

St. Lawrence College
Position Description Form (PDF)

Effective Date: March 1, 2007

Revised: September 28, 2018

Campus: Kingston
Incumbent's Name: Vacant
Position Title: Culinary Technician
Payband: E
Position Number:
Hours per Week: 35

Supervisor's Name and Title: Manager, Academic Labs

Completed by:

Signatures:

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

Date: _____

Supervisor: _____

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, Academic Labs and culinary faculty, provides technical support in the culinary programs to meet identified course learning outcomes. Performs specific technical functions in support of operation, maintenance, repair and quality control of culinary labs and equipment as well as lab demonstrations to students.

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*
Assists faculty in culinary programs: <ul style="list-style-type: none"> - ordering supplies in advance of class and verifying accuracy and quality of orders on receipt; - organizing supplies and equipment as required by faculty prior to commencement of scheduled classes; - ensuring all equipment is in safe working condition; - notifying faculty in advance of class of receipt of unsatisfactory foodstuffs; - setting up labs and lab equipment as required by faculty; - demonstrating correct techniques to students for the use of culinary equipment; - issuing laboratory equipment, textbooks, supplies and foodstuffs to faculty and students; - Overseeing students at the dishwashing station. - picking up orders from secondary suppliers on an as-needed basis; 	50%
Responsible for general lab and equipment maintenance and culinary inventory: <ul style="list-style-type: none"> - ensuring timely stock rotation; - completing routine repairs and maintenance of culinary equipment; - Maintaining an accurate inventory of all lab equipment and products including but not limited to a record of maintenance, relevant serial numbers, make, model, quantity, etc. - arranging for regular inspection, cleaning and maintenance of equipment and kitchen facilities - conducting cleaning and minor repairs (e.g. Exhaust hood and filters) - overseeing daily student cleaning schedule for completion and adherence to specified standards; 	40%
Responsible for other related duties as assigned including: <ul style="list-style-type: none"> - maintaining relevant culinary records, e.g. Operating manuals, WHMIS data sheets, invoices, etc. - monitoring students using unscheduled labs for catch-up work; - assisting the faculty and coordinator with student job placements by faxing, telephoning and setting up interviews; - preparing Essence deposits. 	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.

- ☐ 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:

Certificate of Qualification – Cook Trade. A Red Seal Certification is required.

- 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

CPR / First Aid Certification / Ontario Safe Food Handling Course

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
- ☒ Minimum of three (3) years
- ☐ Minimum of five (5) years
- ☐ Minimum of eight (8) years

Progressive kitchen trade experience as a cook in a medium to fine-dining establishment.

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 issues or problems encountered.	Culinary lab is not cleaned properly. Ensuring that daily cleaning is complete,
How is it identified?	Regular sight inspection to monitor standards
Is further investigation required to define the situation and/or problem? If so, describe.	Overseeing other techs, students cleaning.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	If the lab is dirty, prior to a scheduled class, it must be cleaned immediately. This involves all available resources to make the lab usable and secondly to ensure that this doesn't happen again. This involves developing a consistent practice and procedure for all classes to use and be accountable for, and advise other technicians what is expected of them.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Past experience, established guidelines, program standards, Health Unit Guidelines.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issues or problems encountered.	Products have not been properly stored,
How is it identified?	Visual inspection, looking at products and determining that there is a potential problem
Is further investigation required to define the situation and/or problem? If so, describe.	During and after each lab.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Products must be properly stored, dated, and properly rotated to meet health standards
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	Established standards and guidelines

3. Analysis and Problem Solving

Key issues or problems encountered.

How is it identified?

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

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

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

Key issues or problems encountered.

How is it identified?

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

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

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

Key issues or problems encountered.

How is it identified?

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

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

#3 regular & recurring

Equipment is not properly cleaned after each lab and prior to next lab.

Visual inspection of equipment.

The incumbent would check cleaning and class schedules to identify how this problem occurred.

Incumbent proceeds to clean equipment, problem discussed with chef instructor \ supervisor as to prevent this from happening again. Solution to problem would be to properly train individuals on cleaning and handling equipment.

Past practice, coordinator or supervisor, culinary lab procedures and practices, culinary lab procedures & practices.

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

Lab is not properly setup with necessary supplies and ingredients to meet course outlines.

