

## Position Description Form (PDF)

**College: Sir Sandford Fleming College**

Incumbent's Name: Vacant

Position Title: Employment Advisor - Haliburton

Payband: G

Position Number: S00648

Hours per Week: 35

Supervisor's Name and Title: Elayne Furoy, Manager, Employment and Career Services

Completed by: Elayne Furoy

Last Revised: October 28, 2020

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 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.

Provides on-going support to clients in assisting them with a successful job search. This involves advising and assisting clients in preparing effective resume/cover letters, self-marketing and interview techniques, job search strategies and overcoming employment barriers.

Develops and delivers employment preparation workshops. Collects and maintains the resource library and electronic information, liaises and maintain relationships with community agencies. Collects research and local labour market trends analysis and maintains a comprehensive knowledge of socio-economic and employment trends.

**Duties and Responsibilities**

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

	Approximate % of the Time Annually*
<p><b>1. Job Search Support</b></p> <ul style="list-style-type: none"> <li>• Provides one-on-one advice and personal assistance to the Centre’s clients in all areas of job search and development. This includes program information and community services, preparation of resumes and cover letters, mock interviews and job search strategies. Primarily focusing on unassisted (those ineligible for case management supports) for and stream A clients (those with little to no employment barriers).</li> <li>• Assess client eligibility and suitability by gathering information from the applicants and referring partners related to the participants long and short-term goals, skills, aptitudes, interests, education and work history.</li> <li>• Assists clients in an effective job search plan and helps maximize the client’s self-marketing efforts</li> <li>• Ensures a personalized approach that meets each individual’s learning style, abilities and interests.</li> <li>• Provide robust support for clients on the use of the Magnet platform to access job search resources, training courses and job postings that will be centralized throughout the Muskoka-Kawarthas region.</li> <li>• Provide technical support on the use of computers, laptops or other mobile devices to support clients to access online services and information.</li> <li>• Discusses, analyses and provides advice on training and educational upgrading needs based on goals and their barriers to employment. Manages expectations of client.</li> <li>• Determines external supports and referrals needed based on presenting issues related to the law, mental health, addictions, housing, and other personal situations.</li> <li>• Provides employer services such as job postings, screening, and referrals as required.</li> <li>• Develops and maintains accessible, easy-to-use client resources (virtual and in-person) and materials including handouts, guides and temp plates. Recommends purchase of suitable resource materials. Maintains job board and bulletin boards. Maintains bibliography of resources. Curates content for website and social media. Develops promotional materials and listing of events and workshops. Collects information on local labour market and employment trends.</li> <li>• May be required to be available to identified clients via phone or text for after hours crisis support specifically related to retention as determined by the Manager.</li> </ul>	<p>55%</p>

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<p><b>2. Facilitator</b></p> <ul style="list-style-type: none"> <li>• Develops, delivers and promotes job search workshops and drop-in sessions (in-person and virtual) in the areas of effective resume and cover letter writing, interview skills, job search strategies and effective networking..</li> <li>• Develops and provides appropriate materials to attendees to ensure readiness for the employment market.</li> <li>• Ensures appropriate workshop methodology, taking into account the specific learning styles and needs of the group.</li> <li>• Evaluates workshops and solicits client feedback</li> </ul>	<p>25%</p>
<p><b>3. File Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Completes detailed file documentation on client activities and maintains up-to-date data entry according to program guidelines and departmental procedures.</li> <li>• Uses computerized case management and Ministry/SSM client tracking systems.</li> <li>• Completes statistical narrative reports for the Manager as required.</li> </ul>	<p>10%</p>
<p><b>4. Attend and participate in:</b></p> <ul style="list-style-type: none"> <li>• Team staff meetings and departmental meetings</li> <li>• Special events to promote programs and services</li> <li>• Community agency events and activities</li> </ul>	<p>5%</p>
<p><b>6. Other related duties as assigned</b></p>	<p>5%</p>

\* 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%

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:

Employment Counselling, Career Development, Social Services, Human Resources

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.

