# Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbents' Names: VACANT

Position Title: Marketing Consultant Payband: K

Position Code/Number (if applicable): S00295

Scheduled No. of Hours___37.5_____

Appointment Type: ___X_____12 months _____less than 12 months

Supervisor's Name and Title: Drew Van Parys, Vice President, Economic & Community Development

Completed by: Heather Kerrigan and Lori Humphrey PDF Date: June 7, 2021

**Signatures:**

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

Supervisor: Date:

## Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements 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.

The Marketing Consultant recommends, plans and oversees the creation of marketing communication materials and promotional activities to achieve enrolment targets and to support and build the Fleming College brand.

The incumbent develops strategies and implements integrated, multi-media campaigns aimed at various markets (ranging in demographic profile from local/regional to provincial/national and international), to create awareness and achieve desired results, such as response rates and enrolment targets, that support strategic enrolment management recruitment activities.

The Marketing Consultant manages external relations with suppliers of marketing communication services, as well as internal requests for services. Provides project management for a large number of diverse, often complex, marketing communication projects.

**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* |
|---|---|
| 1. <u>Projects</u><br>Acts as a project manager on a wide-range of projects supporting the annual recruitment cycle. Develops detailed plans for large, often complex, projects (including print and digital projects, liaison activities, events and trade shows).<br><br>Establishes support within the College organization and motivates staff working on the projects. Organizes and co-ordinates activities with both internal contacts and external suppliers and ensures that project deadlines are met within budget.<br><br>Trouble-shoots and problem-solves unforeseen issues arising from any given project, to meet deadline, quality or budget expectations.<br><br>Evaluates the quality requirements and measures the effectiveness of the various projects, by incorporating response and tracking mechanisms (e.g. reply cards, google, web and email analytics, web registrations, focus groups, or feed-back sessions).<br><br>Ensures adherence to budget on each project, including: developing cost-effective project parameters while achieving high standards of quality; tendering and selecting all bids; verifying that appropriate budgets are met; and overseeing the paperwork and validation. | 40% |

| | |
|---|---|
| 2. <u>Marketing Planning</u><br><br>Analyses and makes recommendations on the most effective promotional vehicles or combination of executions - e.g. mass media (radio, TV, print) and/or one-to-one customer relationship initiatives (personalised direct marketing through email, web, telemarketing, mail, social media). Advises and makes recommendations on College branding initiatives and implementation including print, digital and signage executions. Advises and makes recommendations on promotional strategies to generate awareness of the college, its products and services and create customer relationships to meet the Strategic Enrolment Management targets. Consults with a broad range of internal clients including directors and senior managers, Deans and Chairs, Program Co-Ordinator's, and other staff in various administrative, academic and support functions. Provides advice and guidance to student workers. Consults on costs of activities for developing overall marketing budget.<br><br>Prepares project specifications and requests for bids from suppliers. Selects appropriate suppliers for various projects, as well as manages contacts with new and existing external suppliers on an ongoing basis. | 30% |
| 3. Concept Development and Execution<br><br>Researches and collects information from diverse sources, analyses market data, interprets the information in order to recommend appropriate strategic direction, supporting tactics, and effective communications for overall college initiatives and assigned clients.<br><br>Develops plans for repositioning programs and launching new programs. As part of the Conversion team, provides marketing recommendations and support for Admissions and Liaison functions.<br><br>Develops creative concepts and writes copy to support and position the college brands and programs. Creates concepts adaptable to a variety of media applications (e.g. Calendar, View piece, print executions, web, brochures, radio or television, signage)<br><br>Provides creative direction for internal contacts and external suppliers, develop/maintain brand standards. | 30% |
| 4. Other related duties as assigned | 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
- ☐ 1-year certificate
- ☐ 2-year diploma
- ☐ Trade certification
- X 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:

Business and/or marketing, communications and advertising

**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.

- X 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 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 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 | |
| X Minimum of five (5) years | Experience in a combination of project management, marketing, advertising, printing, publishing, graphic arts, and multi-media production. Experience in project management of large and complex projects<br>Experience working with all forms of promotion, including mass awareness campaigns and targeted customer relationship building initiatives<br>Experience preparing and giving presentations<br>Experience using new media technologies such as presentation graphics, web design/ publishing software, and/or graphic design applications<br>Experience managing large budgets and specifying tenders<br>Experience working independently in a team environment, including leading multidisciplinary teams. Experience analyzing information, exercising judgment and influencing others to achieve objectives |
| □ 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. | Build enrolment growth through new program launches or by increasing enrolment in targeted programs. |
| How is it identified? | Enrolment Management Team identifies new programs for development through environmental scanning etc. |
| Is further investigation required to define the situation and/or problem? If so, describe. | Further investigation is required such as competitive analysis, identifying key markets (secondary, non-secondary, university, local or regional), focusing messages, identifying employment opportunities. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Analysis includes identifying competitive stance, examining enrolment trends, identifying media opportunities based on target market, timing and budget. |
| What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines). | College research such as application and enrolment reports, college system research such as OCAS reports, first year student survey, web research on other colleges, programs, and on trends within the program-related industry. In some instances, little information is provided, and incumbent has to discover what sources are available, which may include self-directed PD and conferences. |

## 3. Analysis and Problem Solving

| | #2 regular & recurring |
|---|---|
| Key issue or problem encountered | Changes required for Recruitment or Customer Relationship Management tools due to changes in college system admission and enrolment practices, increasing competitiveness in the college system and/or changes in customer preferences for communications. |
| How is it identified? | By new OCAS practices, such as making Confirmation an on-line process or changing dates for release of offers of admission. By competitive analysis of other colleges' enrolment management practices, and by market research. |
| Is further investigation required to define the situation and/or problem? If so, describe. | Further investigation is required to identify how each stage in the recruitment cycle will be affected, and to determine how to change the communications tools, tone, or contact, in order to obtain the desired response. |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Discuss issues with the Conversion team and possibly with Deans, Chairs and Program Co-ordinators. Assess the tools currently in use and revise or completely overhaul the process. Determine who will be involved within the college in this change process and identify the best way to ensure that the impact of these changes is positive and timely. |
| What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines). | Past practices and materials used previously, best practices identified by other leading educational institutions. |

| | #3 regular & recurring |
|---|---|
| Key issue or problem encountered | Ensuring the effectiveness and consistency of communicating the Fleming College family of brands in various executions |
| How is it identified? | Internal audience wants to develop and produce promotional or communications vehicle. They have created something that is not up to standard |
| Is further investigation required to define the situation and/or problem? If so, describe. | Meet with individual/department to review the project parameters and objectives. |

| | |
|---|---|
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Analyse graphics, messaging, format proposed<br>technical verification (will it reproduce accurately)<br>Does it adhere to brand standards ( i.e. the right logo/positioning)?<br>Messaging/Brand positioning – does it support the established college branding direction<br>Provide guidance, consultation to make revisions, advise them of the tools available on the Marketing Website to assist them.<br>Incumbent expertise. |
| What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines). | Past practices, industry standards and College guidelines<br>Incumbent expertise. |
| | **#1 occasional** |
| Key issue or problem encountered | Analyze and interpret key information required to enhance or maintain effective brand standards for College community and external suppliers to use new identity (Master brand) in all print and electronic executions. Sub brands are enhanced/maintained/created on occasion. |
| How is it identified? | After brand launch, incumbent developed and selected content to represent print/electronic versions of brand standards and acts as the official contact on brand usage questions. Consults with internal audiences on problems around brand execution, ultimately approving or deciding the execution does or does not comply with the guidelines created |
| Is further investigation required to define the situation and/or problem? If so, describe. | Further investigation is required and is ongoing for example to analyze how the brand(s) will be represented in technology executions such as Evolve, or how to accommodate situations such as Centre for Alternative Wastewater Treatment which required that we represent both the Fleming brand and the CAWT identity |
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Analyzed range of current and potential executions (electronic and print-based), specific to the needs of the college, schools, departments and partners<br>Assessed specific template requirements<br>Assessed reproduction and technical requirements to ensure range and accessibility of file formats<br>Based on strategy and general usage needs, decided on which logo version to be made available |

| | |
|---|---|
| What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines). | No pre-established standards are relevant and applicable to the unique needs of the college and the new brand<br><br>Incumbent relies on expertise and previous experience to create documents and process for approvals<br>External sources can be used as a reference |

