify assignment particulars, obtain additional understanding of material presented in labs and lectures, obtain advice for job placements, career paths, employment, obtain supplemental knowledge and materials for completing assignments, obtain assurance that study approach for assignments is correct, etc., etc.
How is it identified?	Student comes to office and requests assistance. This may occur fifty times per day. Often contacted by phone or email.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Faculty are often not available for consultation with students. Must provide answers to the problem or the student leaves unsatisfied, frustrated, angry, and unable to commence or proceed with assignments.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Attempt to contact faculty, either in the building, or at home. Check timetable to see if faculty is teaching, then advise student of best time to locate faculty. Obtain keys to faculty office to obtain assignments, handouts, etc. for student. Will often sit down with student and explain concept or procedure, and work through the problem 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.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Internet, personal knowledge and training, texts, manuals, phone calls to other staff and external contacts, research in college ERC, faculty handouts and notes.

	#3 regular & recurring
Key issue or problem encountered	Inclement weather during fall fisheries camp, resulting in potential cancellation of day's activities, loss of practical skills training for students. "Unfished" nets will result in very high fish mortality, loss of scientific data, poor public image for the college, and will have a negative impact on the fish community. Must assess the impacts that cancellation will have, then, in consultation with lead faculty, make decisions to change the work plan for the day, and keep the students "learning" at camp.
How is it identified?	Prior warning by monitoring weather reports. Observation of weather conditions while on the water at camp.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Weather conditions can seriously threaten staff and student safety, compromise the camp learning objectives, or make it impossible to accomplish daily work assignments. Random stratified sampling protocol for the surveys (NSCIN) will be compromised if a single day is missed during the camp. Students only get five days on the water. A single "lost" day on the water will have a very negative effect on the skills set learned by students during the camp.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Must make an immediate judgement call regarding student and staff safety. Students are immediately removed from the lake if conditions are deemed to be too rough or unsafe . Student crews are contacted by radio and a staff escort is sent to help them safely return to port. Must now attempt to salvage the work day by reassigning student work details, relocating activities to calm sections of the lake, increasing degree of overseeing and assisting students by often working alongside them in a larger boat if conditions are "questionable". Must change work assignments, prioritize activities, and focus on what can be realistically accomplished due to the changed weather conditions.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Personal experience working in inclement weather. Knowing from past experience what type of fisheries survey activities can be safely accomplished in rough lake conditions. Consultation with other camp staff, phone calls to MNR biologist and technical field staff, procedural field training manuals, weather reports, contact with bus company. Consultation with students to ensure that they feel safe and are comfortable with working conditions.

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered	Students injured during labs, field trips, or camps. Injury ranges from simple cuts and scrapes requiring basic first aid, to broken bones, severe cuts, etc. that require a trip to the hospital.
How is it identified?	Either personally witnessed, or approached by injured student. Will often receive emergency radio call if injury occurs during field camp. Students are briefed on the "Emergency Preparedness Plan" prior to camp and know who to call if an injury occurs.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Must comfort student in distress, administer first aid, or transport to hospital if injury is serious. Must adjust student work crews and change work duties if injury results in the student being removed from the exercise.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	First assure that site is safe for other students, then make an assessment of the injury. Fix the equipment that caused the injury, or change work procedures for students if an unsafe action is deemed to be the cause of injury. Perform basic first aid if injury is minor. If major, contact other camp staff, then immediately leave the site and drive the student directly to hospital..
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Common sense, past personal experience dealing with first aid issues, first aid training, first aid kits, college nurse, phone calls to hospital, ambulance call.

