

St. Lawrence College
Position Description Form (PDF)

Effective Date: March 18, 2009

Updated: 4 July 2018

Campus: Cornwall
Incumbent's Name: Term - Appendix D
Position Title: Athletics & Student Engagement Coordinator
Payband: H
Position Number: 00000299
Hours per Week: 35
Supervisor's Name and Title: Kevin Biggs, Manager – Athletics & Student Engagement
Completed by:

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

One-over approval: _____

Date: _____

Support Staff PDF

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative 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.

Under the direction of the Manager of Athletics and Student Engagement, the incumbent has campus-specific responsibility for coordinating varsity, recreational, and student life programming, assisting in athletic facility operation, and providing guidance to student government. The key function of the coordinator role is associated with fostering holistic student development and facilitating positive school spirit.

Primary responsibilities include:

- Coordinating and supporting varsity and extramural programs, student-athletes and coaches
- Providing recreational, student life, orientation, and wellness opportunities for students
- Coordinating the day-to-day activities of the athletic facilities
- Assisting the Manager in student engagement development and in providing guidance and advice in student government matters

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 the Time Annually*
<p>1. Varsity & Extramural Programming</p> <ul style="list-style-type: none"> • Coordinates the scheduling and logistics of programs (arranging transportation, accommodations, cash advances, major and minor officials, game day staff, facility booking, tryouts, practices, exhibition schedule, declaration lists and rosters), acts as the game day convener, ensures events are compliant with all OCAA and CCAA regulations and policies • Ensures participating student-athletes are compliant with SLC, OCAA and CCAA eligibility rules and regulations and advises coaching staff regarding decisions pertaining to a student-athlete's eligibility. • Guides coaches, part-time staff, and students, ensuring college guidelines, policies and procedures, safety procedures are followed. • Supports coaching staff with the recruiting of student-athletes and changing requirements/policies within the OCAA/OCR/CCAA, department and college. • Engages, advises and tracks athletes regarding their student athletic and academic success and eligibility in accordance with the OCAA/OCR/CCAA requirements. • Nominates student-athletes for internal and external awards and bursaries. • Resolves protests and monitors conduct of program participants. • Responsible for assigning tasks to part-time student and event staff to ensure optimal game coverage. When an event crisis occurs, the incumbent determines the best course of action and direct others to ensure safety, security, measures are followed and OCAA/OCR/CCAA regulations are met. • Liaises with Department Staff and Event staff to ensure varsity and extramural activities are promoted and that the game day experience is maximized for student-athletes and fans • Administers team orientation educating players on student-athlete registration, rights and responsibilities, OCAA & CCAA Code of Ethics, academic and playing eligibility requirements, academic success, and internal policies and procedures; Monitors academic success of all student-athletes • Participates with the Manager in the selection of the coaching staff, and assists with monitoring and evaluating performance; • Communicates with coaches to monitor requirements and advise as necessary regarding conflicts, player academic, financial issues, recruitment, conduct concerns, etc. • Recruits and coordinates a Varsity Council of student-athlete representatives • Coordinates and organizes the annual Athletic Banquet; Reviews awards criteria and recommends players for awards, scholarships • Assists with the annual evaluation of varsity and extramural programming including funding, coaching staff, athlete participation, part-time staff, student engagement & season statistics • Support and develop coach and/or team driven summer camps and other fundraising initiatives (booking space, registration, purchasing, staffing, promotion) • Ensures adherence to all risk management procedures 	<p>40%</p>
<p>2. Recreational, Student Life and Wellness Programming</p> <ul style="list-style-type: none"> • Assesses the needs of the student population and ensures activities reflect the diversity of student body • Participates in the development of a yearly plan for recreation, student life, and wellness programming, events, and activities that maximizes student engagement and implements the yearly plan's activities • Coordinates the scheduling and logistics of programs (scheduling, registration, cash advances, officials, facility booking, printed materials) 	<p>25%</p>

