St. Lawrence College
Position Description Form (PDF)

Effective Date: March 1, 2007

Reviewed: September 20, 2018

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Reviewed: June 16, 2025

Campus:	**Kingston**
Incumbent's Name:	
Position Title:	**Student Services Navigator**
Payband:	**F**
Position Number:	**00000695**
NOC Code:	**1411**
Hours per Week:	**35**
Supervisor's Name and Title:	**Elaine Lewis, Manager, Career & Student Services**

Completed by:

Signatures:

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

Supervisor: _____ Date: _____

Instructions for Completing the PDF

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

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

Under the supervision of the Manager, Career and Student Services, the Student Services Navigator (SSN) is the front-facing and initial point of contact for St. Lawrence College community members (including prospective students, students, staff, alumni, and guests). The primary focus of the role is to provide an exceptional service with the goal of enhancing the student experience through addressing their need or providing an effective, warm referral.

This role offers an integrated intake and triage function across multiple services. Working from each campus, this position provides: service area-specific intakes, assesses eligibility for service and assists with service requirements, answers more in-depth inquiries regarding service provision, books service appointments with relevant service areas, triages access to services, and those seeking guidance on service access and responses to situations pertinent to college programs.

The incumbent will have an understanding of various services the college offers and demonstrate an institutional awareness of programs and services to assist students in navigating to the appropriate resource when they are unable to complete the service required. This entails keeping up to date with organizational knowledge and discerning how to best provide service. They are also responsible for appropriate triage and referring specific or complex queries to the relevant department or staff member.

The SSN supports a range of interactions, including In-Person Support, service queues, virtual multichannel support (e.g, phones, emails, live chats, social media with technology systems). This includes maintaining accurate records and safeguarding the privacy of students’ personal data collected. They are also required to identify and assist in resolving critical and non-critical issues related to student accounts.

This role also utilizes training and skills in mental health services/crisis intervention to respond to and de-escalate community members attending the Centre who may be experiencing acute distress or crisis and when appropriate, assess the need for escalated intervention or referral.

This role will provide information and referrals to various teams and services with the College. This will require strong working relationships with staff from various departments, including the Registrar’s Office, Financial Aid, Academic Schools, Academic Advising, International Student Advisors, Recruitment, Admissions, etc to support student needs.

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.

GENERAL CLIENT SERVICE DELIVERY	**60%**
The Student Services Navigator remains current on practices and policies, while collaborating with organizational departments to uphold high customer service standards, and directs inquiries to the appropriate personnel. • Possesses in-depth knowledge of the college's programs, processes, workflows and services. Act as the first point of contact for the College and delivers positive, professional and timely customer service at the front line to potential/current students, alumni, staff, and the public. This role requires a keen awareness and sensitivity towards various factors that could potentially cause disruptions, challenges, or disputes, whether in the office, via email, or over the phone. • Manages lines/volume by triaging requests, queue management or ticketing means. • Using their knowledge base and judgement, determines if referral to other service is required and connects student to that service support in the most efficient, frictionless way possible including booking appointments for the student . • Liaises with academic schools, academic support roles and program coordinators as needed, addressing general program inquiries and facilitating student progression. • Provides critical emergency assistance in line with the Financial Aid Office's policies, guiding students through the process of filling out control cards for food bank access, food vouchers, and hardship cheques when necessary. • Efficiently prepares, processes, and tracks Student ID cards using the URSLC Student ID Request Form, Peoplesoft, and Assure ID for streamlined student identification. • Effectively resolves or appropriately redirects issues related to Student ID cards, such as access to printing services, campus security, residence, and meal plans. • Takes a proactive approach towards resolving name length issues. Guides students to SNAP! for first name edits and initiates TopDesk Name Change tickets for any last name modifications. • Efficiently prepares, processes, and tracks Staff ID cards using the URSLC Staff ID Request Form and Assure ID, while also aiding with general inquiries. • Maintains an adequate inventory of Student ID cards (for part-time, full-time, and staff), ID card printer ink, and lamination rolls. • Effectively liaises with Registration Services Officers (RSO) to address student concerns related to course enrollment. • Guides students with GENE course options and provides students with course drop forms when necessary. • Offers comprehensive guidance to students on SLC.ME processes, including how to access statement of accounts, change their address, set up preferred names/pronouns using the SNAP! Identity Update, verify enrollment, utilize student email, Blackboard, and Teams. • Establishes effective communication with Domestic/International Recruitment and Admissions to handle walk-in inquiries. Aids within the when additional assistance is unavailable, and supplies contact information as required.	

