

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: International Student Services Assistant

Payband: D

Position Code/Number (if applicable):

Location: Sutherland

Scheduled No. of Hours: 35 per week

Appointment Type: 12 months Less than 12 months (please specify # months: _____)

Supervisor's Name and Title: Tracey McConnery, Manager English Programs and International Student Services

Completed by: Tracey McConnery

Date: May 26, 2023

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 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 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.

Reporting to the Manager, International Student Services and English Programs, the incumbent provides front line reception assistance and is the first point of contact for visitors to the International Department. The incumbent answers general questions, assists students in making appointments with International Student Advisors and as needed, refers students to other service areas of the college.

The incumbent works with the International Student Services team to assist with the planning and implementation of international student orientation, the arrival services program, international student receptions and cultural celebrations, immigration workshops and information sessions, field trips and other identified programming within the department.

The incumbent provides administrative support in a fast paced, technology-based department.

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>Programming Assistance</p> <ul style="list-style-type: none"> • assists with planning and implementation of programming for international students, including welcome receptions, orientation, cultural celebrations, workshops, field trips, international kitchens, and peer mentoring activities • organizes virtual workshops and events for international team, including pre-arrival sessions, orientation, and immigration workshops • assists with arrival services support, including arranging airport pick-ups and short-term stay packages for new students 	40%
<p>Reception and Office Administration</p> <ul style="list-style-type: none"> • provides front line reception by efficiently responding to walk-in, telephone, and email inquiries and redirects inquiries to other resources internal and external to the department, as appropriate • assists students in booking appointments with International Student Advisors • provides administrative support to the department including, but not limited to, maintaining inventory of office supplies and ordering new stock 	40%

<p>Communications Assistance</p> <ul style="list-style-type: none"> Assists with creating, providing, and maintaining up-to-date communications, including web content design and maintenance of the International Student Services affinity site, weekly update bulletins and arrival services communications, and updates to social media sites, including Instagram, Facebook and Twitter. Creates posters and promotional material for upcoming department events 	15%
Other related duties as assigned	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

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:

Business/Office Administration, Social Services, Community Development

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.

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

<p>Demonstrated experience working with new Canadians and people from diverse cultures; experience working with databases, word processing, spreadsheets, email, and electronic calendaring; experience working independently; experience dealing with sensitive and confidential information</p> <p>Fluency in a second language, ideally Hindi, Punjabi, Mandarin, Arabic, Farsi, Russian, German, Vietnamese, Tagalog, Spanish or Portuguese, is preferred.</p>

- 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 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.	Prioritizing student meetings with International Student Advisors
How is it identified?	Student identifies urgent immigration issue and need to meet with an advisor immediately
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent asks clarifying questions to determine the urgency of the issue Determines available Advisors Assesses if matter is of urgent nature to interrupt an Advisor
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent determines the urgency of the issue by asking clarifying question to determine if the student can wait until advising hours or if an appointment needs to be prioritized
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<ul style="list-style-type: none"> - International Student Services Website - Department standards - Past practice - International Student Advisors - Manager

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Student cannot access their health insurance card

How is it identified?

Student identifies they don't know how to access their health insurance card

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

- The incumbent asks the student to search their email for the instructions to access the card
- If the student didn't receive the email, the incumbent needs to go to the principal student list
- If the student is not on the principal list, the incumbent needs to connect with the insurance provider to add the student to the plan

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

- Start with the most obvious problem and solution and then work through a "check list" of possible situations
- If solution is within position's expertise then incumbent proceeds to resolve (e.g. have student added to principal list); otherwise the problem and possible solution, if one, are referred to the supervisor

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

- Student Health Insurance Guide
- Checklist
- Student lists in Evolve
- Contact information of Student Insurance provider
- Past practice
- Manager

#3 regular & recurring

Key issue or problem encountered	Student requires support from an area outside of the International Student Services department
How is it identified?	Through communication with the Student requesting assistance
Is further investigation required to define the situation and/or problem? If so, describe.	<ul style="list-style-type: none"> - use active listening skills to understand the student's needs and make appropriate referrals - ask the student clarifying questions to determine the issue
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<ul style="list-style-type: none"> - determine if other students requested similar support - identify what area of the College has expertise to offer Student support - make referral to other area of the College and/or escort the student to said area such as Counselling or Health Services - Determining that the issue is understood and then referring the student accordingly - When possible, this may involve escorting the student to another support area such as Counselling or Health Services
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<ul style="list-style-type: none"> - Fleming Departmental website(s) - Past practice - ISS Team - Manager

3. Analysis and Problem Solving

#1 occasional

Key issue or problem encountered	Student has not received confirmation of arrival services bookings (hotel and shuttle service)
How is it identified?	Student notifies the International Student Services Department

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

- Incumbent checks arrival App for booking information
- If booking is not in App, incumbent connects with student and assists with updating information in the app
- Incumbent analyzes booking for accuracy
- Incumbent connects with hotel and shuttle partners
- Incumbent makes booking with hotel and shuttle partners and sends confirmations to student

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

- start with the most obvious problem and solution and then work through a "check list" of possible situations
- if solution is within position's expertise then incumbent proceeds to resolve (e.g makes booking); otherwise the problem and a possible solution, if one, are referred to the supervisor).