3. Analysis and Problem Solving

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

| | |
|---|---|
| Key issue or problem encountered | Redesign of Communications Materials and Methods from acknowledgment through to acceptance stages of enrolment management process (This is a project involving numerous processes, procedures and stages in the Enrolment Management Cycle, not simply single tools or stages as described in the Regular and Recurring example #2.) |
| How is it identified? | Registrar's Office, Marketing and Conversion Team identified the need to improve the quality and appearance of print materials and information being sent to applicants and segment and customize information for SENRS/HSTA.<br><br>Through meetings with Conversion Team and all service areas involved, the Marketing Consultant identified the need to create an email and web strategy to meet customer expectations and integrate all messages across the applicant's decision-making cycle in order to provide the right content, in the right medium(s) and at the right time. |
| Is further investigation required to define the situation and/or problem? If so, describe. | Further investigation was required to identify the information each service area was providing and why, to define the situation – e.g. that overhauling the print materials alone was not sufficient since our applicants look to the web as their first source of information, to determine who to involve in the process and the range of choice of actions possible in order to identify solutions. |

| | |
|---|---|
| Explain the analysis used to determine a solution(s) for the situation and/or problem. | Analysis of the Acknowledgement, Acceptance (Offer), Fees Package as well as conversion communications were reviewed as well as the methods of communication.<br>Print materials and web content for the following areas were analyzed from the viewpoint of the applicant/customer and on the basis of differentiating Fleming through our superior customer service brand stance:<br>President's office, Registrar's office, Admissions and Financial Aid, all service areas under the Director of Student Services, Campus leaders in Haliburton and Cobourg, Fleming Data Research, Liaison office.<br><br>All materials were evaluated and were revamped and refocused in terms of context in the applicant's decision-making cycle. A web page was developed for the Registrar's office/admissions to communicate timely messages instead of only communicating by mail. An email response was developed (instead of telephone only) from the Acknowledgement stage onwards, and the communications practices for the Offer stage of recruitment were streamlined, standardized across all campuses and integrated with the new web strategy. |
| What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines). | Sample print materials were reviewed from other colleges. Enrolment management techniques were researched and evaluated by the incumbent, who recommended new, systematic procedures based on the capabilities of Fleming's enrolment management process. |

## 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. | Develop detailed planning for and manage several projects that have long lead times, involve large numbers of people from different functional areas (internal and external), and incorporates recent developments that are still evolving.<br><br>Troubleshoot and respond quickly to any difficulty or crisis encountered during a project, invoking changes quickly and re-prioritizing as necessary to ensure project remains on-track.<br><br>Knowledgeable about complex production processes and understand the technical implications on the project.<br><br>Problem-solve around a number of variables for any given project–such as conflicting opinions on concepts, messages, budget, timing, availability of material, compatibility of software, etc. |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Plan the work, analyze and design objectives, assess and mitigate risk, estimate resources, allocate resources, identify human and material resources, organize work, control project execution, track, report progress, address quality and issues management, analyze results |
| List the types of resources required to complete this task, project or activity. | Budget and project participants |
| How is/are deadline(s) determined? | Publication date, recruitment cycle |
| Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples. | Incumbent |

## 4. Planning/Coordinating

| | #2 regular & recurring |
|---|---|
| List the project and the role of the incumbent in this activity. | Event Management, Open House Events and other recruitment-driven events on and off campus |
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Team work, budget management, multi-tasking, risk analysis, communication and leadership skills, presentation skills, negotiating skills |
| List the types of resources required to complete this task, project or activity. | Internal and external creative and production suppliers<br>Student worker support<br>IT support |
| How is/are deadline(s) determined? | Dates of events determine the overall workback schedule creative and production timelines are managed accordingly |
| Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples. | Incumbent working with Liaison Manager<br>E.g. identifying the need for a different strategy for the November Open House, developing activities and messaging to support the overall theme<br>New initiatives mean informing key stakeholders as to their role, ensuring their participation, providing them the materials to be successful<br>E.g. New Career Planning sessions, Parent Information sessions to support the overall theme of “Applying to College” |

| | #3 regular & recurring |
|---|---|
| List the project and the role of the incumbent in this activity. | Develop and implement a marketing plan to launch a new program. |