• Efficiently handles parking-related inquiries, including the purchase of permits and day passes, as well as addressing ticket complaints. • Guides inquiries related to Career Services towards the appropriate website or office for further assistance. • Offers up-to-date and accurate information about tri-campus special events to the best of their knowledge. • Assist with IT-related questions to the best of their knowledge and guides students to the suitable IT outpost, depending on the nature of their requirement. • Aids students by offering detailed information about the WeSpeakStudent/guard.me insurance program. **Virtual Multichannel Support** • Phone, email, social media & live chat support closely mimic the in-person interactions/core functions outlined above • Establishes a positive first point of contact experience for all multi-channel clients • Provides multichannel support to meet varying communication preferences • Provides phone & live chat support for those seeking real-time assistance with their question or concern • Provides email response to inquiries received • Monitors, reviews, tags and responds to social media channels • Monitors and triages all incoming emails **Handling Sensitive Documents, Records and Materials** • Manages access to secure documents appropriately to maintain confidentiality. • Ensures the accuracy of data and integrity of documents to maintain a high standard of record-keeping. • Retrieves OAN numbers and resets OSAP passwords, provided appropriate identification is presented. • Generates duplicate T2202a forms upon student request, adhering to secure delivery procedures. • Assists students with obtaining duplicate T4a forms issued by the college and guides them to NSLSC when necessary. • Views or collects confidential identification, financial, or educational records in compliance with College policy and relevant privacy legislation.	
Fee Posting, Payment and Account Reconciliation: • Collects fees in line with the College's Fee Policy, guiding students to the online payment portal and providing instructions for online banking. • Collects fees for a range of program-specific services, including the Test Centre, Varsity Fees, CWB Testing Fees, form-related fees (Credential Replacement, ALE), lab kits, and more. • Posts Student Transaction items, sends payment instructions to the payor, such as for Audition Fee, ICAS Fee. • Add/update student accounts in PeopleSoft to facilitate fee payments within the Test Centre and International Credential Verifications (Recruitment).	25%

- Advises students on how to resolve negative service indicators related to fees (Parking fines, RG3s, Residence Hold).
- Interprets service indicators, accounts, and individual student fees to decide on account credits. Refers student accounts to registration services officer, financial aid officers, and awards to determine refund eligibility. Confirms student mailing address and posts refund when approved.
- Receives, processes, and tracks Second Career Cheques, contacts students for endorsement, posts to student account.
- Opens and closes the cashier office daily, prepares and sends daily Review Tender by Register (RTBR) and POS settlement, and receipts to Finance.
- Ensures the office is well-stocked with deposit wallets and business account deposit slips from Finance.
- Prepares bank deposits, when necessary, and stores cash securely until deposited. Delivers to drop location with Security. Signs Student Services and Security's Cash Pickup and Delivery Record. Submits paperwork to Finance along with coordinating RTBR.
- Processes general deposits from departments such as Athletics, Scruffy Dog Salon, International, Academic schools, Financial Aid, Sponsorship, and Awards/Alumni.
- Handles payments and general deposits for staff making reimbursements to the College.
- Maintains an ample supply of POS paper rolls, requests restock from IT when needed.
- Directs students to the Student Tuition Payment Plan application and provides basic guidance on the process.
- Monitors petty cash amounts and submits records to finance.

