

**Position Description Form (PDF)**

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Coordinator, Recreation and Community Sport Partnerships (Sutherland Campus)

Payband: H

Position Code/Number (if applicable): S00742

Scheduled No. of Hours 35 8:30 am – 4:30 pm  
Evenings & week-ends as required

Appointment Type:  X  12 months   less than 12 months

Supervisor's Name and Title: Greg Jefford, Director of Athletics & Recreation

Completed by: Greg Jefford

Date: June 6, 2025

**Signatures:**

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

Date:

Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can base 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.

The Coordinator, Recreation and Community Sport Partnerships is the primary lead for Sutherland Campus Recreation, Intramurals, Extramurals, Special Events, Varsity Home Games, and liaison support related to Peterborough Sport and Wellness Centre and Sports Fields student programming.

Role establishes and sustains community sport partnerships that can be a contributor toward local domestic recruitment and retention through increased co-curricular sport, recreation, wellness, and community programming.

Role is responsible for establishing Fleming sports camps that would include athletic coaches, student athletes and incumbent to deliver identified weekly summer camps that would; 1) engage youth with the college and athletic facilities, 2) generate revenue and 3) contribute to Fleming's reputation as a community asset.

The incumbent works closely with the Athletics staff, SAC, Varsity Coaches, PSWC staff and coordinates the hiring and training of Conveners, Referees, Minor Officials and Recreation student support staff, and is one of the contacts for a range of clients including students for information related to Athletics, Recreation & PSWC.

Corresponds with OCAA by providing Varsity reports, statistics and updates and is the lead on coordinating Varsity Home games, live streaming, in addition to providing Home Game Varsity staff.

Responsible for student programming and service at the Athletics Sport Field at the Sutherland Campus including student tournaments and drop-in play. Co-ordinate any repairs with facilities and work with Campus Security on any sport field related incidents. Inspection & reporting on sports fields between spring & fall. Follow-up with facilities on action items resulting from inspections or feedback from user groups.

## Support Staff PDF

---

The incumbent ensures effective and accurate sport and team personnel related statistical, biographical and eligibility information and sports results as required according to departmental and OCAA and CCAA league requirements and timelines.

This position is responsible for coordinating and implementing special events for Fleming athletics including our game day experience plan and supporting and participating in identified college recruitment, retention and community 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.

<p>1. <u>Community Sports Programming</u></p> <ul style="list-style-type: none"> <li>• Role establishes and sustains community sport partnerships that can be a contributor toward local domestic recruitment and retention through increased co-curricular sport, recreation, wellness, and community programming.</li> <li>• Role is responsible for establishing Fleming sports camps that would include athletic coaches, student athletes and incumbent to deliver identified weekly summer camps that would; 1) engage youth with the college and athletic facilities, 2) generate revenue and 3) contribute to Fleming's reputation as a community asset.</li> </ul>	<p>20%</p>
<p>2. <u>Game Day Co-ordination</u></p> <ul style="list-style-type: none"> <li>• Game Day Coordinator for games taking place at a variety of locations including the PSWC, Sports Fields and identified community locations. Establishes, implements and evaluates our game day experience plan for identified varsity games including set up/tear down plan, promotions, media, giveaways, concessions, pre and in game plans (ie tickets, mascot, music, announcements, half time etc.) including training and providing leadership to student staff and placement students</li> <li>• Work with Athletics and Recreation team including Athletics Coordinator, Sports Information Coordinator, Varsity Coaches and Assistants, student staff, and referees to ensure successful game and experience outcome. Coordinates the hiring and training of minor officials and student staff in the execution of Varsity and Recreation programs. Prepares time sheets for minor official staff and ensures game sheets are forwarded in the OCAA/OCR as required. Assists in gym and sports field set ups as required. Ensures Home Games are compliant with OCAA/ORC regulations.</li> </ul>	<p>20%</p>
<p>3. <u>Athletics Events Coordination</u></p> <ul style="list-style-type: none"> <li>• Plans, promotes, implements and evaluates special events for Fleming athletics.</li> <li>• Coordinate OCAA and CCAA events (ie provincial or nationals championships, AGM, Rec Cup, all-star games) adhering to recommended guidelines to host, and acts as a host to teams, major officials, media, staff and spectators</li> <li>• Coordinates athlete alumni events, fundraising tournaments and annual athletic banquet with support from team and campus partners as appropriate</li> <li>• Participates and supports planning for identified department and college recruitment, retention and community events.</li> </ul>	<p>20%</p>

