Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Project and Work Integrated Learning Coordinator   Payband: H

Position Code/Number (if applicable): S00759

Scheduled No. of Hours: 35 per week – 100% On-campus

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

Supervisor's Name and Title: Dean, School of Environmental and Natural Resource Sciences

Completed by: Lorie Blundon   PDF Date: June 19, 2025

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 for the position and not on exceptional or rare requirements.

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

4. Ensure the PDF is legible.

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

Position Summary

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

The Project and Work Integrated Learning Coordinator, reporting directly to the Dean for the School of Environmental and Natural Resource Sciences with a dotted line to the Chair of the Schools of Business and Information Technology, Trades and Technology, provides direct support to students, host agencies, program faculty and coordinators prior to and during the projects and work integrated learning assignments to ensure student success and organizational effectiveness. The purpose of the position is to centralize the supporting work of business; trades and technology; and environmental and natural resource sciences programs and the industry needs in alignment with our strategic and business plan initiatives. The incumbent maintains the applied projects website.

The incumbent will network with current and prospective industry partners, identify applied project, coop and field placement opportunities, ascertain key deliverables, negotiate timelines, and facilitate the flow of communication from industry through to faculty. The incumbent will also be responsible for archiving old projects, co-op and field placements and cataloguing current and future opportunities, ensuring all information remains up-to-date and easily accessible.

The incumbent will work collaboratively with key stakeholders to develop administrative processes that will ensure quality control, documentation standards, liability control, and represent the interest of the College and the professional image of the programs.

Projects will be associated with academics and operations of the schools. The incumbent is also involved with hosting, organizing, and facilitating school and community group events.

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. Applied Projects, Co-op and Field Placements Support and Coordination – Develops, maintains and continually improves upon standard operating procedures and systems to support applied learning in business; trades and technology; and environmental and natural resource sciences programs. This includes: • Assists with all necessary non- academic requirements, ensuring these are clearly documented and current for all involved. • Employer and student tracking systems, databases, reports, and applied projects website. • Communication structures/processes amongst faculty and host agencies and promotion mechanisms. • Schedules and organizes pre, during and post activities such as follow up phone calls, electronic placement surveys and site visits if required. • Maintenance/distribution of School/program specific placement manuals. • Placement site evaluation: develop (with input from faculty and administration) and conduct student surveys including compiling results to be shared with faculty, students and placement hosts. • Organizes international trips for programs and ensuring all documentation including agreements and waivers have been completed. • Supports and coordinates special events (ie Bell Showcase, Climbing Competitions) related to programs and applied projects.	40%
2. Supports faculty in selecting and maintaining host agency relationships. This may include website searches for agency information, referral of enquiries from potential host agencies as appropriate to faculty member. • Works collaboratively with Career Services Department to ensure alignment and sharing of key resources such as employer databases, market trend information. • Represents business; trades and technology; and environmental and natural resource sciences programs internally and externally as required to assist with promotion of programs, applied project opportunities and build industry relationships (e.g trade shows, advisory committees, job fairs, classroom visits).	15%

3. Organizes and facilitates projects for the business; trades and technology and environmental and natural resource sciences programs. • Collaborates with technicians and management on school initiatives. • Plans and oversees projects related to the School of Trades and Technology. • Involved in representing the Schools and students in community initiatives. • Develops and implements functional systems that aid operational and financial efficiency. • Organizes and facilitates community related events and initiatives for all schools in the portfolio as required.		25%
4. Collaborates with faculty and staff to ensure consistent messaging and support for student learning and applied projects. • Observes lectures, as required. • Attends faculty meetings on an as-needed basis. • Communicates verbally and electronically in an efficient, timely and professional manner. • Makes all administrative/procedural arrangements, in collaboration with assigned faculty expertise and assistance as needed. • Acts as the primary point of contact for faculty, students and external partners, responding to enquiries, providing proactive communication, liaising with internal and external parties to collect and distribute timely and accurate information. • Ensures proactive communication with program Coordinators, faculty and external partners to ensure early intervention if process related or referral to the appropriate individual as required. May perform check-ins and to ensure established deadlines are met. • Establishes and maintains an applied project database, working with key internal college resources to ensure alignment with course outlines, program information pages, etc.		10%
5. Develops and maintains databases for the Schools.		5%
6. 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   X 2 year diploma

4

or equivalent	or equivalent	or equivalent
□ Trade certification or equivalent	□ 3 year diploma / degree or equivalent	□ 4 year degree or 3 year diploma / degree plus professional certification or equivalent

□ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification or equivalent

□ Doctoral degree or equivalent

Field(s) of Study:

Business Administration, Office Management or related field

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.

