**Position Description Form (PDF)**

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Sustainability Specialist Payband: tbd

Position Code/Number (if applicable):

Scheduled No. of Hours: \_\_\_37.5\_\_\_\_\_\_ per week

Appointment Type: x 12 months □ Less than 12 months (please specify # months: \_\_\_\_\_\_\_\_)

Supervisor's Name and Title: Patricia O’Connor, Director of Sustainability

Completed by: Patricia O’Connor Date: February 6, 2019

**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.

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| --- |
| The Office of Sustainability has the mandate of integrating and promoting sustainability in all aspects of College functions, be it operations, campus life or academic delivery.  Under the general direction of the Director, Sustainability, the **Specialist, Sustainability** will prepare and implement sustainability programs, initiatives and events in order to maintain and enhance sustainability practices and awareness across the institution. Manages the implementation and operation of new and existing sustainability projects, and programs at the College: |

**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\* |
| * Contribute to advancing the integration of sustainability programs, initiatives and learning in order to achieve the College’s vision to be a leader in sustainability and as set out in the Sustainability Plan; * Collaborate with appropriate departments to develop and implement sustainability programs and initiatives. Examples of Projects/Programs: campus bike share, bike storage rooms, integrating local and sustainable food on campus, water bottle free campus, waste diversion and reduction (e.g. Fill it Forward) and energy /carbon reduction campaigns, student engagement; * Prepare budgets for implementation of sustainability initiatives and administer same in collaboration with the Director and monitors and tracks expenses; * Acts as a resource to Schools regarding integration of sustainability practice/initiatives with academic programming; * Collect any data from sustainability initiatives and programs that is required for reporting purposes, e.g. participation rates in events and initiatives, achievement of program goals. * Research sustainability best practices from peer institutions (both local and international) as needed to support successful program creation, implementation and operation; * Act as a resource to support the implementation of any departmental sustainability policies, procedures and practices. | 35% |
| **Communications and Outreach/Marketing/Engagement:**   * Manage the College sustainability website for content, updates on related events and institutional achievements; * Manage the College sustainability social media communications; * Manage marketing of sustainability initiatives and accomplishments internally and externally via blog/ promotion/Communique, etc.; * Organize sustainability events and monitor participation in college events to further campus sustainability culture and awareness; * Organize student volunteers participating in campus sustainability events (e.g. recruitment, schedule management, recognition, etc.); * Hire and manage students working with the Office of Sustainability (e.g. plan work schedules, approve timesheets, assign and supervise work performed, provide guidance, etc.); * Prepare and deliver presentations to students and internal College groups/committees; * Support (and facilitate as needed) student sustainability clubs, student sustainability projects; * Develop and operate sustainability workshops for staff, students; * Collaborate with the Communications department to link sustainability events and communications College-wide; * Develop and maintain relationships with community-based, provincial, national and international sustainability and educational organizations to promote sustainability initiatives on behalf of the College. | 30% |
| **Data Gathering and Management**   * Collect and analyze data for operational targets in the Sustainability Plan and for public benchmarking reports (e.g. STARS, community reporting) * Assist in preparing annual reports, and responsible for preparing campus biodiversity reports, and project implementation reports (e.g. for funding partners) | 20% |
| **Grant and Funding Proposals**   * Prepare grant proposals for external funding (e.g. TD Friends of the Environment, World Wildlife Fund) * In collaboration with the Director prepare business cases for internal funding (e.g. in vessel composter, apiary etc.) | 10% |
| 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 x 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:

|  |
| --- |
| Sustainability, environmental studies,/science, environmental management, building science (with appropriate LEED Green Building certification) or related |

**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 | Five years’ experience working in the sustainability field, preference for the post-secondary environment with involvement with academic delivery and supporting student success outside of the classroom through co-curricular activities.  Experience coordinating and planning events/initiatives, preparation of a variety of marketing materials and communications using various social media. Proficient with MS Office Suite - word processing (MS Word), spreadsheet (Excel),  Experience with policy, program and initiative development and implementation including project management.  Experience with project management and data management.  Experience developing funding applications.  Previous experience with legislative and standard requirements relating to sustainability e.g. waste management, energy reporting, GHG Reporting Protocols. |
| □ 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. | Implementation of a project, e.g. major waste diversion roll out, can be derailed due to resistance/obstacles (e.g. departmental policy / procedures of another department), not known at the time of planning |
| How is it identified? | Typically this is a “known unknown” risk that occurs due to an obstacle that was not planned for causing delay, or modification of project. |
| Is further investigation required to define the situation and/or problem? If so, describe. | Yes. Issues typically arise with a Fleming department or with unions involved with the College which can affect the scope of the project. Discussion with outside sources (consultants or industry experts) |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Typically, further investigation would be needed in the form of personal meetings with department management to understand process in order to decide if project can proceed. Some negotiation may be required to overcome obstacles and at times, shift culture. |
| What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines). | Fleming has detailed directories to access to locate department representatives – actively building internal relationships is an important source of information. Sources such as the Director of Sustainability will give direction on who / how to approach a department or what resource to use (HR, collective agreement considerations are dealt with by the Director). Research of best practises, sharing of information within and across the College system through listservs/networking channels |

