

**St. Lawrence College  
Position Description Form (PDF)**

**Campus:** Tri-Campus  
**Incumbent's Name:** Vacant  
**Position Title:** Recruitment Officer - Indigenous Community  
Engagement Officer  
**Payband:** H  
**Position Number:** 35  
**Hours per Week:** 35  
**Supervisor's Name and Title:** Kally Portieous, Manager, Domestic Recruitment  
**Completed by:** Sean McDade, Associate Director, Recruitment

**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 of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative 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 Recruitment Officer - Indigenous Community Engagement works within a team environment and plays an important role in recruitment activities, as part of the front-line sales team responsible for building awareness and meaningful relationships within the local Indigenous communities, helping to grow enrolment at the College. The Recruitment Officer - Indigenous Community Engagement provides community interaction and engages in communication and follow-up with internal and external prospects including prospective students, parents, guidance counsellors, teachers, professors, community members or leaders, Elders, and other St. Lawrence College representatives as well as other influencers/support providers from a variety of community service agencies. They play a key role in building relationships with various community members through listening and understanding cultural values.

Reporting to the Manager, Domestic Recruitment the Recruitment Officer - Indigenous Community Engagement performs inbound and outbound sales activities through a wide variety of channels including in-person, telephone, mail, e-mail, texting, social and other web-based inquiries and provides information on all College programs, courses and other activities and services offered by the College. The incumbent performs a variety of responsible clerical services related to student recruitment including database management using the College's CRM platform (Salesforce.com (SFDC)). The incumbent informs clients about College policies and procedures in a knowledgeable and comprehensive manner.

The recruiter is often the first point of contact for both the College and the Recruitment Office and is responsible for setting a positive, professional tone in interactions with all students moving them through a defined sales process.

The incumbent actively assists a number of prospective students to support their academic choices by listening carefully to their personal and community stories, connection community and land, career interests, past experiences and possible career goals and suggesting available academic programs incorporating cultural sensitivity, psychometric testing tools, labor market data and employability trends. The incumbent uses a variety of strategies to market the College's services and programs to individual students, school personnel, employers, and the general community in Eastern Ontario and beyond. The Recruitment Officer - Indigenous Community Engagement identifies to the Director areas where College programming and community demand vary for inclusion in college planning activities.

**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. Marketing:</b></p> <ul style="list-style-type: none"> <li>• Maintains contemporary knowledge of products by liaisons with Faculty and Program Coordinators</li> <li>• Works with prospective students to identify their purpose and guide their journey forward.</li> <li>• Perform presentations to varied audiences</li> <li>• Participates in and contributes to social media development</li> <li>• Liaison with the A.P.S.I.P. retain the colleges voting membership with the committee</li> <li>• Take part in A.P.S.I.P. 12-week tour travelling Ontario.</li> <li>• Provide informational services (in groups, in person, on the phone, via email) to prospective students, current students, alumni, families, teachers, guidance counsellors and other agencies (including but not limited to Employment Service Agencies, Adult Education Centers and other Community Service Providers such as Children’s Aid Society, Boys and Girls Club and Health Unit, band offices, Friendship Centres &amp; Indigenous Cultural centers.)</li> <li>• Collaboratively develops presentation and other digital content tailored to Indigenous audience's (i.e., direct market grade 10, 11, 12, non-direct market and others) and determines appropriate supporting promotional material</li> <li>• Proficiency with mobile devices, (i.e., iPad, iPhone, tablets)</li> <li>• Identify innovative ways of bringing information to partners in an efficient and effective manner incorporating digital platforms and social media</li> <li>• Communicates information pertaining to St. Lawrence College in an accurate, timely and honest manner.</li> <li>• Oversee all functional areas that support the visitor experience including VIP tours, daily tours and group tours</li> <li>• Develop communication strategy to market the programs to both internal and external audiences</li> <li>• Respond to emails, phone calls and other inquiries from prospective students when required</li> <li>• Manage clients in a defined sales process to optimize enrollment using the College’s CRM tool SFDC</li> <li>• Responds to prospective student requests, questions, and concerns on a daily basis.</li> <li>• Uses active strategies to market College services and programs to individuals, schools, employers, and the broader community.</li> <li>• Acts in a public relations capacity when representing the College and maintains high visibility both within and outside the College.</li> <li>• Conducts on-site visits to schools, adult learning facilities, education fairs, trade shows and other agencies (as defined above) to promote post-secondary education opportunities to current and prospective students, alumni, families, teachers, guidance counsellors and other collaborators.</li> <li>• Works with College staff and students as necessary to coordinate Open House activities, Applicant Information sessions and similar events throughout the calendar year.</li> </ul>	<p><b>40%</b></p>