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<ul style="list-style-type: none"> • Monitors programming and participant conduct, adapting staffing, scheduling and rules to ensure a safe and enjoyable environment • Organizes leisure recreational activities such as open gym time for drop-in use • Coordinates the design and delivery of the college Orientation Program • Supports the use of the student engagement app through program promotion, registration and collecting and analyzing feedback and data • Assists with the annual evaluation of recreation, student life, and wellness programming • Assists in risk assessment for student life events 	
<p>3. Athletic Facilities Operations</p> <ul style="list-style-type: none"> • Provides direction to participants and user groups regarding safety standards and guidelines for using athletic facilities and equipment • Coordinates booking and rental of all athletic facilities • Coordinates the inventory, organization and controls for equipment, supplies, uniforms • Coordinates facility set-ups for recreational and varsity athletic events • Oversees ongoing facility repair and maintenance needs • Provides purchasing suggestions to Manager related to equipment and facility needs; orders routine supplies 	15%
<p>4. Student Engagement Development</p> <ul style="list-style-type: none"> • Liaises with student government and other student groups and associations • Available to attends Student Government meetings • Assists the Manager in training and orienting new student government leaders to the College structure, organization and policies • Provides guidance and advice in student government matters • Coordinates the recruitment, training, assignment of tasks, coordination, scheduling and monitoring of part-time student and event staff with manager approval • Support student placement opportunities from the college's academic divisions 	15%
<p>5. Other Duties as assigned</p> <ul style="list-style-type: none"> • Representing the College to member associations, external user groups, and at OCAA/OCCCR/CCAA meetings and events, • Representing the department on College committees and working groups • Participates in the creation of annual budgets with ongoing monitoring and budgetary compliance • Works within budget and revenue targets established by the Manager • Is available via cell phone during open weekend and evening hours if required for emergencies • Assists in creating, administering, monitoring and assessing surveys/customer feedback tools • Additional administrative duties. 	5%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

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

Up to High School or equivalent

1 year certificate or equivalent

2 year diploma or equivalent

Trade certification or equivalent

3 year diploma/degree or equivalent

3 year diploma / degree plus professional certification or equivalent

4 year degree or equivalent

4 year degree plus professional certification or equivalent

Post graduate degree or (e.g. Masters) or equivalent

Doctoral degree or equivalent

Field(s) of Study:

Sports Administration, Recreation & Leisure, Fitness and Health Promotion, Kinesiology, Physical Education, and/or relevant professional experience in sport deemed to be equivalent

B. Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours

Additional courses obtained by course(s) of more than 520 hours

	Valid driver's license CPR / First Aid

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 years 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 the 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

Experience coordinating and convening tournaments, leagues, camps, and other athletic events. Experience and knowledge in a variety of sports and their respective sport regulating bodies. Must have customer service experience and strong oral and written communication skills. Demonstrated ability to develop and maintain effective working relationships with a variety of stakeholders. Must have experience working in a computerized environment - word processing, spreadsheet, database applications, email (Outlook), and social media platforms.

Post-secondary work experience that includes involvement in the following activities preferred:

- Varsity coordination;
- Student engagement; and
- Student government relations.

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment 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 judgment 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.	Delivery of recreational, student life and wellness activities that are responsive to the interests and needs of full time students, but within the bounds of safety; considers damage/wear and tear to the facility; considers expense of equipment and staffing; considers the amount and availability of trained staff to run/officiate the activity in light of the budget available; and considers when to run the program and the expense of what other activities due to limited facility space.
How is it identified?	Input from students, evaluation of previously run programs, and participation rates; A student or students approach the incumbent proposing a new activity to accommodate the need; Student Government, Club and or student body makes suggestions; Through OFSSA (Ontario Federation of Secondary Schools Association) or through professional recreation publications, the incumbent can identify trends in activities and sports.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation is required to determine activity needs in terms of equipment, facility space, training needed, staffing, rules, etc.; Assessment of client needs and wants are continuously evaluated; Cost analysis, availability of physical and human resources, and current industry trends. Discussion with Manager.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Programming decisions are significant due to fixed costs and decisions generally have implications for more than one year. The incumbent must determine if the suggested activity has support by a broader base of students or is limited to a few. If it is limited to a few, the incumbent identifies alternate ways of offering this activity or a similar one to the group without affecting the regular programming. If there is substantial support, the incumbent would then analyze the existing facility space available, review participation statistics to determine if we would drop an existing

