

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Career Content Curator

Payband: J

Position Code/Number (if applicable):

Scheduled No. of Hours: 37.5 per week

Appointment Type: 12 months Less than 12 months (please specify # months: _____)

Supervisor's Name and Title: Shanthi Rajaratnam, Director Workforce Development

Completed by: Shanthi Rajaratnam

Date: Feb 2020

Signatures:

Incumbent:

Date:

(Indicates the incumbent has read and understood the PDF)

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

Responsible for designing, identifying and / or building and maintaining a collection of resources to (i) support job seekers in their efforts to find and retain employment; (ii) employment service providers in their efforts to build and deliver programs and services; and (ii) to support employers in identifying, hiring and retaining employees.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

| | Approximate % of time annually* |
|---|---------------------------------|
| <p>1. Research and Needs Analysis</p> <ul style="list-style-type: none"> • Develop and implement tools and practices to identify stakeholder needs • Undertake needs analysis including direct stakeholder engagement through consultation, surveys or other techniques including identification of unique population needs and employment barriers and supports • Research approaches and resources for the acquisition and /or creation of support materials, tools • Assess efficacy of tools and approaches | 20% |
| <p>2. Collection Design and Maintenance</p> <ul style="list-style-type: none"> • Create a service delivery model including physical and virtual spaces, enabling technologies, potential partnerships and affiliations and required budget • Based on research and needs analysis, identify materials and determine availability of best-in-class or requirement to design and create • Develop and manage budget in support of collection acquisition and maintenance • Acquire materials – hard copy and virtual – ensuring copyright, ownership and use are legal • Review and audit collection on an on-going basis for currency, identification of gaps • Develop and implement a communications plan to support awareness of resources • Provide support to stakeholders in the use of the collection and resources | 30% |
| <p>3. Develop Materials</p> <ul style="list-style-type: none"> • Based on identified gaps in best-in-class and/or readily available resources, create materials and resources including research, design, publication (hard copy and virtual) • Create targeted on-line learning curriculum to support employment with a focus on job seekers | 40% |
| <p>4. Networking</p> <ul style="list-style-type: none"> • Engage, support and/or develop networks – academic community, employment service provider community, other specialized agencies supporting specific populations, employer community, client base – to identify information and resource gaps and share information | 10% |

* To help you estimate approximate percentages:

½ hour a day is 7%
½ day a week is 10%
1 week a year is 2%

1 hour a day is 14%
½ day a month is 2%

1 hour a week is 3%
1 day a month is 4%

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
- Trade certification
- 1 year certificate
- 3 year diploma / degree
- 2 year diploma
- 4 year degree or 3 year diploma / degree plus professional certification
- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
- Doctoral degree

Field(s) of Study:

Master's degree in education, ideally with a focus on adult learning

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

No additional requirements

Additional requirements obtained by course(s) of a total of 100 hours or less

Additional requirements obtained by course(s) of a total between 101 and 520 hours

Additional requirements obtained by course(s) of a total of more than 520 hours

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3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

#1 regular & recurring

Key issue or problem encountered.

Identifying gaps in resources to support employment

How is it identified?

Through rigorous needs analysis of diverse stakeholder populations

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

Requirement to identify and / or develop tailored solutions to potential broad issues

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

Developing / researching understanding of diverse populations both from a job seeker and employer perspective – consultation, academic based research and lived experience

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

Academic research and other non-academic initiatives to assess efficacy of various tools and resources to support employment

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Developing customized materials/on-line learning for specific needs

How is it identified?

Through surveys, data collection and consultation

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

Requirement to have foundational / root cause analysis of issue being addressed to enable design/ development of materials

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

Combination of academic research and consultation of lived experience where there will be significant variations given unique life circumstances

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

Required to identify research and programs that address the specific circumstances

#3 regular & recurring

Key issue or problem encountered

Day-to-day operations of technology to support awareness and availability of resource and collections

How is it identified?

Proactive monitoring and client compliant

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

Determine underlying cause of functionality, availability and possible client user interface effectiveness

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

Solution will be dependent on what is the cause of the barrier or failure of information availability - pure technical issue, broad user interface, specific client accessibility issue

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

Information technology professional and / or research on best practices for effective user interface for client information and education transfer

3.

4. Planning/Coordinating

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

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

#1 regular & recurring

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

Requirement to build a plan for the design, acquisition and maintenance of an employment support information and education centre

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

Research skills for the identification of needs and resources
 Financial skills for budget, including potential for contract re: acquisition
 Communications skills for building awareness in target client groups

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

Stakeholder engagement
 Data collection and analysis
 Action plan development
 Budget analysis

How is/are deadline(s) determined?

Deadlines will be determined based on assessing priority of need and in the context of workload and budget

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

Job incumbent will consult with the program Director -- expectation that incumbent is responsible for undertaking analysis and recommendations to the Director

4. Planning/Coordinating

#2 regular & recurring

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

Developing a tailored solution for a specific employment barrier and/or need

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

Needs analysis
Research skills
Program / product development

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

Primarily human resources – fundamentally a research based creative endeavour

How is/are deadline(s) determined?