<p>4. <u>Intramural, Extramural &amp; Recreation Programs</u></p> <ul style="list-style-type: none"> <li>• Plans, develops, organizes, promotes, implements, supervises and evaluates quality Student Recreation, Extramural &amp; Intramural programming.</li> <li>• Coordinate and tracks travel arrangements for extramural teams,</li> <li>• Coordinate and track fee expenditures, i.e. equipment purchases, facility rentals and tracking revenue sources, i.e. registration fees.</li> <li>• Ensures risk management practices are adhered to as outlined by college, city, OCAA and OCR policies and procedures.</li> <li>• Coordinates the hiring and training of referees &amp; conveners, (Student Staff) and tracks time.</li> <li>• Develops and monitors the Intramural and Extramural Recreation budget.</li> </ul>	<p>20%</p>
<p>5. <u>Admin and Sports Field Support</u></p> <ul style="list-style-type: none"> <li>• Responsible for student programming and service at the Athletics Sport Field at the Sutherland Campus including student tournaments and drop-in play.</li> <li>• Inspect and report on Sports Fields between spring and fall. Co-ordinate any repairs with Facilities and work with Campus Security on any sport field related incidents or feedback.</li> <li>• Equipment and promotional purchases to support events and programming.</li> <li>• Tracking expenses and inventory.</li> <li>• Back up support for Athletics Coordinator.</li> <li>• Ensures risk management practices are adhered to as outlined by college, city, and OCAA/CCAA policies and procedures.</li> </ul>	<p>15%</p>
<p>5. <u>Other Duties Assigned</u> Other related duties, as assigned</p>	<p>5%</p>

\* 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:

2-Year diploma in Sports Administration, Fitness & Health Promotion, Business Management or Recreation Diploma.

**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

--

Support Staff PDF

---

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Experience providing/creating student and/or community based Recreational, Extramural and/or and Intramural programming in a College/University or public sector setting. Experience in communications, and customer service. Working independently in a multi tasking team environment, prioritizing and organizing own work. Proven ability to deliver new programs & services for diverse population. Experience in conflict resolution and mediation. Experience in budget development and monitoring. Experience guiding and advising student staff/volunteers.

First Aid, Level C CPR, AED training preferred; will be required immediately upon hiring.

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.	Dealing with Student-to-Student Behavioural Issues at Sutherland Campus
How is it identified?	Complaint driven and/or observed
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, must meet with all parties involved to get an understanding of what has occurred. Document & record all information on the occurrence.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Must be aware of the SR&R policy and engage in preliminary conflict resolution & notify Director should Students Rights and Responsibilities referral be required to resolve the issue
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Developing and/or working with programming Policies & procedures/rules for League sports.

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered	Ensure a competitive & balanced format for league sports.
How is it identified?	Through registration information specifying number of interested players and skill level. Conducts draft for teams.
Is further investigation required to define the situation and/or problem? If so, describe.	Midway through the season staff will assess the current stats to determine if further changes are required to balance the Intramural programs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Analysis is completed thru processing of all the information collected. Timelines are tight in order to get information out and start up league at semester's start.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practise suggests process however every year brings different numbers and constraints.

#### #1 occasional

Key issue or problem encountered	Varsity or Intramural student staff not showing up to a program or Varsity Game.
How is it identified?	On day of event, usually with very little lead-time notification.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, phone or e-mail to locate replacement; obtained from a contact list.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Ensure cancellation is certain and begin calling back-up staff(s).
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Contact list, previous solutions contemplated. Use existing staff resources to complete the task at hand.

### 3. Analysis and Problem Solving

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

Key issue or problem encountered

Information collected from Athletic & Recreation staff can be in the form of raw data (ie stat sheets) and requires being verified and set up for digital/electronic output.

How is it identified?

Staff within Athletics & Recreation to gather information that pertains to the student body.

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

Contact people may or may not send the information required on schedule, this requires the incumbent to research upcoming events, accomplishments and information so that he/she/they may relay this information on a timely basis.

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

Research and widespread knowledge of events, stats, accomplishments, announcements and key dates is necessary.

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

Research from the web, contacting key people and knowledge of Campus, Sports and Recreation. OCAA/OCR resources.