<p>What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)</p>	<p>activity or reformat the existing schedule to make room for the new activity. The incumbent may need to liaise with Facility Management Services team to determine what if any drawbacks this activity might bring to the facility (damage to floors, walls). The incumbent must also investigate and analyses what the appropriate approved equipment would be, including the cost, quantity and storage implications. The incumbent may need to determine how to schedule two contrasting intramural programs at the same time within the gym, ensure that the staff is on-time and has the appropriate equipment, and direct students to the right locations for the intramural programs so as not to interfere with other operations within the facility.</p> <p>The incumbent may survey other schools with this activity to determine the feasibility of the activity. Incumbent consults Manager for budget availability and physical and human resource allocation.</p> <p>Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues and fellow coordinators at other colleges; Department statistics and usage trends; OFSAA Publications; Athletic Business Magazines; program evaluations; Sports equipment catalogues; Sport rules; Budget projections</p>
<p>Key issue or problem encountered.</p> <p>How is it identified?</p> <p>Is further investigation required to define the situation and/or problem? If so, describe.</p> <p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>#2 regular & recurring</p> <p>A Varsity athlete's continued participation with the team is being threatened by his or her behaviour, academic standing, financial situation, or personal problems</p> <p>Through the athlete's self-disclosure to the incumbent; through the coach; through personal observation; through academic monitoring; through one-on-one meetings with each athlete</p> <p>The incumbent would exercise discreetness in meeting with the student-athlete (and possibly coach, Varsity Academic Coach, Student Success Facilitator, other Department staff) to create a plan for connecting the athlete to available services and resources. The student-athlete would be directed to College resources and the incumbent would monitor and assist with progress as needed.</p> <p>The incumbent would try to help the athlete identify and address the root problems. In addition to OCAA/OCCCR/CAA policies on athlete eligibility, the incumbent must have an excellent knowledge of</p>

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

college resources: Counselling, career testing; tutorial services; financial aid, loans, bursaries; test centres; food bank; when and how to drop courses; finding part time jobs on/off campus; finding housing; how to get into Residence. Once the problem is identified, the incumbent maps out an action plan that the athlete is comfortable with and will agree to follow. The plan usually consists of several steps that the athlete must fulfil with another college department and then report back to the incumbent for review and redirection.

Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues and fellow coordinators in different faculties; Athlete Code of Conduct; College resources-intranet, academic calendar, student handbook; Liaising with Student Success Facilitators, Faculty members, Academic Coordinators and Deans; Registrar/Admissions staff to know their timelines and procedures for registering, dropping courses; Liaising with Financial Aid staff, Counselling and Accessibility staff, Residence staff, Student Government; OCAA/CCAA Manuals-Regulations regarding academic eligibility requirements, scholarship rules, code of ethics etc.

#3 regular & recurring

Key issue or problem encountered.

Student employee tardiness or absenteeism.

How is it identified?

Student employee not showing up as scheduled.

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

Contact student employee to determine whether student employee is ill, late, or unable to work scheduled shift.

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

The incumbent uses all available means to recruit the strongest applicants from the eligible student enrolment. The incumbent applies College approved employee selection techniques. Assessing the employee and being confident the staff member will follow direction and be punctual can be identified and reinforced during selection and training. Regular monitoring and performance evaluation is important in order to avoid complaints, misconduct, and repeated incidents of concern. If the student employee is unable to work scheduled shift, contact staff list to determine potential individuals who can fill the shift on short notice.

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

Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues and fellow coordinators in different departments; Student employee training manual and operation guidelines; Human Resources guidelines on bursary students, Risk Management Training, Regular Facility H & S inspections, employee work log forms, Staff scheduling through iWork

Key issue or problem encountered.

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

Anticipate problems and react to emergencies that may affect the varsity or extramural schedule (ie. inclement weather, delayed arrival, accident)

How is it identified?

Usually notified or initiated by phone call to all impacted parties (host, visiting team, officials). Emergency situation results in host team, visiting team or both teams unable to perform on schedule.

