

Position Description Form (PDF)

College: Fleming College

Incumbent's Name: VACANT

Position Title: Communications Officer

Payband: I

Position Code/Number (if applicable): TBD

Scheduled No. of Hours _____ 35 _____

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

Supervisor's Name and Title: Chris Jardine, Director, Marketing, Recruitment and Communications

Completed by:

PDF Date: March 2007

Last Revision: August 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 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.

Creates and implements strategies to maintain the College's media profile through media relations, and various communications vehicles and channels. Builds a positive image of the College locally, provincially, nationally and globally.

Works with the Marketing, Recruitment and Communications team and the President's Office to provide counsel on media relations and coordinate media activities.

Develops and implements internal communication plans and processes to facilitate communication of college-wide issues.

Assists in planning and executing of special media events and funding announcements in support of corporate communications, marketing and advancement initiatives.

Duties and Responsibilities

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

	Approximate % of time annually*
<p>1. Media Relations Coordination</p> <ul style="list-style-type: none"> • Acts as primary media liaison for the College • Responds to media inquiries on behalf of the College. Obtains information and briefs the President and/or other appropriate staff members (at the President's request) to respond to the media • Acts as lead in coordination of College media events • Performs content research and compilation of background documents and speaking notes • Creates, sends out and organizes event invitations and agendas • Monitor and track media mentions, to identify, assess and prepare for any negative impact on the College's image • Writes and develops media materials (media advisories, media releases, public service announcements, agendas, backgrounders, etc.) • Provides consultation to the President and the College's Senior Managers and spokespersons, including media spokesperson training and guidance • Collaborates with Social Media Coordinator to promote media activities on social media platforms • Communicates media releases on College website and portals • Works offsite for media events and College activities as required 	40%
<p>2. President's Office Communication Support</p> <ul style="list-style-type: none"> • Responsible for supporting the planning and implementation of the President's internal and external communication strategies • Initiates communications strategies through consultation with external partners and internal clients • Drafts various forms of correspondences; briefing notes, articles, speaking notes, and newsletters in support of the President's Office • Consults with the Marketing, Recruitment and Communications team and employees on a college-wide basis to create and implement new College wide communications processes. (e.g. digital signage platform, email communications and web/portal announcements) • Conducts thorough research to support Presidential communications and briefings • Records notes during meetings and events as required 	30%

<p>3. Event Coordination</p> <ul style="list-style-type: none"> • Plans and executes special media events and announcements for the President's Office and the College and ensures alignment with the College's strategic direction • Through partnering and teamwork coordinates and/or assists with the management of large-scale events on behalf of the President's Office and College • Coordinates internal College events for the President's office such as staff recognition, listening tours etc 	<p>15%</p>
<p>4. Research and Strategy Coordination</p> <ul style="list-style-type: none"> • Develops and implements internal communication plans and processes to facilitate communication of college-wide issues • Conducts thorough research to support Presidential communications and briefings • Promotes the College and its strategic direction by researching opportunities, writing articles for industry/trade/specialist and community/government agency print publications • Initiates communications strategies through consultation with external partners and internal clients. Develops and implements internal communication plans for the College and processes to facilitate communication of college-wide issues. Conducts thorough research to support communications and briefings. 	<p>10%</p>
<p>Other related duties as assigned</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%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School 1 year certificate 2 year diploma

 Trade certification 3 year diploma / degree 4 year degree or 3 year diploma / degree plus professional certification

 Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

- Doctoral degree

Field(s) of Study:

Public Relations, Journalism or related program

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

No additional requirements

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

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

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

2. Experience

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

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

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- 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

Experience in a fast-paced deadline-driven environment which requires the ability to work under pressure in order to deal with multiple conflicting priorities. Experience in media / government relations, marketing and corporate communications, social media or other digital content writing and production Experience researching and analyzing complex information and using oral and written communication skills and critical thinking skills.	

