

**Position Description Form (PDF)**

College: Sir Sandford Fleming

Incumbent's Name

Position Title: Student Advisor (Peterborough Academic Upgrading)      Payband: G

Position Code/Number (if applicable): S00447

Scheduled No. of Hours: 35 hours per week

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

Supervisor's Name and Title: Manager, Academic Upgrading & Skills Training

Completed by: Michael Andrews

Effective Date: 01 May 2020  
**Last Revision: 24 July 2020**  
**JEC Review: 30 July 2020**

**Signatures:**

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

Date:

Supervisor:

Date:

### Instructions for Completing the PDF

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

### Position Summary: Provide a concise description of the overall purpose of the position.

The Student Advisor provides a single point of contact for learners considering the Academic Upgrading (AU) program within their assigned portfolio. They are also a point of contact for the ministry and other community agencies that provide Literacy Basic Skills (LBS) programs or employments services (ES). The incumbent focuses on awareness building of the program, information-sharing and referrals with internal and external partners, gathering intake (and exit) information, initial assessment and orientation sessions, transitioning the learner to post-secondary programs, to apprenticeship or to employment and supporting the learner while in the AU program.

The incumbent is responsible for supporting registration, record keeping, financial assistance, communication of marks from faculty to the Registrar's Office, and reporting of statistical information to the college and the ministry.

Through learner consultation and analysis of assessment results, the incumbent creates, reviews and finalizes learner training plans and ensures correct documentation and reporting has been completed for the ministry. The incumbent tracks informational inquiries and referrals received and made to other partner agencies and inputs this data into the Ministry information system monthly.

The incumbent communicates AU policies and procedures to internal and external customers and works with other AU staff and AU faculty at the other Fleming LBS sites to ensure consistency and compliance with ministry and college system procedures and processes.

This incumbent also plans and coordinates three scheduled, faculty delivered science (Chemistry, Biology, Physics) intakes per fiscal year – May, September, January (aligns with college semester system). As part of this assigned portfolio, the incumbent, at the direction of the manager, coordinates with Student Advisors to facilitate other learner intakes and assessments for this site (outside of the sciences) during these registration periods (approx. 2 weeks each).

### 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*
<p><b>1. Provides Effective Case Management Support to Learners:</b></p> <ul style="list-style-type: none"> <li>• Conducts case management assessments by gathering information from applicants or Employment Ontario/LBS partners.</li> <li>• Discusses, analyzes and provides consultative advice on educational upgrading needs based on the individual learner’s goals, learning barriers and cultural requirements including multi-barrier and high-risk learners.</li> <li>• Assist with learner retention by identifying challenges, providing support and guidance and/or making referrals to community resources.</li> <li>• Creates and updates learner training plans. Prepares, maintains and updates service/learner plans for each learner as per ministry and college guidelines.</li> <li>• Liaises with admissions, return to learn, AES and others to assist learner entry into post-secondary programs. Helps learners understand correspondence received from college admission departments (Fleming and others).</li> <li>• Arranges and facilitates information sessions and orientation activities for new learners.</li> <li>• Ensures information from a referral agency or EO office is transferred as necessary and builds on work already accomplished by the referring partner and continues the process of assisting the learner to create strategies for success to obtain realistic, obtainable outcomes.</li> <li>• Matches skills and interests identified by the learner to available programs. Identifies steps to support goals and methods for monitoring progress, including self and other assessment methodologies.</li> <li>• Answers and responds to questions from other EO agencies or LBS partners.</li> <li>• Administers, invigilates and scores various program assessments for intake into the AU program and evaluates results with the assistance of program coordinators as needed.</li> <li>• Completes customer/student satisfaction surveys meeting Ministry-designated follow-up deadlines.</li> </ul>	<p><b>40%</b></p>
<p><b>2. Monitoring and Support:</b></p> <ul style="list-style-type: none"> <li>• Updates training/learner plans as required and provides check-ins and follow-ups with learners regarding progress of goals/achievements.</li> <li>• Assists learners in evaluation of their own achievements, ensuring goals and action plans are current and relevant</li> <li>• Conducts regular check-ins and follow-ups with students regarding academic progress, including monitoring for inactive learners.</li> <li>• Communicates and works with faculty regarding student retention and transition to next goal.</li> <li>• Coordinates with other LBS/ES and community agencies to provide needed services and support through referral and follow-up.</li> </ul>	<p><b>_20%</b></p>