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

Direct contact with other parties when identifying the issue so appropriate measures can be taken for decision making. Discussion with Manager. All parties investigate the severity of emergency situation before coming to an agreement. Consult with the transportation company. Both parties must agree in cancellation or postponement. Decision is quickly communicated to Senior Convener and OCAA/OCR/CCAA.

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

If conditions are unsafe, a quick decision must be made to ensure the safety of all parties. All parties involved with the event must be notified: staff, players, coaches, officials, and spectators must be advised in terms of delay and plan of action. Altering the schedule and managing game day staff and officials may be necessary. A review of the facts and application of league rules, regulations and practices should take place immediately. When games/tournaments are cancelled, all parties investigate future dates that teams may meet according to OCAA guidelines. The incumbent must refer to department programs and times to determine a date that does not conflict. Communication must be made with the Senior Convener and OCAA/OCR/CCAA to reschedule the event.

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

Manager of Athletics & Student Engagement, Manager of Security, Facility Management Services; Past practices, established standards, and department guidelines; Consultation with colleagues and fellow coordinators in different faculties; OCAA/OCR/CCAA

operational manuals; Emergency Action Plan

Key issue or problem encountered.

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

Issues of unsportsmanlike or inappropriate behaviour occur during athletic activity

How is it identified?

The event is witnessed by the incumbent or reported by student staff, other participants or department staff

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

The event may still be going on, in which case the incumbent would go to the activity site. If merited the incumbent would immediately contact security for assistance and would then call the Manager. Depending on the severity of the incident further investigation may be required, and the incumbent may be involved in interviewing participants, staff involved and witnesses

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

If the event was a minor infraction, the incumbent would ensure order was restored to the area and assess whether activity could resume or should be cancelled. The incumbent would follow up with an interview with the participants to assess appropriate actions. The incumbent is to alert Security and the Manager if necessary, and in some circumstances (based on the college policy and department rules), the incumbent should wait for assistance before approaching the student and/or situation. Report is forwarded to the Manager which would include recommendations for extra staffing, staff training, and future of that program.

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

Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues and fellow coordinators in different faculties; Emergency Action Plan; Student Rights and Responsibilities; Student Code of Conduct; College Security; Police; OCAA/OCR/CCAA Operations Manual; Recreation guidelines and rules; Facility usage guidelines

4. Planning/Coordinating

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

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

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Plans and coordinates the varsity and extramural programs
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Knowledge of demands and details specified by OCAA/OCR/CCAA and provincial and national sports bodies; monitor program budgets; prioritizing tasks, time and resources; delegation skills; ability to participate in a group and work independently; program planning skills; scheduling skills; knowledge of sport, league and association rules; knowledge of safety guidelines; ability to train event staff; ability to envision the whole, successful activity and to break it down and pay attention to detailed segments; excellent verbal and written communication skills; time management skills to plan events well in advance; problem solving skills with athletes and coaches; creative and adaptive to meet needs of coaches but remain within limited budgets; motivational skills to keep event staff and athletes focused; enforcement of league, department and college policies; work closely with hotels, bus companies, and van rental companies to ensure travel logistics are planned; provide functional guidance to coaches
List the types of resources required to complete this task, project or activity.	Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues; Previous year student-athlete; OCAA/OCR/CCAA Operations Manual, College policies & procedures; Financial services; Contact information; Event staff; Bursary student staff; Program budgets; Department equipment
How is/are deadline(s) determined?	The master schedule for varsity games is published by June 15 every year; OCAA/OCR/CCAA sets deadlines for scheduling and submitting appropriate player eligibility rosters, drug testing regiments as determined by provincial and national bodies; College budget deadlines; Printing & publishing deadlines; Other deadlines are developed by the department staff, in consultation with the Manager.

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

Manager of Athletics & Student Engagement; Incumbent participates in the annual evaluation of the varsity programs and seeks feedback from athletes, coaches and the Varsity Council; Department strategic plan; Focus and advisory groups; The Manager makes the final decision on changes to the varsity programs and the incumbent advises on the potential impact of the changes and makes provisions to minimize them.

