

St. Lawrence College

Position Description Form (PDF)

Effective Date: January 4th, 2024

Campus: Kingston
Incumbent's Name: Vacant
Position Title: Mobile Labs Technologist
Payband: H
Position Number: 00000927
NOC Code:
Hours per Week: 35
Supervisor's Name and Title: Manager – Skills, Training and Economic Development
Completed by: Amy Hamilton

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

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.

In consultation with the Manager of Skills, Training, and Economic Development the incumbent will provide technical and logistical support to the mobile training trailers. Repairs and maintains the equipment, tools, and supplies inventory for the trailers. Assists with the creation and delivery of engagement experiences. Liaises with clients, vendors, faculty, staff, and students that will be involved in the engagement activity.

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*
1. TECHNICAL SUPPORT <ul style="list-style-type: none"> Sets up, demonstrates and supervises participants in the operation and application of engagement experiences related to the mobile training trailers Develops and implements proper operational procedures and safety precautions. Which includes the authority to suspend participants from engagement for unsafe behavior. Creates, supports, and tests engagement experiences associated to the mobile training trailers. Supports the planning and delivery of the engagement experiences at off-site locations 	40%
2. REPAIRS / MAINTENANCE / SAFETY Maintains the trailers and associated equipment which includes: <ul style="list-style-type: none"> Regular cleanup; Scheduling and documenting regular preventative maintenance routines; Making minor repairs, adjustments and/or calibrations quickly as possible to minimize downtime; Working collaboratively with other technical experts to facilitate repairs outside of position expertise (may involve researching tender specifications or code requirements). Prepares written manuals/work instructions, as required, for the safe and effective operation of equipment. Works with the Manager to ensure that a safe working environment exists at all times. Specific responsibility for updating Material Safety Data Sheets and meeting workplace safety requirements. 	35 %
3. PURCHASING / INVENTORY CONTROL <ul style="list-style-type: none"> Maintains accurate inventory of all equipment in the trailers. Issues equipment and supplies. Orders supplies to support engagement activities. Reviews and approves acceptance of incoming supplies. 	15%
4. Assists with marketing and promotion of engagement experiences and performs other related duties as assigned.	10%
	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.

- | | | |
|---|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1-year certificate or equivalent | <input type="checkbox"/> 2-year diploma or equivalent |
| <input checked="" type="checkbox"/> Trade certification or equivalent | <input type="checkbox"/> 3-year diploma/degree or equivalent | <input type="checkbox"/> 3-year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4-year degree or equivalent | <input type="checkbox"/> 4-year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent |
| <input type="checkbox"/> Doctoral degree or equivalent | | |

Field(s) of Study:

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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

Must have valid class G Driver's License

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.

<input type="checkbox"/> Less than one(1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input type="checkbox"/> Minimum of three (3) years	
<input checked="" type="checkbox"/> Minimum of five (5) years	Experience with tools and equipment in a relevant trade.
<input type="checkbox"/> 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.	Table Saw not working properly.
How is it identified?	Machine will not cut wood properly as identified by faculty or students
Is further investigation required to define the situation and/or problem? If so, describe.	Check to see if equipment is appropriate for task Check to see if equipment is being operated in accordance with manufacturer's procedures.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Start with most obvious problem and solution and then work through a checklist of possible solutions, Visual inspection to identify problem area, If solution is within position's expertise then incumbent proceeds with solution, otherwise incumbent refers problem and recommendation for solution to supervisor.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Operating manuals, Past practices, Coordinator or Manager

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Repair, alter or redesign and fabrication of components or parts for a specific project or equipment
How is it identified?	Program faculty / manager can request solution
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent will meet with requester to obtain clear understanding of problem and scope of project.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Involves the identification and breakdown of the facts and components of the problem situation. Systematically determines most appropriate solution considering cost (budget), urgency, timing and appropriateness of solution. May have to confirm design, cost and delivery expectations as well as alternative solutions with coordinator or manager
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Past practices, College policies and procedures, Budget constraints, Relies on own expertise and if necessary confers with external experts, coordinator or manager.

	#3 regular & recurring
Key issue or problem encountered.	On a regular basis, new set-ups are required to be designed, budgets set, materials and equipment procured, and setup safely performed to the specifications of faculty and associate dean. The challenge or problem is to create a set-up that is specific to the needs identified.
How is it identified?	Manager has determined a new requirement as determined by curriculum, pedagogical, or operational needs.
Is further investigation required to define the situation and/or problem? If so, describe.	Determine if existing solutions are in place to achieve the same results or can be altered to achieve the same results. Determine if there is satisfactory set-ups available through third party vendors.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Is the det-up necessary? Is the problem possible or should it be set-up? Delivery time or availability of item(s)? Cost and budget constraints, a determining factor. Discuss options with coordinator or manager to determine best course of action
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Researching the intranet to find a product that will work (communication with suppliers or companies), suppliers turnaround time for delivery. Standard purchasing practices, incumbent's knowledge of existing suppliers .

3. Analysis and Problem Solving

Key issue or problem encountered.	#1 occasional (if none, please strike out this section) Welding VR system not functioning correctly.
How is it identified?	Participants complaining of malfunction of equipment.
Is further investigation required to define the situation and/or problem? If so, describe.	Visual inspection, system testing as per manufacturer's specifications.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Check equipment for damage or in proper set-up. Check power and other cabling for proper connection and make repairs as required,
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	The use of system manual, past practices, consultation with manufacturer of system, and consultation with physical resources.

