

St. Lawrence College
Position Description Form (PDF)

Updated: January 17, 2022

Campus: Ottawa

Incumbent's Name: Vacant

Position Title: Resource and Information Specialist – Bilingual (English / French)

Payband: F

Position Number: 00000290

NOC Code: 1221

Hours per Week: 35

Supervisor's Name and Title: Kristine McGillivray, Manager - Employment Services

Completed by: Kristine McGillivray, Manager - Employment Services

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.

The Resource and Information Specialist – Bilingual provides on-going support to Employment Service clients in assisting them with a successful job search. This position involves advising and assisting clients in preparing effective resume/cover letters, self-marketing and interview techniques, job search strategies and overcoming employment barriers. The incumbent supports the statistical data reporting for funder reports, collects other data and maintains financial tracking as deemed necessary. Other responsibilities include the following: Develops and delivers employment workshops; collects and maintains the resource library and electronic information; conducts research and local labor market trends analysis and maintains a comprehensive knowledge of socio-economic and employment trends.

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>CLIENT SUPPORT SERVICES: Provides one-on-one advice and personal assistance to the Centre's clients in all areas of job search and development. This includes program information and community services, preparation of resumes and cover letters, mock interviews and job search strategies. Helps maximize the client's self-marketing efforts by assessing the individual's situation, goals and employment objectives. Arranges for referral to other community services as required. Creates career-related materials to maximize job search strategies. Assists clients in the use of the internet, fax and printer. Ensures website is current. Identifies workshops or activities to support client needs and, if deemed necessary will start the paperwork for the intake process. Maintains a comprehensive knowledge and keeps abreast of local, provincial and federal current events and labor market trends. Conducts research accordingly of socio-economic, labor market and employment trends. Member of department committee (if deemed appropriate) i.e. marketing, website etc.</p>	60%
<p>JOB SEARCH ASSISTANCE: Develops and delivers job search workshops in the areas of effective resume and cover letter writing, interview skills, job search strategies, effective networking and etiquette. Provides appropriate materials to attendees to ensure readiness for the employment market. Ensures appropriate workshop methodology, taking into account the specific needs of the group (behavioral-based interview questions). Uses techniques such as role play.</p>	15%
<p>LIBRARY & INFORMATION RESOURCES: Keeps Centre's library of resources current. Maintains, organizes and arranges display of Resource Centre materials. Recommends purchase of suitable resource materials. Maintains job board and bulletin boards. Maintains bibliography of resources. Active in the outreach to employers, schools, other community services to support the program needs.</p>	15%
<p>DATA COLLECTION & REPORTING: The Resource and Information Specialist – Bilingual will support the tracking of statistical data reporting for funder reports. Other data collection and financial tracking as deemed necessary. Maintains procedures manual and student manual. Assist with other programs as required. Other clerical duties as required.</p>	10%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- Up to High School or equivalent
- 1 year certificate or equivalent
- 2-year diploma or equivalent
- Trade certification or equivalent
- 3-year diploma/degree or equivalent
- 3-year diploma / degree plus professional certification or equivalent
- 4-year degree or equivalent
- 4-year degree plus professional certification or equivalent
- Post graduate degree or (e.g., Masters) or equivalent
- Doctoral degree or equivalent

Field(s) of Study:

Social Services, Business (Human Resources, or Marketing).

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

	Human Resources, front line Social Services/Customer Service, Business. Workshop development and facilitation. Knowledge of labor market trends. Effective French communication (written/verbal) skills.

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.	Repeat client is not having success securing employment.
How is it identified?	Resource and Information Specialist – Bilingual asks questions to determine client’s eligibility for Employment Service. If appropriate identify workshops or activities to support client needs. If deemed necessary, start the paperwork for the intake process. Refers to Employment Consultant and sets appointment for intake.
Is further investigation required to define the situation and/or problem? If so, describe.	Employment Consultant will determine best solution for client. Possible referral back to IRS for additional workshops.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asking questions of client to determine if further intervention is wanted and/or needed.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practice from dealing with similar situations. Employment service Guidelines.

3. Analysis and Problem Solving

#2 regular & recurring	
Key issue or problem encountered.	Employer comes in/calls with job posting.
How is it identified?	Self-identified by employer.
Is further investigation required to define the situation and/or problem? If so, describe.	Resource Specialist will ask appropriate questions to determine if job could be a good fit for Employment service program and clients.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asking eligibility questions.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Employment service Guidelines – past practices.

#1 occasional (if none, please strike out this section)	
Key issue or problem encountered.	Several clients/employers in Centre at same time all requiring assistance.
How is it identified?	All self-identify their need or Resource Specialist is able to identify based on past experience.
Is further investigation required to define the situation and/or problem? If so, describe.	Resource Specialist prioritizes each client based on their immediate need for service.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Asking key questions determine urgency/depth of each person's situation.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practices – learn from experience what situations require immediate attention and intervention and those that can be handled independently by client. Experienced in working/multitasking in fast past environments.

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.	Resource Specialist assists client in completing resume in preparation for appointment with Employment Consultant.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Able to provide information and direction to client. Strong communication skills and vast understanding of material.
List the types of resources required to complete this task, project or activity.	Resume guides, templates etc. Local labor market information.
How is/are deadline(s) determined?	Set by Employment Consultant's scheduled appointment.
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.	Client could change direction of project – impact would be whether or not resume completion is a stipulation of Employment service program.

