

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: School Office Administrative Assistant – Health & Community Services

Position Code/Number (if applicable): S00683

Payband: F

Scheduled No. of Hours _____ 35/w _____

Appointment Type: _____ X _____ 12 months _____ less than 12 months

Supervisor's Name and Title: School Operations Manager, Health & Community Services

Completed by:

Effective Date: January 31, 2023

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.

Provides organizational administrative support and assistance for the School and the School leadership team.

Liaises with a wide variety of people including students, faculty, staff, administrators and external stakeholders supporting activities related to planning, organizing and coordinating all Program Advisory Committee (PAC) meetings, annual School Academic Awards, Purchasing and Asset Inventory Management, Academic Appeals, and School meetings.

Acts as liaison to various college departments (i.e. Purchasing/Finance/Advancement & Alumni/Student Administrative Council etc.) on behalf of the School.

Provides customer services to staff/faculty and students in the School as well as external stakeholders/organizations. Provides desktop and system functionality training and coaching for all School staff/faculty. Maintains the School's Affinity website.

1. 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. <u>Administrative Support for School and the School leadership team</u></p> <ul style="list-style-type: none"> • First point of contact for the School, including students, faculty (for questions other than SWF/contracts) and staff; triages issues and refers/resolves as appropriate. • Provides support to faculty/staff for booking meetings, supplies, main contact for office equipment maintenance (i.e. initial troubleshooting support). • Manages schedules and calendars and supports and coordinates meetings, committees and other school activities • Prepares travel arrangements for the Schools including booking flights, hotel accommodations, and bus/vehicle rentals. • Plans and organizes staff/faculty social functions for the School. • Coordinates campus visitor logistics on behalf of the School. • Maintains School web-based communication tool. • Responsible for granting permission, upon direction of School leadership team, for shared folders to faculty/staff. • Provides information and reporting, as necessary, for certifications to external organizations • In collaboration with School Leadership team, assists with the coordination of promotional and engagement events; liaises with marketing department, as appropriate. 	55%
<p>2. <u>Program Advisory Committees (PAC) Organization & Support</u></p> <ul style="list-style-type: none"> • Coordinates and supports meetings - sends invitations, monitors attendance to ensure quorum, works with School leadership/external Chair on agenda, room scheduling, hospitality, distributing information packages. • Records meeting minutes according to Academic Quality Assurance standards and distributes to membership. • Compiles information for the Annual Report to VPAAE (metrics, decisions). • Supports coordinators by compiling and populating data from various sources • Creates and distributes welcome letters from VPAAE and farewell letters from College President to external members. • Works with the School leadership to ensure that the PAC membership list is current. 	20%

<p>3. <u>Project and Special Event Support</u></p> <ul style="list-style-type: none"> • Liaises with and attends meetings of College community for collaboration of specific college days (i.e. Orientation, Open House, Welcome Days) and committees to assist with planning and organizing with faculty/staff. • Works with internal and external parties to plan and organize various components needed to initiate, run and conclude projects. • Electronically tracks overall project progress and results. • Provides administrative support for accreditation documentation and site visit organization. • Researches, gathers data, and compiles information, as requested. • Plans and coordinates annual academic awards for School. 	<p>15%</p>
<p>4. <u>Course and Program Support</u></p> <ul style="list-style-type: none"> • Probationary Report: Reviews probationary report provided by Registrar's Office which identifies students who are in academic distress and require academic counselling and send to Chair and Program Coordinator. • Ensures that all appropriate on-site materials and equipment are available for delivery of CECT Training programming • Reviews class cancellation data and sends memo to faculty from Chair reminding individuals to submit an exception report 	<p>5%</p>
<p>5. <u>Academic Appeals</u></p> <ul style="list-style-type: none"> • Compiles required documents for concurrent appeals for Indigenous Knowledge Leader/Dean's review. • Coordinates committee members' schedules to book Appeal to Panel meetings within strict timelines. • Communicates meeting logistics to student, faculty and committee members. • Communicates outcome to student, all committee members, Program Coordinator and Registrar's office. • Maintains accurate records and confidential student files. • Actions appeal results in the student record 	<p>5%</p>
<p>6. <u>Other related duties as assigned</u></p>	<p>5%</p>

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 X 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 administration, office administration or related field of study,

