

Position Description Form (PDF)

College: Sir Sandford Fleming College Incumbent's

Name: VACANT

Position Title: Employment and Training Consultant (CREW-Ptbo) Payband: I

Position Number: TBD Hours per Week: 35

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

Completed by: Shanthi Rajaratnam

PDF Date: March 2007
Last Revision: 20 March 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 assessment and employment counselling to unemployed individuals and groups. Develops personalized job search and training action plans. Identifies and secures appropriate resources and funding to assist with education, training, job development and self-employment opportunities.

Works with employers to support the recruitment process and develop training and retention plans for new hires. Provides ongoing retention support to incumbents and employers, providing resources, training and ongoing personal support.

Promotes Employment Ontario programs and services, recruits job seekers and employers in the community. Maintains records, documentation and statistical information for funding, reporting and accountability purposes.

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>1. Provides Effective Case Management Support to Clients:</p> <ul style="list-style-type: none"> • Conducts case management assessments 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. • Assists in creating and updating participants Action Plans to include employment and training goals ensuring a personalized approach that meets each individual’s learning style, abilities and interests. • Assesses job readiness and motivation to determine realistic employment options. • Discusses, analyses and provides advice on training and educational upgrading needs based on goals, their barriers to employment. Manages expectations of both employer and client. • Provides employment consulting to multi-barriered and high-risk clients. Frequently required to negotiate behavioural changes with clients and use motivational interviewing techniques. • Assists in development of job search tools – resumes, interviewing, self marketing skills. • Develops and presents a variety of employment directed workshops for clients. • Determine an appropriate level of support and referrals to outside services based on the various situations that arise which may include issues related to the law, addictions, family, housing, and other personal situations. • Ensures clients have received workplace safety instruction or will receive it once placed. • Prepares job placement and training agreements and plans for clients as per guidelines including: clarification of expectations for the client, employer, service provider; clear and achievable goals for employment/training and measurable placement outcomes. • Negotiates job placement incentives with the employer based on the needs of both the client and the employer. Meets with employer and client at job site for signing of contract agreement. • Matches skills and interests identified by client with the needs identified by the employer. Identifies steps to support goals and methods for monitoring progress, including self and other assessment methodologies. • Answers and responds to employer questions and concerns regarding relevant employment related legislation such as W.S.I.B., Human Rights, Employment Standards, etc. 	20%
<p>2. Undertakes Job Development Initiatives:</p> <ul style="list-style-type: none"> • Reviews the local labour market to determine skill development needs and occupational training opportunities. Has a thorough understanding of emerging labour market trends. • Identifies employment opportunities through job searches, which include: cold calling to employers; researching jobs advertised on the internet and in print publications; participating in trade shows and job fairs; personal networking; and, responding to employer enquiries. 	20%

