

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Student Advisor - Academic Upgrading)/ WSIB Payband: G

Position Code/Number (if applicable): S00572

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:

Effective Date: 01 May 2020
Last Revision: 28 May 2020
JEC Review: 20 Aug 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 incumbent provides a single point of contact for learners considering the Academic Upgrading (AU) program within their assigned portfolio—Frost for LBS; all Fleming sites for WSIB. 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 Student Advisor is responsible for 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 inputs learner data into the ministry information system in a timely and accurate manner, including tracking learner progress (e.g., attendance, learning activities, milestones). The incumbent collaborates with other AU staff and AU faculty at all LBS sites to ensure consistency and compliance with ministry and college system procedures and processes.

This incumbent is also the primary point of contact for WSIB Return-to-Work Specialists and clients including Upgrading and Post-Secondary clients and is responsible for upholding the expectations in the Public Colleges WSIB contract including developing customized plans and service to the WSIB Injured or Ill Person (IIP), communicating with RTWS, and acting as the conduit between Fleming College, the client, and WSIB. The incumbent is committed to developing and maintaining a collaborative stakeholder and partnership approach to program and issues management.

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>1. Provides Effective Case Management Support to Academic Upgrading Learners:</p> <ul style="list-style-type: none"> • Conducts case management assessments by gathering information from applicants or Employment Ontario/LBS partners. Enters this information into the ministry's reporting system. • 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. • Assist with learner retention by identifying challenges, providing support and guidance and/or making referrals to community resources. • Creates and updates learner training plans. Prepares, maintains and updates service/learner plans for each learner as per ministry and college guidelines. • Liaises with admissions department for assistance with learner entry into post-secondary programs. Helps learners understand correspondence received from college admission departments (Fleming and others). • Arranges and facilitates information sessions and orientation activities for new learners. • 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. • 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. • Answers and responds to questions from other EO agencies or LBS partners. • Administers, invigilates and scores various program assessments for intake into the AU program and evaluates results with the assistance of program coordinators as needed. • Completes customer/student satisfaction surveys meeting Ministry-designated follow-up deadlines. 	<p>35%</p>

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<p>2. Monitoring and Support:</p> <ul style="list-style-type: none">• Updates training/learner plans as required and provides check-ins and follow-ups with learners regarding progress of goals/achievements.• Assists learners in evaluation of their own achievements, ensuring goals and action plans are current and relevant• Conducts regular check-ins and follow-ups with students regarding academic progress, including monitoring for inactive learners.• Communicates and works with faculty regarding student retention and transition to next goal.• Using attendance records, prepares payment requests for students receiving childcare and travel allowances.• Coordinates with other LBS/ES and community agencies to provide needed services and support through referral and follow-up.	<p>15%</p>
<p>3. File Documentation and Reports:</p> <ul style="list-style-type: none">• Schedules academic upgrading classes in Evolve.• 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.• Maintains and edits student learner plans as required.• Ensures all ministry-related program data is entered in an accurate and timely manner into the ministry's case management reporting system.• Completes learner and agency reports.• Produces reports as requested by the Manager/Leader.	<p>15%</p>
<p>4. WSIB Student Success Advisor</p> <ul style="list-style-type: none">• Single point of contact for Fleming WSIB students within Academic Upgrading and postsecondary programs across all campuses.• Receive and respond to program inquiries from Return to Work Specialists (RTWS) (for WSIB sponsored students.)• Coordinate information and assessments for prospective learners; ensure consent for disclosure is obtained from learners and maintain confidentiality.• Maintain accurate reports of interactions, facilitate meetings as required with RTWS and the student	<p>25%</p>