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

	<p>Relevant experience working independently in a fast-paced deadline-driven office services environment, prioritizing, organizing and problem-solving own work amidst multiple and competing priorities.</p> <p>Experience using a variety of Windows-based software including spreadsheets, database, word processing, GoogleDocs, OneDrive, WebEx and Internet browsing applications and administrative applications including electronic calendaring, email, e-procurement surveying tools, and document sharing, Sharepoint, Teams.</p> <p>Experience proactively planning activities several months in advance.</p> <p>Experience providing front-line customer service and administrative support in an automated office services environment and working independently as an effective team member.</p> <p>Demonstrated ability to use discretion and maintain confidentiality and trust when dealing with sensitive and confidential information. Experience working with the Privacy legislation.</p> <p>Experience with project management and event management.</p> <p>Strong communication (written and verbal) skills and experience dealing with multiple stakeholders</p> <p>Significant experience accurately taking meeting minutes and converting them to professional business format.</p>

Support Staff PDF

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.

A student arrives in the office visibly upset and demands to make an appointment with School leadership. The incumbent must calm the student down; ask questions to understand the context and ascertain what the student is looking for and whether the best option is a meeting or is there an alternative that will resolve the issue. This must be done with sensitivity and concern, allowing the student to feel comfortable and not vulnerable.

How is it identified?

This is done by questioning and ascertaining the facts to determine the background and purpose of their request. The incumbent then analyses the facts to decide the next steps. This enables the incumbent to provide the student with the most appropriate place to deal with their issue.

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

Yes - Once the problem is clarified the incumbent must determine what steps and sequence should be taken to resolve the issue and may ask further questions or look up information to assist (e.g. timetable, procedural documents, contact information in another department, etc.) The student is then either booked into a meeting or redirected to another area.

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

The incumbent must assess the urgency of the situation to determine how involved they remain in resolving the problem or if they redirect to another area. If the urgency is high, the incumbent must prioritize this meeting based on the facts that have been established. They must collect pertinent information on the student and issue. This also provides background to the leader prior to the meeting time.

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

Student Rights & Responsibilities, Academic Regulations, Academic Appeal procedures, established practices, course outlines, student grades.

Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	The incumbent has been asked to identify a date/time to set up a Program Advisory Committee (PAC) meeting within the next two weeks. This typically involves up to 20 participants, internal and external, with varying schedules, physical location and availability.
How is it identified?	Incumbent solicits information regarding schedules to determine if an “unscheduled” period exists during which to schedule the meeting. S/he gathers information on existing activities and meetings already scheduled to ensure the meeting does not conflict. Incumbent examines draft agenda to determine key participants that must be in attendance.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes – the incumbent must determine if there is a large room available, hospitality required, multi-media required, external guests attending, agenda items, etc.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	After gathering and analyzing information, incumbent must identify a meeting date/time/location that suits the vast majority and includes key participants identified, while recognizing that some will be unable to attend.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Room schedules, faculty schedules. Program Advisory Committee (PAC) database, school meetings’ schedules.

#3 regular & recurring

Key issue or problem encountered	A purchasing request has been received from School leader/Faculty/Lab Technologist. Inability to obtain supplies from requested vendor as a result of back ordering etc.
How is it identified?	Identified by vendor upon placing order.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes – the incumbent searches for alternative items or vendor/supplier and presents options to School leader/Faculty /Technologist.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Collect information on other suppliers based on price, border brokerage services, product availability, delivery and product reviews.

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

Consultation with School leader/Faculty/Technologist. Vendor catalogues. Purchasing/Finance Dept. Internet search.

3. Analysis and Problem Solving

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

Key issue or problem encountered

A School leader returns from a meeting and has identified an additional major project that must now be added to the priorities for the School. They request that the incumbent determine when and how this project can be embedded into the Schools' planning and activity cycle.

How is it identified?

The deadline is established by others. The issue is typically identified by the leader and passed along to the incumbent to plan and follow-up.

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

Yes – the incumbent must use knowledge of existing school planning cycles and activities already committed. They estimate the time that could be required, who the key participants will be, communication strategy, and the best means of engaging school staff. In several cases the incumbent is also responsible for conducting research, benchmarking external best practices, compiling information and liaising with other departments in the College.

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

Incumbent examines desired goals and determines the communication strategies that will be most effective given the scope of the project and associated timelines, meeting logistics, schedules, required templates and project tools, reporting requirements, target dates for follow-up, etc.

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

Project outline, past practice, faculty schedules, room schedules, school annual planning cycle.

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

Key issue or problem encountered

How is it identified?

The incumbent will either go to the individual's office or have them log-on on their desktop. The individual will be asked to demonstrate the difficulty s/he has encountered so that the incumbent can assist in problem-solving.