Visual inspection of lab, wrong product, equipment for required lab

Follow-up with lab tech to see why lab not setup properly

The incumbent makes sure that proper equipment and supplies are assigned an available for that lab.

Past practice, coordinator or supervisor

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

Shortage of product from supplier

Product received, comparison of shipping packing slips with purchase order

Follow-up with supplier to see if product will become available, if product isn't available then substitutions must be made

Discuss with faculty, discuss alternative or substitute product

Support Staff PDF

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

Order guide, coordinator or supervisor

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.	Ensures adequate inventory & timely ordering of products for culinary labs.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Attention to detail, scheduling, inventory control, communication, prioritizing, time management, multi-tasking
List the types of resources required to complete this task, project or activity.	Thorough knowledge and competence in handling of food products including ordering, receiving, rotating and storage
How is/are deadline(s) determined?	Suppliers schedule, course guidelines, program start date, this is determined by the incumbent.
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.	Coordinator or supervisor

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Organizes cleaning schedules, regular maintenance of labs.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Detailed work plans are developed with tasks and activities assigned by the incumbent to others, techs, outside contractors, scheduling and coordinating skills are needed in order to make this happen.
List the types of resources required to complete this task, project or activity.	Based on work plan and schedule. Equipment serviced, hoods, drains. List of contractors.
How is/are deadline(s) determined?	The incumbent works with physical plants to determine when contractors can do the work, based on college schedule to determine timing.
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.	Based on program schedule, incumbent makes the necessary adjustments to the project, incumbent works with physical plant to schedule work in the appropriate time allocated. Program coordinator or manager.

	#3 regular and recurring
List the project and the role of the incumbent in this activity.	The incumbent is responsible for setting up and organizing Essence to go take out service.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Proper preparation of products, packaging, pricing, and storage. Multi-tasking, coordinating, scheduling and communication skills, as well as time management skills
List the types of resources required to complete this task, project or activity.	The type of resources required to complete this task would be finished product, take-out containers, packaging materials, and cash tills and a menu listing what is available.
How is/are deadline(s) determined?	A schedule as to when these products are available.
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.	Program coordinator, Supervisor, Manager

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus 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 checked="" 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	Demonstrates correct techniques to students in the use of culinary equipment. And performs lab demonstrations.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Oversees students for daily cleaning schedule and dishwashing station to ensure adherence to specified standards.
<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

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	Verbal and written instructions with suggested work methods and timeframes are provided for new or special products

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Ministry issued guidelines, departmental policies and procedures, past practices, operational/procedure manuals, WHMIS data sheets	

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)
Day to day work is checked (Either by the incumbent or the individual who initiated the request)	Periodic checks for accuracy and completeness of tasks are conducted by supervisor

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)
Incumbent works with minimum supervision and makes decisions within the scope of the position's expertise	

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, difficulties meeting deadlines or setting work priorities. Issues requiring a decision that are beyond the scope of the position	Conflicting Deadlines

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Alternate sources of products	

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?		
Front-line contact person; - therefore all inquires are initially handled by the incumbent, direct verbal request, email, phone or work order.	The majority of the service requests are straight forward with an established process on how to proceed The incumbent asks questions of the client to ensure a full understanding of a problem, issue or question.	Students, faculty	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	Discussion regarding status of work orders, planned activities	Faculty	D
Explanation and interpretation of information or ideas.	Explaining to students how to use equipment properly.	Students	D
Imparting technical information and advice			
Instructing or training			
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
Walking	D	X					
Lifting and carrying	D	X					
Sitting	D	X					
Pushing	D	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.)

Produce, other products

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

Produce, other products

Heavy (over 20 kg. or 44 lbs.)

Produce, Flour, Sugar

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
Inventory	W			<input checked="" type="checkbox"/>
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
Essence Finances	D	<input checked="" type="checkbox"/>		
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
Ordering	D	<input checked="" type="checkbox"/>		
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)		
<input type="checkbox"/> accessing crawl spaces/confined spaces		
X dealing with abusive people	Dealing with students under pressure to perform	D
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input checked="" type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)	Kitchen, walk-in fridge, Freezer	D
<input checked="" type="checkbox"/> handling hazardous substances	Chemicals and cleaning supplies, on the WHMIS list.	D
<input checked="" type="checkbox"/> smelly, dirty or noisy environment	Grease Traps	I
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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