<ul style="list-style-type: none"> • Consults and meets with employers to determine eligibility and identify human resource needs. • Assesses proposed training in view of Employment Ontario guidelines and objectives and evaluates employer interest and commitment to training and hiring program clients. • Records job placement information in data base. May conduct reference checks on clients. • Liaises with employers to provide relevant candidate details and tracks the outcome of referral interviews. • Ensures that the employer understands his/her responsibilities i.e. adhering to Employment Standards Act, provides adequate space, necessary equipment, suitable supervision and training methods and appropriate insurance coverage. Randomly audits employer documents to ensure adherence to placement agreement e.g. payroll, training expenses. • Establishes appropriate program hires/placements by negotiating job opportunities, including job duties, training plans, possible placement incentives and follow up. • Clarifies expectations for the client, employer and service provider including roles and responsibilities of each party (may also include: measurable training outcomes e.g. accreditation or assessment criteria identified by the local apprenticeship office, length of training and monitoring schedule). • Ensures evaluation methods are clearly articulated and followed, as per program guidelines. 	
<p>3. File Documentation and Reports, other duties as assigned:</p> <ul style="list-style-type: none"> • Completes detailed file documentation on participants and employers and maintains up-to-date client files according to program guidelines and departmental procedures. • Uses computerized case management and Ministry client tracking systems. • Completes statistical narrative reports for the Manager as required. • Tracks progress toward outcome targets using Ministry reporting tools. • Accountable for achieving outcome and follow up targets as assigned. 	20%
<p>4. Promotes and markets the Fleming CREW, to Business, Industry, Public Institutions (i.e. school boards, MTCU Apprenticeship Office), Associations & Municipalities:</p> <ul style="list-style-type: none"> • Reviews and implements marketing strategies to ensure they are effective in assisting the program meet the annual targets as assigned by MTCU, and adjust strategies accordingly. • Acts as a public relations resource when representing the program and College. Prepares and delivers effective presentations to various employers and associations about Fleming CREW. • Develops a systematic approach to making personal contact with employers and generating employment opportunities, including corporate employer. • Creates effective job development initiatives and procures employment opportunities that may include job shadowing and job trials, apprenticeships and extended training. All of these initiatives are structured within a team-input concept, although some independent marketing solutions often apply. 	5%
<p>5. Monitoring and Job Maintenance Support:</p> <ul style="list-style-type: none"> • Conducts regular follow up with job placements and where applicable ensures contract compliance by trouble shooting and providing ongoing support to participant and employer. Addresses workplace concerns and provides crisis intervention, mediation, needs assessments; discusses options and works toward solutions that are in the best interests of all parties. 	20%

Support Staff PDF

<ul style="list-style-type: none"> • Modifies training plans as required and provides job maintenance consulting. Also assists participant to evaluate their own achievements in placement, ensuring goals and action plans are current and relevant and provide information back to referral agencies on clients' progress. • Provides support to clients after a placement by providing, if possible, employability evaluations from the employer and letters of reference, amending the resume to reflect experience and training achievements if another placement is required and strategizing next steps after placement if client is unemployed. 	
<p>6. Community Relations:</p> <ul style="list-style-type: none"> ♦ Maintains an active liaison with community agencies, employers and partners delivering employment-related initiatives. • Works with community agencies such as the Local Workforce Development Board, Apprenticeship Office, Service Canada, Economic Development organizations, Chambers of Commerce, Business Improvement Associations, Ontario Works, Ontario Disability Support Program and local School Boards. • Creates and maintains an effective relationship with the employer community, coordinating with other programs in the community working with employers. • Participates in job fairs and other local committees. • Develops and maintains up-to-date employer records and database. • Participates in weekly team and at regular intervals with other agencies to ensure coordinated service to clients. 	10%
<p>7. Other related duties as assigned</p>	5%

* 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:

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

No Additional requirements

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

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

Additional courses obtained by course(s) of more than 520 hours

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

	Career Consulting, Job Development, Relevant Marketing, Recruitment and Selection, relevant volunteer experience. Experience working independently in a front line customer service, team environment prioritizing, organizing and problem solving own work. Experience working with a variety of software packages i.e. word processing, email, internet and social media. Experience working with a variety of clients with varied needs.

3. Analysis and Problem Solving

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

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

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

	#1 regular & recurring
Key issue or problem encountered.	Client demonstrates repeatedly the inability to maintain a job
How is it identified?	Job is terminated by more than one employer
Is further investigation required to define the situation and/or problem? If so, describe.	Information is gathered in order to understand the nature of the problem and be in a position to assist the client in becoming more self aware. May discover mental health issues, physical problems, social ineptness, behavioural disorders, learning disabilities, a severe lack of motivation, family disruptions, criminal history, lack of adequate resources such as housing, clothing, transportation.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent has acquired knowledge, skills, awareness and experience which enable him or her to determine the appropriate solution. The incumbent will review all pertinent and applicable information with the client in an effort to identify potential educational and employment problems and in identifying and setting up the steps leading towards fulfillment of the client's career and employment plan.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Employment Ontario Guidelines and support documentation; college policies and procedures, past practices and experience in working with clients, Employment Ontario Resource Manual etc) as well as human rights legislation.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.	The incumbent must analyze and mediate the resolution of problems between the client and the employer when contract commitments, program guidelines, safety regulations etc., are not adhered to.
How is it identified?	The issue is usually identified by a complaint from the client on placement, the employer or is discovered by the incumbent on a monitoring visit to the work site.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent must determine the nature of the problem in order to develop an appropriate response.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent reviews the history of the client's placement with the employer, interviews the client, the client's supervisor, and others if necessary, in order to develop an accurate understanding of the situation, the severity of the problem, and development of an appropriate resolution and ultimately benefits the interests of the client.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Various provincial and federal labour legislation, Ministry of Training, Colleges and Universities (MTCU) Guidelines, past practices in dealing with employer misunderstanding or abuse of the program.