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<ul style="list-style-type: none"> • Liaise with AU Student Advisors, registrar's office, admissions and program coordinators across all campuses to facilitate referral and development of learner plan. • Provide information, administer assessment(s) and develop learning plans. • Submit quote requests based on identified learning goals and estimated timelines; Where appropriate, submit quote to WSIB for review and receive sponsorship letter. • Submit sponsorship and financial documents to ensure fees are posted to Evolve; advise appropriate parties of sponsorship to coordinate registration. • Develop Initial Support Plan in collaboration with learner and where appropriate, submit to WSIB including any necessary accommodation to ensure progress of plan. • Meet with learners in person (or by phone or email) at least monthly to ensure progress and timeline of plan is being met and where appropriate, advise WSIB of any concerns to strategize and resolve issues. • Ensure reporting timelines as appropriate, including submission of interim and final reports as required within assigned portfolio / programs. 	
<p>5. Community Relations and Outreach Initiatives:</p> <ul style="list-style-type: none"> • 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. • Participates in network building events with community partners, local committees and responds to agency and learner enquiries. • Develops a systematic approach to making personal contact with agencies and generating learner referrals. • Working with student advisors at other Fleming sites, supports the development of marketing tactics and strategies and recommends adjustments to strategies as needed. • Promotes the AU program. Prepares and delivers promotional presentations to existing and potential community stakeholders, including for Fleming's Open House and postsecondary classes 	5%
<p>6. Other Duties as assigned</p>	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a

month is 4% 1 week a year is 2%

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 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

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<p>x Minimum of three (3) years</p>	<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>
<p><input type="checkbox"/> Minimum of five (5) years</p>	
<p><input type="checkbox"/> Minimum of eight (8) years</p>	

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
<p>Key issue or problem encountered.</p>	<p>Based on submitted documents and/or information gathered during discussion, determining if a learner should apply to go directly into college or whether upgrading may be needed/recommended</p>

How is it identified?

Assess the learner's previous accumulated education using learner-provided official educational documents as well as 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 enroll in. Understand EVOLVE systems and interpret where a student is in the application cycle.

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

Review any transcripts 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
- Established guidelines from the Literacy and Basic Skills Program Guidelines
- Consultation with the Admissions Department

#2 regular & recurring

Key issue or problem encountered

WSIB RTWS requires information about educational options for WSIB Ill or Injured Person's (IIP). The IIP is reluctant to return to school and the incumbent must determine interests, pathways, and options and present them in an efficacious manner to secure enrollment at Fleming College.

How is it identified?

WSIB IIP calls directly
RTWS calls/emails directly

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

Incumbent meets with the student and conducts an in-depth pre-sponsorship intake interview to determine interests, timelines, and potential barriers.

	Incumbent meets confidentially with RTWS to gather information about the IIP history and WSIB sponsorship goals
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Compile all information gathered to present possible post-secondary options/pathways including potential upgrading support, Student Service recommendations, (PLAR, AES, LSS), post-secondary program information and provide referral options when relevant.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Consultation with internal college departments Discussion with Manager

#3 regular & recurring

Key issue or problem encountered	Learner demonstrates repeatedly the inability to maintain attendance at school. Upgrading: Potential implications for conditional post-secondary offers, and continued enrollment in AU WSIB: Contract/sponsorship compliance, early intervention
How is it identified?	Upgrading: Learner requests assistance or through monitoring of monthly attendance sheets. WSIB: Monthly check in's with IIP's, posted marks in the Student Centre
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, behavioral 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 and/or WSIB contract obligations
What sources are available to assist the incumbent finding solution(s)? (eg.	Guidelines and support documentation; college policies and procedures, past practices and experience in working with learners, as well as human rights legislation. Ongoing communication with RTWS to determine if exceptions have been discussed/determined

past practices, established standards or guidelines).

4. Analysis and Problem Solving

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

Key issue or problem encountered

WSIB IIP or RTWS has identified a breakdown in communication and the incumbent is the conduit for any/all communication between the relevant parties to identify, communicate, and develop plans to ensure sponsorship expectations are met.

How is it identified?

WSIB IIP RTWS, or legal representative for WSIB IIP

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.

Confidentiality must be maintained when communicating potential solutions between the relevant stakeholders. Analysis of past potential supports, current program needs, determination of timelines aligning with sponsorship contract and the academic calendar, comprehensive evaluation of potential supports available must be interpreted to develop customized strategies to support academic success.

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

Faculty/program Coordinator consultation
Broader knowledge of resources and student success/advising best practices
Established academic timelines, guidelines outlined in the client WSIB contract,

5. 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.

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.

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.

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.

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.