<p><b>2. Assessment:</b></p> <ul style="list-style-type: none"> <li>Assists prospective students to develop and implement plans of action related to achieving their employment/career goals and suggests resources to assist them.</li> <li>Explains services/programs available and directs individuals to, and advocates for, appropriate community/college resources to meet diverse needs.</li> <li>Assists prospective students in pursuing appropriate work/career opportunities by listening carefully to their career interests, understanding their past experience/education and by matching them with appropriate assessments such as ESL, Entry/Exit, College Prep, International Credit Assessments and academic programs as further informed by conducting psychometric tests and utilizing labor market data within the Career Coach software.</li> </ul>	<p><b>15%</b></p>
<p><b>3. Analysis/Research:</b></p> <ul style="list-style-type: none"> <li>Uses tools and analysis to shepherd prospects to establish an education plan supported with labor market research for career choices</li> <li>Researches and develops up to date data labor market research and career information for presentations to key clients</li> <li>Participates in the development of the Recruitment Plan; the incumbent's key result areas and strategies are consistent with this plan.</li> <li>Maintains current activity statistics according to procedures and/or yearly Recruitment Plan and key result areas.</li> <li>Identifies programs where recruitment has declined and recommends promotional strategies to improve/enhance market share.</li> <li>Identifies to the Director areas where College programming and community demand vary.</li> <li>Utilizes OCAS data in consultation with the College's Research Analyst, Strategic Enrollment Management, to geographically map applicants to territories to set investment and resource allocation priorities that maximize ROI.</li> <li>Remains current and monitors activities of competitors including other Colleges and Post-Secondary Institutions (i.e., number and design of open house events, number, and curriculum of post graduate programs, etc.)</li> </ul>	<p><b>10 %</b></p>
<p><b>4. Community Engagement</b></p> <ul style="list-style-type: none"> <li>Build and foster relationships with regional Indigenous communities</li> <li>Learn and understand cultural values and traditions of various Indigenous communities</li> <li>Seek opportunities to provide support in areas of need (e.g. connections to resources)</li> <li>Build meaningful relationships with community members</li> <li>Encourage areas of opportunity for reconciliation to the College</li> <li>Participate in Indigenous Circle meetings (internal to College)</li> <li>Participate in community events</li> <li>Build relationships with local Indigenous communities, to be a reliable resource and a guide to prospective students.</li> <li>Working with community leaders, Elders, and family members</li> </ul>	<p><b>30%</b></p>
<p><b>5. Other related duties as assigned.</b></p>	<p><b>5 %</b></p>
	<p><b>100%</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 or equivalent
- 1 year certificate or equivalent
- 2 year diploma or equivalent
- Trade certification or equivalent
- 3 year diploma/degree or equivalent
- 3 year diploma / degree plus professional certification or equivalent
- 4 year degree or equivalent
- 4 year degree plus professional certification or equivalent
- Post graduate degree or (e.g. Masters) or equivalent
- Doctoral degree or equivalent

Field(s) of Study:

A 3-year College Diploma or Degree in Business - Marketing, Sales, or an equivalent combination of education, training, and experience may be considered.

B. Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours
- Additional courses obtained by course(s) 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 the 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

Minimum of 3 years of experience in marketing, sales, in either public or private sector environments which will include experience with the sales process cycle and sales technology (such as salesforce.com) coupled with experience with presentation techniques. Experience in a higher education environment in student recruitment and working with multi-cultural groups will be assets.

Equivalent experience working within Indigenous communities delivering programs and working with students will also be considered.

Indigenous ancestry with demonstrated community involvement and strong knowledge of Indigenous cultures, communities, customs, practices, and communication styles preferred.

