

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: TBD

Position Title: Community Outreach and Recruitment Officer

Payband: H

Position Code/Number (if applicable):

Location: Haliburton Campus

Scheduled No. of Hours: 35 per week

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

Supervisor's Name and Title: Xavier Masse, Dean, Haliburton School and Art and Design

Completed by: Drew Van Parys

Date: November 1, 2023

Signatures:

Incumbent:

Date:

(Indicates the incumbent has read and understood the PDF)

Supervisor: Xavier Massé

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.

Based at the Haliburton Campus and reporting to the Dean of the Haliburton School of Art + Design (HSAD) the HSAD Outreach Officer will have the following functions:

- Generate applications through community outreach and support for prospective students for all full-time and part-time programs at the Haliburton Campus.
- Closely integrated with the College's Marketing and Recruitment team, the incumbent will assist with key college-wide student recruitment events such as Open House, the Ontario College Information Fair, and others to promote HSAD to secondary, non-secondary, and non-direct prospective students, their families, and significant influencers, This will occur through 1:1 encounters with prospective students and the delivery of prepared presentations to small and large groups both on and off campus at high schools, universities and colleges and other organizations.
- Liaises with the Marketing Department in the creation of marketing communication materials and promotional activities to achieve enrolment targets and to support and build awareness of HSAD. Contributes HSAD content to support the college's overall social media strategies and tactics.
- Represents the Haliburton Campus at a variety of local and regional community events. Supports and promotes on-campus community and student events such as local fairs, markets, and community celebrations.
- Liaises with arts-focused groups, guilds, industry associations and other partners to promote HSAD programming and drive enrolment.
- Occasional travel between campuses and to recruitment events may be required. Some evening and weekend work will be required.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p><u>Service and Communications</u> Actively engages with potential students and their influencers including parents, family members, guardians, high school guidance counselors, arts groups and guilds etc. in person or via phone, email, social media and mail. Interprets admission and academic policies and procedures of the College to community and the general public. Conducts formal presentation sessions to varying group sizes on and off-campus often including travel.</p> <p>Foster and curate community relations and outreach with current and future partners of the school.</p> <p><u>Events</u> Participates in the delivery of Open House, College Information Program, and other local and arts-based special events to promote the College to prospective students and influencers. Participate in the organizing of materials, execution of the event as well as set up and tear down.</p>	40%
<p>Specific to HSAD, analyze and make recommendations on the most effective promotional vehicles or combination of executions - e.g. social media, traditional mass media (radio, TV, print) and/or one-to-one customer relationship initiatives (personalized direct marketing through email, web, phone, mail, social media).</p> <p>In conjunction with the Marketing department, develop recommendations for HSAD branding initiatives and implementation including social media, digital ads, print and signage executions. Advise and make recommendations on promotional strategies to generate awareness of the HSAD, its products and services and create customer relationships to meet the Strategic Enrolment Management targets. Consult with a broad range of internal clients including HSAD faculty and staff, directors and senior managers, Deans and Chairs, program coordinators, and other staff in various administrative, academic and support functions.</p> <p>Liaising with the Conversion team, provide marketing recommendations and support for Admissions.</p>	40%

<p>Participates in the development of an annual promotion and recruitment plan based on the evaluation and debriefing of the previous year's activities; changes occurring in the external environment (secondary schools, OCAS, MTCU). Ensures that records, evaluations of all external activities have been submitted so summaries of departmental activities and in year expenditures by activity can be completed for preparation of the annual budget process.</p> <p>Assists in the development of the yearly schedule for in-class recruitment visits, trade shows, arts events, career fairs, College Information Programs stops and other recruitment activities.</p> <p>Ensures that summaries of recruitment activities are recorded according to departmental guidelines and use tracking templates. Reports must be completed in a timely manner and all data must be accurate.</p>	15%
Other related duties as assigned	5%

* To help you estimate approximate percentages:

- | | | |
|---------------------|---------------------|---------------------|
| ½ hour a day is 7% | 1 hour a day is 14% | 1 hour a week is 3% |
| ½ day a week is 10% | ½ day a month is 2% | 1 day a month is 4% |
| 1 week a year is 2% | | |

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School
 1 year certificate
 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:

Business and/or marketing, communications, and advertising

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the

space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements

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

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

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

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

	<p>Experience in sales, marketing, social media and digital advertising</p> <p>Experience working with all forms of promotion including awareness campaigns and targeted customer relationship building initiatives.</p> <p>Experience in implementing and analyzing marketing metrics for decision making and recommendation to others</p> <p>Experience providing customer service to a wide variety of clients.</p> <p>Experience preparing and delivering presentation as required.</p> <p>Experience in event planning.</p> <p>Strong knowledge of the arts and design.</p> <p>Valid driver license in good standing.</p>

- 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.	Build enrolment growth through new program launches or by increasing enrolment in targeted programs.
How is it identified?	Enrolment Management Team identifies new programs for development through environmental scanning etc.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation is required such as competitive analysis, identifying key markets (secondary, non-secondary, university, local or regional), focusing messages, identifying employment opportunities.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Analysis includes identifying competitive stance, examining enrolment trends, identifying media opportunities based on target market, timing and budget.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	College research such as application and enrolment reports, college system research such as OCAS reports, first year student survey, web research on other colleges, programs, and on trends within the program-related industry. In some instances, little information is provided and incumbent has to discover what sources are available, which may include self-directed PD and conferences.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	Ensuring the effectiveness and consistency of communicating the Fleming College brand in various executions, specifically HSAD.
How is it identified?	Internal audience wants to develop and produce some kind of promotional or communications vehicle. They have created something that is not up to standard
Is further investigation required to define the situation and/or problem? If so, describe.	Meet with individual/department to review the project parameters and objectives.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Analyse graphics, messaging, format proposed technical verification (will it actually reproduce accurately) Does it adhere to brand standards (i.e. the right logo/positioning) Messaging/Brand positioning – does it support the established college branding direction Provide guidance in consultation with Marketing to make revisions, advise them of the tools available on the Marketing Website to assist them. Incumbent expertise.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practices, industry standards and College guidelines Incumbent expertise.

#3 regular & recurring

Key issue or problem encountered	Unexpected technical difficulties interferes with the ability to deliver the presentation to internal or external audiences
How is it identified?	Unexpected/unplanned malfunction of audiovisual equipment (laptop/data projector).
Is further investigation required to define the situation and/or problem? If so, describe.	Rapidly review all AV equipment setup procedures as detailed in the AV training session, in front of an audience remain composed while looking for feasible options to get the presentation delivered.

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

With a knowledge of the timeframes, goals and message of the presentation an immediate decision must be made to continue with a modified presentation to in order to meet the needs of the group and have the presentation delivered.

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

Availability of AV support or alternate equipment sources at the venue; past practises; alternate opportunities to deliver the content of the presentation (rescheduling, supply of print materials)

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered

Previously booked school visits, trade shows, car and hotel arrangements need to be changed resulting in multiple impacts on the overall schedule and timetables of up to 6-7 staff members in the department.

How is it identified?

A phone/email request for change

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

Review current schedule, timelines and other commitments of staff.

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

Review the relationship that the college has had with the school/event previously (number of applications/registrations from the school). If assessed as a "must" visit- the schedules of involved staff are rearranged- with the resulting notification of the school and all staff regarding the changes.

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

Past practices, experience, data from previous year's regarding applications and registrations

#2 occasional

Key issue or problem encountered

How is it identified?