| | |
|---|---|
| What are the organizational and/or project management skills needed to bring together and integrate this activity? | Incumbent provides expertise by writing the plan and must be able to coordinate and integrate all aspects of the plan. This involves breaking the work plan into smaller pieces, such as determining media to be used, suppliers, setting a schedule, identifying other college employees who will be involved and the tasks they will complete, establishing a budget, developing advertising concepts, writing copy, monitoring the plan progress, obtaining approvals from clients.<br>Incumbent must be able to juggle multiple projects and reprioritize her own work as required to meet additional demands or needs of project team. |
| List the types of resources required to complete this task, project or activity. | Based on the plan, determines if additional resources such as external suppliers are needed. |
| How is/are deadline(s) determined? | Overall deadline is determined by the recruitment cycle. Incumbent determines individual deadlines for specific pieces of the plan, for example, in order to integrate advertising, personal selling or web marketing campaigns. |
| Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples. | Incumbent makes necessary adjustments if required, identifies and informs others who may be impacted by changes. For example, an internal client or an external supplier may miss a production deadline. Incumbent troubleshoots to ensure overall project remains on-track. |

**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. | |

**#2 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 |
|---|---|---|---|
| ☐ | | Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students. | |
| | ☐ | There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks. | |
| | ☐ | 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. | |
| **x** | | 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. | The Incumbent manages projects (e.g. major integrated marketing campaigns, view piece or calendar production) which involve allocating tasks to others and ensuring the work is completed accurately and on time. As project manager, the incumbent allocates tasks, reviews progress and monitors for accuracy the work of the College's Graphic Designer, Web Developer and student workers. This includes deciding which tasks take precedence in order to meet deadlines. The incumbent communicates the strategy, concept direction, project objectives and deadlines. |

## 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.

| 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) |
| Rough guidelines when dealing with clients, mostly: key messages, available budget and desired timeframe<br>Incumbent works with minimum supervision and makes decisions within the scope of the position's expertise. | With special projects, occasionally the incumbent is not given guidelines or instructions, and makes decisions independently or in consultation with managers other than the supervisor - for example the School of Technology and Skilled Trades communications strategy for suspended programs. Incumbent identified goals of maximizing enrolment opportunities and avoiding a public relations disaster. Incumbent determined activities required, participants and deadlines, developed the plan, and obtained support to implement the plan. Working with new managers who were unfamiliar with Admissions and Board of Governors policies concerning the suspension of programs, incumbent ensured that the necessary approvals were obtained. In instances such as this, incumbent uses knowledge of college policies to guide decision-making (see below). |

| What rules, procedures, past practices or guidelines are available to guide the incumbent? | |
|---|---|
| Regular and Recurring | Occasional (if none, please strike out this section) |
| Rough guidelines of each project's overall budget, expected outcome measures and date of delivery. Brand standards, historical budget costs are available. . | See example above. Occasionally College policies guide decision-making along with consultation/approvals from Senior Managers including Registrar, VPA and Chairs, Deans. |

| How work is reviewed or verified (e.g. feedback from others, work processes, Supervisor)? | |
|---|---|
| Regular and Recurring | Occasional (if none, please strike out this section) |

| | |
|---|---|
| Work is usually discussed with team participants throughout and at the completion of a project. Specific elements of projects are reviewed and revised with team input.<br>For marketing campaigns, responses are tracked and measured to determine if targets and end goals were met. | Work is reviewed in progress with Supervisor if back-up support is required to resolve contentious issues or disagreements between incumbent and client on marketing direction, goals or concept. |

## 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) |
| Conversion Team, ATLs Program Coordinators<br>Service Leaders, Admissions,<br>External Suppliers | Marketing strategy direction and tactics including budget decisions, key messages, audiences, media selection, campaign execution decisions,<br>Operational and technical decisions (stock, rotation of commercials, delivery and payment options) |

| 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) |
| Supervisor normally offers advice and guidelines and solutions, when required.<br><br>Issues relating to corporate strategic direction or corporate department budget are discussed with Supervisor and/or senior leaders. | |

| Describe the type of decisions that would be decided by the incumbent. | |
|---|---|
| Regular and Recurring | Occasional (if none, please strike out this section) |
| When advising on creative concepts and new approaches for college advertising and publications, the incumbent acts independently, but will verify or test creative with each client and if possible, with representatives of the target market.<br><br>Develops planning strategies, reporting the findings and recommending actions to clients within the college. | Occasionally there are situations where the incumbent must act independently of the supervisor and/or client and make the key decision to move forward with a project or not.<br><br>-developed a solution to a supplier's error in print production and pricing (identified over the Christmas holidays while the college was closed) to meet project budget parameters and ensure the project was delivered on deadline<br><br>Determining solutions and making decisions to finalize projects and keep them on schedule when clients who would ordinarily have final approval are not available (e.g. SENRS brochure, New Wing Signage and Mural installation, Welcome brochure for January offer)<br><br>Printer supplied incorrect stock for a large print job, incumbent negotiated discount and future compensation |

