Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Counselling Receptionist Payband: E

Position Code/Number (if applicable): S00230

Scheduled No. of Hours_____35____

Appointment Type: ____X_____12 months _____

Supervisor's Name and Title: Director, Health Promotion, Counselling & Accessible Education Services

Completed by: PDF Date: June 11, 2018

Signatures:

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

Supervisor: Date:

:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements fo 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.

This position provides front line reception and makes appointments for the College Counsellors as well as provides information for a range of academic matters/processes as well as Student Services. Customers range from persons inquiring about College programs to existing students who have academic or personal issues/difficulties**.**

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*
1. <u>Operations</u> • Provides general reception work associated with the Counselling department & the consulting psychiatrist. Duties include, but are not limited to; telephone inquiries, emails, confidential faxes, filing and photocopying. • Responsible for scheduling appointments/meetings/workshops for the Counsellors (Sutherland campus) and the consulting psychiatrist. • Responsible for preparation of O.H.I.P billing information for consulting psychiatrist. • Determines urgency of appointment for those who appear to be in crisis and refers student to appropriate service/department, including Counseling. • Prepares files for students (paper & electronic) and is responsible for file management processes, such as storage, scanning, photocopying, and shredding. • Assists students with TTY unit (incoming and outgoing calls). • Attends Counselling team meetings, as required. • Monitors supplies inventory and orders necessary supplies, as required or requested. • Responds to general inquiries about support services such as disability accommodations, and Counselling.	90%
2. Evaluates the effectiveness of the front end processes, identifies needed linkages and gaps and implements improvements. Tracks student activity, reporting activity to the Director, Counselling & Learning Support Services	5%
3. Other related duties as assigned, including attending meetings, assisting with workshop preparations (Head Start, Counselling etc.), planning sessions and training	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 or equivalent	□ 1 year certificate or equivalent	X 2 year diploma or equivalent
□ Trade certification or equivalent	□ 3 year diploma / degree or equivalent	□ 4 year degree or 3 year diploma / degree plus professional certification or equivalent

□ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification or equivalent

□ Doctoral degree or equivalent

Field(s) of Study:

Social Sciences (*Social Service Worker, Mental Health & Addictions Worker, etc.) or*
Business, Office Management

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 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	
X Minimum of three (3) years	Experience working under pressure, assessing the needs of students and providing outstanding customer service in a front-line environment with a clientele with needs of a sensitive nature. Front-line experience in an educational environment with a solid understanding of college programs, support services, policies and procedures related to the student experience Accessible Education, Counselling, and other relevant academic policies and procedures Experience using a variety of computer software applications such as word processing, database, spreadsheets, email, electronic calendaring Experience working independently, prioritizing own work within a team environment.
□ 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.	How to prioritize counselling appointments and whether to interrupt a counsellor currently with a client.
How is it identified?	Students present themselves at the counter claiming to be in crisis and wanting to see a counsellor immediately.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent may need to ask the student sensitive questions, moving them to a more appropriate environment when necessary, in order to determine the nature of crisis, if any
Explain the analysis used to determine a solution(s) for the situation and/or problem.	• Suicidal students must be dealt with immediately, • Students with serious personal crises must also be dealt with quickly. • There are a range of appointment options available for all other issues walk-in or other referral e.g. nurse or hospital). • The questions asked to determine priority must be asked tactfully with respect for the client's confidentiality.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Past practice Coaching by manager and counsellors Available counsellor to assess situation Intake form to assist with assessing seriousness of crisis

	#2 regular & recurring
Key issue or problem encountered	Student requires accommodations for disability related needs
How is it identified?	Student presents to Counselling and AES with questions about disability services, accommodations and requests an appointment
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent asks relevant questions about their accommodation history
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent asks student about the availability of supporting documentation. Explains to the student the kind of documentation required and where it could be attained
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	• Established guidelines for booking appointments • Established guidelines for receiving documentation • Consultation with Counsellors