	#2 occasional (if none, please strike out this section)
Key issue or problem encountered	Broken laboratory instrumentation and equipment that is heavily used during field trips, camps, and labs. Delivery of exercise will be jeopardized if damage cannot be assessed and repaired immediately.
How is it identified?	Direct notification from faculty, staff, or students. Damage is often discovered during routine maintenance and/or instrument calibration.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. A limited amount of equipment is available for use. Replacement "spares" are not an option due to financial constraints. Learning objectives are compromised in courses if gear is not available in good working order. Downtime and repair costs will be excessive if all equipment is sent out for repair. Must immediately be able to trouble- shoot and assess the problem, repair the equipment, and get it back into classroom circulation as soon as possible.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Attempt to re-calibrate, check instrument function, make adjustments, verify instrument is performing to specs, test and trouble-shoot to determine exact cause of malfunction. Make repairs if possible, or order spare parts from supplier. If possible, improvise and fabricate own parts for a "patch repair" that will allow instrument to be used, then order factory replacement parts. Arrange to borrow or rent equipment from suppliers if repair down time will be major. Must assess program needs, then ship instruments during course "down time" when equipment demands are low. Will often drive to repair center if immediate repair of instrument is necessary.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Personal ability (mechanics, electronics, etc.), instrument manuals, manufacturer's web sites for trouble-shooting, expertise of other college techs, call service companies and instrument suppliers, contact external technical staff in government ministries and private sector companies.

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.	Fisheries Fall Camp. Incumbent is responsible for planning and organizing camp operations, designing student training manuals, training students prior to camp, overseeing and assisting students during camp, purchasing and maintaining all physical resources associated with camp delivery, liaising with suppliers, project partner biologists, public, etc.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Must have previous experience coordinating large field activities for 100+ students. Ability to predict what the staffing requirements for the project will be, based on the anticipated work load. Ability to delegate authority and assign work details to staff and students so that the camp will be ready to begin smoothly operating on the first day. Assists lead faculty with designing camp curriculum so that available training time for students is maximized. Assists designing rotational work schedules so that all student field crews receive the same type and amount of training in the allotted time. Must have a good ability to assess the performance abilities of the student body and staff, and be able to design camp activities that can realistically be accomplished in each week. Must be able to accurately estimate physical resources and supplies that will be required for a six week field season.
List the types of resources required to complete this task, project or activity.	Lead faculty, and at times, liaising directly with MNRF field staff and biologists, MNRF field procedural manuals, texts and training manuals, additional camp employees and college staff/faculty, equipment suppliers, vehicle and trailer lease companies, bus companies, telecommunication suppliers, fuel suppliers, etc.

How is/are deadline(s) determined?	Must have a "deliverable product" (camp) completely organized, planned, and ready to go on the first day of fall classes. The entire student body must be trained in a short four day block of time. NSCIN survey protocol dictates that the camp must occur during a narrow water temperature window if collected data is to be of any value. Nets must be fished and reset on a daily basis, or data will be biased. Winter weather approaches during the last week of camp, making outside work impossible. Water temperatures drop to the point where fish movement is drastically decreased. Marina rental is not possible outside of this short six week window of time.
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.	Lead faculty involved in the camp and the incumbent, determines if changes to the camp delivery module are required. It is the incumbent's responsibility to support the decisions and to ensure that the desired learning outcomes and benefits to the curriculum are in the college's favour. .

4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	Various field trips. Provide technical expertise and support faculty during exercise. Often responsible for overseeing and demonstrating materials to half of the students involved in the trip. Must have at least the same topic knowledge abilities as the faculty member. Often demonstrate skills to entire group if activity is of a technical/practical "hands-on" nature. Assist faculty in delivery and marking of student assessments.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Need excellent time management skills to be able to deliver required material in a clear, knowledgeable, and concise manner during field trips. Trips often run back-to-back and are on a very narrow time budget. Must gain confidence and respect of students who are hoping to learn from you during the trip. Must be able to assess the abilities, knowledge level, and needs of the student group, and then accordingly adjust delivery speed and material content for that particular trip.
List the types of resources required to complete this task, project or activity.	Personal knowledge, education and work experience. Text books, procedural notes, field manuals, assistance from other technical staff and faculty.
How is/are deadline(s) determined?	Course outline dictates when field trips will occur. Trips must end on time to coordinate with booked transportation and amount of daylight.
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.	Being that the incumbent is often working distant from the faculty instructor, they are expected to have good judgement and should know how to adapt or make changes to the field trip if necessary (eg. weather changes to rain during an electrofishing field trip. Incumbent would immediately stop all electrofishing activity to ensure student safety. Would spend time in the rain processing sampled fish, then resume electrofishing if rain subsided. Incumbent would reschedule trip, and transportation, during a class "spare", to ensure that the group can "make up" for the missed field trip.