#2 regular and recurring

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

Maintaining the athletic department inventory of assets and maintaining accurate records of participants and participation rates

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

Coordinating database of information to ensure information is accurate; development of distribution lists; monitoring and tracking inventory needs; ordering routine supplies and equipment; monitoring sign-in and sign-out of assets

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

Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues; Computer software capable of tracking data and easily reorganizing/sorting to identify supply and demand needs; inventory control lists; facility and varsity program schedules; access to all equipment cabinets and cleaning supplies; tracking sheets and logs

How is/are deadline(s) determined?

Each program has a set schedule or season, and equipment and records should follow the strict deadlines of the college and the governing body, OCAA/OCR/CCAA.

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

Manager of Athletics & Student Engagement; Priorities of the department, college and student government inform resource allocation and budget priorities which could affect programming. The OCAA policies and procedure manual can be amended annually which could change the programming needs

#3 regular and recurring

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

Assists with the recruitment, training, assignment of tasks, coordination, scheduling and monitoring of part-time student and event staff with manager approval.

What are the organizational and/or project management skills needed to bring together and

Identify staffing needs; selects candidates for interview; interviews candidates; recommends

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integrate this activity?

candidates for employment; trains new staff; monitors performance; identifies performance issues to Manager; provides daily functional guidance; works with Manager to determine staff tasks; staff scheduling; monitor staff communication logs; coordinate and lead staff meetings; delegation of tasks.

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

Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues; Financial Aid; Human Resources; Student Employment centre; Payroll; Part-Time Student and Event Staff manual and guidelines; Staff log; OCAA/OCR/CCAA Operations Manuals; iWork; Staff availability; Facility schedules

How is/are deadline(s) determined?

Student employment/HR sets hiring and posting timelines; League schedule determine event staffing timelines; HR and Manager sets timelines for performance appraisal; Incumbent sets deadlines for regular and anticipated task assignments for staff; Manager sets other deadlines

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

Manager of Athletics & Student Life; Past practices, established standards, and department guidelines; Department strategic plan; Human Resources; The incumbent will determine changing priorities ie. cleaning equipment, performing light housekeeping duties, inventory control, unloading boxes etc.

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

#1 occasional (if non, please strike out this sections)
Plans and coordinates the annual Athletics Awards Banquet

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

Consultation; planning; time management; recommending contracts for approval; prioritizing, delegation; research; participates in a group and works independently; works within Manager approved budget; student engagement; working with venue, catering, decorating, sound and awards vendors; emceeing event; facility layout

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

Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues; Varsity Council; Vendor contracts

How is/are deadline(s) determined?

Event occurs on the same day every year so the incumbent must determine when individual projects need to be assigned and completed

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

Manager of Athletics & Student Engagement; The incumbent leads brainstorming and planning sessions with department staff and Varsity Council. Incumbent presents final plan to department staff and Varsity Council for affirmation; Items reviewed on an annual basis include venue, types of awards, order and protocol of presentation, and engagement activities

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

#2 occasional (if non, please strike out this sections)
Participates in the design and implementation of the college Orientation Program

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

Event planning; volunteer recruitment; public speaking; consultation; time management; stakeholder communications; recommending contracts for approval; prioritizing, delegation; research; participates in a group and works independently; works within Manager approved budget; student engagement; facility layout

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

Manager of Athletics & Student Engagement; Past practices, established standards, and department guidelines; Consultation with colleagues; Academic Schools; Student Government; Orientation Guiding Principles; Previous year student and staff surveys; Orientation Leaders Handbook; Orientation planning committee; College marketing department

How is/are deadline(s) determined?

Event occurs on the same day every year so the incumbent must work with the Manager and Orientation Planning commit to determine when individual projects need to be assigned and completed

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

Manager of Athletics & Student Engagement; The incumbent participates in brainstorming and planning sessions with department staff, various stakeholders and the Orientation Planning Committee. Items reviewed on an annual basis include facility usage, types of activities, order and organization of Orientation Day, engagement activities, and activities taking place during the first month of school

5. Guiding/ Advising Others

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

Though support staff cannot formally “supervise “others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Advise coaching staff regarding decisions pertaining to a student-athlete’s eligibility; Establish guidelines for facility usage and inventory control; Guide coaches, part-time staff, and students, ensuring college guidelines, policies and procedures, safety procedures are followed; Support coaching staff with the recruiting of student-athletes and changing requirements/policies within the OCAA/OCR/CCAA, department and college; Engage, advise and track athletes regarding their student athletic and academic success and eligibility in accordance with the OCAA/OCR/CCAA mandate; Nominates student-athletes for internal



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.

and external awards and bursaries; Resolves protests and monitors conduct of program participants.