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.	File Management – the creation of, maintenance and preparation for disposal of electronic and hard copy files
What are the organizational and/or project management skills needed to bring together and integrate this activity?	• Organization • Work Independently • Attention to Detail • Record Keeping • Maintain Confidentiality
List the types of resources required to complete this task, project or activity.	• Space for files • Time • Software Program • Shredding Company
How is/are deadline(s) determined?	• The process has been set through a departmental procedure that follows legislative requirements
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.	• Director or Manager of Counselling • Legislative changes are incorporated if required • Professional Colleges of Counselling and Psychotherapy

	#1 occasional
List the project and the role of the incumbent in this activity.	Prepares mass mailings to prospective students for the First at Fleming College Transition Program

What are the organizational and/or project management skills needed to bring together and integrate this activity?	• Organization • Attention to detail • Computer competence • Time Management • Team Work
List the types of resources required to complete this task, project or activity.	• Envelopes • Labels • Software • Time Space
How is/are deadline(s) determined?	Determined by the First at Fleming Coordinating Team
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Determined by the First at Fleming Coordinating Team

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	□	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Counselling protocols and types of services available

□	□	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	
□	□	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
□	□	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
□	□	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)
Minimal instructions. All information gathering is done independently by the incumbent. General departmental objective setting. Existing policies and practices. All other work is self-directed In the face of crisis or high stress situations must maintain a welcoming, calm and caring presence When in doubt in a situation seek input and direction from Counsellors, Manager of Counselling or Director	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
There are a number of guidelines to which staff refer in any given context. These include the Academic Regulations, Admissions policies and procedures, and established department practices. Despite this, there are few textbook answers to the types of questions the incumbent will be asked. The incumbent is involved in developing and documenting procedures as they evolve.	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Day to day issues are handled, as required. This position works closely with Counsellors, Manager of Counselling and the Director. Complaints brought to the attention of the Director are dealt with as appropriate. Annual Performance Evaluation provides a mechanism to review work.	

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)
Decisions about counselling appointments sometimes made in consultation with counsellors.	

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)
Budget requests Staffing Issues Complaints that cannot be resolved. Issues related to policies, practices or operations that have college-wide impact.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

Appointment bookings Ordering of office supplies Deciding on the priority of clients to see counsellors.	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

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

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		
Students and Community members wanting Counselling information or appointment	Incumbent uses Clockwork calendars to schedule counsellor appointments. Other info and appropriate referrals made in response to inquiries.	Students, potential students and employees.	D
Customers making general inquiries at counter, by phone or email about College practices and services.	Incumbent uses, past practice, knowledge of College policies and practices and reference material to answer questions and make appropriate referrals	students, potential students and employees	D

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

8. Communication

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

Communication Skill/Method	Example	Audience	Frequency (D, W, M ,I)*
Exchanging routine information, extending common courtesy	General Information regarding College services Book Appointments	Students Counsellors	D D
Explanation and interpretation of information or ideas	Problem Solve and Referral Assessment /Referring	Counsellors Students	D D
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
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	D			X	X		
Standing	D	X			X		
Occasional lifting of office supplies, etc.	W	X			X		

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

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

X Light (up to 5 kg or 11 lbs)	Paper, Office Supplies, File Boxes
□ Medium (between 5 to 20 kg or 11 to 44 lbs)	
□ Heavy (over 20 kg or 44 lbs)	

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
Scanning hard copies of confidential documents into electronic files	W		X	

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

□ Usually

X No – The documents that are scanned are confidential and can contain sensitive personal information. It is essential that these documents be fully scanned with no pages missing. Further they need to be scanned to the correct student file and not mis-filed. This position is responsible for staffing a busy front line customer service desk and could be interrupted at any time during the task by students and staff alike.

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Reading student intake forms to determine an appropriate course of action.	D	X		

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

□ Usually

X No - This task is the first line of determining the course of action or intervention with a student. Deciphering hand writing and the way a student answers question on the intake form to determine if an appointment need is immediate or if the student can wait. If not clear the incumbent can consult with a counsellor or manager if available. This activity happened several times in a day and could be interrupted by staff or students coming into the service area.

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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
□ accessing crawl spaces/confined spaces		
X dealing with abusive people	Student loses emotional control and communicates inappropriately and/or in a verbally abusive manner	I
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
□ travel		
□ working in isolated or crowded situations		
X other (explain) Dealing with persons in emotional distress/crisis situations	Students experiencing intense personal stress or loss of person close to them or break-up of relationship	W

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