Preference will be given to qualified applicants with Indigenous heritage (self-identified).

Minimum of five (5) years

Minimum of eight (8) years

**3. Analysis and Problem Solving**

This section relates to the application of analysis and judgment 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 judgment 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.	Building and fostering trust with Indigenous communities, who have experienced high levels of distrust and trauma with colonialist institutions.
How is it identified?	History of Canadian residential and our ongoing process of reconciliation. This history has created a distrust for community members leaving their homes to be away from support and family. There is also significant generational trauma, which highlights further challenges to recruiting Indigenous populations to post-secondary education.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, community building through trust. Time is dedicated to fostering meaningful relationships with community members.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Genuine listening and understanding of cultural values. With this understanding it is developing strategies and solutions to help support Indigenous communities to provide them with ease and comfort to participate in post-secondary education.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	Current Indigenous team members, communities of practice, Indigenous recruiters from other Ontario colleges, already established community relationships.

**#2 regular & recurring**

<p>Key issue or problem encountered.</p>	<p>Team is tasked with marketing:</p> <ul style="list-style-type: none"> <li>• a new program</li> <li>• an existing declining enrolment program</li> <li>• in a new market (geographically or demographically)</li> </ul>
<p>How is it identified?</p>	<p>New programs are generally announced by Dean. Declining enrolment programs and new market opportunities are generally identified by collaborative analysis of applicant data, market trends and labor market Information.</p>
<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>Yes, collaborative discussion, data analysis and interpretation surrounding employment trends, employer and student satisfaction with any existing curriculum, competitive alternatives, and market characteristics/student profile to determine lead generation strategies for execution.</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>Recruitment team reviews data and discusses collaboratively with internal and external collaborators to help develop sales strategy for execution. Further, team works with internal marketing department to develop required supporting promotional materials for implementation of lead generation strategies.</p>
<p>What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)</p>	<p>Historical and current College and OCAS applicant data, labour market information, employer feedback, Academic/Faculty guidance, and marketing input.</p>



**3. Analysis and Problem Solving**

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)? (e.g., past practice, established standards, or guidelines.)

**#3 regular & recurring**

Team member responds to complex inbound inquiry (i.e., from non-direct market applicant who wishes to return to school but does not know what program/academic pursuit is best suited or student who already holds international credentials but is looking for equivalent domestic recognition).

Questions are posed by walk in traffic or through central email or phone inquiry.

Yes, detailed dialogue surrounding past education and experience along with review of documents is required to assess prospective student profile.

Recruitment staff utilizes tools including psychometric testing and career coach software to determine what programs to recommend and provides applicant with guidance accordingly.

Psychometric testing, career coach software (labor market information), current knowledge of College programs, pathways and admission requirements and past experience.

**#4 regular & recurring**

<p>Key issue or problem encountered.</p>	<p>Applicant makes inquiry regarding application status.</p>
<p>How is it identified?</p>	<p>Questions are posed by walk in traffic or through central email or phone inquiry.</p>
<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>Yes, Recruitment staff reviews prospective student's account to determine various stages of admission to assess what is required to move the student to complete/confirmed status (i.e., Is there a missing transcript? Are all conditions cleared? Is there a wait list and, if so, what is student's position?</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>Recruitment team members review student account data in conjunction with knowledge of program admission requirements to determine course of action. In some cases, the Recruitment staff member can direct applicant through next steps independently. In other cases, the Recruitment staff member acts as a liaison between the student and various departments within the College to facilitate the student's progress through the Admissions process. At times, the Recruitment staff member must deliver unfavorable news to the applicant (i.e., student did not pay on time and lost spot as a result). In these cases, Recruitment staff member looks for alternative solutions such as other comparable programs with open enrolment.</p>
<p>What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)</p>	