#3 regular & recurring

Key issue or problem encountered.	Employer wants full subsidy for a client who only requires a short term training plan.
How is it identified?	Employer states that other agencies provide more money or that past clients have received a higher subsidy.
Is further investigation required to define the situation and/or problem? If so, describe.	Research on the history of training subsidies to this employer could be accessed. The incumbent could question the employer regarding the specifics of the client's duties to ensure that the subsidy allocated fits the training and responsibility of the position as well as the skill level of the client.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent will consider facts the employer has provided and match/gap of the skills/abilities of client and the employment duties and responsibilities. He/She will determine whether a subsidy adjustment is warranted.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Employment Ontario policies and guidelines regarding amount of subsidy based on training requirements. Past practices and knowledge of employer and types of placements and potential growth/benefit for the client will also guide the incumbent.

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)	
Key issue or problem encountered.	Client does not get paid by employer.
How is it identified?	Client would advise.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation is required. The incumbent will need to review our records to determine what was approved, what we paid the employer, what the contract covers and whether this occurred while on the program.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent would identify potential ways to handle the problem based on knowledge of the client and timing of the payroll issue. If we paid the employer to cover specific hours and the client didn't actually get paid, we might have a case of fraud; if after all information is gathered and the legal department of the college has been approached for advice, we might need to refer to Ministry of Labour for investigation.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Employment Consultant would initially try to resolve the problem. Incumbent would advise client of Ministry of Labour regulations. Manager would provide guidance as required.

#2 occasional (if none, please strike out this section)	
Key issue or problem encountered.	Incumbent meets with a client to monitor placement and client advises that employer is sexually harassing.
How is it identified?	Usually by conversation with the client and brought forward by the client.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, detailed conversation with the client and as the situation progresses with the employer as well.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent will often be on own when this type of situation occurs. May deal with the situation then and there or may need to time to reflect on information dependent on what client wishes to do. Detailed notes must be taken as future dealings with this employer will be dependent on the outcome.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Again, if urgent, incumbent must use common sense, detailed probing and determine wants and needs of client as well as provide information about options. These types of situations are unique and not necessarily a one size fits all approach. Dependent on

urgency of situation, may request advice from Leader, Manager, HOD, or Ministry of Labour.

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.

There is an employment action plan that is developed by the Employment and Training Counsellor and client based on the client's needs identification and skill level. The Employment and Training Counsellor then creates a specific employment search action plan in conjunction with the client.

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

Must be able to provide direction, guidance and yet not force client to do something he/she is not capable of or interested in doing. Communication and skills analysis are key.

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

Clients resumes, labour market info, phone book, internet, computer, action plan form, past relationship with employers.

How is/are deadline(s) determined?

There are not firm deadlines because client services are dependent on need; but an action plan should be at least initiated during the first client visit in most cases will be complete by that time.

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.

The Employment and Training Counsellor and/or the client may initiate such changes. Changes to the plan would really only impact the client. For example if the client decided after researching a field that it was not what he/she wanted to do, they would advise the Employment and Training Counsellor who would change focus on what he/she was looking for out in the community.

4. Planning/Coordinating

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

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

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

How is/are deadline(s) determined?

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

#2 regular and recurring

Documentation and monitoring of placement.

Time management and follow through

Calendar, computer, monitoring forms

Deadlines set within program guidelines. Documents must be signed in order for client to start his/her placement; monitor call should be completed; monitoring to be scheduled prior to the end of the placement.