**3. Analysis and Problem Solving**

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| --- | --- |
|  | **#2 regular & recurring** |
| Key issue or problem encountered | Researches and investigates potential new sustainability projects (e.g. to reduce campus carbon footprint etc.) |
| How is it identified? | New opportunities are defined through networking with other Colleges and institutions, community organizations, keeping informed and updated via various journals, internet articles, etc. |
| Is further investigation required to define the situation and/or problem? If so, describe. | Yes. Incumbent must have a thorough understanding of the College’s strategic directions and needs. Unique opportunities will arise that will require further investigation, research and analysis to determine if pursuit of the initiative will be worthwhile to Fleming. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | The incumbent will need to explore the opportunity to determine operational and cultural feasibility, fit with College and strategic/business plans, budget availability, cost-benefit analysis, return on investment, overall impact on the College and the environment, etc. |
| What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines). | Past experience.  Sustainability web sites.  Networking with other colleges/institutions, contacts in the sustainability community.  College Strategic and Business Plans  Director |

|  |  |
| --- | --- |
|  | **#3 regular & recurring** |
| Key issue or problem encountered | This position oversees/ provides direction for the work of a number of student workers, including co-op placements, interns and applied project teams from a variety of academic programs. These individuals may demonstrate unprofessional behaviour or poor work habits which have a negative impact on the office reputation, and the success of initiatives and require appropriate guidance for the situation. |
| How is it identified? | Receiving a complaint from another department regarding a student worker etc.  Incumbent observes concerning behaviour such as not showing up for a shift or not following instructions. Multiple follow ups yield no results. |
| Is further investigation required to define the situation and/or problem? If so, describe. | At times, follow up with a complainant may be required to further clarify a situation. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Identify the appropriate response for the behaviour, that is commensurate with the situation (e.g. how many complaints, nature of complaints, missed shifts etc.) and extent to which the incumbent can coach/guide the worker before handing off to Director to deal with. Appropriate navigation of the culture of the college and each individual co-worker. |
| What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines). | Director of Sustainability, Department heads |

**3. Analysis and Problem Solving**

|  |  |
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|  | **#1 occasional** |
| Key issue or problem encountered | Gathering data and adopting appropriate modelling tools for an accurate Greenhouse gas inventory (which includes direct scope 1 and 2 and indirect scope 3 emissions can be complex and without much precedent in the postsecondary sector), yet accuracy is very important for pubic reporting, grant funding submissions etc. |
| How is it identified? | Not enough information/gaps in data are identified to provide a full inventory (e.g. commuting/transportation related GHGs). . |
| Is further investigation required to define the situation and/or problem? If so, describe. | Estimating how significant the gaps are and if alternative ways of collecting data need to be investigated or if there are proxy datasets. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Research into best practices in higher education, evaluate against standards to determine if approach is acceptable. |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | Other institutions, STARS Technical manual, STARS reports from other institutions, GHG Protocol or ISO 96001. |

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|  | **#2 occasional** |
| Key issue or problem encountered | Working within a public Ontario College can introduce new levels of transparency and compliance to procedures in collecting data. An example is the STARS (Sustainability Assessment and Rating System), a higher education benchmarking report which Fleming now participates in and requires the OOS to collect data which may need FIPPA or ethics clearance. The need to accurately track and report data can introduce challenges on how information is collected, presented and accounted for (e.g. survey administration, reporting timeframes, reporting formulas etc.). |
| How is it identified? | Typically there will be an issue raised by a department(s), or becomes apparent while following a protocol, that will affect how one proceeds or cause a shift in scope in how data is collected |
| Is further investigation required to define the situation and/or problem? If so, describe. | Discussions with experienced department reps can typically provide details and problem solve how information can be collected and presented to ensure compliance (e.g. FIPPA etc.) is maintained. Discussion with outside sources (other colleges, industry experts, AASHE-Association for Advancement of Sustainability in Higher Education) |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Typically, these issues can be addressed by meeting with individuals which have data collection/policy implementation experience and are sources of data. Some negotiation may be required. |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | STARS Technical manual, reports filed from other institutions. Department Heads (Procurement, HR), Director of Sustainability, government websites, industry experts, Consultants |