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

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

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

4. Planning/Coordinating

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

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

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Planning, coordinating and delivering promotional events such as trade shows and local events such as fairs or exhibits.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Structured communication mechanisms such as: email, phone, setting meetings, mailings. Establishing a timeline (critical path) for event management Organizes own work schedule to ensure day to day activities in the department are addressed during the event planning Ensure evaluation of event occurs post event
List the types of resources required to complete this task, project or activity.	Event planning experience and past practises, planning template and event checklists
How is/are deadline(s) determined?	In collaboration with Student Recruitment/Marketing team
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Outreach Officer in collaboration with Manager and Marketing team.

4. Planning/Coordinating

#2 regular & recurring

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

Plan and coordinate a college visit or an off campus school visit for a school or community group. Visits can be a result of a targeted solicitation or an ad hoc request.

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

- 1) Relationship building skills
- 2) In depth knowledge of college resources and opportunities that could support/ enhance the delivery of school curriculum for the visiting school group. E.g. Grade 12 students would benefit from viewing a lecture opportunity if at all possible, whereas Grade 9 students would benefit from an overview tour/visit to the college
- 3) request needs to be reviewed, discussed and analyzed to see if the requested approach to the visit is the most suitable

consultation with the visiting teacher and follow-up with college faculty and staff to ensure adequate human, fiscal and space resources are available at the college.

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

Past practices; upcoming on campus special events- coordination with request; timetables/schedules of college faculty and staff involved in visit
 Presentations: knowledge existing corporate and school/program specific presentations- to be skilled in delivery of same and be able to modify these presentations- with/without support from the Marketing team as required

How is/are deadline(s) determined?

Availability of rooms, staff & faculty availability, specific dates suggested by guests

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.

Outreach Officer in collaboration with teacher or organizer. College visit is booked- the visiting school asks for a change in the date for college visit-Student Recruitment reworks all details of visit with college faculty and staff

#3 regular & recurring

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

An outside organization requests Outreach Officer/ Student Recruitment to assist them with a conference. The incumbent would decide, in consultation with the Dean, whether such an event is appropriate (recruitment or a community good will gesture) and then proceed to support the organizer in whatever way possible.

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

The incumbent must use excellent human relation skills and customer service skills to assist the organizer who is not familiar with all of the college's resources in order to ensure that Fleming is seen in the best light possible.

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

Past practices, common knowledge, event planning skills, organizational skills

How is/are deadline(s) determined?

The incumbent works with the organizer and facilities.

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 would determine room availability with Facilities Department and may be required to request alternative space if academic are booked into suggested area. The incumbent would work independently with the organizer to a satisfactory outcome.

4. Planning/Coordinating

#1 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?

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.

#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?

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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Sharing program requirements and information with prospective students
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Assisting student with applications, event set-up direction
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	
<input type="checkbox"/>	<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.	
<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.	

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)
Rough guidelines when dealing with clients, mostly: key messages, available budget and desired timeframe Incumbent works with minimum supervision and makes decisions within the scope of the position's expertise.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Rough guidelines of each project's overall budget, expected outcome measures and date of delivery. Brand standards, historical budget costs are available. Marketing plan Past practises, experience Academic Calendar Admissions Officer's expertise Policy and Procedural documentation FAQ, and template review Assisting in digital content creation with Social Media Coordinators	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
For marketing campaigns, responses are tracked and measured to determine if targets and end goals were met.	

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)
<p>Campus visit request by school /community group(with teacher, representative, faculty and staff at campus)</p> <p>Changes to school visit schedule, re-ordering of cars and hotels as required.</p> <p>Modifications to existing college presentations for internal and external audiences</p> <p>Interactions with faculty, staff and external contacts to define and plan the college’s presence/sessions at specific events</p> <p>Determining appropriate (grade level, type of event) college display and print resources to be used at an event attended by campus staff/faculty. This is done in consultation with the faculty and staff.</p>	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Workload issues</p> <p>External requests for large-scale events, functions</p> <p>Conflicts with other departments - academic and/or service</p> <p>Budget approvals</p> <p>Staffing options</p> <p>College presence/materials/displays</p> <p>Messaging for targeted audiences</p>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Realignment of priorities in the day to day operations of the Outreach Officer when unexpected requests/ needs arise in the absence of the supervisor.</p>	

