

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: International Student Recruitment Officer

Payband: G

Position Code/Number (if applicable): S00564

Scheduled No. of Hours _____ 35 _____

Appointment Type: 12 months (temporary) less than 12 months

Supervisor's Name and Title: Peter Bondy, Director, International Education

- Completed by: Peter Bondy

PDF Date: September 27, 2017

Signatures:

Incumbent:

(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

Instructions for Completing the PDF

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

Position Summary

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

This role has three areas of focus including agent service and relationship management; data analysis and reporting related to agent performance and recruitment of international students in-province.

The agent service and relationship management aspect of the role includes a focus as initial point of contact for prospective agents, coordinating agent and other international partner visits, and acting as the central point of contact and first-line of resolution for any agent service concerns that may arise. As well this role includes responsibility for coordinating initial signing and renewal of agent contracts and payment of agent commissions in collaboration with the finance department.

Data analysis of agent performance related to applications, paid students enrolment and related conversion rates is a key aspect of the role. As well this data will be compiled to form a holistic picture and analysis of international activity from a number of additional data fields such as country of origin, program of study, and more.

The final aspect of the role focuses on recruitment of international students in-province including responding to general inquiries to prospective international students based in Ontario and occasionally attending in-province international recruitment events and handling related inquiries.

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*
Agent Service & Relationship Management <ul style="list-style-type: none"> • Acts as the initial point of contact for new agent inquiries received via phone and email • Central point of contact for current agent inquiries related to service concerns and questions regarding student payment, application status, refunds & collaborates and coordinates with others to ensure issue resolution • Collaborating with other areas of the college, including Manager, organizes all logistics and coordinates all of activities related to on-campus visits by international delegations and individuals and actively participates in the hosting of visits of some individuals • Coordinates the initial signing and renewal of agent contracts and payment of agent commissions in collaboration with the finance department. 	55%
Responding to Inquiries & Recruitment of International Students in Province <ul style="list-style-type: none"> • Regularly responds to general inquiries from prospective international students based in Ontario. This is done in-house via telephone, email or in person. • Occasionally, attends international recruitment events in Ontario engaging with prospective international students and their influencers parents/family members. (ie ILAC events, in Ontario agent events etc.). This may include 1/1 discussions and formal presentations 	25%
Data Analysis Related to Agent Performance <ul style="list-style-type: none"> • Using database skills conducts Data analysis of agent performance related to applications, paid students enrolment and related conversion rates • Data will also be compiled to form a meaningful picture and analysis of international activity from a number of additional data fields such as country of origin, program of study, and more 	15%
<ul style="list-style-type: none"> • Other related duties as assigned 	5%

* 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
- 1 year certificate
- 2 year diploma
- Trade certification
- 3 year diploma / degree
- 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:

Marketing, Business, International Business

- 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

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required

Support Staff PDF

to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years
- Minimum of three (3) years

Practical work experience working in a customer service environment with a variety of clients from varying social, academic, economic and cultural backgrounds.

Experience working independently, in a team environment, organizing, prioritizing and problem solving own work and dealing with sensitive and confidential information referring to related policies and the F.O.I Act.

Experience using word processing, data base and spreadsheet application and using email and internet.

Experience related to assessment of academic documentation from differing educational institutions and systems both domestic and international.

Experience organizing data and analyzing to identify anomalies, trends and patterns

Experience working in a multi-cultural setting and strong skills related to cultural sensitivity

Experience with public speaking, and event planning

Experience working independently within a team environment handling multiple tasks and timelines from a variety of sources in order to meet deadlines.

Strong interpersonal skills

- Minimum of five (5) years
- Minimum of eight (8) years

3. Analysis and Problem Solving

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

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

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

#1 regular & recurring

Key issue or problem encountered.

Agent performance related to registration of international students is unclear and is required to determine agent effectiveness, contract renewal, agent feedback.

How is it identified?

Feedback on agent performance is required.

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

The incumbent must consider aspects of agent performance that are relevant for the situation so that data can then be collected, aggregated and prepared in a meaningful format.

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

The incumbent must determine the best way to compile and present the data in a format that will address the required understanding of agent performance.