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.	Purchasing of supplies (wood, joiners, brick, stone, cement, mortar, piping, tooling, cutters, acetylene, and other general supplies.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must track inventory and forecast/anticipate when supplies will run out, what supplies are to be purchased and how soon. Purchasing supplies at a reasonable cost, keeping in mind budget restraints. Supplier's ability to make supplies available when required. This requires scheduling, record keeping, coordinating, communication, researching, and time management skills.
List the types of resources required to complete this task, project or activity.	Supplier and incumbent communication, company manuals and catalogues, intranet services.
How is/are deadline(s) determined?	Deadlines are determined by event schedule, need for maintenance supplies, past practices
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.	Incumbent checks on a regular basis the stock of materials and supplies. Overstocking is checked to eliminate over spending on non-necessary items. Higher authority may be necessary for exceptional cases. (More costly materials or supplies to complete project).

4. Planning/Coordinating

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

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? Who determines whether these changes have an impact on others? Please provide concrete examples.

#2 regular and recurring

Implement event logistics such as equipment, materials, staffing, travel and transportation requirements.

Scheduling, time management and coordinating skills are required to complete required work. Required good organizational and coordinating skills to have all items needed for the event.

Past experience, College policy and processes – travel, procurement.

Event schedule.

This activity is the incumbent's responsibility in consultation with the Manager.

#3 regular and recurring

Planning, developing and testing of new engagement activities.

The incumbent requires good scheduling, coordinating and planning skills to design, prepare, build, and test interactive engagement experiences. Order necessary supplies. Liaise with other technical experts as needed and based on the activity being designed. The incumbent must prioritize the importance of all tasks. (major problems to minor problems)

Research, consultation, past experience, knowledge of technical areas, obtaining information or help from someone more qualified if problem is not within range of expertise.

All activities must be tested and ready for implementation prior to travel dates of scheduled events.

If cost is an issue, higher authority is needed before resources can be allocated.

Planning/Coordinating

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

#1 occasional (if non, please strike out this sections)

Maintenance of instruments, equipment, or trailers.

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

Knowledge of all equipment being checked.

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

Experience. Instructional material or manuals (maintenance, care, and repair)

How is/are deadline(s) determined?

Scheduled around the event planning and according to manufacturer's recommendations

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.

Incumbent determines when repairs or calibration is done. Incumbent will decide if equipment should be replaced because of damage or missing parts.

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 checked="" 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.	<p>Users expertise to assist participants with the completion of tasks by providing technical advice on problems related to engagement activities.</p> <p>Advises and supplies participants with various technical information on activity. Makes decisions which affect day to day activities, such as whether or not a particular piece of equipment usable or not.</p>
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Support Staff PDF

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 activity/work is performed independently following established guidelines and past practices usually provided in advance by the coordinator or faculty	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Incumbent relies on past practices, technical knowledge and experience in order to support work assignments i.e. purchasing: which suppliers to use. Equipment manuals, schematics and past maintenance records are usually available for troubleshooting procedures	

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)
-Manager feedback is given to incumbent after events to implement changes and designs for improvement -Errors are usually detected by participant feedback	

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)
Changes with products form suppliers, Alternations or repairs with physical plant involving systems which are outside the scope of position	

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 established procedures Physical changes to the trailers Staffing and student issues Budgetary issues Health & Safety issues	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
- who a request for service should be directed to - whether the request needs immediate attention -if a request for service has been delayed –should its priority change or be re-scheduled to a later date	<ul style="list-style-type: none"> • Schedules preventive maintenance • If a piece of equipment cannot be repaired in house, the incumbent contacts a service company to make arrangements for servicing. • Health & Safety measures

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?		
As the technician, all inquiries are initially received either verbally or in writing and handled by the incumbent. Requests to repair or service equipment are usually received verbally from the last user.	The majority of the service requests are straight forward; in most cases the incumbent will attend to the request immediately, to determine the scope of the repair using analytical techniques to resolve atypical problems as soon as possible. It must be determined if and when the repair can be made.	Faculty, students, managers, participants	D
Assisting with demonstrations on equipment usage and engagement experiences.	Usually under the direction of the Manager the incumbent will assist the delivery of the engagement experience to participants ensuring that they understand the correct process and procedures for that particular piece of equipment	participants	D

* 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	Day to day operation and repair of the machine shop	managers	D
Explanation and interpretation of information or ideas.	Verbal communications with participants	participants	W
Imparting technical information and advice	Satisfying technical requests - verbally and in writing - problem solving technical issues, advising, assisting and providing technical advice and equipment operating procedures. Provides technical and operating procedures to participants and student staff.	Student staff, participants	W
Instructing or training	Demonstrates correct procedures/ processes, techniques and equipment operation and supervises student staff in the operation/application of engagement activities	Student staff and participants	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, 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	I	X			X		
Standing	D		X				X
walking	D		X				X
crouching	I	X					X
Lifting	W	X			X		

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

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.)

projects
supplies
concrete blocks and stone

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
Ordering equipment or supplies	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 min	Long up to 2 hrs.	Extended > 2 hrs
Explanation of a process or procedure to a participant	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No , other participants interrupting or wanting information				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Inventory control	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				

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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)	Good working conditions	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Sometimes participants will get abusive with their language	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input checked="" type="checkbox"/> difficult weather conditions	Events will often be outdoors between Apr and Nov	w
<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	Some activities use loud equipment	W
<input checked="" type="checkbox"/> travel	Engagement events require frequent travel throughout Eastern Ontario	W
<input checked="" type="checkbox"/> working in isolated or crowded situations	Sometimes activities are very crowded with participants around machinery which require extra vigilance on the part on the incumbent.	W
<input type="checkbox"/> other (explain)		

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