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Employment related workshop development and facilitation.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Able to convey information in an educational and engaging manner. Certification in the specific area (if required for facilitation)
List the types of resources required to complete this task, project or activity.	Workshop outline/guide, AV equipment, workshop handouts. Course specific workbooks.
How is/are deadline(s) determined?	Set by Resource Specialist and the workshop schedule.
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.	Client or Resource Specialist would initiate changes – i.e. Not enough clients for workshop – workshop to be rescheduled.

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.

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

Career mapping – IRS participates who are interested in a certain field and require additional information on which path they need to take.

Understanding post-secondary programs/services and skills required to succeed in desired field.

Post-secondary calendars, detailed job descriptions and educational requirements, internet, counseling, and labor market information.

Set by the client – Depends on need.

Resource Specialist – When client receives request documentation.

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)

Job Fairs/ Open House – Planning and implementing such events for marketing purposes and client's requisition.

Background in event planning, public relation skills would be an asset, as well as mild marketing skills.

Other Staff within the Employment service office, community sponsors/contacts, Chamber of Commerce membership for marketing purposes.

Developed with other staff/employers and their available of services.

Resource Specialist / Employment Consultant
i.e. Scheduling and implementing a event in a timely fashion (when their a need for clients or marketing partnerships).

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.	Advise and direct clients who come into utilize IRS resources and services. i.e., resume tips, recommend workshops Resource Specialist refers clients who are eligible for assisted service with an Employment Consultants. Direct clients to other community services, in which Employment service may not provide.
<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)
After initial training, incumbent generally plans and completes work on his/her own. Delivery team may provide direction in terms of focus dependent on needs of caseload.	When problems occur, Director/Manager or Co-ordinator (if applicable) may provide specific direction. Employment Consultants may provide guidance and assistance as well.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Employment service guidelines, college policies guide the daily work in scope and in focus. Procedures for placement and training plans, file management are in place.	

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)
Customer satisfaction surveys are completed with clients and employers by other staff members to ensure that no problems are identify. Contracts and client payment information are entered by clerk who would identify issues or concerns either to incumbent or manager. Regularly scheduled performance reviews.	Director/Manager or Co-ordinator (if applicable) will occasionally request feedback from partner agencies or employers or clients.

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 employers to ascertain hiring needs. Consults with clients to determine career goals, employment barriers, ascertain training needs, and level of support required.	Job Developers.

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 client requests for services that are non-routine or outside the scope of the Resources Centre. Final approval for purchasing non-routine resource materials, office equipment, etc. Changes in policy/procedure. 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)
<ul style="list-style-type: none"> - Best method(s) of assisting the client. - Client assessment. - Workshop content and delivery. 	

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)
Data collection to support our weekly/monthly/quarterly statistical tracking for funder reports. Tracks the flow through expenditures, tracks and report petty cash and purchase card expenditures. Maintains procedures manual and student manual. Other clerical duties as required.	Director/Manager or Co-ordinator (if applicable) will view reports weekly/monthly/quarterly.

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?		
Client’s employment action plan information is provided to the Consultant along with detailed information on client needs and an appt is booked.	Incumbent reviews material verbally with client by asking probing questions if more information is required.	Clients	D
Employer will call requesting information	Incumbent normally provides overview by telephone or in person and conducts basic needs determination and then books appt. if necessary.	Employers	D
Resource Ctr Specialist will request follow up on their workshop participants to determine job search success.	Verbally or by email	Client	M
Resource Ctr Specialist will deliver several employment related workshops	Verbally	Client	W/M
Notification of a position vacancy received by phone, email, post.	Complete job orders from employer and post on job board or on Service Canada job bank.	Employers	D

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

8. Communication

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

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Program overviews for clients, employers, community partners	Employers, consultants, clients, partner agencies	D
Explanation and interpretation of information or ideas.	Listening to clients' needs/barriers and providing guidance and direction to issues described.	Clients	D
	Explaining the IRS services to students in order better serve them with part-time employment or career mapping.	Students	D
Imparting technical information and advice	Job search information (although normally if in job development, client may not have skills to complete the technical portion of job search)	Clients	D
	Encourage client to change direction in his/her job search and adopt suggestions made by Resource Specialist.	Clients	W
Instructing or training	Providing guidance and direction on job search techniques through one-on-one consultations and through the delivery of workshops	Clients	D
Obtaining cooperation or consent			W
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 at computer/desk	D		X		X		
lifting	M	X					X
driving	I	X				X	
Standing/stooping	D	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.)

Movement of boxes of materials, or display 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
Meeting with client to develop resume and cover letter.	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
Facilitating large workshops.	W			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 #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Multitasking services to several clients in the Resource Centre (maintaining focus on many different needs of the client).	W		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				

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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)	Office environment for daily work	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Clients and employer are unhappy with the job search process	W
<input checked="" type="checkbox"/> dealing with abusive people who pose a threat of physical harm	Clients who are unhappy with the job search process	I
<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 checked="" type="checkbox"/> travel	To and from workshops as well as community functions.	W
<input checked="" type="checkbox"/> working in isolated or crowded situations	Working alone in satellite office if required.	I
<input type="checkbox"/> other (explain)		

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