Incumbent will develop a specific project plan that is aligned with the broader strategy of SSM office

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

Incumbent will determine and recommend changes in program/product design based on assessment of usefulness to client population; unaddressed gaps will adversely impact a range of stakeholders

#3 regular & recurring

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

Ensuring that the information and resource centre's materials are readily available – virtual and hard copies

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

Inventory management
Assessment of technology capacity and operations in the context of broader College systems and operations

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

Technical knowledge of systems operations and availability

Financial – inventory, purchasing

Legal – copyright

How is/are deadline(s) determined?

Incumbent will be responsible for determine supporting workplans for technology support and material acquisition to support information centre operations

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

Availability of information, resources and materials is the responsibility of the incumbent – lack of availability will adversely impact core clients

5. Guiding/Advising Others

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

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

| Regular & Recurring | Occasional | Level | Example |
|---------------------|--------------------------|---|--|
| X | <input type="checkbox"/> | Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students. | How to access information and resources |
| X | <input type="checkbox"/> | There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks. | Provides resources to guide employers on how to handle specific employee situations based on expertise and experience. Through virtual modules, advises on the best strategies for job seekers to job search, market themselves, and navigate recruitment systems. Identifies client barriers to employment and develops content to provide guidance and strategies for overcoming barriers in order to sustain employment. |
| X | <input type="checkbox"/> | The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities | Provides materials and advice to other facilitators that advise on the best practices to be used in one to one workshop delivery to support job seekers, including those with substantial barriers or disabilities, in securing and retaining employment. |

- 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.

- 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.

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6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

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| 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) |
| Broad objectives of providing best-in class employment support resources | |

| | |
|---|--|
| 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 in responsible for developing net new procedures, practices and guidelines project management practices | |

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| How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)? | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Director review and feedback from client groups | |

6. Independence of Action

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| 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) |
| Working collaboratively with SSM office staff on project progress to reprioritize based on identified dependencies | |

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| 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) |
| Overall project plan – finalizing milestones, deliverables and enabling resource requirements | |

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| Describe the type of decisions that would be decided by the incumbent. | |
| Regular and Recurring | Occasional (if none, please strike out this section) |
| The types of tools and practices to be deployed to develop, track and report on project progress | |

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

| Information on the service | | Customer | Frequency (D, W, M, I)* |
|----------------------------------|--|--|----------------------------|
| How is it received? | How is it carried out? | | |
| Direct contact Phone Email | For example, it is determined through consultation with regional service providers that a training session is needed for employers on the value of working with people with disabilities. The Incumbent would evaluate current materials, research best practices, and develop customized training materials for this specific audience. | Any one key program participants – clients, service providers or employers | D |
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* 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 | Project progress on specific metrics and/or milestones or deliverables | SSM Program leadership | D |
| Explanation and interpretation of information or ideas | Overarching design and implementation of the SSM project plan | Clients of programs Service providers Employers | W |
| Imparting technical information and advice | Project plan, particularly timelines, budget, risk mitigation and metrics | Internally focused with Director Externally to Ministry | D |
| Instructing or training | | | |
| Obtaining cooperation or consent | SSM transformation and implementation will require the participation of multiple stakeholders at various levels of engagement/ resistance. For example, it may be determined that a specific organization has developed a resource that is best in class and the incumbent is required to engage in discussions to obtain consent for others to use this material or for it to be housed with our virtual resources. | Service providers Employers | W |
| Negotiating | | | |

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

9. Physical Effort

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

| Physical Activity | Frequency (D, W, M, I)* | Duration | | | Ability to reduce strain | | |
|--------------------|----------------------------|------------------|---------------------|-------------------|--------------------------|----|-----|
| | | < 1 hr at a time | 1 - 2 hrs at a time | > 2 hrs at a time | Yes | No | N/A |
| Computer / sitting | | | | X | X | | |
| Driving | | | 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 or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

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10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (e.g. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

| Activity #1 | Frequency (D, W, M, I)* | Average Duration | | |
|--|----------------------------|------------------|------------------|------------------|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Analysis and reporting | W | | | X |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No | | | | |

| Activity #2 | Frequency (D, W, M, I)* | Average Duration | | |
|---|----------------------------|------------------|------------------|------------------|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| | | | | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No | | | | |

| Activity #3 | Frequency (D, W, M, I)* | Average Duration | | |
|---|----------------------------|------------------|------------------|------------------|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| | | | | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input 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) | Office | X |
| <input type="checkbox"/> accessing crawl spaces/confined spaces | | |
| <input type="checkbox"/> dealing with abusive people | | |
| <input type="checkbox"/> dealing with abusive people who pose a threat of physical harm | | |
| <input type="checkbox"/> difficult weather conditions | | |
| <input type="checkbox"/> exposure to extreme weather conditions | | |
| <input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers) | | |
| <input type="checkbox"/> handling hazardous substances | | |
| <input type="checkbox"/> smelly, dirty or noisy environment | | |
| <input checked="" type="checkbox"/> travel | Off-site meetings with employers / service providers / other stakeholders | W |
| <input type="checkbox"/> working in isolated or crowded situations | | |
| <input type="checkbox"/> other (explain) | | |

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