## 7. Service Delivery

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

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

| Information on the service | | Customer | Frequency (D, W, M. I)* |
|---|---|---|---|
| How is it received? | How is it carried out? | | |
| Service: Project Management – for example, view piece/collateral production, marketing campaigns, brand management, – incumbent provides organization and management of resources to complete the project within defined scope, time and budget. | - Planning the work or objectives<br>- Analyzing and designing objectives<br>- Assessing/mitigating risk<br>- Estimating resources<br>- Allocating resources<br>- Organizing work<br>- Identifying human and material resources<br>- Assigning tasks<br>- Directing activities<br>- Controlling project execution<br>- Tracking, reporting progress<br>- Analysing results<br>- Quality and issues management | Academic Schools, Programs, Service Departments | D |

| | | | |
|---|---|---|---|
| Service: Marketing Planning<br>-Received through discussions, meetings -- delivered by presentations, by creating a plan and by execution of college's marketing plan and school marketing plans. | Enrolment targets are set, and incumbent is assigned projects based on a School/client model.<br>-Meetings and discussion with client, meetings and discussion with suppliers. Using marketing expertise, develop and manage all aspects of plan. | Chairs, Deans /Schools, Conversion Team, Liaison Team/Program Coordinators | D |
| Service: Concept development and execution for advertising campaigns and customer relationship management<br><br>-incumbent meets with client, develops concept outline or advises supplier on concept to be developed incumbent may work with focus groups before and during concept development and execution | -incumbent usually provides copywriting and editing services, determines tone, oversees design, establishes schedule and deadlines, ensures deadlines are met and project is completed within budget. | Chairs, Deans/Schools, Conversion Team, Liaison Team/Program Coordinators, College Graphic Designer and Web Designer,<br>External suppliers | D |
| Service: Marketing expertise<br>-provide marketing expertise and advice on displays, contests, posters, signage and events, and initiatives by other service departments (such as the parent web portal or orientation days) during meetings, and in performing daily work | - by critiquing concepts or plans, suggesting changes or new concepts and by recommending appropriate suppliers | | W |

| | | | |
|---|---|---|---|
| Service: Designing new services to meet emerging needs. In these examples, the Marketing Consultant anticipates the need to envision service (rather than receiving a request for service). | | | |
| Example: Open House Career Exploration/ Counseling Sessions:<br>- Anticipated market need for career counseling as a means to generate future enrolment | - Developed Career Exploration Sessions as a pilot to test the market<br>- Identified this as an opportunity to build the college brand and differentiate the college as a leader in customer service<br>- Model has since been adopted by Student Services | -Potential students in post-secondary and non-postsecondary markets as well as the Enrolment Management Task Force | I |
| Example: Haliburton School of The Arts<br><br>- Anticipated the need to re-focus the group and obtain consensus (principal, support and faculty) in order to identify and agree on marketing strategy for the School | - Identified the need for the group to agree on priority initiatives, tactics and available resources, priority programs and initiatives (VCAD, web strategy) to achieve enrolment targets<br><br>- Using an intervention strategy, facilitated team consensus, developed marketing strategy, priorities and tactics, and created a follow-up plan to review progress<br>- Created a process to vet ad hoc opportunities to ensure they are in line with new focused activities | Haliburton School of The Arts | I |