X 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


## 2. Experience

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

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

Less than one(1) year

Minimum of one (1) year

Minimum of two (2) years

- Experience supporting clients in human/social services or employment services.
- Experience providing customer service in a busy environment – multi-tasking, prioritizing, organizing and problem solving.
- Experience working with a variety of software packages i.e. databases, spreadsheets, word processing, email and internet.
- Experience working with a variety of job seeking or marginalized clients with varied needs from diverse groups.
- Experience in developing and facilitating experiential workshops and group sessions in a positive and dynamic manner
- Strong, confident public speaking and presentation/facilitation skills
- Knowledge of adult learning principles and ability to adapt material and delivery to a variety of learning styles

Minimum of three (3) years

Minimum of five (5) years

Minimum of eight (8) years

**3. Analysis and Problem Solving**

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

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

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

	<b>#1 regular &amp; recurring</b>
Key issue or problem encountered.	Repeat drop in client is not having success securing employment.
How is it identified?	Employment Advisor asks questions to determine client's eligibility for Employment Centre programs – refers to Employment & Training Consultant (ETC) and sets appointment for intake.
Is further investigation required to define the situation and/or problem? If so, describe.	ETC will determine employment service plan. Possible referral back to Employment Advisor for additional workshops and/or assistance.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asking questions of client to determine if further intervention is wanted and/or needed and makes referrals as appropriate services and/or community agencies.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practice from dealing with similar situations. . Knowledge of service providers and information regarding specific educational requirements and training.

**3. Analysis and Problem Solving**

	<b>#2 regular &amp; recurring</b>
Key issue or problem encountered.	Employer comes in/calls with job posting.
How is it identified?	Self-identified by employer.
Is further investigation required to define the situation and/or problem? If so, describe.	Employment Advisor will ask appropriate questions to determine if job could be a good fit for Employment Ontario program and clients.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asking eligibility questions and specific needs of employee to determine referrals Assists the Employer with registering and posting the job using Magnet
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Employment Ontario Guidelines – past practices.

**#3 regular & recurring**

Key issue or problem encountered.	Client support flow through funds are not are not being accessed by clients. .
How is it identified?	Manager will identify through budget monitoring.
Is further investigation required to define the situation and/or problem? If so, describe.	A review of the current client support expenses and criteria
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Determine appropriate use of client supports and potential clients who might benefit from supports. Contact clients and assess for suitability and interest. Inform clients of options and encourage them to access supports. .
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practices, Reviewing options with manager and/or team lead

**3. Analysis and Problem Solving**

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

Key issue or problem encountered.	Several clients/employers in Centre at same time all requiring assistance.
How is it identified?	All self-identify their need or Employment Advisor is able to identify based on past experience.
Is further investigation required to define the situation and/or problem? If so, describe.	Employment Advisor prioritizes each client based on their immediate need for service.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asking key questions determine urgency/depth of each person's situation.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practices – learn from experience what situations require immediate attention and intervention and those that can be handled independently by client. Experienced in working/multitasking in fast past environments.

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

Key issue or problem encountered.	Client is looking for a job, but currently is homeless, no food and no money
How is it identified?	Self identified or as a result of questioning.
Is further investigation required to define the situation and/or problem? If so, describe.	Asking key and probing questions to determine the situation and appropriate action.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Referral and/or assistance in connecting with the appropriate community services/agencies to provide immediate emergency assistance so that the person can obtain stability prior to embarking on a successful



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

job search.
Past practices and support from other staff

**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:

	<b>#1 regular and recurring</b>
List the project and the role of the incumbent in this activity.	Employment Advisor assists client in completing resume in preparation for appointment with Employment & Training Consultant.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Able to provide information and direction to client. Strong communication skills and vast understanding of material.
List the types of resources required to complete this task, project or activity.	Resume guides, templates etc. Local labour market information.
How is/are deadline(s) determined?	Set by Employment & Training Consultant's scheduled appointment.
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.	Client could have barriers to working independently: low literacy, language barriers, low digital literacy Client may not be motivated or ambivalent about completing the task. They could change direction of task –

**4. Planning/Coordinating**

	<b>#2 regular and recurring</b>
List the project and the role of the incumbent in this activity.	Employment related workshop development and facilitation.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Able to develop, organize and convey information in an educational and engaging manner. Certification in the specific area (if required for facilitation)
List the types of resources required to complete this task, project or activity.	Workshop outline/guide, AV equipment, workshop handouts. Course specific workbooks. Chooses

How is/are deadline(s) determined?

appropriate materials for workshop attendees.