X   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
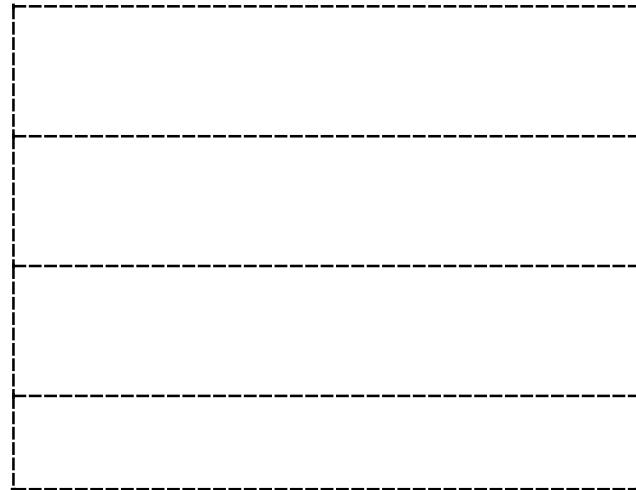
2. Experience

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

x Minimum of five (5) years	Recent, relevant, progressive administrative experience in Project Management, Marketing or Advertising, General Business Operations / Logistics / Strategy / Entrepreneurship, Office Management
	
	Additionally, demonstrated experience:
	
	- Working independently prioritizing, organizing and problem solving own work.
	- Managing multiple demands from various sources, with flexibility and adaptability.
	- Skills using a variety of Windows-based software including:
	    o Spreadsheets (advanced level)
	    o Database including MS Access (intermediate level)
	    o MS Project, word processing, Internet, electronic calendaring, and presentation/marketing software.
	- Planning and coordination skills with experience independently prioritizing own work assignments
	- Proactively planning events and activities several months in advance.
	- Public relations, marketing, presentation skills
	- Effectively communicating with individuals at all organizational levels to resolve issues, interpret information, policies and procedures; providing clear explanations to secure understanding.
	
	Strong interpersonal skills, including the ability to build and maintain positive rapport and collaborative relationships both internally and external to the organization

□ 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.	Student established field placement experience in a relatively new program is due to start in 3 months and a significant number of students in the class have not been able to secure a host site during their field preparation period.
How is it identified?	Several students, faculty, Coordinator are coming to you to enquire. The incumbent reviews the regular timelines for when these student experiences should be confirmed and determines this program is behind schedule.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent must assess several factors to determine the extent of the problem including industry trends, depth of Fleming's host agency relationships in this area, general economic environment.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Analyse data from Fleming's employer databases, make calls to potential agencies in the area, and consult with the faculty and coordinator. Once data is collected, make recommendations to faculty and Program Coordinator to facilitate the selection process.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practise, experience, market trend data Applied Learning Framework

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	A client at a host agency is unhappy about a placement student, 2 weeks after the placement starts complaining that the student is not meeting expectations – coming in late, not paying attention, seems uninterested. Client is considering terminating the relationship
How is it identified?	Phone call, e-mail or in person.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation through exploratory questions is necessary to determine the extent of the issues and how the preceptor has attempted to resolve the situation. The incumbent will refer to the particular program or situation-specific information related to this host agency.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent must assess the information received in order to determine who this issue needs to be referred to for quick resolution. .
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Field Manual, School policies and procedures, , Educational Agreement, Student Check List, Student Rights & Responsibilities

#1 occasional

Key issue or problem encountered	Assessment of the appropriateness of a particular host agency or project after receiving complaints about working conditions, inappropriate assignments, and potential sexual harassment.
How is it identified?	Official complaint(s), observations over a period of time
Is further investigation required to define the situation and/or problem? If so, describe.	Individual meetings with all stakeholders to review the situation and further define the issues.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent must determine what if any internal or external policies, or procedures are appropriate and assist with providing background information to support communications between student, faculty and host site. .
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practise with this host site Discussions with Program Coordinator and faculty College policies and procedures; Advice from Academic Services Leader/Chair/Dean

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.	Host agency recruiting – incumbent is actively involved, working with faculty and Program Coordinators in recruiting and retaining prospective agencies to provide field placements for students. This includes planning and coordinating outreach activities and agency visits and presentations in consideration of the program cycle, sector/industry cycles, and availability of program faculty/coordinators.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Research and planning skills, project management to align activities and logistics, communications/marketing/presentation skills, persuasion, time management, internal relationships, etc.
List the types of resources required to complete this task, project or activity.	Marketing materials; field manuals; curriculum documents; employer databases; internet and social media; Program Coordinator
How is/are deadline(s) determined?	Program curriculum (e.g. Specific semester)

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 work directly with the Program Coordinators, and the Chair and implement changes on a continuous improvement basis. Major strategy changes would require recommendations to the Dean.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Scheduling and follow up on host site Check-Ins. Check-ins may take the form of phone calls or emails to host sites to ensure that all procedural elements surrounding the placement are satisfactory to them.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Incumbent must be aware of the specific needs of each program (e.g. semester when placement occurs, the evaluation tool used, etc.), as well as the academic calendar cycles which may vary from program to program. Must develop project plans with key milestone dates and advise stakeholders of their specific responsibilities to ensure the student evaluations are completed and received in time to ensure the student marks are recorded and the student can graduate
List the types of resources required to complete this task, project or activity.	Academic Calendar Program curriculum, course outlines MS Project software Outlook calendar Faculty schedules
How is/are deadline(s) determined?	Academic Calendar Program Curriculum
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 decide if the project plan can and/or needs to be adjusted if a milestone is missed. The incumbent would be aware of impacts to others and expected to consult and advise appropriately.

