

St. Lawrence College Position Description Form (PDF)

Effective Date: March 2024

Update:

Campus: Kingston
Incumbent's Name: Vacant
Position Title: Project Coordinator – Pre-Apprenticeship Training Project (HVAC)
Payband: H
Position Number:
Hours per Week: 35
Supervisor's Name and Title: Aidan Wornes – Associate Dean, School of Skilled Trades

Position Summary

The Project Coordinator is responsible for the recruitment of eligible program seekers for the Pre-Apprenticeship Heating, Ventilation, and Air Conditioning (HVAC) residential program. The Project Coordinator will be responsible for the recruitment, eligibility check, interview, and selection of potential applicants into the Pre-apprenticeship HVAC on the Kingston campus. Selected program participants will have the opportunity to participate in Level 1 training, employability, and health & safety. Upon completion of the training, the Project Coordinator will be responsible for securing work placements for Job Seeker participants, preparing placement agreements, monitoring placements, and putting employment supports in place, where required. The Project Coordinator will also be responsible for managing the completion of Pre-Apprenticeship Participant forms and completing Ministry reports.

Duties and Responsibilities

	%
1. Develops and implements program deliverables:	35%
<ul style="list-style-type: none">• Develops and implements participant intake strategies• Manages participant relationships to determine client supports• Recommends allocation of resources to support the program and the participants• Logistical planning for program deliverables such as workshops, skill training, and work experiences for participants• Tracks participant involvement and completion of program activities• Provides coaching to participants• Coordinates Literacy & Basic Skills testing, pre and post training program for Job Seekers.	

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<p>2. Undertakes Job Development Initiatives and Employer Outreach:</p> <ul style="list-style-type: none"> • Identifies work placements for participants through consultations with employers • Ensures training location meets safety standards and that the employer understands his/her responsibilities vis a vis the provision of a quality work placement, i.e. adequate space, necessary equipment, suitable supervision and training methods and appropriate insurance coverage. • Clarifies expectations for the participant, employer and delivery agency including roles and responsibilities of each party, measurable training outcomes. • Ensures evaluation methods are clearly articulated and followed. • Monitors placements and contract compliance by trouble shooting and providing ongoing support to participant and employer. Addresses workplace concerns and provides crisis intervention, mediation, needs assessments; discusses options and works toward solutions that are in the best interests of all parties. • Monitors training and employment support allowance(s) • Modifies training plans as required, assists participants to evaluate their own achievements in placement, ensuring goals and action plans are current and relevant • Communicate with other service agencies to coordinate participant supports 	<p>35%</p>
<p>3. File Documentation and Reports, other duties as assigned:</p> <ul style="list-style-type: none"> • Completes detailed file documentation on participants and employers and maintains up-to-date client records according to Pre-Apprenticeship Training guidelines and departmental procedures. • Ensures a complete and accurate case file by maintaining appropriate records, training agreements and correspondence • Completes participant and employer reports. • Contributes to the overall reporting requirements of the program • Produces reports as requested 	<p>20%</p>
<p>4. Markets the Project to Underrepresented Groups and Assist in Meeting the Skills Shortage</p> <ul style="list-style-type: none"> • Reviews and implements marketing strategies to ensure they are effective in assisting the program meet the targets within the program agreement. • Acts as a public relations resource when representing the program and the College. • Develops a systematic approach to making personal contact with employers and generating work placements and employment opportunities for participants. • Develops and maintains up-to-date employer records and database using Salesforce 	<p>5%</p>
<p>5. 5. Other duties: Other related duties as assigned</p>	<p>5%</p>

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

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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 Work, Human Resources, 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



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.

Minimum of three (3) years

Career Consulting, Job Development, Marketing, Direct Sales, Recruitment and Selection, relevant volunteer experience.

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.

1 regular & recurring

Key issue or problem encountered.

Through the intake and assessment process the incumbent must be thorough and precise to ensure that client needs (ranging from the job-ready to those with severe barriers to employment) are accurately identified in order to facilitate the development of the client's career action plan.

How is it identified?

A comprehensive intake and assessment process including questionnaires, application forms and extensive questioning of the client assists the incumbent in identifying client needs.

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

The incumbent, based on an analysis of the initial intake and assessment, may require additional information from the client in an effort to resolve concerns the incumbent may have.

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

The incumbent will review all pertinent and applicable information with the client in an effort to identify potential educational and employment problems and in identifying and setting up the steps leading towards fulfillment of the client's career and employment plan.

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

Resources from SLC Employment Services Offices is available as well as support; college policies and procedures, past practices, and experience in working with clients seeking employment (Service Canada Job Bank, Employment Service employment networks etc.) as well as human rights legislation.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.

The incumbent must analyze and mediate the resolution of problems between the client and the employer when contract commitments, program guidelines, safety regulations etc., are not adhered to.

How is it identified?

The issue is usually identified by a complaint from the client on placement or is discovered by the incumbent on a monitoring visit to the employer.

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

The incumbent must determine the nature of the problem in order to develop an appropriate response.

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

The incumbent reviews the history of the client's placement with the employer, interviews the client, the client's supervisor, and others if necessary, in order to develop an accurate understanding of the situation, the severity of the problem, and development of an appropriate resolution and ultimately benefits the interests of the client.