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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, faculty and WSIB representatives

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. Use critical thinking skills and organizational strategies.

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

Communication channels as per policy: email, phone, text, secure WSIB email server access, secure WSIB upload server permission and process training.

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, RTWS, 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.	Gather, compile, and distribute self-generated progress reports and marks (AU, post-secondary, and ConEd) to RTWS for WSIB clients at the conclusion of each semester
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Adaptability and organization skills are key for this function. The timely reporting of marks and submission of reports impacts the approval for WSIB clients to move forward with their individual sponsorship contracts, and triggers potential early intervention for the introduction of other supports and services for successful program completion and continued Fleming enrollment. Project skills also include a willingness to develop internal and external partnerships and seek additional opportunities for integrated service delivery
Student List the types of resources required to complete this task, project or activity.	EVOLVE reports/access Secure server access through WSIB Comprehensive understanding of available on-campus supports, resources, and referral processes
How is/are deadline(s) determined?	WSIB contract obligations Academic calendar

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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 incumbent is the first point of contact to determine if completion deadlines/milestones are achieved. In consultation with RTWS, Clients, Manager, and other areas (academic, student services, records) a collaborative agreement for changes is determined through consultation with the incumbent responsible for drafting the revised agreement. Once the revised agreement is drafted, a new sponsorship letter is sent through WSIB and customized supports are established as needed.

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 all 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.	<p>Enters marks as learners complete courses and 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.</p> <p>As new updates from the ministry are identified, the incumbent would demonstrate correct process changes to ensure proper reporting.</p> <p>All system updates/changes are discussed and shared to ensure consistent practice and reporting.</p>
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	<p>For both AU and WSIB: 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.</p> <p>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.</p>
<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.	

- 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)
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. College/External Web Sites WSIB contract expectations Determining AU and post-secondary timeframes for WSIB sponsorship costing	Federal Programs Fleming Website Upgrading ELP Costing tables through ONLearn

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?
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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>WSIB monthly meetings with all clients</p>	<p>Ministry will monitor and conduct program reviews including individual learner file audits as required.</p> <p>Annual conferences and outside partnership meetings.</p> <p>Feedback is provided by students & 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> <p>Complex cases where multiple sources are required to obtain a holistic approach to service may require consultation with program coordinators, records, service delivery staff (i.e. LSS, AES, WSIB)</p>	<p>Adjustments to the approved Sponsorship contract for unanticipated problems i.e. Failing grade in pre-requisite course to move to upper semesters.</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)
<p>Matters requiring a change in policy/procedures or past practice.</p> <p>Budgetary matters.</p> <p>Issues with learners that cannot be resolved through discussion.</p> <p>Student issues of retention or attendance</p> <p>Difficulty meeting targets</p>	<p>Freedom of Information inquiries</p> <p>Special projects and support for shared initiatives between EO agencies</p> <p>Consultation regarding viability of service delivery options for WSIB clients</p> <p>Confirmation of WSIB Contractual Obligation compliance including:</p> <ul style="list-style-type: none"> Outcome metrics Performance Quality metrics Process metrics <ul style="list-style-type: none"> • General contract compliance <p>Incumbent presents process improvement initiatives and collaboration opportunities in consultation with, and support of, the manager</p>

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Determining if learners are eligible for supports or other ministry-funded services based on established Ministry criteria.</p> <p>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.</p> <p>Length of training plan based on learning goals.</p> <p>Listening to student/client concerns and presenting appropriate courses of action and referrals when necessary, e.g., AES, LLS, community supports</p>	<p>Frequency of contact with RTWS specialists in exceptional learner circumstances</p> <p>Adjusting other work priorities to manage time sensitive action items (Example: late sponsorship letters, Campus Store issues relating to textbook costs for WSIB clients, timing of Upgrading advisory for students to Admissions)</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?		

