

**Position Description Form (PDF)
Sir Sandford Fleming College**

Incumbent's Name:

Position Title: Virtual Employment Advisor (I/O)

Payband: F

Position Number:

Hours per Week: 35

Supervisor's Name and Title: Shanthi Rajaratnam, Director Workforce Development

Completed by: Shanthi Rajaratnam

PDF Date: January 2021

Last Revised: Jan 29, 2021

Signatures:

Incumbent _____
(Indicates the incumbent has read and understood the PDF)

Date: _____

Supervisor: _____

Date: _____

Support Staff PDF

Instructions for Completing the PDF

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

Position Summary

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

Provides on demand support to job seekers via live chat and video conferencing. Responds to enquires, provides resources, makes referrals to service providers and support organizations. Advises and assists clients in preparing effective resume/cover letters, self-marketing and interview techniques, job search strategies and overcoming employment barriers. Collects research and local labour market trends analysis and maintains a comprehensive knowledge of socio-economic and employment trends, programs and services delivered by the Muskoka-Kawartha's SSM, and community resources.

Remote work position. Must have reliable high speed internet and a private work space. Must be available for shifts 7 days a week.

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* |
|--|---|
| 1. Job Search Support <ul style="list-style-type: none"> Provides one-on-one advice and personal assistance to the clients accessing the Fleming employment hub in all areas of job search and development. This includes program information and community services, preparation of resumes and cover letters, mock interviews and job search strategies. Primarily focusing on unassisted (those ineligible for case management supports) and stream A clients (those with little to no employment barriers). Discusses, analyses and provides advice on training and educational upgrading needs based on goals and their barriers to employment. Manages expectations of client. Determines external supports and referrals needed based on presenting issues related to the law, mental health, addictions, housing, and other personal situations. Makes referrals to local Service Providers in instances where additional case management would benefit the client. Assists clients in an effective job search plan and helps maximize the client's self-marketing efforts. Ensures a personalized approach that meets each individual's learning style, abilities and interests. | 45% |
| 2. Digital Support <ul style="list-style-type: none"> Provide robust support for clients on the use of the Magnet platform to access job search resources, training courses and job postings that will be centralized throughout the Muskoka-Kawartha's region. | 35% |
| 3. File Documentation and Reporting <ul style="list-style-type: none"> Completes detailed file documentation on client activities and maintains up-to-date data entry according to program guidelines and departmental procedures. Uses computerized case management and Ministry/SSM client tracking systems. Completes statistical narrative reports for the Manager as required. | 10% |
| 4. Attend and participate in: <ul style="list-style-type: none"> Team staff meetings and departmental meetings Special events to promote programs and services Community agency events and activities | 5% |
| 6. 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%

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.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input type="checkbox"/> 3 year diploma/degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent |
| <input type="checkbox"/> Doctoral degree or equivalent | | |

Field(s) of Study:

Employment Counselling, Career Development, Social Services, Human Resources

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

- ☒ 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

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2. Experience

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

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

- ☐ Less than one(1) year
- ☐ Minimum of one (1) year
- ☒ Minimum of two (2) years

- Experience supporting clients in human/social services or employment services.
- Experience providing guidance on resume building and job search techniques, and experience helping clients navigate and access online or virtual resources
- Experience providing customer service in a busy environment – multi-tasking, prioritizing, organizing and problem solving.
- Experience working with a variety of software packages i.e. databases, spreadsheets, word processing, email and internet
- Experience working with a variety of job seeking or marginalized clients with varied needs from diverse groups.
- Strong comfort level with technology
- Ability to work independently

- ☐ Minimum of three (3) years
- ☐ Minimum of five (5) years
- ☐ Minimum of eight (8) years

3. Analysis and Problem Solving

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

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

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

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 practice, established standards or guidelines.)

#1 regular & recurring

Engages with client through virtual means and determines client is not having success securing employment

Employment Advisor asks questions through virtual chat to determine what assistance is needed.

Employment Advisor asks questions to determine client's eligibility for Employment programs or ability to be self-directed to access resources

Asking questions of client to determine if further intervention is wanted and/or needed and makes referrals as appropriate services and/or community agencies.

Past practice from dealing with similar situations.
Knowledge of service providers and information regarding specific resources and programs available.

3. Analysis and Problem Solving

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 practice, established standards or guidelines.)

#2 regular & recurring

Client is looking for a job, but currently is homeless, no food and no money

Disclosed through a virtual chat

Asking key and probing questions to determine the situation and appropriate action.

Through conversation, assesses what supports client has in place, and what emergency assistance is needed.

Resource lists available for each community, past practices, ask a colleague

#3 regular & recurring

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 practice, established standards or guidelines.)

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

Several clients in queue in for service

Flagged by system functionality

Employment Advisor prioritizes each client based on their immediate need for service.

Asking key questions determine urgency/depth of each person's situation.

Past practices – learn from experience what situations require immediate attention and intervention and those that can be handled independently by client Experienced in working/multitasking in fast past environments.

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 practice, established standards or guidelines.)

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

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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:

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

#1 regular and recurring

Employment Advisor assists client in completing resume

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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.

Able to provide information and direction to client. Strong communication skills and vast understanding of material.

Resume guides, templates etc. Local labour market information.

Service standards set by department

Client could have barriers to working independently: low literacy, language barriers, low digital literacy Client may not be motivated or ambivalent about completing the task. They could change direction of task –

4. Planning/Coordinating

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

Employment Advisor provides orientation to digital tools

Able to provide information and direction to client. Strong communication skills and strong understanding of technical platform.

Training videos, step by step guides

Service standards set by department

#3 regular and recurring

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

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

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

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? Who determines whether these changes

have an impact on others? Please provide concrete examples.