<p><b>3. File Documentation and Reports:</b></p> <ul style="list-style-type: none"> <li>• Ensures a complete and accurate case file by maintaining up-to-date learner records, training agreements and correspondence according to ministry guidelines and departmental procedures.</li> <li>• Maintains and edits student learner plans as required.</li> <li>• Ensures information and referral data is entered monthly into the ministry's case management reporting system.</li> <li>• Completes learner and agency reports.</li> <li>• Produces reports as requested by the Manager/Leader.</li> </ul>	<p><b>_15%</b></p>
<p><b>5. Community Relations and Outreach Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Represents the college at partnership meetings and other outreach events in the community to increase awareness and referrals, improve collaboration and provide input to community-based strategies for program delivery.</li> <li>• Participates in network building events with community partners, local committees and responds to agency and learner enquiries.</li> <li>• Develops a systematic approach to making personal contact with agencies and generating learner referrals.</li> </ul>	<p><b>15%</b></p>
<p><b>6. Markets the Program to Potential Agencies/Learners:</b></p> <ul style="list-style-type: none"> <li>• Working with student advisors at other Fleming sites, develops marketing tools and strategies to ensure effectiveness in assisting the program to meet the annual targets as assigned by the ministry and recommends adjustments to strategies accordingly.</li> <li>• Acts as a public relations resource when representing the AU program and College. Prepares and delivers promotional presentations to existing and potential community stakeholders, including for Fleming's Open House, postsecondary classes and apprenticeship orientations.</li> </ul>	<p><b>5%</b></p>
<p><b>7. Other Duties as assigned</b></p>	<p><b>5%</b></p>

\* 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:

Employment/Career Counseling, Social Work, Human Resources

**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
- Minimum of three (3) years

	<p>Recent, relevant work or volunteer experience in adult education and skills training, Career Consulting, career planning and human resources.</p> <p>Experience working independently in a front-line customer service position.</p> <p>Comfortable in a team environment and able to prioritize, organize and problem-solve one's own work.</p> <p>Experience and advanced skills with a variety of computer applications i.e. word processing, spreadsheets, data management, email, internet and social media.</p> <p>Experience dealing with sensitive and confidential information and the Freedom of Information Act.</p> <p>Comfortable relating to students from varying social, academic, economic and cultural backgrounds.</p> <p>Knowledge of Ministry Literacy and Basic Skills Programs and Adult Learning Principles.</p>
<input type="checkbox"/> Minimum of five (5) years	
<input type="checkbox"/> 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:

	<b>#1 regular &amp; recurring</b>
Key issue or problem encountered.	Based on information gathered during discussion, determining if a learner should apply to go directly into college or whether upgrading may be needed/recommended
How is it identified?	Assess the learner's previous accumulated education through shared documentation and clear communication, including asking questions related to the learner's experiences in school and since leaving school.
Is further investigation required to define the situation and/or problem? If so, describe.	Compare the outcome from above with the minimum requirements for the particular post-secondary program the learner wishes to enrol in. Does the client have an OSSD or GED? What College/College program is the client interested in? Determine if they have applied for College, if so did they request their transcript when applying. Have they checked the status of their application? Have they been in contact with admissions? Client does not have a copy or know how to access their transcript.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Review any documents and other information that the learner has provided to determine if they have the minimum admission requirements for their college program of choice, and also analyze responses to questions meant to explore whether the learner experienced any difficulties in school that may be indicative of barriers to learning as well as the learner's sense of preparedness to the idea of going to college. If the learner does not have the minimum requirements, and/or if the learner experienced significant difficulties in school, has barriers to learning, is very unsure of their skills, then the incumbent will complete an Information Session and schedule the learner to write an assessment.

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

Established guidelines from the College  
 Established guidelines from the College Calendar  
 Established requirements from The Ministry of Education  
 Established guidelines from the Ministry (EO)  
 Established guidelines from the Literacy and Basic Skills Program Guidelines  
 Consultation with the Admissions Department

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered

learner has unexpected financial difficulties and requests extra TSA support to help with travel and/or childcare.

