

St. Lawrence College

Position Description Form (PDF)

Effective Date: September 1, 2017

Campus: Kingston

Incumbent's Name: Vacant

Position Title: Career and Innovation Services Advisor

Payband: G

Position Number:

NOC Code: TBD

Hours per Week: 35

Supervisor's Name and Title: Elaine Lewis, Manager, Employment and Career Services

Completed by: Dr. John Conrad – Director, Innovation and Business Engagement

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

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.

Reporting to the Manager, Employment and Career Services, the Career Advisor is responsible for providing ongoing support to students and alumni from the pre-employment phase of job search through to job offers. This involves advising and assisting students, graduates and alumni with the development of effective resume/cover letters for a successful job search, self-marketing and interview techniques, job search strategies and overcoming employment barriers. The incumbent effectively provides career advice to clients including employer contact leads and uncovering the hidden job market. The incumbent is responsible for the development and delivery of resume/cover letter, interview skills/job search workshops and the creation of career-related tip sheets that can maximize job search success for all program areas of the College.

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>Career Coaching and Advising</p> <ul style="list-style-type: none"> • Coach students and graduates on an individual basis, and in group settings, presenting them with the options and avenues available in order to succeed in their pursuit of employment • Initial point of contact for Career Services, responding to email inquiries, in-person visits, phone and social media messages • Primary contact for students, recent graduates and alumni in all areas of job search and development • Resource person for individuals seeking employability skills for full-time, part-time and summer employment • Works with students of all levels; that is, students with an advanced understanding of their skills and abilities, and those with no experience or knowledge of employment skills • Assist individuals in the development of job readiness skills/tools (cover letter, resume, portfolio, etc.) and job search strategies by advising students of various resources to maximize their self-marketing efforts • Must have knowledge of different resume styles (i.e. combination, functional, chronological) • Formally critiques student's resumes/covers letter • Prepare students on interview techniques specific to their industry • Conduct mock interviews with students and provide feedback on their strengths and areas of improvement • Research employment trends and advise students with respect to job search strategies and labour market information • Maintains a comprehensive knowledge and keeps abreast of local, provincial and federal current events and labour market trends • Conducts follow-up with students whom have accessed Career Services to capture employment statistics and satisfaction survey results 	45
<p>Career Search Related Workshops Development and Delivery</p> <ul style="list-style-type: none"> • Prepares materials and conducts workshops, in-class information sessions on topics related to employment. Topics can include resume/cover letter preparation, job search techniques, interview strategies, mock interviews, maximizing Career Fairs/Job Fairs, effective networking and etiquette including LinkedIn, social media etiquette, etc. • Researches, develops and delivers community-based learning opportunities for students including developing partnerships in the community with employers that will help students build their resume and professional experience • Ensures appropriate workshop methodology, taking into account the specific needs of the group (i.e. nursing/social services vs. computer technology or trades/apprenticeship) • Maintains current links and on-line Job Search, labour market information and related electronic resources 	45

Support Staff PDF

<ul style="list-style-type: none"> • Delivers orientation sessions outlining Career Services in College Orientation, Open Houses, Job Fairs and information activities • Develops and maintains networks with various service departments, faculty, student government and alumni association • Informs the community of services via one on one interaction, electronic newsletters, social media and/or through public displays 	
<p>Marketing and Promotion of Career Services</p> <ul style="list-style-type: none"> • Pro-actively markets Career Services to students, faculty, employers and community organizations. Through the organization of on-campus job fairs, employer visits, information booths, classroom visits, presentations at Student Orientation, Open House, Chamber Breakfast, etc., • Creates an environment to increase job prospects for students and graduates • With an emphasis on marketing and outreach to business and industry, the incumbent encourages employers to participate in a variety of information and recruitment activities such as Job Fairs, employer visits, employer recruiting activities including student interviews 	10
	100%

* 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.

- | | | |
|--|--|--|
| <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:

Business or Communications

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 five (5) years

☐ Minimum of eight (8) years

In a career service provider role. Previous facilitation experience including an understanding of adult learning principles would be an asset.

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.	Advising clients and directing client to proper resources based on initial needs assessments.
How is it identified?	Needs assessment of clients through face to face and electronic communications.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, proper interviewing skills are needed in advising process
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Client interview results are then matched against career resources and client is then directed to next steps.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Career services resources mainly through digital resources.

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)? (eg. past practice, established standards or guidelines.)