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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.

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

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5. Guiding/ Advising Others

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

Though support staff cannot formally “supervise” others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

| Regular & Recurring | Occasional | Level | Example |
|-------------------------------------|--------------------------|--|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to clients, assess for eligibility and encourage the use of services | Explaining and promoting the employment services to clients with employment readiness or career development needs. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks | Advise and direct clients who come into utilize employment resources and services. i.e. resume tips, recommend workshops Direct clients to other employment and/or community services. |
| <input type="checkbox"/> | <input type="checkbox"/> | The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities. | |
| <input type="checkbox"/> | <input type="checkbox"/> | The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction. | |
| <input type="checkbox"/> | <input type="checkbox"/> | The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed. | |

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

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|---|--|
| What are the instructions that are typically required or provided at the beginning of a work assignment? | |
| Regular and Recurring | Occasional (If none, please strike out this section) |
| After initial training, incumbent generally plans and completes work on their own. Team members may provide direction in terms of focus dependent on outcomes achieved and program needs | When problems occur, manager or team lead may provide specific direction. Employment consultants may provide guidance and assistance as well. Competing deadlines may require direction from manager to determine priorities. |

| | |
|--|---|
| What rules, procedures, past practices or guidelines are available to guide the incumbent? | |
| Regular and Recurring | Occasional (If none, please strike out this section) |
| College policies and Service System Manager (SSM) guidelines/contract influence the daily work in scope and in focus. Procedures for referrals and documentation are in place. | Accessibility and Disability Legislation Privacy Legislation Past practices |

| | |
|--|--|
| How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)? | |
| Regular and Recurring | Occasional (If none, please strike out this section) |
| Customer satisfaction surveys are completed with clients to solicit feedback for service improvement. Workload tracking and service standards are measured using the technology platform. | Manager or team lead will occasionally request feedback from partner agencies or employers or clients. |

6. Independence of Action

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| 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) |
| How to provide support to a client presenting with barriers to success. | |

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| Describe the type of decisions that would be decided in consultation with the supervisor. | |
| Regular and Recurring | Occasional (If none, please strike out this section) |
| Targets and outcomes. | |

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

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

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service requirement. A “customer” is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

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

| Information on the service | | Customer | Frequency (D,W,M,I)* |
|---|---|-------------------|----------------------|
| How is it received? | How is it carried out? | | |
| Client seeks assistance and advice re: employment | Incumbent reviews material verbally with client by asking probing questions if more information is required. Gathers information and asks probing questions and chooses the best method to assist i.e. referrals, digital tools, resume writing assistance, job search etc. | Clients | D |
| Call requesting information is received | Incumbent normally provides information by virtual chat and conducts basic needs determination and then refers to other sources as needed. | Employers/clients | D |
| Client requests one-on-one assistance with resume writing and job search. | Incumbent selects information package to meet the specific needs of the individual. Provides assistance, reviews resume, makes suggestions, directs client to job board, web site etc. | Clients | W |

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

8. Communication

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

| Communication Skill/Method | Example | Audience | Frequency (D,W,M,I)* |
|---|--|---|----------------------|
| Exchanging routine information, extending common courtesy | Program overviews for clients, employers, community partners Information explained and clarified. | Clients, Employers, staff, community agencies and service providers | D |
| Explanation and interpretation of information or ideas. | Listening to clients needs/barriers and providing guidance and direction to issues described. Shares information, plans and sets goals. | Clients Employment Services Team | D W/D |
| Imparting technical information and advice | Guiding clients on the use of technology and computer literacy Providing guidance and direction on job search techniques through one-on-one consultations | Clients | D |
| Instructing or training | | | |
| Obtaining cooperation or consent | | | |
| Negotiating | | | |

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

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, 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 computer | d | | | X | X | | |
| driving | I | 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.)

| |
|-----|
| n/a |
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10. Audio Visual Effort

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

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

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

| Activity #1 | Frequency (D,W,M,I)* | Average Duration | | |
|--|-------------------------|-------------------|----------------------|---------------------|
| | | Short < 30 min | Long up to 2 hrs. | Extended > 2 hrs |
| Updating a clients resume | D | | X | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? | | | | |
| <input checked="" type="checkbox"/> Usually | | | | |
| <input type="checkbox"/> No | | | | |

| Activity #2 | Frequency (D,W,M,I)* | Average Duration | | |
|--|-------------------------|-------------------|----------------------|---------------------|
| | | Short < 30 min | Long up to 2 hrs. | Extended > 2 hrs |
| Providing orientation to technology | 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 min | Long up to 2 hrs. | Extended > 2 hrs |
| Multitasking services to several clients (maintaining focus on many different needs of the client). | W | X | | |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? | | | | |
| <input checked="" type="checkbox"/> Usually | | | | |
| <input type="checkbox"/> No | | | | |

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11. Working Environment

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

| Working Conditions | Examples | Frequency (D,W,M,I)* |
|---|--|----------------------|
| <input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below) | Office environment for daily work | D |
| <input type="checkbox"/> accessing crawl spaces/confined spaces | | |
| <input checked="" type="checkbox"/> dealing with abusive people | An unsatisfied client, someone denied service or someone under the influence of drugs or alcohol | I |
| <input type="checkbox"/> dealing with abusive people who pose a threat of physical harm | | |
| <input type="checkbox"/> difficult weather conditions | | |
| <input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers) | | |
| <input type="checkbox"/> handling hazardous substances | | |
| <input type="checkbox"/> smelly, dirty or noisy environment | | |
| <input checked="" type="checkbox"/> travel | There may be a need to drive to SSM or other service locations | I |
| working in isolated or crowded situations | | |
| <input type="checkbox"/> other (explain) | | |

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