How is it identified?

Learner brings this issue to the Student Advisor.

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

Gather information from the learner as well as documentation if applicable, to determine and validate the need.

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

Examine TSA expenditures to date and estimate how much will be needed for the rest of the fiscal year, review the learner's attendance and progress, and consult with the manager as needed.

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

Ministry guidelines, the incumbent's system for tracking TSA expenditures, past practices and advice from manager.

#### #3 regular & recurring

Key issue or problem encountered

Learner demonstrates repeatedly the inability to maintain attendance at school.

How is it identified?

Learner requests assistance or through monitoring of monthly attendance sheets.

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

Information is gathered to understand the nature of the problem and therefore be in a position to assist the learner in becoming more self-aware. May discover mental health issues, physical problems, social ineptness, behavioural disorders, learning disabilities, severe lack of motivation, family disruptions, criminal history, or a lack of adequate resources such as housing, clothing or transportation.



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

The incumbent has acquired knowledge, skills, awareness and experience which enable them to determine the appropriate solution. The incumbent will review all pertinent and applicable information with the learner in an effort to identify potential educational and employment problems and in identifying and setting up the steps leading towards fulfillment of the learner's career and employment plan.

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

Guidelines and support documentation; college policies and procedures, past practices and experience in working with learners, as well as human rights legislation.

### 3. Analysis and Problem Solving

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

~~Key issue or problem encountered~~

~~How is it identified?~~

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

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

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

**4. Planning/Coordinating**

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

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

	<b>#1 regular &amp; recurring</b>
List the project and the role of the incumbent in this activity.	Development of service plan based on the learner's needs, goal path and skill level. The incumbent creates a specific learner plan in conjunction with the learner.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Communication and skills analysis. Must be able to provide direction and guidance to the learner but not force the learner to do something they are not capable of or interested in doing.
List the types of resources required to complete this task, project or activity.	Learner's resume, labour market info, intake registration information, assessment results and related skill evaluation.
How is/are deadline(s) determined?	Learner plan is created after intake and assessment and prior to commencing training program. A learner plan must be created for the learner to be entered in the ministry's data system.
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.	<p>The incumbent works according to the timelines set out by the ministry for monthly data submissions and communicates these timelines to the faculty and the Co-ordinator to ensure the final report is completed by the due date.</p> <p>As an example, one component of the report is attendance. The incumbent prepares a monthly attendance list based on all revisions to the learner plans, timetables, grades completions, level changes and/or exits for each student in each class. If the incumbent does not forward or complete the attendance list for the faculty to complete in a timely fashion, it lessens the time the faculty has to complete their portion. If hours are missed on the ministry required report, funding for the AU program can become an issue and it would impact the program's performance rating.</p>

**4. Planning/Coordinating**

**#2 regular & recurring**

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

Scheduling each week to coordinate responses to inquiries, provide info sessions, assessments, intake appointments, learner plan updates, Evolve entries, and timely and accurate reporting in the Ministry database.

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

Communication, time management, and attention to detail. Knowledge of information management systems and processes.

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

Policy and process documentation

How is/are deadline(s) determined?

Deadlines are determined by policy and processes based on best practice, customer service standards and Ministry reporting 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.

Student Advisors would work with coordinators and the manager to institute any changes. For example, adopting a new assessment tool and process must be coordinated and agreed upon by all 3 levels. Changes can have impact on Student Advisors and coordinators because of the time required to learn new processes.

**#3 regular & recurring**

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

Plan and coordinate program communications to learners and faculty.

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

Communication, time management (e.g., timeliness of messaging). Clear writing in the case of written communications.

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

Communication channels as per policy: email, phone, text.

How is/are deadline(s) determined?

Deadlines are determined by the time sensitive nature of the communications, and pre-determined policy governing them.

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.

Student Advisors, faculty and learners (through feedback) can determine if changes are required. For example, if a mode of communication is deemed less effective for time sensitive messaging, a change in mode can be recommended. As Student Advisors and faculty can be impacted with respect to the effective level of service provided to learners, they should have input into process changes.