	#3 regular & recurring
List the project and the role of the incumbent in this activity.	The incumbent is actively involved in planning and coordinating events related to the schools. This will involve overseeing timelines, liaising with other staff and departments, ordering of required materials, connecting and coordinating with community partners, and communications (e.g. Innovation Showcase).
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Research and planning skills, project management to align activities and logistics, communications/marketing/presentation skills, persuasion, time management, internal relationships, etc.
List the types of resources required to complete this task, project or activity.	Marketing materials; field manuals; curriculum documents; employer databases; internet and social media; Program Coordinator
How is/are deadline(s) determined?	Program curriculum (e.g. Specific semester)
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 work directly with school administration and staff to plan and organize events and related timelines. Changes may be recommended by the incumbent for approval by management. Incumbent will assess impact on others and work with them to determine the revised course of action.

4.   Planning/Coordinating

	#1 occasional
List the project and the role of the incumbent in this activity.	Interview process coordination for a specific host agency if requested. The incumbent would be responsible for working collaboratively with faculty/Program coordinator/students/host sites to ensure smooth selection process for students and agencies, as required.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Interpersonal communication skills Event planning, coordination and follow up Flexibility and adaptability

List the types of resources required to complete this task, project or activity.	Project Management software Email/calendaring system Academic schedule
How is/are deadline(s) determined?	Academic schedule Collaboration between incumbent, faculty and host agency
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 identify and recommend changes to improve the process.

#2 occasional

List the project and the role of the incumbent in this activity.	Incumbent is to ensure all placements and applied projects are scheduled per program requirements. Planning involves developing critical path to ensure all projects are secured and all pre-placement and pre-project arrangements are in place (faculty and host sites). Generally, timelines are similar from semester to semester. When programs have increased enrollment and more host sites need to be secured, timeline adjustments need to be made by the incumbent. Changes include when the coordinators & host sites must submit required documentation (Coordinators: number of placements, preferred locations, etc; Hosts: placement documentation, project outline)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Time appreciation to determine deadlines for required information Planning & Organizational skills Accuracy, detail orientation Communication skills Relationship building skills

List the types of resources required to complete this task, project or activity.	Historical program data where previous placements and project sites exist Local network contacts Program Coordinator and faculty contacts Project Management software Email/calendaring system Academic schedule
How is/are deadline(s) determined?	Incumbent plans critical path which includes establishing adjusted deadlines for Coordinators, host sites and project sponsor to submit information
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 discusses required changes with program coordinators /hoist sites/project sponsors and subsequently determines adjustments to timelines accordingly.

5. Guiding/Advising Others

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

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

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

Regular & Recurring	Occasional	Level	Example
X	☐	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	In conjunction with, Academic Administrative Assistant Guide/Advise students concerning requirements before they are allowed to go to placements
X	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent is the primary contact for all enquiries related to actual field placement and applied projects organization for the schools. Students/faculty arrive in the incumbent's office with a wide range of questions and very little knowledge of college practices, procedures or policies. The incumbent provides detailed, step-by-step actions to be taken to achieve their desired outcome.

X	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	The incumbent has an overall view of host agency relationships and student issues. On occasions when issues are identified, the incumbent resolves or makes recommendations to preceptors, faculty and students to support student progress and maintain the agency relationship. The incumbent guides all stakeholders involved regarding unique processes and procedures required for each program. Failure to follow correct process impacts student ability to progress with placement.
□	□	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.	
□	□	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)
The Project and Work Integrated Learning Coordinator will collaborate closely with faculty from each program area. Written or electronic information about the course, the nature of their applied projects, key deadlines and deliverables, past practices and industry partners will be communicated on an ongoing basis.	Special projects are outlined generally by the Supervisor.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Course outlines, syllabi, lesson plans, etc. Previously completed applied project binders/reports/charters, etc. Faculty guidance and support College Policies & Procedures Applied Learning Frameworks School Operational guidelines, policies and procedures Annual Planning Cycle Budget Principles and Accounting Procedures Academic Schedule College Calendar	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Much of the work of the incumbent is performed independently and is not checked on a regular basis. A faculty member will be assigned in the preparatory phases of field placement to provide expertise and assistance as required Work is reviewed by the Chair and Dean randomly throughout each semester of study. Work is reviewed through a combination of activities that include discussion, formal review and by exception.	