**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 Public Reports: The College develops/publishes annual reports detailing progress in meeting sustainability targets (energy, waste, water, alternative transportation, curriculum etc.) and (every three years) files an external benchmarking report – STARS (Sustainability Tracking Assessment Rating System) which requires the incumbent to collect and organize accurate data from a number of sources/departments several months in advance of a filing deadline. Tracking data can occur throughout the year but is significant in the year prior to filing a STARS report. |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Clear communication skills (written and oral) and an ability to develop detailed project plans/excel tracking sheets, is required to ensure that the data collection is on track and College departments have adequate time to respond to requests. |
| List the types of resources required to complete this task, project or activity. | Project plans, GANTT charts, work breakdown structures. |
| How is/are deadline(s) determined? | The deadline is determined externally by the refiling/reporting deadline (STARS) and the deadlines for data collection are worked backwards from the deadline. Annual reporting in June each year drives the annual timelines. |
| 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 provides advice to the Director and the overall College Sustainability Steering Committee to identify if changes to data collection and/or submission timelines change and decisions are made. The decision to refile a STARS report is made by the College’s Senior Management Team upon recommendation of the Director. |

**4. Planning/Coordinating**

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|  | **#2 regular & recurring** |
| List the project and the role of the incumbent in this activity. | Planning and coordinating of College sustainability promotional and awareness events, preparing marketing materials, communications, risk management and liaison with external/community partners. |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Prioritizing and organizing; anticipatory skills; problem solving & multi-tasking; time management; excellent verbal/ written communications – these must be clear and to multiple stakeholders; listening skills; excellent record-keeping, monitoring and follow-up; creative ability to prepare promotional and awareness materials. |
| List the types of resources required to complete this task, project or activity. | Computer software for preparing marketing materials;  Email communications; web site; tracking and record-keeping system; College event planning and catering services; printing service |
| How is/are deadline(s) determined? | The timeframe for an event would be determined by the Director and/or community partners (e.g. Envirothon). However, the incumbent will set deadlines for the various activities/steps required to complete the planning/organizing of an event |
| 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 issues and discuss with the Director before making changes to the project or the activities that would be impacted by the change. For example, if the desired venue was not available for a particular event, the incumbent would discuss with the Director before either changing the date of the event, or moving the event to another location. |

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|  | **#3 regular & recurring** |
| List the project and the role of the incumbent in this activity. | Leading the planning and coordinating of a major event involving multiple external partners, high school students (Envirothon, Shoreline Clean Up events, Bioblitz – campus biological inventory etc.). |
| , |  |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | The timing of the event is set, often in negotiation with external partners (e.g. World Wildlife Fund, Otonabee Region Conservation Authority etc.) and taking into account the academic cycle (for staff/faculty availability). Project management skills are needed to set the workplan, involve stakeholders and anticipate/deal with constraints e.g. availability of college/academic space etc. Budgeting and risk management, particularly when dealing with large numbers of school children/high school students in an outside setting. Networking skills are essential. |
| List the types of resources required to complete this task, project or activity. | Incumbent must organize and lead meetings, with internal college and external stakeholders, draft agenda, document action items and develop a GANTT chart detailing timelines and workplans. Strong written and oral communication skills are required. |
| How is/are deadline(s) determined? |  |

**4. Planning/Coordinating**

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|  | #1 occasional |
| List the project and the role of the incumbent in this activity. | Coordinating external grant funded projects e.g. Go Wild Funded projects for installation of campus infrastructure e.g. bird and bat boxes, apiary etc. |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Budgeting, scheduling, coordination of work orders, risk management matrix (e.g. Health and Safety) |
| List the types of resources required to complete this task, project or activity. | GANTT and workplan development, scheduling, acquisition of equipment. |
| How is/are deadline(s) determined? |  |
|  | Grants are awarded from World Wildlife Fund or FastSTART and must be completed within funding timelines, and often within appropriate seasons. |

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| --- | --- |
|  | **#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(as) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

|  |  |  |  |
| --- | --- | --- | --- |
| **Regular & Recurring** | Occasional | **Level** | **Example** |
| □ | □ | Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students. |  |
| □ | □ | There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks. |  |
| x | □ | The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities | The incumbent oversees students’ workers, Co-op placement students, applied project students and volunteers. This requires demonstrating processes of the Office of Sustainability and programs that the Office operations (e.g. Waste diversion, tabling/promotional events) |
| x | □ | The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction. | When dealing with the above, or other staff, the incumbent is required to explain the various aspects of a project (e.g. communication, execution steps) and their impact on successful completion The incumbent advises/recommends |
| x | □ | The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed. | As above Incumbent oversees student workers, co-op placements, and applied project students, assigns tasks and shifts focus as needed. |