Document and Record Retrieval/ Delivery/ Verification:

- Provides Full-Time/Part-Time Verification of Enrollment (VOE) documents upon request. Crafts VOE letters using Registrar-approved templates and liaises with the RSO for confirmation when needed.
- Guides students on how to access their recent T2202a forms via SLC.ME.
- Responds to student Education Verification requests from third-party groups or certification bodies, ensuring the inclusion of signed student consent.
- Provides printed timetables with the college logo for student employment purposes.
- Assists with the direction and processing of Personal Identification Change Request Forms, collects supporting documents, updates student information in PeopleSoft, and creates a TopDesk ticket.
- Investigates potential duplicate IDs and, upon confirmation, completes and submits a Duplicate ID Form via TopDesk.

International Specific Inquiries, Fees & Documents:

- Guides International Students to LOA for fee estimates. Provides instructions on how to make payments through Flywire, wire transfer, or online banking. Answers general questions about international student account fees.
- Provides the correct form link to students requesting a Confirmation of Enrolment Letter for immigration purposes.

• Supplies the accurate form link to students wishing to study within a second program. • Refers withdrawal/refund inquiries to the Refund Policy for International Students. • Connects students with concerns about academic operations, immigration, and life at SLC to the International Student Advisor. Provides necessary follow-up support. • Assists newly arrived students by providing information on insurance, DUO two-factor authentication, URSLC functions, and more. • Directs students to the appropriate international Regional Office. • Helps students with insurance inquiries, claims and registration • Supports students with gaining access and finding information in OCAS-IAS.	
Additional Roles and Responsibilities	**15%**
• Assists SLC+ with refunds through PeopleSoft, CampusCE, and Chase. • Supports SLC+ with in-person registration inquiries and payment processing. • Helps Athletics with Surge Summer Basketball Camp registration, utilizing CampusCE and PeopleSoft, and processes refunds when necessary. • Creates TopDesk Self Service tickets as needed to support office functions. • Assist with college events such as Open House, Orientation and Convocation as needed • Supports in the training and onboarding of new staff members. • Identifies potential issues impacting student group(s) & escalates to management • Develops guides, resources, FAQs to support student self-service • Provides general support if needed for an area needing coverage on campus • Performs other relevant duties as assigned.	

* 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 specifythe field(s) of study. Do not include on-the job training in this information.

- ☐ Up to High School orequivalent
- ☐ 1 year certificate or equivalent
- ☒ 2 year diploma or equivalent
- ☐ Trade certification orequivalent
- ☐ 3 year diploma/degree or equivalent
- ☐ 3 year diploma / degree plusprofessional 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:

Certificate or Diploma in General Office Administration or equivalent qualification. Non-violent Crisis Intervention training and/or ASIST training is required.

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 ☐	Proven experience in a digitized office setting, demonstrating outstanding customer service skills, professional conduct, and problem-solving abilities. Previous experience with PeopleSoft is an asset. A commitment to the principles of empowerment, integration and inclusion, and demonstrated skills and ability in the following are required: • Experience providing service to diverse populations, including international individuals • Responding to client needs in a sensitive and positive manner • Maintaining a high degree of confidentiality
☐ Minimum of three (3) years	
☐ 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.	Delivering front-line services to students facing financial difficulties, including those who lack funds for food.
How is it identified?	Students walk in or call to request assistance.
Is further investigation required to define thesituation and/or problem? If so, describe.	The incumbent identifies the root causes through confidential conversations in a supportive and empathetic setting and guides the student to the relevant source of assistance.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Drawing on established practices and protocols, the incumbent determines the level of urgency and identifies available resources to assist the student. This role requires an assessment of the student's emotional well-being and problem-solving skills. Strong communication processes are essential when referring students to a counselor.
What sources are available to assist the incumbentfinding solution(s)? (eg. past practice, established standards or guidelines.)	The incumbent has access to resources such as counselors, Ontario Student Assistance Program (OSAP) officers, and established departmental practices for assistance.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Student inquiries about the status of their Ontario Student Assistance Program (OSAP) application, request retrieval of their OSAP Access Number (OAN) and password or seek other forms of financial aid support.
How is it identified?	The Ontario Student Assistance Program (OSAP) requires students to walk in with proper identification for the release of personal information.
Is further investigation required to define thesituation and/or problem? If so, describe.	The incumbent examines the student's account and the Ministry database to verify their status, and/or retrieve the OSAP Access Number (OAN) and password.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent determines the status of the student's account, verifies and communicates this information, and identifies any discrepancies through dialogue with the student. If the student requires additional information or support, the incumbent directs them to the appropriate Financial Aid Officer.
What sources are available to assist the incumbentfinding solution(s)? (eg. past practice, established standards or guidelines.)	Established guidelines are in place for using the PeopleSoft Student Information System to access student accounts and the Ministry database. Additional support from the Financial Aid department is available as needed.