#### 4. Planning/Coordinating

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

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

Coordinate with Employment Ontario, Ministry of Community & Social Services, Ontario Works or other service agencies to design and deliver information sessions to promote the Academic Upgrading program

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

Coordinating, networking and marketing with LBS partners in the community as well as with hosting agencies to schedule sessions.

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

Project guidelines, create session content, PowerPoint creation, use of presentation hardware/software

How is/are deadline(s) determined?

Will be dependent on the project

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.

Additional projects will be determined through discussion with the manager.

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

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

Collaborate with community agencies to deliver academic upgrading related events.

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

Collaboration skills, political sensitivities and time management skills are necessary to deliver a joint event.

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

Past practices, community knowledge, project guidelines and partner agency target focus.

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.

Dependent on project and various partners' goals.  
 Success of the project will be measured by the partner agencies based on their goals. Continuation of the project will be determined through discussion with the manager.

### 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
X	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Working as a team across 4 sites, the incumbent assists and collaborates with other Academic Upgrading staff  Student Advisor will welcome and assess learners who come to the office; explain processes and options, answer questions and help navigate within their search.
X		There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	As they complete courses advises learners of next steps if they are unsure or have changed their goals and want to update their learner plans. Incumbent will inform faculty of any changes in the learning plan. Shares interim and final marks with Admission department(s) for learners who have applied to college programs.  As new updates from the ministry are identified, the incumbent would demonstrate correct process changes to ensure proper reporting.

X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	All system updates/changes are discussed and shared to ensure consistent practice and reporting.
	<input type="checkbox"/>		Identifies learner's barriers to goal path and develops long and short-term steps for them to overcome barriers. Monitors the learner's progress and adapts the steps to accommodate unexpected situation. Establish technical process for assigned specialty area and responsible to ensure all members of team are trained and monitor process to ensure completed correctly on an ongoing basis and retrain as necessary. Ongoing performance issues would be escalated to manager. Specific tools include CaMS and AU Shared drive.
	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom they has the responsibility to demonstrate correct processes/procedures or provide direction.	
	<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)
After initial training, incumbent generally plans and completes work on their own	When a problem occurs, manager or leader may provide specific direction. Team decision may provide guidance and assistance as well.

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>Academic Regulations                  Academic Schedule                  College Calendar                  Admissions Policies/Procedures                  OSAP/OCAS Policies/Procedure                  Past/Established Practices                  LBS Guidelines                  Regular AU meetings                  Ministry Guidelines                  Communicating and meeting with various work groups to ensure that there is agreement and understanding concerning workflow.                  List Serve Discussion Groups                  College/External Web Sites</p>	Federal Programs

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Monthly reviews of statistical data as well as learner and agency satisfaction surveys are reviewed by the Manager/Coordinator and Ministry consultants.</p>	<p>Ministry will monitor and conduct program reviews including individual learner file audits as required.                  Annual conferences and outside partnership meetings.                    Feedback is provided by students &amp; faculty regarding student progress.</p>

**6. Independence of Action**

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Case conferencing with AU faculty and coordinator around coordination of aspects of service to learners.</p>	

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)

## Support Staff PDF

Matters requiring a change in policy/procedures or past practice. Budgetary matters. Issues with learners that cannot be resolved through discussion. Student issues of retention or attendance Difficulty meeting targets	Freedom of Information inquiries
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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)
Determining if learners are eligible for supports or other ministry-funded services based on established Ministry criteria.  Learner intake – Assessment session to determine what services are appropriate and potential interventions (ex. child-care, disability supports, etc.) would support learner success based on knowledge of incumbent and available supports.  Length of training plan based on learning goals.	