Client, employer or Employment and Training Consultant. If the client is placed with an employer as a result of the action plan and problems occur, the plan may need to be revised which might impact the actual Employment and Training Consultant who recommended the client and will need to discuss with the client and the employer who may or may not wish to continue; and, the Employment and Training Consultant who may have to facilitate a resolution to the problem.

#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?

Workshops and job fairs and presentations to community partner agencies.

Identifying client skill level requirements for the job and assessing job seeker search and providing a link to employers through job fairs. Identify the appropriate workshop materials, handouts, activities etc. to meet specific client needs

Client focus groups, calendars, internet, workshop booklets, posters

Deadlines are determined on a monthly basis. Workshops are predetermined as to assess upcoming

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.

employment seasons i.e. summer versus winter, client requests, ongoing training. Job fairs deadlines are determined based on employer hiring seasons, new contracts for employees and access to certain job markets

Changes to the project or activity are determined by manager, Employment and Training Consultants and Operations and Training Coordinator. At times, workshops are not required on an ongoing basis or there are no participants. Team would determine what recent changes have occurred for lower numbers or why some workshops are not as popular as others. The team would assess ways to increase awareness of workshops and perhaps create new ones to appeal to our clients. Job fairs are determined by the employment team and are assessed on a case by case basis. Job fairs are created to service our clients and therefore are brought in by demand and by employer requests. Team would assess past success, interest and adequate space.

4. Planning/Coordinating

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

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

Coordinate with Service Canada, Ministry of Community & Social Services, Ontario Works or other service agencies to design and deliver workshops & training sessions that meet the needs of a diverse client group.

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

Transferable skills such as counseling, job development and client advocacy may be applied to other projects within the employment umbrella

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

Project guidelines

How is/are deadline(s) determined?

Will be dependent on the project

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.

Additional projects will be determined through discussion with the manager.

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

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

Collaborate with community agencies to deliver employment related events

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

Collaboration skills, political sensitivities and time management skills are necessary to deliver a joint event.

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

Past practices, community knowledge, project guidelines and partner agency target focus.

How is/are deadline(s) determined?

Dependent on project and various partners goals.

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.

Success of the project will be measured by the partner agencies based on their goals, Continuation of the project will be determined through discussion with the 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	Employment and Training Consultants will welcome and assess clients who come to the resource room; explain computer applications, answer questions and help navigate within their job search.
<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	May provide recommendations to employers on how to handle specific situations. Uses expertise to advise and guide others. 'Intensive service' clients who require employment assistance and guidance. Provide encouragement, solutions, and ongoing customer care. Develop resumes, career actions plans, job search strategies, and provides ongoing career directions to clients. . Provides information to employers related to hiring practices and provides advice/guidance on handling placement related situations. Identifies client's barriers to employment and develops long and short-term steps for them to overcome barriers. Monitors the client's progress and adapts the steps to accommodate unexpected situation. Assigning tasks to clients i.e. job interviews, job search worksheets, attend workshops
<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.	

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.

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 After initial training, incumbent generally plans and completes work on their own	Occasional (If none, please strike out this section) When a problem occurs, manager or leader may provide specific direction. Team decision may provide guidance and assistance as well.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring Employment Ontario guidelines, College policies. Employment Ontario Resource Manual, file management, best practices within team	Occasional (If none, please strike out this section) WSIB, Employment Standards Act, Health and Safety Act, Ontario Works, Federal agency programs, Ministry of Labour

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring Manager conducts performance reviews of the Employment and Training Counsellor; monthly reviews of statistical data as well as client and employer satisfaction surveys, performance reviews, Ministry reviews and status reports.	Occasional (If none, please strike out this section) MTCU will monitor and conduct program reviews including individual client file audits as required. Annual conferences and outside partnership meetings.

