

# **St. Lawrence College**

## **Position Description Form (PDF)**

**Effective Date: November 8, 2023**

**Campus:** Toronto

**Incumbent's Name:** Vacant

**Position Title:** Recruitment Officer - International

**Payband:** H

**Position Number:**

**Hours per Week:** 35

**Supervisor's Name and Title:** Regional Manager, International Recruitment

**Completed by:** Sean McDade

### **Signatures:**

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

Date:

Supervisor:

Date

One-over-one:

Date:

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### 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 - International 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 increasing enrolment at the College and Private Partner. The recruiter provides customer service and engages in communication and follow-up with internal and external prospects including prospective students, parents, education agents, trade commissioners and government representatives, guidance counsellors, teachers, professors, and other St. Lawrence College and Private Partner representatives as well as other influencers/support providers from a variety of community service agencies.

Reporting to the Regional Manager, International Recruitment the recruiter performs inbound and outbound sales activities through a wide variety of channels including in-person, telephone, mail, e-mail, texting, and 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 is critical part of the recruitment team as all prospective student touch points run through Salesforce such as email, text, recruiter level marketing and lead generation.

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

The incumbent actively assists a large number of prospective students to make appropriate academic choices by listening carefully to their career interests, past experiences and career goals and matching them with available academic programs, using labor market data and employability trends. The incumbent uses a variety of strategies to market the College and Private Partner's services and programs to individual students, school personnel, employers, and the general community. The International Recruitment officer identifies to the International Recruitment Manager areas where programming and regional demand vary for inclusion in planning activities.

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### 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*
<b>1. Recruitment &amp; Marketing:</b> <ul style="list-style-type: none"> <li>• Maintains contemporary knowledge of all programs, articulation agreements and services by liaising with Faculty, Program Coordinators, and deans.</li> <li>• Works with prospective students to identify their purpose and guide their journey forward.</li> <li>• Works closely with Marketing to ensure all student facing materials and presentations are on brand.</li> <li>• Builds relationships within assigned regions, to serve as a liaison and a guide to the students.</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 recruitment partners such as School Boards, Education Agents and Pathway Partners) )</li> <li>• Collaboratively develops presentation and other digital content tailored to specific 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 engaging local audiences, including program specific workshops for high school students, specialty high skills majors and non-direct markets.</li> <li>• Oversee all functional areas that support the visitor experience including VIP tours, agent tours, FAM trips, daily tours, and group tours</li> <li>• Develop communication and strategies to market the programs to both internal and external audiences</li> <li>• Respond to emails, phone calls, texts and other inquiries from prospective students when required</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 Private Partner. and maintains high visibility with all parties</li> <li>• Conducts on-site and virtual visits to schools, adult learning facilities, pathway partners, education agents, education fairs, trade shows and other agencies to promote post-secondary education opportunities.</li> <li>• Works with College and Private Partner staff and students as necessary to coordinate Open House activities, Career Fairs, Applicant Information sessions and similar events throughout the calendar year.</li> <li>• Conducts related workshops and group information discussions, internally or externally, as Required for current and prospective students, alumni, Academic Schools, Faculty and Career Services</li> <li>• Recruitment is the front line for prospective students and handles all communication from application to offers, deposits and paying tuition.</li> <li>• Works to recruit new education agents and pathway partners in assigned regions and facilitates training of new partners in the areas of College programs, OCAS IAS, English Proficiency and enrollment goals.</li> <li>• Works with Alumni office, Academic Schools, Faculty and Career Services to facilitate the involvement of alumni in the student recruitment and graduate placement activities</li> <li>• Stays current on all training required for Salesforce up to and including trailhead and certifications.</li> <li>• Extensive Domestic and international travel within territory required during peak recruitment seasons</li> <li>• Operates in the Salesforce environment (Sales Cloud, Service Cloud, Pardot, Marketing Cloud).</li> <li>• Sales Force Omni-Channel plugin: <ul style="list-style-type: none"> <li>• Operates live chat with prospective students.</li> <li>• Triage and passes on live chats to other recruitment officers as needed.</li> </ul> </li> <li>• Sales Force MogliSMS: <ul style="list-style-type: none"> <li>• Creates &amp; implements campaigns to interact with students; reminders such as deposit due dates, virtual events, etc.</li> <li>• Creates automated surveys to increase student engagement.</li> <li>• Conducts sales blitz using SMS push.</li> </ul> </li> <li>• Sales Force Communications: <ul style="list-style-type: none"> <li>• Sends communications to leads directly through Salesforce/Pardot.</li> <li>• Builds templates and creates email content – customize to region, program interests, etc.</li> </ul> </li> </ul>	<b>70%</b>