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.	Front line spokesperson for media enquiries, which often call for an immediate, diplomatic and detailed response to issues that may be of a sensitive nature.
How is it identified?	Inbound calls, emails or attendance at special events.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Gathers complex information from a variety of sources within the College to brief the President and formulate an appropriate response and coordinate an appropriate spokesperson.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Critical thinking is required as decisions may involve controversial or sensitive issues. Circumstances may be changing at a fast pace and there may be no precedent. The incumbent must determine who should respond and how much information can be released.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	President's Office management, Director, Marketing, Recruitment and Communications, Senior management, faculty and staff, students, past practices, college policy/guidelines, government legislation (Freedom of Information Act).

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	Generating media/online interest about the college locally, provincially, nationally and internationally to build a positive image of the college.
How is it identified?	Researching potential media and other online opportunities. Information gathered from members of the College community. College events.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Gathers information in a timely manner and consults with College community and leaders. Since this information is distributed for publication, understandability, accuracy and timeliness are all integral
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Awareness and understanding of the media and online communities to determine whether a story idea could be applied locally, provincially, nationally or in stakeholder publications.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Director Marketing, Recruitment and Communications, Executive Leaders, faculty and staff. Archived college media clippings or news releases. Daily newspaper clippings, TV and radio reports that cover the education beat.

#3 regular & recurring

Key issue or problem encountered	Promoting college initiatives or events to an internal audience.
How is it identified?	Identified by the incumbent through information gathered from the college community
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Research/surveys can be applied Consultation with senior leaders, faculty or staff.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Awareness of and sensitivity to the audience's needs to define the most appropriate means of communication for a particular event or issue (all-staff meeting, email, digital signage, portal/web posting, newsletter, all-staff email).

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

Executive leaders, past practices, surveys, established standards/guidelines, best practices at other institutions.

3. Analysis and Problem Solving

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

Key issue or problem encountered

Crisis Communications

How is it identified?

Tragic or extraordinary event.

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

Yes. Need to seek facts and information to brief the President and the President's office staff and determine next steps re: College communication. Also prepare media notes should external inquiries arise.

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

Need speed and sensitivity in determining the appropriate spokesperson and how much information can be released at what time.

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

Crisis communications checklist, TERT policy, past precedents, members of the college community.

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

Key issue or problem encountered

How is it identified?

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

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

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

4. Planning/Coordinating

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

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

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Develops long-term, external and internal communications plans and strategies.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Planning involves consultation, research, development, implementation and coordination between executive leaders, faculty, departments and/or schools and communications officer. Ability to stay on task and meet established deadlines. Diplomacy, strong interpersonal skills, writing/editing skills.
List the types of resources required to complete this task, project or activity.	Members of the college community. Established standards and guidelines. Best practices of other institutions.
How is/are deadline(s) determined?	Deadlines are determined by Director, Recruitment and Communications Business Plan, or executive leaders
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.	Director, Marketing Recruitment and Communications & Advancement, the College President, SMT members or the Communications Officer

4. Planning/Coordinating

#2 regular & recurring

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

Develops, plans and implements key communication processes; and production of material for internal consumption.

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

Internal communication strategies require working with all schools/departments/groups and ensuring that each receives equitable attention.

Advises on how to convey corporate strategic direction to College employees and seeks more effective means to inform employees of issues affecting the College. (Internal communications strategies include email, web, portal, digital signage network, All-Staff meetings, interviewing key College administrators and writing articles on specific issues in employee newsletters and communiques.)

Diplomacy, strong interpersonal skills, writing/editing skills.

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

Existing college policies, established standards or guidelines, executive leaders, best practices at other institutions.

How is/are deadline(s) determined?

Deadlines are determined by the President, Director, Marketing, Recruitment and Communications, President's Office Management or Senior Management.

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.

President, Director, Marketing, Recruitment and Communications, President's Office Management or Senior Management.

4. Planning/Coordinating

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

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

Special event planning for media announcements, funding or partnership announcements and internal communications events.

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

Plan, coordinate and implement special events in consultation with members of the college community and external partners.

Diplomacy, strong interpersonal skills, writing/editing skills.

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

Requires working with resources provided by external partners, government and vendors.

How is/are deadline(s) determined?

Deadlines set by Director, Marketing, Recruitment and Communications external partners, members of the college community and the Communications Coordinator.

Deadlines set based on the timing of the event.