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?		
Request by phone, email, text, walk-in for information about the college's services and programs	-information from college viewbook, website or resource materials explained -follow-up via email, text or call.	Prospective students and their families College faculty and staff Secondary school contacts	D
Request to visit the college received by phone, email, text or referral	-request is considered reviewing ongoing calendar of events -clarification of the event/request are gathered -appropriate staffing, materials and resources to support event are determined	Prospective students and families Professional groups/associations Key influencers of students considering college College faculty and staff	W

<p>College presentation/presence at school function/career fair/arts groups received by email, phone from school, internal referral, requested by college</p>	<p>--request is considered reviewing ongoing calendar of events</p> <p>-clarification of the event/request are gathered</p> <p>-coordination of college faculty and staff at event if appropriate</p> <p>-appropriate presentation are delivered</p> <p>-appropriate display materials are organized and made available</p>	<p>Prospective students, parents, teachers</p> <p>General public</p> <p>College faculty and staff</p>	<p>W/M</p>
<p>Summarizing of activity data to the Dean for activities delivered by the Outreach Officer, semi annually</p>	<p>Effective and reliable data collection mechanism established- with scheduled checks of data collection</p> <p>Instruction to all users on an ongoing basis re processes setup</p> <p>Knowledge of: data report guidelines; sources of data; ministry expectations. Fleming Data Research staff</p>	<p>Supervisor</p> <p>Marketing dept</p> <p>Campus leaders</p> <p>College faculty and staff</p>	<p>I</p>
<p>Coordinate on campus events: college wide/school specific</p>	<p>- define purpose/goal of event</p> <p>-plan for appropriate materials, setup, staffing</p> <p>-interdepartmental on campus coordination to ensure that there is an alignment of all goals/activities for the event</p> <p>-invite guests, contacts-internal and external to college</p>	<p>Faculty, staff, prospective students, teachers, influencers, guidance counsellors</p> <p>College faculty and staff</p>	<p>M</p>

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

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Direct information exchange/clarification to promote HSAD programs and services	Faculty, staff, prospective and current students	D
	Input re marketing materials	Secondary school contacts	W/I D/WM
		General public	
	Information Source/exchange information	Marketing dept	
	Special Events Planning	Admissions, Finance, Aramark, Facilities	M
Formal presentations	Plant	W/M	
Explanation and interpretation of information or ideas	Training - support of their recruitment initiatives	Grad Recruiter, Student Ambassadors	D
	Information re. post-secondary options and admission requirements	Prospective Students, teachers, guidance counsellors	D
Imparting technical information and advice	Research and collect information from diverse sources, analyze market data, interpret the information to recommend appropriate strategic direction, supporting tactics, and effective communications for overall HSAD initiatives.	Marketing Dept, Dean HSAD, Coordinators, Ops Officer, Faculty, Recruitment	W
Instructing or training			
Obtaining cooperation or consent	Obtains cooperation to participate in open houses etc. On occasion must work with faculty to ensure they share the overall goal of open houses etc.	Faculty	I

Support Staff PDF

Negotiating			
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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
Standing , set up	W		X		X		
Sitting, driving	W		X		X		
Setting up displays, moving supplies	M	X			X		
Sitting at computer and talking on telephone for prolonged periods	D			X	X		

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

X Light (up to 5 kg or 11 lbs)

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

X Heavy (over 20 kg or 44 lbs)

Promotional material.
Boxes of calendars and view pieces(intermittent lifting of boxes- usually moving of supplies with a cart)
Infrequent lift of display units into trunk/backseat of car

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
College presentation to on or off campus groups	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Reading information writing marketing material, editing marketing material and photographs, transparencies	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

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 <input type="checkbox"/> No				

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

11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions	exposure could occur during travel	I
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	To and from events	M
<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain)	Secluded areas when returning to car following evening event, - will have cell phones	I

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