Use of analytics such as percent change, decrease, increase, differences, and the ability to identify data anomalies are part of the analysis.

The incumbent must present the data in such a way that agent performance strengths and deficits are depicted.

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

Agent contract, data available on spreadsheets and in the Student Information System.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

An agent identifies a discrepancy between the commission being paid by the college and the amount they believe is due.

How is it identified?

The agent has contacted the incumbent directly.

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

The incumbent would first review student data to confirm enrolled students for that particular term linked to the particular agent. The next step would involve the incumbent reviewing related documentation prepared by the college and by the agent.

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

Upon review of student data, the agent contract and the payment material prepared at a student level by the college and by the agent, it is determined that the agent payment proposed is accurate and what is due to the agent. The incumbent will then explain to the agent that the related calculation and accounting of students is correct. The incumbent will then prepare related documentation substantiating the findings, provide to agent and address any related questions or concerns.

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

Agent contract, current enrolment reports, student level enrolment data in evolve, documentation prepared for payment by the agent and by the college.

#3 regular & recurring

Key issue or problem encountered

An agent has contacted the college indicating concerns regarding the status of an application (ie) related to fee payment, offer release etc.

How is it identified?

The agent has contacted the incumbent directly.

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

The incumbent would be required to look into the student record and follow-up with staff in the Registrar's Office such as the cashiers, admissions staff, etc. The next step would involve pulling the information together to determine the cause of the issue and appropriate solutions.

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

The analysis would include examining a combination of student data in conjunction with staff and agent feedback with the goal to resolve the issue. The issue may involve more than one department ie admissions, records, cashier. Based on bringing together the various perspectives the incumbent would recommend a resolution, ... ie request for additional information from the agent, issuing of a fee receipt by staff etc.

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

Colleges' Admissions Practice, colleges fee and cashing practices, agent expectations, service expectations

3. ~~Analysis and Problem Solving~~

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

~~Key issue or problem 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 finding solution(s)? (eg. past practices, established standards or guidelines).~~

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

~~Key issue or problem 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 finding solution(s)? (eg. past practices, established standards or 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.

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.

Preparing for and facilitating an agent related international contingent to visit Fleming college, creating a positive, lasting impression and a well coordinated and meaningful visit.

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

The incumbent must prioritize and develop a work plan for the visit ensuring that all needs for the visit in terms of people, resources, activities are addressed and effectively executed and fit well within the volatile nature of international and cycles of activity. The incumbent must identify related activities, plan an itinerary including resource needs, collaborate with other areas of the college, assemble promotion packages, and verify that all required plans are in place..

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

agent needs, upcoming campus special events- coordination with request; timetables/schedules of college personnel involved in visit

How is/are deadline(s) determined?

Related deadlines are determined by the incumbent and the manager.

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

The incumbent would determine if changes are needed. They will also consider the impact this will have on the agent visit. At peak times or near key deadlines, decisions will be made in consultation with the Manager. The incumbent is not setting deadlines for others.

4. Planning/Coordinating

#2 regular & recurring

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

Incumbent is required to plan their own daily work priorities to ensure that their diverse responsibilities are coordinated and completed in a timely manner.

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

Strong time management and prioritization abilities. The incumbent must be aware of deadlines associated with peaks of activity, along with expectations regarding external visitors to the College, handling of student and agent concerns and data needs.

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

Evolve, on-line international assessment resources.

How is/are deadline(s) determined?

Weekly deadlines are determined by the incumbent and the manager.

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

The incumbent would determine if changes are needed and consider the impact this will have on agents, peak cycle needs, planned visits, etc. At peak times or near key deadlines, decisions will be made in consultation with the manager. The incumbent is not setting deadlines for others.