	#3 regular & recurring
Key issue or problem encountered.	The incumbent is notified by the student, either in person, via phone, or email, about an issue with their student ID card.
How is it identified?	The student points out that when they tried to tap their card in the cafeteria or at the photocopier, the card is not working.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent collects details about the purported issue from the student, verifies accuracy of student's information and card number in Assure ID and updates the information if there is a discrepancy. If necessary, the student is then directed to the appropriate staff member or department for further assistance (ex. IT or Brown's).
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Upon getting initial details from the student about the issue, the incumbent would attempt to resolve the issue by verifying the information in Assure ID and testing the card themselves by tapping on the photocopier to see if the card is functional. Then reach out to the appropriate staff or department as needed. They would then assist and guide the student through the process of resolving the issue with the appropriate department.

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

#4 Regular and Recurring

Key issue or problem encountered.	Unidentified charge or a discrepancy in fees within a student's account.
How is it identified?	The student discovers an unknown issue pertaining to their fees.
Is further investigation required to define the situation and/or problem? If so, describe.	Confirm that the student is registered in classes, has the correct tuition item types assigned, and has fulfilled payment for any previous fees and necessary deposits.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent collects information on the student's program plan, changes in enrollment, sponsorships, OSAP, and any other variables that might lead to a change in fees. The incumbent then scrutinizes the statement of account to identify any duplicate charges, incorrect postings, or errors in the student's understanding of the fees.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Following the investigation, the incumbent would liaise with the program enrollment officer or finance department. Subsequently, they would assist and steer the student through the procedure of resolving the fee discrepancy.

3. Analysis and Problem Solving

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

Key issue or problem encountered.	Student presents in distress, stating that they are overwhelmed and/or in crisis or suicidal.
How is it identified?	Obvious student distress – verbal & non-verbal Faculty present with student College staff report issue to incumbent Student confirms distress or thoughts of suicide.
Is further investigation required to define the situation and/or problem? If so, describe.	If student is in escalated state of distress (upset, crying), use de-escalation techniques and grounding exercises to encourage clear communication. Talk with student to determine whether current services / support system is meeting needs.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Screen for immediate risk and identify and respond to any need for immediate intervention. This may include referral to college and/or community supports, connecting with crisis line or Good2Talk, calling Security, calling 911 or other needs as identified to ensure that the individual receives immediate and appropriate assistance. If 911 or Mental Health Crisis Team are called, determine if student wants anyone to be contacted on their behalf to inform them of the situation (emergency contacts, parent, spouse, caseworker, friend, etc.). Ensure that consent and accurate contact information is obtained to contact anyone on their behalf.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Manager Student Wellness & Accessibility Counsellors HealthCentre Security, 911 External community professional help sites (e.g. Community Crisis Mental Health Team, crisis helplines (e.g. Good2talk).

	#2 occasional (if none, please strike out this section)
Key issue or problem encountered.	Requests for Verification of Education
How is it identified?	Primarily by email and/or fax from Third Party Companies
Is further investigation required to define the situation and/or problem? If so, describe.	Ensure the student has signed a release of information, or third-party company needs to be contacted for the release form. May need to ask for any previous name, if not provided.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent analyzes the student record in the PeopleSoft Information System to determine the information requested. The incumbent verifies the student's education and sends an unofficial transcript to the third party.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Incumbent refers to past practices and established procedures in Student ServicesPolicy.