Set by Employment Advisor and the workshop schedule. Set by management who have requested the workshop.

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.

Client or Employment Advisor would initiate changes – i.e. Not enough clients for workshop – workshop to be rescheduled.

**#3 regular and 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? Who determines whether these changes have an impact on others? Please provide concrete examples.

**4. Planning/Coordinating**

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

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

Job Fairs/ Open House/ Special Events –Planning and implementing such events for marketing purposes and client recruiting.

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

Background in event planning, public relation skills would be an asset, as well as mild marketing skills.

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

Other Staff within office, community sponsors/contacts, Chamber of Commerce membership for marketing purposes, other college departments.

How is/are deadline(s) determined?

Manager/Other staff

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

Manager/Other staff/ Employment Advisor i.e. Scheduling and implementing an event in a timely fashion (when there is a need for clients or marketing partnerships).

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 checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to clients, assess for eligibility and encourage the use of services	Explaining and promoting the employment services to clients with employment readiness or career development needs.
<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	Advise and direct clients who come into utilize employment resources and services. i.e. resume tips, recommend workshops Direct clients to other employment and/or community services.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input 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)
After initial training, incumbent generally plans and completes work on their own. Team members may provide direction in terms of focus dependent on needs of caseload.	When problems occur, manager or team lead may provide specific direction. Employment consultants may provide guidance and assistance as well. Competing deadlines may require direction from manager to determine priorities.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Employment Ontario guidelines, college policies and Service System Manager (SSM) guidelines/contract influence the daily work in scope and in focus. Procedures for placement and training plans, file management are in place.	Accessibility and Disability Legislation Privacy Legislation Past practices

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)
Customer satisfaction surveys are completed with clients and employers to solicit feedback for program improvement.	Manager or team lead will occasionally request feedback from partner agencies or employers or clients.

**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)
Types of Workshops to offer	

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)
Targets and outcomes. Changes in the focus of services and branching out into new areas of community based on changing labour market trends.	

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

**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?		
Client seeks assistance and advice re: employment.	Incumbent reviews material verbally with client by asking probing questions if more information is required. Gathers information and asks probing questions and chooses the best method to assist i.e. referrals, resume writing assistance, job search etc.	Clients	D
Call requesting information is received	Incumbent normally provides overview by telephone or in person and conducts basic needs determination and then books appt. if necessary.	Employers/clients	D
Ministry or SSM requires information regarding satisfaction with service	Employment Advisor will request follow up on their workshop participants to determine job search success.	Ministry/SSM	M
Employment Advisor is requested to deliver employment related workshops	Incumbent researches and develops appropriate resource materials and decides the method in which to deliver the	Clients	M

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	information.		
Client requests one-on-one assistance with resume writing and job search.	Incumbent selects information package to meet the specific needs of the individual. Provides assistance, reviews resume, makes suggestions, directs client to job board, web site etc.	Clients	W

\* 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	Program overviews for clients, employers, community partners Information explained and clarified.	Employers, consultants & staff, clients, community agencies and schools/training providers	D
Explanation and interpretation of information or ideas.	Listening to clients needs/barriers and providing guidance and direction to issues described. Shares information, plans and sets goals.	Clients  Employment Services Team	D  W/D
Imparting technical information and advice	Guiding clients on the use of technology and computer literacy  Providing guidance and direction on job search techniques through one-on-one consultations	Clients	W
Instructing or training	Providing guidance and direction on job search techniques through the delivery of workshops	Clients	W
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
Awkward movement when at job sites	I	X			X		
Sitting at computer	d	X			X		
lifting	I	X					X
driving	M	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.)

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

Heavy (over 20 kg. or 44 lbs.)

Movement of boxes of materials, display materials or workshop materials (some off-site).
Lifting display board and flip charts for events i.e Job Fairs, Open House



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
Updating a clients resume	D	x		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Facilitating large workshops to clients	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 #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Multitasking services to several clients in the Resource Centre (maintaining focus on many different needs of the client).	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				

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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 environment for daily work	D
<input type="checkbox"/> accessing crawl paces/confined spaces		
<input type="checkbox"/> dealing with abusive people	An unsatisfied client, someone denied service or asked to leave due to disruptive behavior, someone under the influence of drugs or alcohol	I
<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 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	To and from workshops as well as community functions.	M
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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