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

Yes - Once the area of difficulty is identified, the incumbent then proceeds to attempt to resolve the problem through application of workarounds, amending files, testing other data/applications, or correcting errors that are at the source of the problem.

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

The incumbent is expected to identify the source of the issue wherever possible and resolve it for the individual. Where this is not possible, and a formal technical fix is required, the incumbent logs the issue with technical staff for resolution.

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

Some procedures, on-line help facility, past practice.

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.	Plan, coordinate, attend and follow-up on all Program Advisory Committee (PAC) meetings for the Schools.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Organization and project management skills: The process to organize a PAC meeting starts months prior to the meeting date with scheduling PAC date, arranging logistics (room, hospitality, parking), preparing and distributing documents, and then attending the meeting to take minutes, finalizing minutes, and distributing to committee. Incumbent coordinates multiple meetings with overlapping deadlines.</p> <p>Written and verbal communication skills: Communicating to committee members, creating accurate meeting notes, designing the online survey.</p> <p>Collaboration skills: A typical PAC involves up to 20 participants, internal and external, with varying schedules, physical location and availability. Prepares the agenda with the Coordinator, external Chair and School leader.</p> <p>Attention to detail and follow up skills: Ensures all documents are prepared and distributed prior to the meeting. Tracks attendance, and ensures meeting minutes are completed, approved and distributed. Compiles information for report to AVPA (metrics, decisions).</p> <p>Multi-tasking and prioritizing skills: Incumbent coordinates multiple PAC meetings at one time along with performing all other duties of the position.</p>
List the types of resources required to complete this task, project or activity.	Participant schedules, room schedules, PAC database, KPI links, program review schedules, minutes of previous meeting, program course outlines, Google Forms/One Drive online survey, Guest Parking, teleconference, WebEx, Coordinator's Report, Dean's Report.
How is/are deadline(s) determined?	Incumbent decides on meeting dates based on pre-agreed meeting periods for each PAC, School leader and participant availability.

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.

School leader would determine if meeting should be cancelled or rebooked. Incumbent would be responsible for communicating changes to PAC members. Incumbent determines if changes to other activities are needed (e.g. change in room, hospitality, etc.)

4. Planning/Coordinating

#2 regular & recurring

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

Scheduling the calendars for School leaders in a proactive, timely and accurate manner.

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

Time management, listening, ability to prioritize, consultation, problem-solving and attention to detail.

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

Electronic calendar, master meeting schedules (e.g. SMT, School leaders, PACs, other external bodies/committees), email and list serve notifications.

How is/are deadline(s) determined?

Pre-determined with an annual schedule; other appointments and requests are worked in. Direct communication with the School leader is vital.

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 to the School leader's calendar would be initiated by the School leader or an outside agency. Incumbent would be responsible for flagging any changes to the School leader.

#3 regular & recurring

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

Planning and coordinating student Academic Appeal Panels.

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

Organization skills: Organizes an average of 12 concurrent appeals per semester.

Attention to detail and keeping deadlines skills:
Acknowledges each Appeal to Panel form within five (5) college business days with an Appeal Panel meeting date. Requests materials/required documents from student and faculty and student services centre for School leader's review by specific deadlines.

Coordination skills: Coordinates panel members' schedules; student, faculty, chair, faculty representatives, student representatives and other supports to book Appeal to Panel meetings within specific timelines.

Communication skills: Communicates meeting logistics to student, faculty and Panel members.
Communicates outcome to student, all committee members, Program Coordinator and Registrar's office.

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

Meeting schedules, room bookings, Authorization for Release of Personal Information, Student Services Centre.

How is/are deadline(s) determined?

Academic Appeals Policies and Procedures

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 to the meeting time or members on the panel are communicated to all panel members.

4. Planning/Coordinating

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

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

Planning and coordinating annual Academic Awards for the Schools.

The annual awards ceremony is a regular component of the school planning cycle.

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

Organizational and Project Management Skills: Develops a project plan which identifies an appropriate date/time to hold these ceremonies, ensuring that the date/time is suitable for students, parents, School leadership, Associate Vice President Academic, and President.

Attention to detail, communication, multitasking skills: Secures a suitable location to host the event, arranges hospitality, solicits nominations for awards and valedictorian, arranges for presenters, creates the program, arranges for all monetary and physical awards for recipients, maintains a database of donors/recipients, and attends both events to coordinate the activities, sequencing, arrangements, etc.

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

Donor/recipient database, budget, past programs, inventory of awards, student marks, faculty nominations.

How is/are deadline(s) determined?