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

- Past practice
- Arrival services procedures as outlined on app and Student Services website
- Manager

#2 occasional

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.

Assists with organization and implementation of Pre-Arrival Webinars

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

- ability to coordinate activities
- complete assigned tasks from ISS Team
- manages tasks within workload demands/reprioritizes work if required

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

- Access to social media pages
- Various software programs

How is/are deadline(s) determined?

- Deadlines are set every semester by International Services Team

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.

- The department manager, the International Student Advisors, or the International Team

4. Planning/Coordinating

#2 regular & recurring

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

Assists with organization and implementation of weekly social activities for international students both on and off campus

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

- ability to coordinate activities
- complete assigned tasks from ISS Team
- manages tasks within workload demands/reprioritizes work if required

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

- Office and event supplies
- Shared planning calendar
- Various software programs

How is/are deadline(s) determined?

- Deadlines are determined by International Team at Department meetings
- Calendars are created in conjunction with team

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.

The department manager, the International Student Advisors, or the International Team

#3 regular & recurring

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

Draft mass electronic bulletins for arrival services program and weekly bulletins for international students based on content provided by ISS department

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

- Organization
- Attention to detail
- Computer competence
- Time Management
- Team Work

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

- Knowledge of software systems for mass mailings
- Canva for poster creation

How is/are deadline(s) determined?

Department sets deadlines

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.

Changes are determined during weekly team meetings and approved by manager

4. Planning/Coordinating

#1 occasional

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

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
<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.	The incumbent provides front desk support and regularly responds to student inquiries
<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.	The incumbent needs to be knowledgeable of college policies and procedures in order to direct students accordingly
<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)
<ul style="list-style-type: none"> • Minimal instructions. All information gathering is done independently by the incumbent. • General departmental objective setting. Existing policies and practices • International list of FAQs/shared resources • All other work is self-directed • When in doubt, incumbent seeks input from the International Student Services team. 	<p>Verbal or written instructions with suggested work methods and timeframes are provided for new or special projects.</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)
<ul style="list-style-type: none"> - College policies and procedures - Established department practices - Departmental procedures and checklists as provided on shared drive 	

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

<ul style="list-style-type: none"> • This position works closely with International Student Advisors, International Recruitment team and Manager of International Student Services and English Programs • Annual Performance Evaluation provides a mechanism to review work 	<p>periodic checks for accuracy and completeness of tasks are conducted by the manager</p>
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6. Independence of Action

<p>Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?</p>	
<p>Regular and Recurring</p>	
<ul style="list-style-type: none"> - Consultations with other departments within the College dealing with issues relating to student support - Consultation with community partners on social events and promotion - Regular consultation with International Team 	

<p>Describe the type of decisions that would be decided in consultation with the Supervisor.</p>	
<p>Regular and Recurring</p>	
<ul style="list-style-type: none"> • Complaints that cannot be resolved. • Issues related to policies, practices or operations that have college-wide impact. • Budget • Staffing issues • changes to established procedures • difficulties meeting deadlines or setting work priorities • issues requiring a decision that are beyond the scope of the position 	

<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p>Regular and Recurring</p>	

- Appointment bookings for International Student Advisors
- Ordering of office supplies
- What department a request for service should be directed to

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?		
Students and staff wanting information about the International Department or assistance making appointments	Incumbent assists with appointment bookings in Outlook Other information and appropriate referrals made in response to inquiries.	Students and staff	D
Customers making general inquiries at counter, by phone or email about College practices and services.	Incumbent uses, past practice, knowledge of College policies and practices and reference material to answer questions and make appropriate referrals	Students and staff	D

<i>front-line contact person; therefore, all inquiries are initially handled by the incumbent</i>	- most of the service requests are straight forward with an established process on how to proceed (e.g. how I withdraw from a course); at other times the incumbent asks questions of the client to ensure a full understanding of a problem, issue or question	Students and staff	D

* 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	General information regarding College services Booking appointments	Students and staff	D
Explanation and interpretation of information or ideas	Problem Solve and Referral Assessment /Referring	Students and staff	D
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			

Negotiating			
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* 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
Bending, lifting, pushing, pulling materials	W	X			X		
Sitting or standing	D			X	X		
Programming – walking on trails/ taking students on tours/activities	M			X	X		

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

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

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

Lifting boxes of papers/supplies and deliveries to dept

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
The incumbent needs to focus on a computer screen to complete tasks.	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
The incumbent regularly meets with students and actively listens to their concerns in order to determine their needs. This activity requires focus and concentration as there are other events happening in the International Office at the same time.	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?

- Usually
- 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)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	General office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Student comes to our department very upset about an experience they have had and uses abusive language	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 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	Occasional travel to assist with events at Frost campus Travel to community events or activities	M M
<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain) working on weekends and evenings	Approximately one event per month will take place on a weekend or evening	M

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