	#3 regular & recurring
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?	
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.	

4. Planning/Coordinating

	#1 occasional (if none, please strike out this section)
List the project and the role of the incumbent in this activity.	Development of guidelines and safety policy for the handling of animal carcasses in college labs. Responsible for researching potential health issues related to student contact with wild animal carcasses, develop a student user's manual for lab carcass work, develop and coordinate system for pre-screening "high risk" carcasses that are used in labs by staff and students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to recognize the desired outcomes and goals of the project, then research and compile the necessary facts and information in a timely manner. Ability to take this collected material and design a "product" that will meet the needs of the "client".
List the types of resources required to complete this task, project or activity.	Medical and health scientific journals, online research, texts, correspondence and meetings with Ministry of Health, Health Canada, OMNR Pathologist, OMNR Rabies Unit Research Scientists, Canadian Food Inspection Agency Pathologists, Canadian Cooperative Wildlife Health Center, and Ontario Veterinarian College. Consultation with college Health Nurse, Health and Safety Committee, and teaching staff.
How is/are deadline(s) determined?	Established guidelines/policy for program must be in place for new students entering semester 2, prior to exposure to animal carcasses in labs. Pressure from teaching faculty, Nurse, and H&S Committee to establish guidelines/policy immediately to address student safety and liability concerns.
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 assigned to research current federal and provincial policies, then adapt these to meet the college course needs. Eg. Standard rabies pre-screening technique involves decapitation of specimen to obtain brain sample (his would destroy specimens for lab dissections and student assignments). Incumbent devises a way to obtain viable brain samples by core-sampling through the ear canal, leaving the specimen intact for labs.

	#2 occasional (if none, please strike out this section)
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?	
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.	
□	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	
X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Coordinating, overseeing and assigning work schedules for hired staff techs and students at field camps. Assign tasks to students when training them how to master technical procedures/skills. Monitor student progress, provide advice, make corrections, and/or provide aids until the student achieves success and masters the skill.
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.	Work very closely with all program faculty and students in labs, field trips, GLH's, and field camps. Demonstrate correct technical skills , then oversee/train students to practise and learn technique or process. Heavily involved in both the delivery and evaluation processes for many courses.
□	□	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in 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)**
No instructions are usually provided, except perhaps a casual email reminding the incumbent of upcoming dates for exercises. The majority of activities are planned in advance for the academic year, and the incumbent is expected to independently ensure that all of the supports required for those activities are in place. Incumbent freely "networks" with external government and private sector staff and takes incentive to research new technologies that will keep the program's training relevant.	Will occasionally receive a very specific request from faculty to investigate and "fact find" new equipment, technologies, procedures, etc. if they are interested in the potential of this being added to their courses. Incumbent will be directed by ~~**Operations Leader**~~ **Supervisor** to undertake projects e.g. developing Health and Safety Protocols for the pathology lab, supporting other programs, GLHs etc.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Laboratory manuals, field guides and published keys, standard methods, reference textbooks, topographic, FRI, and land tenure maps, government training manuals and procedural protocols, aerial photography, equipment supplier catalogues, scientific journals, computer and instrument manuals.	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	**Occasional (if none, please strike out this section)**
Work is casually, verbally reviewed upon completion of major assignments by instructor involved with exercise. Incumbent is usually working directly alongside faculty during most program exercises. Main form is feedback from instructor if something was lacking or was not functioning properly. Daily or routine work is not reviewed or checked. Regular (monthly) check-ins with ~~**Operations Leader**~~ **Supervisor**.	Annual Performance Evaluation with Supervisor

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)
All financial decisions regarding spending of program budgets. Deciding how to design and deliver labs for courses, camps, etc. Selection and purchase of instructional supplies and capital equipment. Decision to cancel field exercises if student safety is an issue.. Deciding what approach to take when mentoring or providing assistance to students.	