The incumbent establishes the ceremony date in consultation with other college employees and then develops a plan that identifies the deadline including setting deadlines for others to submit information to meet end timeline.

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.

Through a feedback process, the incumbent determines on a year-to-year basis whether changes are required. Sometimes this results in a change in venue (too small, too hot, too big). Other times it involves combining ceremonies with another school/program. Changes also could occur with regard to evening/afternoon/morning timelines, type of awards, level of monetary award, selection of presenters, etc.

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

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

School projects arise from time to time and the incumbent is the key point of contact for planning. For example, the School receives one-time grant funding of \$130,000 and the incumbent works with the School leadership team to order new equipment/supplies.

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

Project management skills: Develops project plans, critical path, assignment of tasks, monitoring progress, communicating status.

Organization skills: Research/source assets, order goods and pay invoices. Maintains accurate records, distributes asset tags and inputs information into the Access database, reconciles Visa.

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

Access to project description, desktop applications, participant lists, Access database, asset tags, Internet websites, e-procurement.

How is/are deadline(s) determined?

The deadline is typically determined by the School leader. Determined by Finance and Purchasing.

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 to the project content would be at the direction of School leadership or Finance/Purchasing dept.

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 type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	<p>Students, staff and faculty arrive in the incumbent's office with a wide range of questions and very little knowledge of college practices, procedures or policies. The incumbent provides detailed, step-by-step actions to be taken to achieve their desired outcome. This may include providing advice/counsel about conflict between a student and instructor, what to do about safety concern, orientation/welcome days, the academic appeal process etc.</p> <p>The incumbent is the first point of contact for demonstrating use of technology such as E-procurement, Budget information for Coordinators, and other Evolve functionality. They are also required to demonstrate more complex features of Microsoft applications and to provide process guidance to faculty, staff, students and administrators.</p>
<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 they have 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>Job duties are performed in accordance with general instructions and guidelines. The incumbent is aware of the day-to-day responsibilities of the position in relation to the academic cycle.</p> <p>Special projects are outlined generally by School leadership.</p> <p>The incumbent has autonomy to make decisions and most assignments are completed with no supervision. Independent judgment and thinking is required throughout the span of an assignment.</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>College Policies & Procedures</p> <p>Annual Planning Cycle</p> <p>Budget Principles and Accounting Procedures</p> <p>Expense Directives</p> <p>College Calendar</p> <p>Operational guidelines</p> <p>Purchasing Guidelines</p> <p>Academic Appeal Procedures and Policies</p> <p>Academic Awards Planning Cycle</p> <p>Program Advisory Committee Orientation Guide</p> <p>Students Rights & Responsibilities</p>	

6. Independence of Action

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Much of the work of the incumbent is performed independently and is not checked on a regular basis. Work is reviewed by exception and/or discussion of processes. On occasion or in unusual situations, the incumbent may refer to School leadership for clarification.	

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)
School/department priorities with School leadership. Registrar's Officer – verification of marks, historical academic standing information. External agencies/suppliers – Travel bookings, logistics/confirmations. School Meeting participants – agenda, meeting date change. External suppliers - Cost estimates, ordering supplies, return policies. External stakeholders – PAC meeting times, agenda approval. Academic Appeal Panel members – date/time, meeting room. Physical Resources – work order fulfillment. Academic Awards ceremony logistics and organization.	Appropriate response to complex student issue. If unsure of an internal process to be followed, the incumbent would check with the appropriate department guidelines before proceeding.

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)
Staff and Human Resources issues requiring signature and/or approval of the leader. Facilities and maintenance re. space utilization/needs (School leadership). Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution.	Student/faculty/staff complaints that require the attention of the School leadership once it is determined that the incumbent cannot solve it on their own. Major deadline/workload conflicts. Design and development of new content for the School websites.