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<ul style="list-style-type: none"> <li>• Directly targets and informs lead lists from external activities.</li> <li>• Monitors and responds to all incoming admissions questions in the recruiting email.</li> </ul>	
<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. 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 and services, such as ESL, Entry/Exit, College Prep, International Credit Assessments, International Student Advisors, student wellness and academic programs.</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 labour market research and career information for presentations to key clients</li> <li>• Participates in the development of the International 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 in assigned regions.</li> <li>• Identifies to the International Recruitment Manager areas where College programming and regional demand vary.</li> <li>• Utilizes OCAS IAS data in consultation with the College's Research Analyst and Sales Force Admin, to geographically map applicants to territories to set investment and resource allocation priorities that maximize ROI.</li> </ul> <p>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, international student enrollment, etc.)</p>	<p><b>10%</b></p>
<p><b>4. Other Related Duties as Assigned</b></p>	<p><b>5%</b></p>
<p><b>Total:</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.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent   | <input type="checkbox"/> 1 year certificate or equivalent                            | <input type="checkbox"/> 2-year diploma or equivalent  |
| <input type="checkbox"/> Trade certification or equivalent | <input checked="" type="checkbox"/> 3-year diploma/degree or equivalent              | <input type="checkbox"/> 3-year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4-year degree or equivalent       | <input type="checkbox"/> 4-year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g., Masters) or equivalent                 |
| <input type="checkbox"/> Doctoral degree or equivalent     |  |  |

Field(s) of Study:

A 3-year College Diploma/Degree in Business - Marketing, and Sales. An equivalent and relevant 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

A minimum of 3 years of experience in national or global marketing and sales, in either public or private sector environments which will include experience with the sales process cycle, public speaking, Key account management, and sales CRM (such as salesforce.com).

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:

#1 regular & recurring	
Key issue or problem encountered.	Team is tasked with marketing: <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>
How is it identified?	New programs are generally announced by a Dean. Declining enrolment programs and new market opportunities are generally identified by collaborative analysis of applicant data, market trends and labor market information.
Is further investigation required to define the situation and/or problem? If so, describe.	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.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Recruitment team reviews data and discusses collaboratively with internal and external stakeholders 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.
What sources are available to assist the incumbent finding solution(s)? (e.g., past practice, established standards or guidelines.)	Historical and current College, Private Partner and OCAS applicant data, labour market information, employer feedback, Academic/Faculty guidance, and marketing input.

### 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.)

#### #2 regular & recurring

Team member responds to complex inbound inquiry (i.e., from an 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.

#### #3 regular & recurring

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.)

Applicant makes inquiry regarding application status.

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

Yes, Recruitment staff reviews prospective student's account in OCAS IAS 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?

Recruitment team member reviews 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.

SIS, Salesforce, OCAS IAS



### 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.)

#### #1 occasional

Recruitment team member works to sell an alternative program to a prospective student who has applied to a wait listed program.

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.

Yes, Recruitment team member must review open program availability to determine available options and compare admission requirements to applicant's profile.

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.

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

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### 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:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	International student panels both virtual and in person to attract on shore and 2 <sup>nd</sup> program students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Communication Skills Project Management Skills Able to work as a team across several cross functional units including within the College (Academic Offices, Faculty Staff, Students, & Marketing, etc.) as well as external vendors. Ability to identify and resolve potential problems. Ability to coordinate the available resources of the team tri campus and private partner
List the types of resources required to complete this task, project, or activity.	Internal resources including Academic Office and Faculty Staff, Student services, & Marketing, etc.) as well as external vendors (for promo materials and event execution)
How is/are deadline(s) determined?	The events are set well in advance with working groups determining delivery, agenda, and timing
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 stakeholders by including them in meetings or attending their meetings (i.e., Academic Council, CET, and Marketing). Example – proposing a date and format change to the event for international markets using a virtual format at a time convenient for other time zones (to maximize selling and cross selling opportunities). Collaborative discussion is held with affected parties and support/approval is sought from CET.

### 4. Planning/Coordinating

#### #2 regular and recurring

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

Phone or Text Blitz (in support of application deadline) Coordination

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  
Team work 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 stakeholder 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 re-assessed and rescheduled accordingly.

### #3 regular and recurring

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

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 recruitment partners such as the School Boards, Education Agents and Pathway Partners) across a wide geographic area including the collaborative analysis of prioritizing resources to maximize ROI  
Coordinator

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

Communication skills  
Project Management  
Skills  
Analytical skills  
Creativity  
Knowledge of the international 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

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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 Regions to set investment and resource allocation priorities that maximize ROI.

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#### 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, Education Agents, Pathway Partners) and Government officials

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 other. 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.	Administers psychometric testing, considering prospective students' interest, education, and experience to recommend suitable career and academic pursuit considering labor market and employability trends. Explains through the use of Salesforce 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 . Identifies projects that need to get done and distributes the work equally i.e., Winter Applicant phone and text blitz, using Salesforce sort the call lists on a priority and characteristic basis, develop appropriate call scripts and distribute to the team / Faculty / Coordinators. Monitoring and follow up to ensure that all on the list have been called
<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 inquiries.	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 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?		
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/Private Partner/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 stakeholders 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 regional demand varies with College planning activities.	Director	M
Request for presentation to stakeholder audience	Recruitment team assesses relevant presentation		I

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regarding college programming, pathways, and career opportunities.	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.).	External stakeholder (including but not limited to High School Guidance Counsellors, High School Teachers, Employment Service Agencies, Adult Education Centers, and other recruitment partners such as the School Board, Education Agents and Pathway Partners).	
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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 IAS 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			

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

## 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, 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		

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

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

☐ Light (up to 5 kg or 11 lbs.)

☒ Medium (between 5 to 20 kg and 11 to 44 lbs.)

☒ Heavy (over 20 kg. or 44 lbs.)

Tabletop displays, pull-up floor banners
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 internationally	M
<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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