	#3 occasional (if none, please strike out this section)
Key issue or problem encountered.	Student account has a negative service indicator that disallows them from accessing documents
How is it identified?	Student makes a document request from their account which holds a negative service indicator
Is further investigation required to define the situation and/or problem? If so, describe.	Investigates and interprets the purpose of the service indicator- fees unpaid in residence, fees unpaid in parking, tuition unpaid.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent recognizes the negative service indicator and analyzes it's purpose. The incumbent direct the student on how to clear.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Based on the above investigation the incumbent would refer the student to the correct department or would offer advisement based on student services practices and policies.

4. Planning/Coordinating

	#1 regular and recurring
List the project and the role of the incumbentin this activity.	Coordinate the purchasing/ distribution of various documents and items for students, faculty, and staff.
What are the organizational and/or project management skills needed to bring togetherand integrate this activity?	The incumbent identifies necessary items based on their type of delivery, which may include credential pick-up, cheque delivery, continuing education resources, accessible learning materials, among others. They then orchestrate the procurement of these items based on specific requirements. The incumbent is tasked with assessing whether the student, faculty, or staff will need to present identification to retrieve these items and communicates this information as needed. The incumbent is frequently tasked with accomplishing coordination activities within specific deadlines. This often necessitates navigating and liaising with multiple parties, demonstrating their adeptness at managing complex tasks under time constraints.
List the types of resources required to complete this task, project or activity.	The incumbent effectively utilizes phone and email communication to liaise with multiple parties, ensuring tasks are executed efficiently and successfully. Their ability to communicate clearly and promptly is crucial in accomplishing their responsibilities.
How is/are deadline(s) determined?	Deadlines are set based on each specific request. The incumbent is tasked with evaluating these requests to determine appropriate timelines, ensuring each task is completed in a timely and effective manner.
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 incumbent is tasked with maintaining open lines of communication with all relevant parties to address any potential changes to deadlines, procurement, or delivery processes. Their role involves ensuring that any modifications are clearly communicated and effectively managed to maintain smooth operations.

	#2 occasional (if non, please strike out this sections)
List the project and the role of the incumbentin this activity.	The incumbent coordinates student in person meetings/appointments with various departments based on staff schedules.
What are the organizational and/or project management skills needed to bring togetherand integrate this activity?	The incumbent is responsible for identifying the nature of the request and determining the appropriate staff member or department the student needs to meet with. They then review the in-person availability of the relevant personnel or department, and subsequently advise or coordinate a meeting on behalf of the student, ensuring efficient facilitation of their request.

List the types of resources required to complete this task, project or activity.	A comprehensive understanding of individual staff members' or departmental schedules is fundamental to the incumbent's role, enabling them to effectively coordinate and facilitate meetings, tasks, and deadlines.
How is/are deadline(s) determined?	Deadlines are strategically set considering two key factors: the availability of staff and the specific needs of the student. This approach ensures a balance between operational efficiency and meeting student expectations.
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 incumbent is responsible for maintaining open and effective communication with all parties involved. This includes managing any necessary changes to deadlines or meeting schedules, ensuring that all participants are informed, and adjustments are smoothly implemented.

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 assistothers 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
x		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students	Probes, evaluates, and provides guidance on student inquiries related to College issues and opportunities. They elucidate the suitable channels and procedures for students to avail personal, financial, or academic support. For instance, they inform Program Coordinators about academic processes such as verification of education, handle parking inquiries, provide context and direct referrals to relevant services, manage enrollment issues (eg. Ontario Learn, withdrawals), share SLC+ course information, handle international admissions documents, and more.
x		There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	Illustrates the correct methods and protocols for cash handling and deposit reconciliation to other staff. Assists or shows other staff best practices for making informed decisions to effectively meet customer requests.
x		The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Facilitates efficient referrals to other departments to minimize the redirection of student inquiries, such as ALE or name changes.
	x	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.	Guarantees the correct procedure for the distribution of Student ID cards and the handling of cash deposits.