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)
Maintain periodic contact with supervisor, either verbally or by email eg. vacation requests, lieu and overtime, attendance records, hiring of part time staff and students, intention to attend meetings, schedules for GLH's, etc.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
In consultation with lead faculty, assists with design and implementation of camp activities, daily operation of the camps; improvising field activities to adjust to changing climatic and equipment condition. Decision to independently research new technologies and best practices and ensure they are covered in the program curriculum. Selection of sites for conducting field camps. Setting up contracts and determining fee rates with suppliers at field exercises. Deciding how to design and deliver labs for courses, camps, etc. Selection and purchase of instructional supplies and capital equipment. Decision to cancel field exercises if student safety is an issue. Decision to change or add curriculum for program courses. Deciding what approach to take when mentoring or providing assistance to students.	

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?		
Most needs are anticipated due to prior planning and past experience. Verbally – usually by email, phone, or written memo. Sometimes "relayed" to incumbent by students. Often receive phone calls at home.	Direct contact with the individual or group, if possible. Demonstrate skill or procedure, and/or supply materials and resources to meet needs. Frequent use of email, phone, memos.	College faculty and staff. Provide tech. support and expertise during classes and field exercises, assist other techs, correspond with staff in other departments (shipping, HR, Facilities, Purchasing, Finance, etc.)	D
Usually the individual arrives in person at office, or incumbent is working with them during classes, field trips, camps. Also verbally – usually by email, phone, or written memo. Also receive contact from individual's parents, family members, friends, etc. Often receive phone calls at home.	Usually sit down with individual and resolve the problem, explain solutions, provide resources or contacts to find solutions. Provide individual with necessary equipment or resources to accomplish task. Follow-up by email or phone to ensure that "client" is satisfied.	Students – daily assistance with educational needs, job contacts and resumes, career paths, placements, technical demonstrations and assistance. Often assist and provide technical support to recent program grads who are completing degree at university.	D

Verbally – usually by email, or phone. Written memo occasionally. Sometimes job requests are “relayed” to incumbent by students who have been on work terms with agency.	Mail written reports or memos, email reports, visits in person Often ship materials to partners, send photos electronically for interpretation. Often arrange or recommend additional contacts for information.	External partners involved in projects or technology transfer (eg. provincial and federal field staff and biologists, university profs, research scientists, ,	W
Receive visits in person, phone calls, emails.	Deal and service individual immediately if they arrive in person, otherwise return call or email. Sometimes arrange to meet in person. Usually call back to follow-up with individual.	Public – enquiries about programs or career paths, F+W management, fish tag returns, injured animals or road kills, equipment donations	W
Verbally – usually by email, or phone. Occasionally written correspondence by mail. Often deal in person with sales reps, technical specialists, or repair companies.	Direct contact with the individual or group, if possible. Frequent use of email, phone, memos. Often send digital pictures by email.	Equipment manufacturers and distributors, repair companies, electricians, rental and leasing companies, sales reps, technical specialists	D

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. Notification of deadlines, employment opportunities, schedule of events. Guidance with problems, booking labs and transportation, lending equipment	Coordinator, faculty, staff, students, public, external government and private sector agencies/companies	D
	Obtain pricing, quotations, information on supplies and equipment	External supply companies, manufacturers	W
	General enquiries about courses, F+W management, contacts for equipment or services	Public, Elementary, and Secondary School teachers, ex grads	W
	Obtaining quotes, receiving goods, authorizing payment	Staff, faculty, suppliers	W
Explanation and interpretation of information or ideas	Explain information and concepts in a classroom or field setting on a daily basis.	Students, faculty, staff.	D
	Write lab notes, field camp manuals, procedural documents. Write lab safety policies. overheads and Powerpoint presentations for labs.	Students, faculty, staff.	W
	Write project summary reports, project proposals, applications for project funding, license and permit applications and reports	External government agencies, faculty	M

Imparting technical information and advice	Provide technical advice and expertise, demonstrate skills and procedures in labs and during field camps, Train and demonstrate skills to external technical staff, public. Extensive contact with government agency technical field staff. Project report writing.	Students (current and recent grads), faculty, internal staff, external agency staff, public	D
Instructing or training	Provide technical advice and expertise, demonstrate skills and procedures in labs and during field camps,. Train and demonstrate skills to external technical staff, public	Students, faculty, internal staff, external agency staff, public	D
Obtaining cooperation or consent	Obtaining release of personal information from students for field camps (eg. health history). Providing references for students seeking employment. Consent to use photographs of students. Trespass permission from landowners for surveys, obtain cooperation from Federal and government agencies when conducting camps and exercises on Crown land that requires licensing. Obtain consent from publishers/authors of scientific papers to use material in labs. Must constantly gain cooperation of large student groups when coordinating/overseeing field camps, field trips. . Dealing with equipment and supply companies for capital equipment purchases, trade-in values for obsolete equipment. Often have to settle "disagreements" between work crews at field camps when students refuse to work together	Students, staff, faculty, public, external government and private sector agencies Students, staff, faculty, suppliers, retail companies, manufacturers	W W