| | | | |
|---|---|---|---|
| Example: Mature Student Application Process<br><br>-By reviewing current information available to Mature Student Applicants, incumbent discovered this option for college entry was under-publicized, confusing and difficult for potential students to access | -Created new, integrated information on Mature Student Information Sessions and testing at all campuses<br>- Recommended a standardized model across all campuses, profiled Mature Student entry options on the web and in the calendar as a means to generate non-post secondary market enrolment and build the college brand through improved customer service to this market | Mature students, Academic Upgrading/Centre for Interdisciplinary Studies | I |
| Example: New Web Strategy -<br>Based on consumer behavior, market trends and activity, incumbent anticipated the need to create a new college communication contact model, since the current model was outdated, inefficient and costly | - Designing a new web-based email service offering targeted information to improve our response time to requests, ensure customers receive the most up to date information, and tailor the response to the customers' preference in how they receive information from us<br>- Analysing current procedures to create a new system design and process for FDR and the Conversion Team | Prospective students, Enrolment Management Steering Committee | 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 | Meetings | Conversion, Liaison, Marketing, various internal audiences | D |
| Explanation and interpretation of information or ideas | Consult or obtain guidance on issues arising from current or future projects<br>Provide Advice and consult.<br>Provide Advice and consult | ATLs, Liaison, Marketing team, Program Coordinators<br>Alumni Office, Service Leaders<br>ELT | D/W<br>M<br>I |
| Imparting technical information and advice | Request and discuss statistics, provide advice on projects<br>Request, provide direction and advise<br>Provide direction, request, advise, consult on the production of print/ad or image materials | Fleming Data Research,<br>Liaison<br>Production & sales representatives for printers, newspapers, radio stations, TV stations, Advertising agency representatives, designers, printers, copywriters, photographers, multimedia designers.<br>Graphics Technician/ Duplicating staff | W<br>D<br>D/W<br>D/W<br>D/W |
| Instructing or training | | | |

| | | | |
|---|---|---|---|
| Obtaining cooperation or consent | Influence others to obtain agreement | Academic Team Leaders, Program co-ordinators, other faculty, service area leaders | D/W |
| Negotiating<br><br>Additional negotiating e.g.<br>Independent Action e.g. | Negotiate large media or print production purchases, or agreements – see below<br>Negotiating ongoing media buys, creative projects, printing<br><br>Establish framework for large branding project, responsible for the project management<br>Deliverables in one phase of the project are not met, considerable dollars at stake + jeopardizing the timeline of the whole project<br>Must meet with supplier and negotiate on behalf of the college a solution<br>Must get them to agree that non-delivery is accurate based on contract<br>Must get them to adjust the dollars/delivery for that phase, work with them on revising deliverables on a later phase without sacrificing the overall outcome for the college<br>Must have it work for both parties to ensure we are getting the best work going forward | Suppliers | M/I<br><br>W |

* 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 |
| | | | | | | | |
| Lifting small quantities of boxed printed materials at events or photo shoots | I | X | | | X | | |
| Walking | D | X | | | X | | |
| Sitting at computer and talking on telephone for prolonged periods | D | | | X | X | | |
| | | | | | | | |

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

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

| | |
|---|---|
| X Light (up to 5 kg or 11 lbs) | boxes |
| □ 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 (e.g. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (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 mins | Long up to 2 hrs | Extended > 2 hrs |
| Reading information writing marketing material, editing marketing material and photographs, transparencies | D | | X | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?<br>X Usually<br>□ No | | | | |

| Activity #2 | Frequency (D, W, M, I)* | Average Duration | | |
|---|---|---|---|---|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| Developing radio, TV and multimedia projects – focus on tone, pronunciation and auditory effectiveness | D | | X | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?<br>X Usually<br>□ No | | | | |

| Activity #3 | Frequency (D, W, M, I)* | Average Duration | | |
|---|---|---|---|---|
| | | Short < 30 mins | Long up to 2 hrs | Extended > 2 hrs |
| | | | | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?<br>□ Usually<br>□ 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)* |
|---|---|---|
| ☐ acceptable working conditions (minimal exposure to the conditions listed below) | Normal office environment | D |
| ☐ accessing crawl spaces/confined spaces | | |
| ☐ dealing with abusive people | | |
| ☐ dealing with abusive people who pose a threat of physical harm | | |
| ☐ difficult weather conditions | | |
| ☐ exposure to extreme weather conditions | | |
| ☐ exposure to very high or low temperatures (e.g. freezers) | | |
| ☐ handling hazardous substances | | |
| ☐ smelly, dirty or noisy environment | | |
| X travel | To and from campus meetings and suppliers | W |
| ☐ working in isolated or crowded situations | | |
| ☐ other (explain) | | |

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