3. Analysis and Problem Solving

<p>Key issue or problem encountered.</p>	<p><b>#1 occasional</b> Recruitment team member works to sell an alternative program to a prospective student who has applied to a wait listed program.</p>
<p>How is it identified?</p>	<p>Questions are posed by walk in traffic or through central email or phone inquiry in regard to position on wait list and it is assessed that student will not be accepted to program due to position on a wait list. Registrar develops a call list for applicants in wait listed programs who are not likely to make the enrollment cut.</p>
<p>Is further investigation required to define the situation and/or problem? If so, describe.</p>	<p>Yes, Recruitment team member must review open program availability to determine available options and compare admission requirements to applicant's profile.</p>
<p>Explain the analysis used to determine a solution(s) for the situation and/or problem.</p>	<p>Recruitment team member has a dialogue with the prospective student regarding alternative options and may revisit psychometric testing and career coach (labor market information) tools accordingly.</p>
<p>What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards, or guidelines.)</p>	<p>Psychometric testing, career coach software (labor market information), current knowledge of College programs, pathways and admission requirements and past experience.</p>

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.

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

	<b>#1 regular and recurring</b>
List the project and the role of the incumbent in this activity.	Tri- campus Open House Coordination
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Indigenous Cultural integration – Integration of traditions and values of Indigenous ways of knowing and being within Open House activities Communication Skills Project Management Skills Able to work as a team across several cross functional units including within the College (Academic Office and Faculty Staff, Student Service Staff, Facilities, Conference Services, Marketing, etc.) as well as external vendors (for promo materials, decorations, transportation, food & beverage and entertainment) Ability to identify and resolve potential problems Ability to coordinate the available resources of the facility/venue including recruitment, task assignment and training of ~500 student volunteers Able to coordinate attendance for crowds upwards of 1,000
List the types of resources required to complete this task, project, or activity.	Internal resources including Academic Office and Faculty Staff, Student Success Staff (specifically Indigenous Student Advisors), Facilities, Conference Services, Marketing, etc.) as well as external vendors (for promo materials, decorations, transportation, food & beverage, and entertainment) ~500 volunteers (SLC staff and students)
How is/are deadline(s) determined?	The Open House dates are set up to 1 year in advance through a team planning meeting and in consultation with key internal partners. Once the Open House dates are determined, the Recruitment team works through a detailed project plan on the various components and layers of planning.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	The Recruitment team meets regularly throughout the planning process and collaborates with key collaborators by including them in meetings or attending their meetings (i.e., Academic Council, CET, Indigenous Education Council, and Marketing). Example – proposing a date and format change to Tri Campus Open House to deliver in Kingston on an earlier date with Brockville and Cornwall to follow (to maximize selling and cross selling opportunities). Collaborative discussion is held with affected parties and support/approval is sought from CET.

**4. Planning/Coordinating**

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

**#2 regular and recurring**

Phone Blitz (in support of application deadline)  
Coordinator

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

Proven sales and recruitment experience  
 Communication skills – speaking, listening, script writing  
 Ability to think both creatively and strategically  
 teamwork to coordinate work of Faculty / Coordinators / Admissions Staff and Contact/Access Centre Staff  
 Project Management  
 Determine the priority of calls based on application status and program choice as well as the messaging required for each profile of applicants

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

Past practice  
 Applicant lists  
 Market analysis  
 Team members including staff and bursary students in the Contact/Access Centre  
 Equipment  
 Labor market information regarding employability trends

How is/are deadline(s) determined?

The timing is based on the application cycle and past practice

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

The Recruitment team is a key partner in the College's SEMM committee and works closely with the Registrar and Admissions team to analyze applicant data.  
 The Recruitment team is responsible for coordination of the event by providing lists and scripts to those making calls.  
 Example – when the timing of applications dates change, all activities relating to the phone blitz campaign have to be reassessed and rescheduled accordingly.

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

**#3 regular and recurring**

Arranging High School Visits and other fairs, events, trade shows and visits to other agencies (including but not limited to Employment Service Agencies, Adult Education Centers and other Community Service Providers such as Children's Aid Society, Boys and Girls Club and Health Unit, band offices, Friendship Centres, Indigenous Cultural Centres). across a wide geographic area including the collaborative analysis of prioritizing resources to foster relationships.  
 Coordinator

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

Culturally appropriate communication skills  
 Interpersonal skills  
 Relationship development  
 Project Management Skills  
 Analytical skills  
 Creativity  
 Knowledge of the travel area  
 Ability to create and manage a schedule  
 Negotiating skills  
 Time management  
 Recording and tracking ability

List the types of resources required to complete this

Past practice

task, project, or activity.