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)
Assigned Program faculty/coordinators will provide expertise and assistance with the selection of host sites, student matching, student information, host site information, etc. Host sites – educational agreements; periodic procedural check-ins The incumbent is responsible for responding to "requests for applied project or field placement information" in person, over email, by phone and by mail with potential clients. Attitude, efficiency, and completeness of these communications play a significant role in client recruitment. Failure to respond appropriately can lead to reduced client partnerships and fewer applied projects for students.	Registrar's Office – verification of marks, historical academic standing information. The incumbent will plan and facilitate events independently that involve consultation with community groups and contacts.

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)
Staff and HR issues requiring signature and/or approval of the Academic Services Leader/Chair. Facilities and maintenance re. Space utilization/needs. Major deadline/workload conflicts. Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution.	Internal or external complaints or problems that the incumbent cannot solve it on his/her own (eg. Student being refused attendance at a field placement site).

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent develops and/or modifies new and existing systems and processes to meet the needs of the programs/school, and placement sites and students as needs change. Website content and maintenance once overall concept is approved. Host sites/ applied project sponsors check-ins enabling triage and involvement of others as necessary.	

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?		
Employer contacts incumbent by phone or email requesting information on a particular field placement or applied project opportunity.	Provides general information conducts a pre-screen interview on the phone To support Faculty in determining appropriateness of potential host site, incumbent meets with the host agency to determine which Program of Studies options appropriately match the employer; if a match seems likely, arranges and participates in an interview with the appropriate contacts (Program Coordinator, Host site)	Employers	D
General information requests regarding Placement policies, procedures, forms, etc.	Incumbent responds to the request by providing information verbally or through documentation Refers unusual requests to the Program Coordinator	Students, faculty, college staff	D

Student request for assistance with specific job search need in planning for his/her placement	Meet with student and discuss market issues and provide leads from Employer Database.	Pre-placement students	I
Contact by a community organization to plan or facilitate a college visit, camp, etc.	Consult with management and staff to plan and organize event/visit.	Outside Organization	I

*   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	Inquiries, general information regarding placements. Assesses and recommends positions	Host sites/applied project sponsors Assigned Program Faculty/Coordinators	D
	Main first point of contact for all enquiries related to Project and Work Integrated Learning enquiries.	Students, faculty, staff	D
Explanation and interpretation of information or ideas	Verbal: Explains college placement policies, procedures, academic eligibility requirements and workplace obligations.	Faculty, employers, students	D
	Verbal/written: Presents to classes on request of faculty regarding procedures for work integrated learning.	Dean, Chair, Coordinators	M
	Written: Provides reports and analysis of employer information to Dean, Chair, Program Coordinators	Dean, Chair, Coordinators	M
Imparting technical information and advice	Represent the School and programs at Trade Shows and Job Fairs explaining the various types of work integrated learning offered and how these experiences benefit employers, students and industry partners.	Employers, students, industry partners	I
Instructing or training	.		

| Obtaining cooperation or consent | Works with community partners and internal staff to facilitate project requirements and timelines deadlines. project requirements and timelines/deliverables.

Works with employer and student to balance placement criteria and program outcomes with needs of employer, student preferences, etc.

Communicates with prospective employers to participate in placement program(s). Additionally, works with existing employers to secure additional capacity for placements. Explains the benefits to employer of participating in placement program(s). | Communicating with business partners | D |
| Negotiating | | | |

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

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at desk	D			X	X		
Standing and walking	D	X			X		
Sitting in meetings taking notes	M			X	X		
Lifting - Light	W	X			X		
Lifting - Medium	I	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)

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

☐   Heavy (over 20 kg or 44 lbs)

Equipment/supplies for meetings – notebook, handouts, marketing materials
Materials as listed above can on occasion weigh more than 11 lbs.

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:
- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Creating Project Plans using applicable software (i.e. MS Project 2010) by mapping out sequences of events and activities and what information from each informs the next, then creating timelines for each creating a critical path for the project. Involves coordination of activities across multiple initiatives simultaneously.	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Usually X No – office will be shared with high volume of interruptions from faculty and students, at peak times. There is no known alternate location to perform this work.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Handling multiple communications from many different host agencies and different program faculty, each exchange requiring some knowledge of the unique discipline and it's approach to professional practice	D	X		

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

    Usually

X   No – office will be shared with high volume of interruptions from faculty and students. There is no known alternate location to perform this work.

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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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
□ accessing crawl spaces/confined spaces		
□ dealing with abusive people		
□ 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)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
X travel	Travel to host agencies, trade shows will be required on occasion	I
□ working in isolated or crowded situations		
□ other (explain)		

22

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