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)
<ul style="list-style-type: none"> • Case Conferencing with other Employment and Training Consultants around coordination of all aspects of service to clients. • Partner Agencies – presentations, discussing problem employers, clients • High school teachers – class presentations • Apprenticeship Offices – Registration of clients into apprenticeship 	<ul style="list-style-type: none"> • Probation Officers • Ontario Works Caseworkers • Apprenticeship Representatives (MTCU) (OYAP) <p>The above agencies or ‘workers’ may be consulted to develop an appropriate action plan for a client. Their expertise may be needed to fully address the issues or barriers of a client.</p>

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 processes, files, office changes, meeting target numbers, scheduling	Conflict with other agencies, case reviews, budgets, problem clients a/o employers

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
<ul style="list-style-type: none"> • Determining if clients are eligible for intensive services • Employer/Client conflicts • Client intake – Assessment session • Problems with regard to client progress and placement • Appropriate jobs for client • Assessing repeat clients • Length of placement • Resume suggestions/changes • Closing client files • Training Incentive Fund allotment 	<p>Termination of placement or discontinue a client from the program. Makes decisions about whether or not to allow an employer to participate, or to continue a participant in the program. Employer/client conflicts</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 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?		
The incumbent receives requests for career and employment services from the public/potential clients.	Consultant explains how job support is conducted and provides ideas to ensure success. Ongoing customer care is maintained to ensure client contact is not lost. Follow-up with client every 3 months to ensure success and support. Individuals are assessed to see if they match Employment Ontario criteria. The incumbent then assess the individuals' situation/qualifications and determines appropriate action – referral to outside service? Suitable job readily available? Support job search?	Clients	D
Employers contact the incumbent to discuss their hiring needs.	If they are new to the service, the consultant listens to their requests and determines how we can help. If they are an ongoing customer the designated consultant will assess their request.	Employer	D
MTCU requires follow up on clients.	Employment and Training Counsellor will request follow up on client to determine success of clients after placement and file being closed.	MTCU	M
Resolve Employer/client conflicts	Listen, suggest solutions, alternatives and options.	Employer/Client	W
Request for the delivery of Workshops	Customize workshop materials to meet needs of a particular client	Clients	M

* 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 overview with clients, employers, community partners	Employers, Consultants, clients, agencies	D
Explanation and interpretation of information or ideas.	Explanation of the Employment Ontario goals in relation to the Employer requests and outcomes	Employer	D
Imparting technical information and advice	Job Search information via internet. Explaining details and components of the apprenticeship training system, including access, eligibility requirements and challenge process.	Clients and the general public.	D
Instructing or training	Provides information on a variety of employment related topics such as resume writing, job search techniques, career clarification, apprenticeship, on-the-job training in a formal workshop setting.	Clients	M
Obtaining cooperation or consent	Working with Employers to place clients. Contracting the placement through writing a Participant Training Plan, ensures cooperation and 'buy in' of employer and client.	Employer and Client	D
	Negotiates training expectations, placement duration, and training subsidy incentive	Employer	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, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at a computer	D		X		X		
Driving	D		X		X		
Walking at different employer job sites	W	X			X		
Lifting	M	X					X
Standing in front of a group when delivering workshops.	M		X		X		

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

If lifting is required, please indicate the weights below and provide examples.

- Light (up to 5 kg or 11 lbs.)
- Medium (between 5 to 20 kg and 11 to 44 lbs.)
- Heavy (over 20 kg. or 44 lbs.)

Movement of boxes of materials, display units, promo items for workshops and trade fairs.

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
Client intake session	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
Writing placement contract and training plans	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No				
Client interruptions, phone, staff requiring information. Must attend to walk in clients and phone calls when no one else is in the office.				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	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 checked="" type="checkbox"/> No				
Problems can be multifaceted with client requiring referrals to many outside agencies. Disruptions from other clients or employers.				

* 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 for daily work	D
<input type="checkbox"/> accessing crawl paces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Clients who become angry with program and rules or clients who are wanting an outcome that we can not provide may become frustrated or use abusive language	I
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 checked="" type="checkbox"/> smelly, dirty or noisy environment	Employer work sites can be very noisy or hazardous (construction sites, welding/fabricating shops, factories).	M
<input checked="" type="checkbox"/> travel	Travel is required to meet with employers, employer job sites to monitor and follow up on placements or to respond to an on-the-job injury. * Typically 2 day/week	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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