#2 regular & recurring

Identifying workshops that are of interest to students and are valuable

Interaction with students, program coordinators, employers, and assessment of market needs

No

Past practice

Key issue or problem encountered.

How is it identified?

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

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

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

#3 regular & recurring

3. Analysis and Problem Solving

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

Key issue or problem encountered.	
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	

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

Key issue or problem encountered.	
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	

4. Planning/Coordinating

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

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.	Planning and delivery of career related workshops
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Marketing, recruitment, accommodations, program delivery, program assessment
List the types of resources required to complete this task, project or activity.	Knowledge of student interest, knowledge of career related activity
How is/are deadline(s) determined?	Determined by time of year and student demand
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.	Incumbent in consultation with Manager

4. Planning/Coordinating

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

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

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

How is/are deadline(s) determined?

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.

#2 regular and recurring

College tours

Communication skills

Current knowledge of College resources and academic programs

Client

Incumbent

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

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

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

How is/are deadline(s) determined?

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.

#3 regular and recurring

4. Planning/Coordinating

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

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

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

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

How is/are deadline(s) determined?

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.

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

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

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

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

How is/are deadline(s) determined?

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.

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.	Providing advisement to students related to career search
<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)
Staff are given general instructions and are required to determine their own course of action to meet the outcomes set out by the Manager. The incumbent works directly with students, employers and faculty. Most situations are handled in accordance to procedures and past practices, which may be modified to meet particular situations. Exceptions are referred to the Manager for further direction.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Broad Departmental procedures are available for reference. Federal and provincial legislation (i.e. Occupational Health & Safety, Freedom of Information & Protection of Privacy Act, Employment Standards Act), past practices, St. Lawrence College policies and procedures.	

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)
Work is reviewed upon completion of a project either verbally or via e-communication. Regular staff meetings offer progress updates to department members and the Manager and Director. Some written reports are prepared to document career/employment services delivered and professional development activities and information obtained. Coaching or presentation errors would generally be detected by a client complaint. Regular information discussions with Manager and annual performance appraisals account for the majority of work review.	

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)
Incumbent consults with students to determine employment goals, employment barriers and possibly ascertain training needs. Incumbent also consults with employers to ascertain hiring needs and faculty to determine workshop presentation content. Incumbent consults with other department staff to determine student referrals to external agencies (i.e. food bank, Dress for Success).	

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)
Employer or student requests for services that are non-routine or outside the scope of the Career Services Centre. Final approval for purchasing non-routine resource materials, office equipment. Changes in policy/procedures. New or enhanced service levels.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Best method(s) of assisting the student/faculty or employer. Workshop content and delivery. Feedback given to a student regarding changes to their cover letter/resume/portfolio. After a mock interview session has been completed, this individual has to decide what constructive feedback to give to the student(s). Creativity is required to help identify alternate job search techniques for 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.

Career Advising		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
In person, digitally	In person, digitally	Student, alumni	D

Workshops		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
In person, digitally	In person, digitally	Student, alumni	M

Tours		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
In person	In person	Prospective students and family, peers, others	W

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

8. Communication

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

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Answering service related questions	Students, alumni, college staff	D
Explanation and interpretation of information or ideas.	Advising sessions with clients	Students, alumni	D
Imparting technical information or advice	Advising sessions with clients	Students, alumni	D
Instructing or training	Career workshops	Students, alumni	M
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
sitting	D		X		X		
walking	W	X			X		
lifting light materials	I	X			X		

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

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

☒ Light (up to 5 kg or 11 lbs.)

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

☐ Heavy (over 20 kg. or 44 lbs.)

Workshop materials

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
Digital correspondence with clients	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

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

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

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

11. Working Environment

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

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Normal office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Disruptive clients	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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

Additional position information – qualifications required:

Excellent organizational, interpersonal, oral and written communication skills and experience in public speaking and developing presentations are essential. A high degree of professionalism and diplomacy are required when conducting workshops and managing classrooms where no initial contact has previously been made.

Knowledge of the Canadian Labour Market, St. Lawrence College programs, employment trends, and marketing techniques are required. The incumbent must also be proficient in Microsoft Office software applications, particularly PowerPoint, Excel and e-communication as well as Social Media.

Attention to detail and strong analytical skills are essential in working with clients to determine their specific needs and in the development of the annual graduate employment report. In addition, the ability to work in an environment with high-volume client contact and tight deadlines is critical.