Geographical applicant data for priority mapping of visits to maximize ROI  
Developed presentation content  
Marketing for production of required materials  
Access to an automobile

How is/are deadline(s) determined?

This schedule is set on a yearly basis based on conversations with each of the schools and the incumbent so that the tour is conducted as efficiently as possible

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

The Recruitment team works collaboratively with the Marketing Support Tech & Strategic Enrollment Management, to geographically map applicants to territories to set investment and resource allocation priorities that maximize ROI.  
Example – in 2016, a comprehensive territory to market analysis was completed and the resulting external outreach plan was revamped and reassigned amongst the team to maximize ROI.



4. Planning/Coordinating

#1 occasional (if non, please strike out this sections)

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

Hosting medium to large workshops and tours for prospective students and their influencers (i.e. College Dialogues (Guidance Counsellor Days), High School Teachers Professional Development Days, Large Group Tours)  
Coordinator

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

Communication skills  
Presentation skills  
Project Management skills  
Knowledge college programs / pathways  
Knowledge of labor market and employability trends  
Overall knowledge of the campus and it's highlights  
Knowledge of the sales process to encourage student enrolment

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

Internal resources including Academic Office and Faculty Staff to showcase programs and learning facilities, Conference Services and Food & Beverage to logistically plan event  
Marketing to help promote event  
Developed presentation content  
Labor market and employability trends / software support

How is/are deadline(s) determined?

The date of these events is negotiated by the incumbent through discussions with the visiting group

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.

Required changes to event content are determined in consultation with the client and support Recruitment strategies. Significant coordination is required with internal College resources – particularly Academic Offices and Faculty.  
Example – Content development for High School Teachers Professional Development Day – customized to include presentation by Academic Dean, physical visit and demonstration of Nursing Simulation Labs to showcase variety and updates to particular programs of interest

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g., other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally “supervise” others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise others. The incumbent may be required to explain procedures to other employees or students	
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	<p>Administers psychometric testing, considering prospective students’ interest, education, and experience to recommend suitable career and academic pursuit considering labor market and employability trends.</p> <p>Explains the application process to both prospective students and internal SLC staff so that other team members from Admissions, Marketing and/or Faculty can identify where an applicant is in the cycle and what they need to do assist in the process.</p> <p>Identifies projects that need to get done and distributes the work equally i.e., Winter Applicant phone blitz sort the call lists on a priority and characteristic basis, develop appropriate call scripts and distribute to the team / Faculty / Coordinators / Admissions Staff and Contact / Access Centre Staff for action.</p> <p>Follows up to ensure that all on the list have been called</p>
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the	

		responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

**6. Independence of Action**

Please illustrate the type of independence or autonomy exercised in this 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)
Strategic direction of the college, collaboratively developed sales strategies, territories, and project timelines. Access to labor market and employability trends.	Applicant and enrolment updates by campus and program at specific key enrolment reporting dates within the admissions cycle.

What rules, procedures, past practices, or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Past practice data is available to the incumbent. Collaboratively developed sales strategies and supporting developed presentation content. Access to labor market and employability trends.	Updates or changes to College Fee Policy, Admissions Cycle or other relevant internal College Student Services.

How is work reviewed or verified (e.g., Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Progress on execution of sales strategies is discussed regularly at team meetings. Applicant and Enrolment data is received and reviewed regularly.	Overall student satisfaction surveys are conducted annually via the Province's KPI survey results.

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)
The Recruitment staff member acts as a liaison between the student and various departments within the College to facilitate the student's progress through the Admissions process.	The high school visit schedule is set on a yearly basis based on conversations with each of the schools and the incumbent so that the tour is conducted as efficiently as possible.

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)
Decisions involving budget allocations such as paying for a variety of costs related to Open House (i.e., transportation, staff and volunteer uniforms, promotional materials, food and beverage and entertainment). Development of presentation content.	Territory assignment and ROI review.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
High school visit schedule coordination. Response to inbound prospective student inquires.	Allocating workload re: call lists to Contact / Access Centre staff and bursary students.