#### 4. Planning / Coordinating

Planning is a proactive activity; 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 for Athletics' & Recreation and/or community based programming services at the Sutherland Campus.

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

Assess the interest within the student body and/or community for delivery of the sport and sport camps, plan for facility availability, equipment availability and staff assistance in the delivery of the sport.

Assess staffing needs for event.

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

Past practice, other departmental staff for support. Ensure program is within budget.

How is/are deadline(s) determined?

Sport leagues & recreation programs begin at each of the semester's start up and require timely planning and organizational skills. Summer youth sport camps would typically occur in July and August to align with local school summer holiday schedule and would require advanced planning and organizational skills.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The incumbent determines if there is enough interest and if a program runs or not; based on interest and staffing support.

The incumbent is responsible for updating staff training as sport rules and game protocols change.

The incumbent is responsible for developing and updating summer youth sport camp training, schedule and activities as program delivery and protocols evolve.

##### #2 regular & recurring

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

Planning & supporting home varsity games.

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

Training student support staff in the knowledge of varsity game set up and all aspects of home game protocol – ie; game sheets, game clock, stats program, live streaming etc. Scheduling skills and logistical planning skills.

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

OCAA/OCR guidelines and set up procedures for sport specific games.

How is/are deadline(s) determined?

Semester start up and game schedules informs the need. Length of academic and competition terms.

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.

Athletic Coordinator in consultation with incumbent.

#### 4. Planning / Coordinating

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

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

Hosting Athlete Alumni Tournaments.

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

Knowledge of data base management skills and event preparation weeks before day in question.

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

Examples of event agenda schedules, past practice.

How is/are deadline(s) determined?

Meetings with planning committee members to determine the logistics of the day(s) and how they are carried out.

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.

Athletic Coordinator and Coaches in consultation with incumbent and alumni committee members as appropriate.

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

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

Responsible for Finance, Purchasing and budget planning for Extramural and Recreation Programming at the Sutherland Campus

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

Staff rely on past spending and revenue trends based on current programming offered to the students to determine financial requirements. Must be able to forecast all expenditures and revenues for each extramural and intramural budget and maintain projected targets.

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

Previous budgets, level of activity, current trends and inflation index

How is/are deadline(s) determined?

Budget review and year end

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 will determine if the changes can be absorbed in the current budget and if there is an impact then would consult with the Manager

### 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.

Guiding student staff involved in Intramural, Extramural, Recreation and Sports Camp programming.

X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Provide manuals to student staff, program guidelines, policy & procedures.
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Coordinate the hiring training scheduling and evaluation of minor officials, camp staff, intramural/extramural referees, student staff, and intramural/extramural conveners to ensure operation of all programs. Trains new staff on process regarding the Varsity Home Games and sport camps.
X	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Advise and guide student staff in their role that involves training, coordinating their involvement in the programming and assessing suitability for their progression in the role
X	<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.	Student staff, volunteers in providing Intramural, Extramural and Recreation programming, sport camps and services to students.

## 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)

Support Staff PDF

Incumbent works independently at the Peterborough Sport & Wellness Centre, and uses email, phone, and web platform communication.

Consults with Manager regarding ongoing program requirements and carries out tasks independently.

Incumbent implements timelines and strategies for accomplishment to ensure balancing needs between Athletics/Intramurals/Extramural.

Incumbent adapts office processes and procedures to suit changing conditions.

Nature of the periodic evening and weekend responsibilities when required necessitates incumbent taking responsibility and action in a timely manner.

What rules, procedures, past practices or guidelines are available to guide the incumbent?

Regular and Recurring	Occasional (if none, please strike out this section)
<p>General accounting procedures                      Intramural/Recreation Budget, Objectives, Strategic Plan                      Intramural/OCR/OCAA Resources</p> <p>Marketing Department/Brand standards                      OCAA/OCR Policies &amp; Procedures                      Fleming Policies and procedures (HR, Health and Safety, Emergency Procedures)                      Participates in development of departmental and College strategic plans.                      Student Rights &amp; Responsibilities Policy and Procedures                      Sexual Violence Prevention Policy and Procedures</p>	

How work is reviewed or verified (eg. feedback from others, work processes, Supervisor)?

Regular and Recurring	Occasional (if none, please strike out this section)
<p>Work is reviewed by discussion only when issues of concern are raised.</p>	

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?