## 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?		
Requests for general AU information come by phone, email, regular mail, in person or via a third party.	Each conversation is handled individually to establish if the person needs AU, has contacted proper type of upgrading for their situation, is eligible to participate, whether it is sciences or regular upgrading,	General public College Faculty AU graduates Sponsoring agents Ontario Works High School Guidance	D



	<p>etc.</p> <p>The person is then advised of the procedure to start the upgrading registration process. (Eg. Info session, assessments, Orientation Session)</p>	<p>Counsellors</p> <p>Police</p>	
Ministry Report	<p>Regular monthly report transmitted by internet.</p> <p>Changes and additions to report are requested by Ministry via website, email, phone or in person.</p>	Ministry	M
AU Report	<p>Regular monthly report that is distributed to 3 departments.</p> <p>Changes and additions to report are requested by the AU Coordinator or Manager.</p>	<p>Manager</p> <p>Co-ordinator</p>	M
Co-worker cannot complete task in student information system.	<p>Verbally or by email get facts and determine correct solution to problem.</p>	AU Co-worker	W
The incumbent receives requests for information from potential learners	<p>Incumbent explains the AU program and provides ideas as to how learner can reach their goal. Ongoing customer care is maintained to ensure learner contact is not lost. Follow-up with learner to ensure success and support.</p> <p>The incumbent then assesses the individuals' situation/ qualifications and determines appropriate action – referral to outside service or other EO service.</p> <p>Incumbent determines a customized learning plan that is based on the AU program's guidelines and in consultation with the coordinator.</p>	learners	W
Ministry requires follow up on learners	<p>Specified and required ministry follow-ups with learners to determine satisfaction and success after the learner's file has been closed.</p>	Ministry	M
Support and guide learners involved in conflicts	<p>Listen, suggest solutions, alternatives and options with</p>	learners	W

	learners after they have entered the AU program.		
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\* D = Daily W = Weekly M = Monthly I = Infrequently

## 8. Communication

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

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Inquiries such as student status Official transcripts	Parents, students, employers, funding agencies Fleming Admissions, Prospective students, Graduates	D
Explanation and interpretation of information or ideas	Course registration, selection withdrawals, marks, student files, and general information.	Students	D
	Registration, admissions, marks, waitlists, academic advising, information gathering, student records	Faculty, Coordinators, Counsellors, Other AU Student Advisors	D
	Transcripts, information collection/sharing, policy/procedure interpretation and changes in guidelines	Other Colleges and Universities	W
	Reporting statistics for LBS	Ministry	M
	Explaining Student Information System processes	Finance office, AU Co-ordinator, Ontario Works	W
	Explaining and guiding Records processes	learners/ faculty	D
	Explanation of goals in relation to learner goals or outcomes	Learners and the general public	D

	<p>Explaining details and components of the academic upgrading program policies and procedures, including access, eligibility requirements and challenge process.</p>	Learners	D
	<p>Works with prospective students to complete the required Ministry forms regarding the collection and sharing of personal information.</p>	EO Learners Other LBS providers	D
	<p>Working with agencies to refer learners.</p>	EO, Ontario Works, other service providers	D
Imparting technical information and advice	<p>Arrange and conduct information sessions for new and prospective learners. Communicates policies, procedures and concepts in a manner suitable for learner's comprehension level.</p>	Learners	W
Instructing or training			
Obtaining cooperation or consent	<p>Prepares a Learner or Training plan and ensures prospective learner agreement with the plan. – E.g. learner agrees to certain recommended number of hours, schedule of classes and / or combination of courses.</p> <p>The Advisor often encounters student resistance in changing behaviours which adversely impact academic performance (e.g attendance, engagement). The incumbent utilizes communication skills to gain learner cooperation in developing and implementing a plan address these behaviours to support student retention.</p>	Learners	W

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
Sitting at desk and keyboard	D			X	X		
Standing	D	X			x		
Walking/climbing stairs	D	X			X		
Standing in front of a group when delivering information sessions	M		X		X		
Driving	W	X			X		
Light Lifting – marketing materials for displays at public events	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 or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

Marketing materials for displays at public events

### 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
Ensuring accuracy and speed in entering information into College and Ministry databases and develop electronic training plans	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually– incumbent can close office door and forward phone calls to voicemail <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Writing learner plans requires careful attention to detail to ensure clear identification of learner needs to be matched appropriately with program offerings.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually – incumbent can close office door and forward phone calls to voicemail <input type="checkbox"/> No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No				

\* 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)	Office Environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<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	Attend meetings or deliver information sessions in the community to other Fleming College locations. Less than 3.5hrs/wk spent in transit.	I
<input type="checkbox"/> working in isolated or crowded situations		
other (explain)		

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