☐	x ☐	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.	Assigns and prepares documentation tasks for part-time staff or student employees and aids with registrations during peak enrollment periods. Supports other staff members, including part-time staff, in making informed decisions regarding courses of action.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to begiven 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)
Standard procedures are established for task execution. The incumbent operates independently to meet deadlines and cater to customer needs. They function with minimal supervision and make decisions within the purview of their role's expertise. It is essential that they can identify when assistance is needed and actively seek guidance as necessary.	For special assignments or projects, comprehensive instructions will be provided by the Manager. These instructions may include specific steps, deadlines, desired outcomes, and resources available. They can be delivered in a written format for reference or verbally during meetings or one-on-one discussions. This ensures that tasks are completed accurately and efficiently, aligning with the project's objectives.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Standard processes and system in place. Guidelines established in academic calendars. Access to student files, Procedures manual and established department guidelines such as the Fees Policy. Student Information System procedural documentation. Access to Ministry guidelines and information updates.	The Student Code of Conduct, in conjunction with the Student Handbook, provides an extensive reference for understanding and adhering to institutional 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)
The incumbent's work performance is reflected in their sense of satisfaction and the feedback received from colleagues and students. The accuracy of payments and refunds is confirmed through daily balancing of the cashier and the receipts/reports from the Point of Sale (POS) machine.	The incumbent's performance and contributions are assessed during quarterly Student Services team meetings and through annual performance evaluations conducted with the Manager.

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else otherthan the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Decisions regarding scheduling coverage and vacation time are made following best practices, in consultation with other front-line colleagues. The incumbent will engage in open communication and consultation with staff members across various departments to ensure the decisions made are both accurate and efficient for the benefit of the students.	During peak registration periods, if there is a need for additional human resource support, or in situations requiring senior decision-making in the absence of the Manager, such requests are directed to the Director of Student & Ancillary Services.

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 efficiencies or modifications to standard procedures, as well as requests that exceed the established guideline policies or require special exceptions, are carefully considered and handled.	N/A

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Day-to-day allocation of time and management of workload. The incumbent determines the urgency of student requests and timely course of action to resolve issues through scheduling of appointments with the appropriate counselor. Refunds for course withdrawals within established guidelines. Ensuring communication regarding policychanges or updates are disseminated and implemented by the work group. Determines if cash reconciliation is correct ona daily basis and ensures regular deposits for security and safe-handling purposes are made to the safe. Incumbent is a security code holder for the safe.	The incumbent has the discretion to determine when urgent requests, which may fall outside of the established guidelines, need to be prioritized. They can either address these within their department or seek assistance from another department if necessary.

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considersthe 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 andthe degree to which the position is required to design and fulfill the service requirement. A "customer" isdefined 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?		
The incumbent is responsible for receiving payments for Athletics fees, Proctoring, Records, and Transcripts. These payment requests can be made through various modes including mail, phone, fax, email, and in-person visits.	The incumbent ensures that all paperwork is thoroughly completed and conducts necessary follow-ups. They are also responsible for posting payments and entering relevant information into the Student Information System. Additionally, they verify customer accounts for received payments and are in charge of daily cash reconciliation.	Students, Alumni, Public	D
The incumbent fields requests for information on a variety of topics, including programs, applications, fees, international matters, housing, financial aid, benefits, and more.	The incumbent processes and communicates with the student as necessary, gathering information to be registered into the Student Information System. They also ensure that all information is complete and accurate, conducting follow-ups with the student when required.	Students, Alumni, Staff Public	D
The incumbent is tasked with providing information about the OSAP process, entitlements, policy changes, and retrieving AN# and passwords. They also update students regarding the status of their approvals. These requests are typically received in-person.	The incumbent provides comprehensive information on the OSAP process, entitlements, policy changes, and assists with retrieving AN# and passwords. They also keep students updated about the status of their approvals. All these requests are usually received in-person. In addition, they verify student identification using Social Insurance Numbers for the release of loans. To confirm account details, they access the PeopleSoft Student Information System or the OSAP Ministry database.	Students	D