Regular and Recurring	Regular
-----------------------	---------

Support Staff PDF

Facility or Sport Field availability; the bookings for the gym or sports fields is discussed with the appropriate city staff.	
---	--

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)
HR/Budget/Risk Student staffing issues Budget concerns Recreation programming risk implications Complaints from customers Issues regarding clarification of college policy or policies of PSWC or Sport Field operations Annual budget submission and review Pay-roll issue's	

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring	Occasional (if none, please strike out this section)
Evening point of contact for the PSWC recreation programming requires considerable independent action including handling emergency situations independently.  Identifying alternate solutions to problems, designing registration procedures, forms , live streaming, and social media tools.  Purchasing supplies for intramural and extramural programs within established budget parameters  Training and scheduling student staff, part time staff, and Extramural Coaches  Maintenance of data  Day-to-day issues raised by student staff  Responding to internal (students, staff, faculty), and external phone, email, and in person enquiries, providing information and making appropriate referrals	

## 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?		
Planning and implementing recreation sports including Intramurals, Extramural & Special Events	<ul style="list-style-type: none"> <li>• Student inquiries, surveys</li> <li>• Marketing</li> <li>• In person/ ie Displays, on-line Booths</li> </ul>	Students, Athletics, OCAA/OCR, staff, Varsity Alumni  Student government, Residence Life, Student Life, Indigenous Services, International Services, Campus partners	D
OCAA/OCR Sport Information/statistics,	<ul style="list-style-type: none"> <li>• Gathering information</li> <li>• Recording statistics/ content</li> <li>• Develop and upload to appropriate platform</li> </ul>	Student, Athletes, OCAA/OCR, staff,  Student government, Residence Life, Student Life, Indigenous Services, International Services, Campus partners	D
Co-ordinates Varsity and OCR home games, Away competitions, Sport Camps	<ul style="list-style-type: none"> <li>• Coordinates the hiring and training of student staff</li> <li>• Completes OCAA Reports</li> </ul>	Student Athletes, student staff, support staff, OCAA/OCR, campus and city partners  External partners (ie supplier, transportation, OCAA partners, city facility and sports fields)	W
Request for Support and/or Service for Sports Field	Incumbent is notified by customer via email or in person.	Student Athletes, student staff, support staff, OCAA/OCR, Campus partners  External partners	M

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

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, and 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	Schedules, program events	SAC, City staff, Campus partners	W M
	Ordering supplies and getting quotes	External suppliers	
	Hours and e-time sheets for Student staff,	Student workers, finance	W
Explanation and interpretation of information or ideas	Developing written materials for recreation and game day procedure manuals.	Staff, community, students	M
	Explains procedures and expectations regarding recreational programming, home games, etc.	Students, Volunteers, Staff	W
	Coordination of logistics of events	Students, Staff	W
	Booking rooms/Ice time	External Organizations, Community, Physical Resources	M
Imparting technical information and advice	Advising of Student Staff, Part time staff	Students, Part Time Staff	W
Instructing or training	Training of summer camp staff rules and expectations to ensure safety and support of youth participants	Student athletes, coaches, staff	M
Obtaining cooperation or consent			
Negotiating			

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

### 9. Physical Effort

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

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Set up Recreation equipment - medium	W	X			X		
Sitting	D	X			X		
Standing	D	X			X		
Lifting supplies, equipment & laundry	W	X			X		
Lifting uniforms	W	X			X		
Lifting tents, soccer nets, high performance weights (Powerlifting)	M	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)

- Supplies
- Equipment
- Laundry

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

- Uniforms
- Equipment
- Supplies

X□ Heavy (over 20 kg or 44 lbs)

- Tents
- Soccer Nets
- High Performance weights (powerlifting)

## 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
Preparing statistics and schedules while serving students	W		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
Responsible for planning recreation and game day and sport camp programming	W	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
Home game events or tournaments	W	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				

\* 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)		D
<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 checked="" type="checkbox"/> difficult weather conditions	Outdoor Varsity games, sport camps	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 checked="" type="checkbox"/> smelly, dirty or noisy environment	Noisy environment, (Indoor and outdoor Varsity, Extramural & Intramural Games) yelling, whistles, noise makers	W
<input checked="" type="checkbox"/> travel	Travel to AGM's, with extramural teams to tournaments, Seneca Aviation for service fairs/events	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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