**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) |
| Incumbent proceeds on own initiative for day-to-day tasks and activities. Supervisor assigns new and special projects and provides instructions |  |

|  |  |
| --- | --- |
| What rules, procedures, past practices or guidelines are available to guide the incumbent? | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Past practice.  College Policies, Procedures, Processes.  Ontario Building & Fire Codes, Acts and Regulations;  Any applicable legislation and other legal publications.  Sustainability Plan.  College Strategic and Business Plans |  |

|  |  |
| --- | --- |
| How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)? | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Regular communication with college staff.  Feedback from Director, clients and contractors.  Depending on the project or task, Director may provide feedback on a daily or weekly basis. |  |

1. **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) |
| The Office of Sustainability works with many other departments (e.g. student services, schools, PRD et.) and the incumbent will consult with other staff/ service providers for routine tasks and assignments.  Reviews and verifies work with requestors of assistance of the Office of Sustainability.  Marketing staff may be consulted for advice or assistance in preparing sustainability logo, awareness and promotional materials, etc.  IT may be consulted for assistance with sustainability web site or other social media channels. | For special projects and initiatives, the incumbent may need to discuss requirements with the college partners/stakeholders in the absence of the supervisor |

|  |  |
| --- | --- |
| 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) |
| Changes to the scope of assigned projects and timelines for completion.  Prioritization of new or special projects/initiatives.  Special or urgent requests for technical support.  Resolving non-routine issues or problems.  Purchases outside of established project budget | Department standards. |

|  |  |
| --- | --- |
| Describe the type of decisions that would be decided by the incumbent. | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Establishing priorities for day-to-day tasks and routine requests.  Issues that require the Director’s attention.  Preparation of routine communications.  Preparation of marketing/promotional materials |  |

**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? |
| Email or phone call: A suggestion for a new sustainability project or initiative is received from a student or employee. General questions about sustainability | The incumbent will request further information and discuss with the Director. Further research may be needed to see if the suggestions will fit with sustainability goals and plans. Follows up with the student/employee on the outcome. | Students / Employees/external agencies | D |
| Verbal/ email/phone request for reports/data expense tracking | As requests are made, incumbent will conduct appropriate information gathering/analysis to satisfy request | Internal depts. | W |
| Verbal requests for resources/ expertise relating to integration of sustainability practices into curriculum or dept. initiatives | Responses can range from providing research of best practices or explanation of an initiative (e.g. bottle water ban, food waste reduction) to attending a class to provide a guest lecture | Internal depts./faculty | W |
|  |  |  |  |

\* 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 | E.g. Questions about the bottle water free policy, waste diversion “sort it out” or requests for OOS to participate in an event. | Staff, faculty and students, OOS staff | D |
| Explanation and interpretation of information or ideas | E.g. Explaining local food targets and meeting with Aramark staff – food services advisory committee to discuss ideas to meet targets. | Staff, faculty and students, advisory committees | W |
| Imparting technical information and advice | Providing information about GHG emissions/calculations and general connection to carbon reduction to gain cooperation. | Staff, faculty and students, OOS staff | W |
| Instructing or training | E.g. Instructing student workers, volunteers on waste diversion e.g. waste buddies campaign | OOS staff | W |
| 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 |
| Walking and Stairs | D | X |  |  | X |  |  |
| Lift and Carry | W | X |  |  | X |  |  |
| Sitting | D |  |  | 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) | Boxes of promotion material, bird and bat boxes etc. |
| □ Medium (between 5 to 20 kg or 11 to 44 lbs) |  |
| □ Heavy (over 20 kg or 44 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 |
| Analyzing and Inputting data into STARS/sustainability targets tracking excel documents | M/I |  |  | x |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?  □ Usually  x □ No Incumbent works in an area where students workers and co-op students are active and often interrupt incumbent to ask questions/direction seeking | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity #2 | Frequency  (D, W, M, I)\* | Average Duration | | |
| Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Writing grant applications/proposals | M |  |  | x |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?  □ Usually  x□ No Incumbent works in an area where students workers and co-op students are active and often interrupt incumbent to ask questions/direction seeking | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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?  □ Usually  □ | | | | |

\* 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)\* |
| x acceptable working conditions (minimal exposure to the conditions listed below) |  | d |
| * accessing crawl spaces/confined spaces |  |  |
| * dealing with abusive people |  |  |
| * dealing with abusive people who pose a threat of physical harm |  |  |
| Xdifficult weather conditions | Campus projects – exterior work, green roof, bird houses, Bio blitz (campus biological inventory), shoreline clean up events, preparation for Envirothon in wet/snow, extreme heat etc. | M |
| * 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 between campuses, to meet with community partners in the region and in the GTA | M |
| * working in isolated or crowded situations |  |  |
| * other (explain) |  |  |

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