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

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 commoncourtesy	Walk-in traffic, responds to phone calls, and addresses routine inquiries received via email and internal mail.	Students/Staff/Public	D
Explanation and interpretation of information or ideas.	Walk-in traffic, phone calls, and emails. They provide information and explain the processes for requests related to college registration, student services, OSAP, sponsorships, financial procedures, fees policy, refund policy, and counseling support.	Students/Alumni/Staff/Public	D
	Students seeking OSAP or financial assistance, the incumbent engages in proactive communication to understand their specific needs. They guide the students through the appropriate processes for applying for help, explaining entitlements and the approval process. Additionally, they provide information on other College departments or areas where support is available.	Students	D
	Maintain a high level of communication to accurately identify client needs. They are responsible for recommending the appropriate counselor to address these needs and for suggesting scheduling based on the urgency of the situation.	Part-Time/Seasonal Staff	M
	The incumbent communicates processes, both verbally and in writing, for students seeking appeals or transcript adjustments. They also provide supplementary instructions and continuous guidance to seasonal staff to ensure smooth operations.		

Imparting technicalinformation and advice	The incumbent provides detailed explanations and instructions on how to access various features of slc.me. They guide students on how to apply for graduation, access fee details, make payments through individual banking apps, reset passwords, appeal grades, access T2202as, and more. They also provide directions on accessing URSLC, the Duo app, and Blackboard, along with comprehensive instructions on how to use each platform effectively.	Students, parents, alumni, staff, public.	D
Instructing or training	Responsible for training new staff members on the organization's policies and procedures, enabling them to perform their duties efficiently and effectively.	Staff	I
Obtaining cooperation or consent	Secures signed consent for education verifications, thereby ensuring the release of educational information to third parties adheres to privacy regulations. Work collaboratively with staff members across various departments to resolve data-related issues, student inquiries, and other unrelated matters, demonstrating strong teamwork and problem-solving abilities.	Students, parents, alumni, staff, public.	D
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 orheavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at computer workstation; data entry; processing payments; talking on telephone; handling in-person inquiries.	D			X	X		
Bending, walking, standing, filing, distributing mail, light lifting, etc.	D	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.)	Mail, paper supplies, small packages.
☐ Medium (between 5 to 20 kg and 11 to 44lbs.)	
☐ Heavy (over 20 kg. or 44 lbs.)	

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration ofthe 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 taskrequires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to thenumber 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 to2 hrs.	Extended > 2 hrs
Deposits for other departments.	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? No. Multiple core priorities require frequent shift in attention.				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to2 hrs.	Extended > 2 hrs
Processing Point of Sale purchases and posting payment to student accounts.	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Typically.				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to2 hrs.	Extended > 2 hrs
Check out and balance at the end of day cash. Report balances to finance department	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? No, open concept workplace limits privacy available for handling cash. Interruptions by colleagues/students as the incumbent is frontline and has frequent interruptions.				

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11. Working Environment

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

Working Conditions		Examples	Frequency (D,W,M,I)*
☒	Acceptable working conditions (minimal exposure to the conditionslisted below)	Moderate physical demands, typical of a fast-paced, front-line office environment. The incumbent is expected to demonstrate strong attention to detail, ensuring accuracy in all tasks. The ability to manage multiple tasks simultaneously is critical for this role. Given that the role includes reception duties, the incumbent must excel at multitasking and be capable of handling occasional interruptions without compromising efficiency or productivity.	D
☒	accessing crawlspaces/confined spaces	Access small storage space under stairwell.	I
☒	dealing with abusive people	Manage interactions with emotionally escalated and verbally abusive customers, both in person and over the phone. This role requires excellent de-escalation skills, a patient approach, and the ability to maintain professionalism under challenging circumstances.	I
☐	dealing with abusive people who pose a threat of physical harm		
☐	difficult weather conditions		
☐	exposure to very high or lowtemperatures (e.g. freezers)		
☐	handling hazardous substances		
☒	smelly, dirty or noisy environment	Bustling environment that may become loud and crowded. Must be adept at maintaining focus and productivity during high-energy periods.	I
☒	travel	Between campuses.	I
☒	working in isolated or crowded situations	There may be instances when the incumbent is the sole staff member on the frontline, particularly during the busy periods at the start of a semester when the office can become crowded. This requires the individual to demonstrate a high level of independence, resilience, and efficient time management skills.	I
☐	other (explain)		

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