Incumbent is responsible for assigning tasks to part-time student and event staff to ensure optimal game coverage; In the event of an event crisis, the incumbent problem solves the best course of action and direct others to ensure safety, security, measures are followed and OCAA/OCR/CCAA regulations are met

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this 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)
Day to day activities are performed independently following existing guidelines, established goals, and past practice.	New or special projects are provided with verbal and/or written instructions including suggested work methods and recommended timeframes.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Department guidelines and strategic plan; previous evaluations results; minutes and documents from meetings and committees; Past practices; Athlete Code of Conduct; Student Code of Conduct; College Policies and Procedures; College Strategic Plan; College employee handbook; Department risk management guidelines; Emergency Action Plan; OCAA/OCR/CCAA Operation Manuals; Sport Rules; the laws of the Land eg. Freedom of Information, Protection of Privacy Act Waivers/Release and Undertaking; Occupational Health and Safety	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Regular meetings with the Manager of Athletics & Student Engagement to ensure that all implemented strategies are meeting outlined expectations and goals; Financial budgets are approved by Manager; Incumbent and Manager monitor budget; Cash advances, expense reports, PCard statements, purchase orders require Manager approval; Manager, colleagues, students, coaches, student-athletes, and part-time staff see the results of the incumbent's work and provide feedback; Computer work is verified by the computer system.	Client satisfaction survey responses reviewed regarding Department staff and services assistance; periodic checks for accuracy and completeness are conducted by Supervisor; During large projects, work may be overseen by college management working alongside incumbent.

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)
Student groups re: sport club organization, programming and equipment needs; Colleagues/coaches/part-time staff re: equipment, training, maintenance needs. Student government re: student issues, problems, needs. OCAA/OCR/CCAA re: eligibility rulings, scheduling, awards; Coaches re: schedule exhibition games that fulfill the teams need for development; Facility Management Services re: maintenance and cleaning needs; Incumbent works with minimum supervision and makes decisions within the scope of the positions' expertise; Incumbent often discusses situation with coworkers to ensure consistency of action in similar situations at other campuses.	Student Services re: advising student government; Academic divisions and Student Success Facilitators re: student academic success plans; Alumni & Development re: fundraising initiatives and alumni events

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)
Finalization of master schedules; budget, staffing, scheduling, annual strategic planning; Difficulties in meeting deadlines; Training and assignment of tasks for part-time staff; Rental requests from new user groups; Facility usage prioritization. Communication and feedback surrounding performance issues involving coaches and student staff	League or event cancellations; major changes of venue; Changes to service delivery; Purchasing; Issues that have legal or serious reputation implications or major staff/budget implications

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Enforcement of established guidelines and policies to program participants and facility users; Routine supply and equipment orders; Designing and implementing recreation, student life and wellness programs and events that meet the needs of students; Day-to-day varsity programming; Part-time student and event staff scheduling; Day to day decisions involving activities, facilities, inventory control, and minor conflicts; Booking/rental/setup of facilities	Athletic banquet coordination

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 a 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 fulfill 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?		
Clients email, phone, email requests and information queries regarding Athletics & Student Engagement programming and facilities	A prompt reply and effort to accommodate request, in person, by email or by phone.	Students, Staff, Faculty, Public, External Groups	D
League requirements for team declaration and roster forms	Declaration forms and rosters are completed and signed by Manager and Registrar for validation that the athletes are full-time students; information is sent to colleges, senior conveners and athletic associations	OCAA/OCR/CCAA & member institutions	I
Student-athlete academic eligibility checks	Athlete grades and full-time status are checked and verified; those who do not meet the academic requirements are notified by January and May	OCAA/OCR/CCAA, coaches and student-athletes	W
Confirmation of travel itineraries and logistics	Contract and rooming lists are confirmed with accommodation partner; Contract and travel itinerary confirmed with transportation company; Meal money requested and distributed to student-athletes	Accommodations and transportation companies, Financial Services, Student-athletes, Coaches	W
Anticipation of and investigation into new and additional programs and services for clients based on continual review and	Incumbent reviews current and past programming as well as client feedback to identify both program successes and areas	Students	D