* 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 - occasionally in excess of 5 km/day during field surveys	**M**			**X**		**X**	
Prolonged standing during labs, classes, field exercises	**W**			**X**		**X**	
Lifting very heavy material	**W**	**X (10 min)**				**X**	
Lifting material of medium weight	**W**	**X (10 min)**					
Lifting material of light weight	**D**	**X (up to 30 min)**					
Sitting – computer work, lab work	**D**		X		X		
Driving watercraft in rough conditions, operation motor vehicles	**I**			**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)	Lab equipment, cage traps, shovels, specimen bins, microscopes
□ Medium (between 5 to 20 kg or 11 to 44 lbs)	Steel anchors, carcasses, electrofishers, lab garbage, batteries, tubs of equipment
□ Heavy (over 20 kg or 44 lbs)	Carcasses, fuel tanks, outboard motors, boats, nets

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
Must ~~**oversee**~~ **assist** large class size of 30 students, **with specimen identification techniques, microscope work, carcass handling, and fish and tooth ageing work.** ~~**while performing intricate dissection and skinning procedures.**~~	**W**	X – up to 10 min		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually. Often too many students for one technician to cover. □ No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Biological measurements taken in the field, recording of field data during field trips/camps must be highly precise. Often difficult to record data during cold/unfavorable conditions when hand dexterity is lost, etc. Constantly being distracted by other students. Must often leave one student group to assist others, before initial task is complete.	**M**	X – up to 15 min. Measurements should be completed uninterrupted to ensure accuracy.		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? □ Usually X No - Constantly being distracted by other students. Must often leave one student group to assist others, before initial task is complete				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Attempting to work on computer in office. Often disrupted by multiple students. Staff and students require equipment loans, help with assignments, etc. Must often help students for long periods of time when faculty cannot be found.	**D**	X – anything ranging from a 10 second phone call to 2 hours with staff or a student		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually. Some days there are many disruptions and intended task has to be postponed. □ 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 work	**D**
accessing crawl spaces/confined spaces	Working inside packed walk-in freezers	**W**
dealing with upset people	Occasionally deal with upset public during field camps, field trips questioning the activities	**I**
dealing with abusive people who pose a threat of physical harm		
difficult weather conditions	Rough conditions on lakes, high winds, rain, sun glare, etc. during field camps and trips.	**M**
□ exposure to extreme weather conditions	Prolonged exposure to elements - sunburn, windburn, frigid temperatures, rain, snow. Outdoors for two week fall camp, many full day field trips, overnight camps. Activities usually go "rain or shine"	**M (Five-week Fall camp in Sept/Oct, one-week camp in November, one-week camp in February, occasional field trips)**
X exposure to very high or low temperatures (e.g. freezers)	At least 20 labs per year are directly associated with animal carcasses . Direct exposure at least every two days receiving specimens, preparing labs.	**W**
X handling hazardous substances	Scalpels, microtome blades, syringes, sharp knives. Used routinely during 3 hour labs. Animals carrying pathogens, and potentially carrying viruses, bacteria eg. rabies. Exposure to harmful chemicals daily in labs (eg. formalin, ethanol)	**D**
X smelly, dirty or noisy environment	Exposure to offensive odours (rotten flesh, dead animals.). At least 20 labs per year are directly associated with animal necropsies, pelting, etc. Direct exposure at least every two days during freezer work. Constant necropsies and dissections of birds, mammals, fish.	**W**
X travel	To camps, PD, purchasing supplies, driving college/rental vehicles including watercraft	**I**
□ working in isolated or crowded situations	Work in remote bush areas and on lakes away from medical help. Full day field trips.	**I**

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