6. Independence of Action

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 incumbent develops and/or modifies new office processes to meet the needs of the department/school and staff as needs change. (ex. filing process, meeting bring forward files, etc.)</p> <p>Incumbent is responsible for managing calendars, coordination of meetings, juggling of calendars to meet ever-changing needs requires understanding of priorities and deadlines and ability to determine impacts of moving meetings, etc. Priorities are changing constantly.</p> <p>Setting up and managing appropriate tracking systems.</p> <p>Developing documentation for new processes and changing existing processes to meet needs of new guidelines and technology.</p> <p>Providing options/alternatives to faculty, staff, administrators and students to resolve issues which includes complaint resolution, handling sensitive and confidential matters, locating and providing info and materials, advising of correct procedures and directing to appropriate resources.</p> <p>The incumbent handles new and unfamiliar situations weekly and makes appropriate decisions relevant to a project or problem.</p> <p>Assesses and prioritizes own workload and decides on best method for handling in order to meet expected deadlines.</p> <p>Decides how best to support special projects to accomplish the objectives defined by School leadership.</p>	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which 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?		
First point of contact for the School; therefore, all initial inquiries are handled by the incumbent.	<ul style="list-style-type: none"> - service requests can be straightforward (How do I find? Where do I go to? Who should I see about?) - some queries are more complex and involve sensitive/confidential information - probing and questioning to determine and understand current and future needs is often required to ensure that appropriate direction is given. 	Faculty, staff, students, parents, public, external committee members	D W
Requests to plan, coordinate and implement large group meetings typically originate from the School leadership via email or in person.	- based on the planning cycle and various existing activities and schedules, the incumbent identifies an appropriate date, list of invitees, special guests, equipment required, draft agenda, etc.	School leadership, Program Coordinators, Faculty	W

Requests for technical assistance originate with the end-user either by email, telephone or in person.	- Incumbent responds as quickly as possible to determine nature of technical problem, troubleshoots to resolve or logs issues/contacts technical IT resources.	School leadership, Program Coordinators, Faculty, Staff	D
Administrative requests related to calendars, schedule and priorities arrive by email, telephone, in person or through analysis of received documentation.	- Incumbent determines availability, conflicts and alternatives and communicates with requestor to ensure production is not slowed/stopped.	Students, Faculty, College staff, External bodies, Program Coordinators	D
Requests to order goods/services, create and receive purchase requisitions, pay invoices, book travel arrangements	Incumbent researches and sources item/service, completes order, pays with credit card or completes e-procurement.	School leadership, Program Coordinators, Faculty, Staff, Purchasing Dep't, Accounting Dep't, Finance	D
Administrative requests related to incumbent's calendar.	- Incumbent determines availability, conflicts and alternatives and communicates with requestor to ensure production is not slowed/stopped.	Student life, Marketing, Faculty	M

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

8. Communication

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

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Inquiries, general information.	Parents/Community partners, Faculty, Staff	W
	Exchanging information re meetings, budget processes, invoices, coverage during staff absences, follow up on behalf of School leadership.	Other College Departments (ex. Purchasing/Finance/Accounting)	D
	Student inquiries.	Students, college departments (ex. SAC)	D
	Problem solving, discussing budget/systems issues.	Team members, School leadership	D
	Provides training and orientation to new team employees re. team functioning, school and role familiarity.	New Employees	I

Explanation and interpretation of information or ideas	Provides guidance re appeal process: student rights and responsibilities, explaining academic regulations, college services.	Students, Internal staff, faculty	W
	Academic policies, attendance records, technical support, follow up.	Staff & Administrators	M
	Troubleshooting desktop problems involving My Absences, class cancellations, e-procurement, and other Evolve functionality.	Staff & Administrators	M
	Requests consent from students to share information with parents or other college staff.	Students	I
	Discusses price and delivery regarding required services and supplies/goods.	Suppliers, Facilities, Shipping/Receiving, Faculty, School leadership	D
	Explaining Academic Appeal process Assisting with Appeal documentation	Students, Staff, Faculty	I
Imparting technical information and advice			
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, 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 desk / keyboard	D		X		X		
Standing and walking	D	X			X		
Sitting in meetings taking notes	W		X		X		
Lifting - Light	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)

Equipment/supplies for meetings – notebook, handouts, etc.
Assets purchased for Schools.

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
Planning, coordinating and implementing academic awards	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No – as a primary front line contact, the incumbent is frequently interrupted to deal with inquiries, visitors, and phone calls. This is particularly difficult in A-wing office space where doors cannot be locked and people can look through glass to see if incumbent is in the office.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Organizing logistics and taking notes at School and PAC meetings where content and lingo are not familiar to the incumbent.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually – Sometimes conversations can get heated and many individuals speak at once.				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Converting Program Advisory Committee meeting notes into minutes requires maintaining train of thought in order to articulate the meeting discussion accurately.	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually

No – as a primary front line contact, the incumbent is frequently interrupted to deal with inquiries, visitors, and phone calls.

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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	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	As the front-line contact, incumbent deals with upset and verbally abusive students (i.e. reacting to failing grades). If the student needs to be redirected, the incumbent notifies the appropriate contact person and provides background on the situation and follows up with the student. Another option may be that the student must meet with School leadership.	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		

<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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