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evaluation of current programming with designs on continuous improvement; Clients provide feedback on current varsity, recreation, student life and wellness programming with requests for additional general and specific activities and/or events	needing improvement to meet additional client needs. Incumbent does investigation through research, engagement app, best practices, etc. into new and successful activities		
Outside requests for facility rental through phone, email, or in person.	A prompt reply and effort to accommodate request, in person, by email or by phone.	Community groups	W
Student Government requests specific information by email, phone, or in person.	Provide leadership and guidance through reference to the constitution/by-laws and past practices, in the manner in which the request is received..	Student Government	W
Planning and organizing events and activities	Planning is largely based on past practice with updates as required by governing bodies, facility changes, resource allocation, student needs. New programs are modeled after existing ones.	Coaches, Student-Athletes, Students	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, 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	Verbal direction to part-time staff	Part-time staff	D
	Serve as college liaison to student government	Student government	W
	Provides information on all programs and services	All clients	D
	Discuss planned events and activities and day-to-day operations	Department staff	D
Explanation and interpretation of information or ideas.	Explain policies, procedures, services; explain and justify the protocol the department and college follows before arriving at a decision	Students, staff, user groups, coaches, Student Government	D
	Provides an orientation on college and governing body policies on eligibility and drug education	Student-athletes and coaches	I
	Participating in performance evaluation	Staff, coaches	I
	Develop facility contracts	Facility user groups	W
	Dealing with complaints, minor incidents	Any client	D
Imparting technical information and advice	Impart specific sport, league, and procedural knowledge re: eligibility, rules, software, statistics	Students, Officials, Coaches, Staff	D
Instructing or training	Staff/volunteer training	Part-time staff, volunteers	M
Obtaining cooperation or consent			
Negotiating			

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and 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	D		X		X		
Walking/Running	D		X		X		
Lifting/Carrying	W	X			X		
Standing	D		X		X		

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

Light (up to 5 kg or 11 lbs.)

Medium (between 5 to 20 kg and 11 to 44 lbs.)

Heavy (over 20 kg. or 44 lbs.)

Carrying equipment/supplies to and from office, Office supplies; Clothing
Lift volleyball and badminton poles; Push soccer nets into place; Water coolers full of water; Uniform bags; Sports equipment; Event supplies
Weights in Fitness Centre

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 the task and the duration of the task, including breaks (e.g. up to two hrs. 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 (e.g. 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 min	Long up to 2 hrs.	Extended > 2 hrs
Long periods of concentration is required to coordinate varsity, recreational, and student life programming, assisting in athletic facility operation and providing guidance to student government.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				
Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Verifying student-athlete academic eligibility	I		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 min	Long up to 2 hrs.	Extended > 2 hrs
Reporting on a cash advance up to \$10,000 includes distribution of meal money to athletes and coaches, obtaining signatures and collecting unused money, and applying expense forms and returned cash to reconcile	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually, done in summertime. <input type="checkbox"/> No				
Activity #4	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Develop planning for recreation league	M		X	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				

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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)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Works in an indoor and climate-controlled environment	D
<input checked="" type="checkbox"/> accessing crawl spaces /confined spaces	Retrieving equipment and supplies from storage	I
<input checked="" type="checkbox"/> dealing with abusive people	Unruly spectators, student-athletes, program participants	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input checked="" type="checkbox"/> difficult weather conditions	Outdoor sports activities in inclement weather	I
<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	The incumbent's workspace is adjacent to the gymnasium which is a hub of high daily activity, and makes for a very noisy environment for several hours per day	D
<input checked="" type="checkbox"/> travel	Regular travel to other campuses and colleges for meetings; Sometimes will travel with team on road trips. Average travel time is 3-4 hours' round trip.	M
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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Jan. 12/07