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 a 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 fulfill the service requirement. A “customer” is defined in the broadest sense as a person or group 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?		
Request received for help with developing career goals - phone, email or in person	Discusses interests/career goals, education and past experience and assesses suitable academic programs and pathways considering labor market and employability trends. Explains College or programs available including admissions requirements. Matches with available academic programs using psychometric testing and Career Coach software tools.	Prospective students or parents	D
Request from internal College resource (CET, Dean, Faculty) to support sale of new program / declining enrolment program or new market (demographically or geographically).	Recruitment team reviews data and discusses collaboratively with internal and external collaborators to help develop sales strategy for execution. Further, team works with internal marketing department to develop required supporting promotional materials for implementation of lead generation strategies.	Internal College resource (CET, Dean, Faculty) and indirectly prospective students and employers	M
Request for input regarding changes / improvements to College program offerings and to enhance market share - verbal or email.	Conducts research/analysis. Maintains current activity statistics. Identifies declining programs and recommends promotional strategies. Identifies areas where changing community demand varies with College planning activities.	Director	M
Request for presentation to contributor audience	Recruitment team assesses relevant presentation		I

**Support Staff PDF**

<p>regarding college programming, pathways, and career opportunities.</p>	<p>material, attendees, and demonstrations / tours. Presentation material is developed, internal College resources are coordinated (i.e., Deans or Faculty who may participate in presentation or demonstration) and logistics are coordinated to support event (i.e., tour map, food, and beverage, promotional materials, etc.).</p>	<p>External collaborators (including but not limited to High School Guidance Counsellors, High School Teachers, Employment Service Agencies, Adult Education Centers, and other Community Service Providers such as Children’s Aid Society, Boys and Girls Club and Health Unit).</p>	
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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	Answers the phone with a clear greeting stating name, department and asking how to help caller.	Prospective student, student, faculty, other support staff	D
	Scheduling a high school visit.	Guidance Counsellors	W
	Arranges with another team member to check phone messages when absent or working on another project.	Team Members	As req'd
	Convinces a high school to bring a bus to an on-campus event.	Guidance Counselors	I
Explanation and interpretation of information or ideas.	Periodic training of student bursary helpers, tour guides, and event assistants.	Students / Staff	I
	Career, academic pursuit, and pathways advice to a prospective student incorporating labor market and employability trends.	Prospective student, student influencer (i.e., parent, guidance counsellor, teacher) or internal College staff	D
Imparting technical information and advice	Guidance provided for OCAS application ensuring applicant can find the program information.	Prospective student	D
Instructing or training	High School presentations, campus tours and other hosted events, through public and private talks, using digital content and mobile devices and incorporating labor market and employability trends. presentations. Conducts workshops on job search techniques, career choices, etc.	Prospective students / Influencers (i.e., parent, guidance counsellor, teacher)	As req'd
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, and 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
Lifting boxes out of car or van	D	X				X	
Lifting display material out of car or van	D	X				X	
Set up and tear down of both on and off-campus events Tablecloths, signs etc.	M		X			X	
Driving throughout eastern Ontario with occasional trips farther afield	W			X		X	
Sitting – Assessment activities	M	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 and 11 to 44 lbs.)
- Heavy (over 20 kg. or 44 lbs.)

Tabletop displays
Boxes of College program guides

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 the task and the duration of the task, including breaks (e.g., up to two hrs. 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 (e.g., 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 min	Long up to 2 hrs.	Extended > 2 hrs
Calling lists of applicants	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No - Many interruptions including phone and walk-in traffic.				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Reading, analyzing reports	M	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually. <input checked="" type="checkbox"/> No - Many interruptions including phone and walk-in traffic in my open office area. Recruitment Officer often has to multi-task in order to serve the needs of the prospective students who visit the office.				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Talking to an applicant in my office with their parents	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No Walk-in traffic due to open office set-up.				

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11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)		
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input checked="" type="checkbox"/> difficult weather conditions	Driving to a school visit in rain, freezing rain or snow	W
<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	School visits throughout Eastern Ontario and beyond	W
<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain)	Some work activities will occur after normal business hours (evenings and weekends). Valid driver's license is required.	M

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