#3 regular & recurring

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

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

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

~~How is/are deadline(s) determined?~~

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

4. ~~Planning/Coordinating~~

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

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

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

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

~~How is/are deadline(s) determined?~~

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

5. Guiding/Advising Others

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

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

Check the box(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 checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent will have to explain to agents various courses of action and related decisions.
<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 specific tasks.	Guide international staff in assisting with agent concerns, review of related documentation, agent expectations
<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	The incumbent advises staff from Office of the Registrar and other areas in responding to international enquiries. The incumbent advises staff on the course of action related to agent concerns/issues related to service
<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 the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

Support Staff PDF

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)
<p>Verbal instructions are given at the beginning of new assignments by supervisor. Routine/regular practices do not require instruction and are expected to be completed without guidance.</p> <p>Instructions will be provided regarding recruitment events and related expectations.</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Admissions policies, targets, requirements and selection procedures are provided.</p> <p>Admissions manuals, on-line international assessment guides, departmental guidelines for assessment of transfer credit, withdrawal policies, academic regulations, Student rights and Responsibilities- referred to as required.</p>	<p>The incumbent must use discretion when exceptional circumstances arise, such as student with unique qualifications. Incumbent will refer exceptional situations to the Manager.</p>

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Weekly/biweekly team meetings</p> <p>Responses from the internal/ external communities who participate in the international recruitment activities</p>	

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)

Support Staff PDF

<p>The incumbent would consult with Admissions staff, Coordinators with respect to admissions & transfer credits, and International Student Services related to other international admissions issues.</p>	
--	--

<p>Describe the type of decisions that would be decided in consultation with the Supervisor.</p>	
<p>Regular and Recurring</p> <p>Irate or dissatisfied applicants, parents, students, faculty or public who will not accept policies and procedures, etc.</p> <p>Highly confidential and/or complex cases usually go to supervisor only if there is an expectation of future follow-up.</p> <p>Hiring of additional part time staff/Budgetary concerns.</p>	<p>Occasional (if none, please strike out this section)</p> <p>Cases regarding controversial issues where M.P. lawyer, parent or agency are involved usually go to the supervisor.</p> <p>Agent concerns that are not resolved to the satisfaction of the agent.</p>

<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p>Regular and Recurring</p> <p>Incumbent works directly with students, staff, faculty, counselors and agents. Incumbent ensures that work is completed accurately and on time in accordance with college deadlines. Incumbent can be flexible within the bounds of established standards, agreements and policies. Independence re: assessing applications to occur on a continuous basis.</p>	<p>Occasional (if none, please strike out this section)</p>

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

Support Staff PDF

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?		
Outside community calls to the college to obtain information about programs, policies and procedures	Incumbent answers any specific questions, liaises with other areas of the college to provide response or refers to website, resources or other staff as appropriate	Outside community, prospective students, agents	D
Request to visit the college by a potential international partner received by email	Request is discussed with Manager Clarification of the event and related requirements are gathered Appropriate staffing, materials, activities and resources to support the visit are determined	Prospective/Actual international partners/agents	M
College presentation, presence at an in-province international recruitment event	Request is discussed with Manager Appropriate presentation/discussion on college is delivered	Prospective international students, parents, other influencers, agents,	I

* 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	Provide feedback Discuss/share information re course selections,	Staff, prospective international students, Agents	D
	Direct information exchange/clarification to promote Fleming programs to international students	Prospective international students/agents	D
	Provides input on marketing materials	International and Marketing departments	M
	Special events/visits planning	General public, hosts of events	M
Explanation and interpretation of information or ideas	Respond to queries re application status, deadlines, admission practices	Students/Parents/Agents	D
	Clarification re fees deadlines, troubleshoot problems re international student registration with agents	Accounting/Records Officer/Admissions Officer/Agents	D
	Information on postsecondary offerings at Fleming, international admission requirements	Prospective international students, agents,	D
	Formal presentations (developed in conjunction with manager)	General public, hosts of events	I
Imparting technical information and advice	Interpret admission policies and procedures. Explain options and provide advice re appropriate course of action	Students, Coordinators, agents	D
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

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

9. Physical Effort

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

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

10. Audio Visual Effort

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

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

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

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Reviewing high school and post-secondary transcripts ensuring necessary credits have been attained	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually (interruptions are only occasional) <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				

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

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
<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	Occasional - Recruitment of International Students in Province of Ontario. Attends international recruitment events in Ontario engaging with prospective international students and their influencers parents/family members. (ie ILAC events, in Ontario agent events etc.).	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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