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.

President, Director, Marketing, Recruitment and Communications, President's Office Management or Senior Management.

Example: A dignitary may not be available to attend a special event at a certain time so it must be determined whether to move the time or date of the event to accommodate the dignitary or go ahead with the event as planned.

5. Guiding/Advising Others

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

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

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

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Student workers
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Media training for College staff Guide and advise college staff on media relations (how best to respond to media inquiries, writing speaking notes, developing Q&As, etc.).
<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 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)
<p>Incumbent may initiate a project and then would meet with clients/partners to discuss objectives and develop a plan to accomplish the project</p> <p>Alternatively, supervisor, president, or department heads, may initiate the project and contact incumbent to coordinate and implement a project or arrange an event.</p>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Freedom of Information legislation, ministry directives, College policy manuals, Police or Fire Department policy may provide guidelines for specific instances involving media relations.</p> <p>Writing samples of previous news releases, articles, citations, and corporate message copy are available.</p>	

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

<p>Work that is for publication is reviewed with the Executive Director, the college communications team, the College President, or with key spokespersons involved on a particular issue or if it is of a complex nature, to make sure the message is conveyed and that technical or complicated information is accurate and comprehensible.</p> <p>Strategic communications projects (both external and internal) may be reviewed by report, by memorandums, e-mail or by discussion, while the work is in progress or upon completion, depending upon the need for consultation or advice. Work in progress is usually completed autonomously.</p>	
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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)
Prepare press releases with faculty, College President, College leaders, support staff, and external partners	

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)
Highly sensitive projects, political issues, or crisis communications	

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

<p>The creation of effective public and media relations activities.</p> <p>The development of internal communications strategies in a diverse, political environment</p> <p>Initiative is also required to determine whether to deal with an issue personally, or to refer it to another College spokesperson</p>	
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7. Service Delivery

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

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

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
News releases	Email news releases and post them on the Fleming web site and social media	Media, local government and community groups	D
Requests for media relations (from media or internal clients seeking advice)	Respond to or initiate phone calls or emails	Executive leaders, faculty, staff and students as well as the Alumni Association	W
Internal Communications (email, portal/web, digital signage)	Compile, write and edit stories for -distribution	College Community	D
Email/phone inquiries	Respond personally or forward to the appropriate person to respond	Students, prospective students, members of the public	D

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Requests for all-staff/student email distribution	Respond personally to request	Faculty, leaders, support staff, service providers	D
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* D = Daily W = Weekly M = Monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Coordination of copy for college publication pieces	Internal clients	W
	Responding to media inquiries	Reporters/editors	W
Explanation and interpretation of information or ideas	Advice on media issues and works to reach agreement on message to be conveyed; information may be confidential	College President, Director, Marketing, Recruitment and Communications and Executive Leaders	W
	Coordination of media relation activities, research; advises and explains media's position or briefs on issues	Team as well as faculty, staff and students	W
Imparting technical information and advice	Media relations advice	College Community	W
	Recommends and advises on implementation of strategies.;	College Community	W
Instructing or training			
Obtaining cooperation or consent	Discusses and provides advice on projects; and reaches agreement on appropriate stance; influences to reconcile needs of media with needs of project organizers for coordination of media relation activities (interviews, events, etc.)	Deans Chairs, coordinators, faculty, Alumni Association, staff and students	W
	Explains College's role or stance related to media announcements Ensure College's position or role receives equitable coverage or emphasis	Government or Industry Partners	M
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, 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 and typing at a computer	D			X	X		
Lifting and carrying promotional material	I	X			X		
Campus travel	W		X		X		

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

Light (up to 5 kg or 11 lbs)

Medium (between 5 to 20 kg or 11 to 44 lbs)

Heavy (over 20 kg or 44 lbs)

Boxes of promotional material

10. Audio Visual Effort

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

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

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

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Interview, consolidate information, interpret it and write it with a consistent, accurate and fresh approach	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 mins	Long up to 2 hrs	Extended > 2 hrs
Analyzing media enquiries and responding quickly and concisely	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 #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No				

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11. Working Environment

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

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Standard office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Intercampus, off-campus	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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