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<p>Requests for general AU/WSIB information come by phone, email, regular mail, in person or via a third party.</p>	<p>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, etc.</p> <p>The person is then advised of the procedure to start the upgrading registration process. (Eg. Info session, CAAT, Orientation Session)</p> <p>WSIB clients are triaged for intake appointments</p>	<p>General public College Faculty AU graduates Sponsoring agents Ontario Works High School Guidance Counsellors Police WSIB RTWS WSIB Clients</p>	<p>D</p>
<p>Ministry Report</p>	<p>Regular monthly report transmitted by internet. Changes and additions to report are requested by Ministry via website, email, phone or in person.</p>	<p>Ministry</p>	<p>M</p>
<p>Co-worker cannot complete task in student information system.</p>	<p>Verbally or by email get facts and determine correct solution to problem.</p>	<p>AU Co-worker</p>	<p>W</p>
<p>The incumbent receives requests for information from potential learners</p>	<p>Incumbent explains the AU program and provides ideas as to how learner can reach their goal. Ongoing customer care is</p>	<p>learners</p>	<p>W</p>
	<p>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>		

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Ministry requires follow up on learners	Specified and required ministry follow-ups with learners to determine satisfaction and success after the learner's file has been closed.	Ministry	M
Support and guide learners involved in conflicts	Listen, suggest solutions, alternatives and options with learners after they have entered the AU program.	learners	W
WSIB reports – Maintenance	Regular progress report updates gleaned from emails, phone calls, meetings, EVOLVE	WSIB RTWS	W
WSIB reports - Distribution			M
Request from WSIB Sponsorship	Communicating program details and costs to WSIB RTWS and distributing sponsorship information to Admissions, Records, ConEd, Campus Store, Accounting/student accounts for enrollment, payment, and academic supports.	RTWS Learner	W

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

8. Communication

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

Communication Skill/Method	Example	Audience	Frequency (D, W, M ,I)*
Exchanging routine information, extending common courtesy	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,	Faculty, Coordinators,	D

information gathering, student records	Counsellors, Other AU Student Advisors	
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/WSIB	D
Explanation of goals in relation to learner goals or outcomes	Learners and the general public/WSIB RTWS	D
Explaining details and components of the academic upgrading program policies and procedures, including access, eligibility requirements and challenge process.	Learners	D
Explaining registration and sponsorship processes to WSIB for IIP who are entering into sponsorship agreement with Fleming College – AU and Post-secondary	WSIB	D
Works with prospective students to complete the required Ministry forms regarding the collection and sharing of personal information.	EO Learners Other LBS providers	W
Working with agencies to refer learners.	EO, Ontario Works, other service Providers	D
Maintaining data integrity, FOI	EO, Fleming College, Learners	

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	standards for critical client information including Social Insurance Number, Birthdate, and other identifying demographic information		D
Imparting technical information and advice	Arrange and conduct information sessions for new and prospective learners. Communicates policies, procedures and concepts in a manner suitable for learner's comprehension level.	Learners	W
Instructing or training	Creating and presenting program supporting documents, including process mapping for new staff.	New staff Student staff	I
	Providing ongoing training and peer mentorship	Existing staff	M
Obtaining cooperation or consent	Prepares a Learner or Training plan in consultation with faculty 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.	Current Learners WSIB Clients	D
	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. Articulates options and obtains agreement of extended WSIB sponsorship agreements for students who may be behind in post-secondary or AU programs to continue enrollment at Fleming		I
Negotiating			

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting 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		

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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)

Marketing materials for displays at public events

10. Audio Visual Effort

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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? X Usually– incumbent can close office door and forward phone calls to voicemail 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? X Usually – incumbent can close office door and forward phone calls to voicemail No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Accessing data queries, grade summary reports, and drafting/finalizing WSIB required progress reports for WSIB IIP's. Maintaining accurate information distribution to RTWS through secure networks, accurately recording data, and tracking communication for each client. Attention to detail is imperative to maintain integrity of WSIB Sponsorship Agreement/Contractual requirements between IIP and the College	M		X	

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Can concentration or focus be maintained throughout the duration of the activity? If not, why?
 X Usually – Incumbent can block calendar time, forward 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)*
X 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		
x travel	Attend meetings or deliver information sessions in the community (in the City of Kawartha Lakes) or to other Fleming	M
	College locations. Less than 3.5hrs/wk spent in transit.	
<input type="checkbox"/> working in isolated or crowded situations		
other (explain)		

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