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

Various provincial and federal labour legislations, Employment Services Guidelines, program guidelines as well as past practices in dealing with employer misunderstanding or abuse of the program.

3. Analysis and Problem Solving

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

Key issue or problem encountered.

Client does not get paid by employer.

How is it identified?

Client would advise Project Coordinator.

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

Further investigation is required. The incumbent will need to review our records to determine what was approved, what the contract covers and whether this occurred while on the program.

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

The incumbent would identify potential ways to handle the problem based on knowledge of the client and timing of the payroll issue. If we paid the employer based to cover specific hours and the client didn't actually get paid, we might have a case of fraud; if after completion, we might need to refer to Ministry of Labour for investigation.

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

Project Coordinator would initially try to resolve the problem. Incumbent would advise client of Ministry of Labour regulations. Manager would provide guidance if required.

Key issue or problem encountered.

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

Incumbent meets with a client to monitor placement and client advises that employer is harassing.

How is it identified?

Usually by conversation with the client and brought forward by the client.

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

Yes, detailed conversation with the client and as the situation progresses with the employer as well.

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

Incumbent will often be on own when this type of situation occurs. May be with the situation then and there or may need time to reflect on information dependent on what client wishes to do.

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

Again, if urgent, incumbent must use common sense, detailed probing and determine wants and needs of client as well as provide information about options. These types of situations are unique and not necessarily a one size fits all approach. Dependent on urgency of situation, may request advice from Manager, Skills Training & Economic Development, Director of Human Resources and potentially Ministry of Labour.

2. 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:

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

#1 regular and recurring

Planning of workshops and training programs for participants

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

Developing individualized training plans for participants and organizing an efficient approach to delivering the training. Must negotiate with trainers on delivery expectations.

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

Program staff.

How is/are deadline(s) determined?

Determined by service agreement.

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 project coordinator may initiate such changes. Changes to the plan would impact the client and the trainer. May have funding issues based on program metrics being achieved.

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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

Securing, documenting and monitoring work placements.
Time management and follow through
Calendar, computer, monitoring forms, phone, or access to vehicle to visit employer
Deadlines set within program guidelines. Documents must be signed in order for client to start; monitor call or visit should be completed; monitoring to be scheduled prior to the end of the placement.
Client, employer, or project coordinator. If the client is placed with an employer as a result of the action plan and problems occur, the plan may need to be revised which might impact the actual project coordinator who recommended the client and will need to discuss with the client; the employer who may or may not wish to continue; and, the project coordinator who may have to facilitate a resolution to the problem (extend training subsidy dates and increase training subsidy amounts)

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

External marketing activities such advertisements, social media, presentations, etc.
Research, creativity, execution of message, time management
Access to social media to promote the event, register attendees, College marketing staff, computer, internet
Deadlines are determined by program outcomes and activities
Project coordinator can assess needs and implement solution.

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?

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

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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	
X <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	Provides information and clarifies expectations for participant, employer and delivery agency including roles and responsibilities of each party, measurable training outcomes
X <input type="checkbox"/>		The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Provides coaching to participants and identifies employment opportunities for participants through consultations with employers
X <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.	Assists participants with modifications to their training plans as required. Assists participants to evaluate their own achievements in placement, ensuring goals and action plans are current and relevant.

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 their own	When a problem occurs manager, provides specific 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)
Pre-Apprenticeship Training program guidelines and agreement, College policies. Procedures for placements and training plans, file management, best practices within team	WSIB, Employment Standards Act, Health and Safety Act, Ontario Works, Federal agency programs, Ministry of Labour

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)
Manager conducts performance reviews of the coordinator; weekly and monthly reviews of program status as well as client and employer satisfaction surveys.	Ministry of Labour Training & Skills Development may review work through an on-site compliance and evaluation visit.

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)
<ul style="list-style-type: none"> • Determining if clients are eligible • Employer requests/questions • Employer/Client conflicts • Client intake – Assessment session • Case Conferencing • Partner Agencies – presentations, networking, referral of clients to other community 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)
Scheduling of training programs, changes to processes, files, office changes, meeting target numbers	Conflict with partner agencies, case reviews, budgets, problem clients

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"> • Problem solves in regard to client problems, progress and placement • Appropriate jobs for client • Assessing repeat clients • Length of placement • Resume suggestions/changes • Closing client files 	Termination of placement or discontinue a client from the program. Makes decisions about whether or not to allow an employer to participant, or to continue a participant in the program. Employer/client conflicts

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,
How is it received?	How is it carried out?		

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			M,I)*
The incumbent solicits participants, receives requests for program participation from the public/potential clients. Requests are usually face- to-face or could take place over the telephone or response to email enquiries. Individuals are assessed to see if they meet criteria. The incumbent then assesses the individuals' situation/ qualifications and determines appropriate action – referral to outside service? Suitable job readily available? Support job search?	Project Coordinator explains how program is conducted and provides ideas to ensure success. Ongoing customer care is maintained to ensure client contact is not lost. Follow- up with clients to ensure success and support. Welcomes and assesses clients - explains benefits of program, answer questions and help navigate within their job search.	Clients	D
Employers are recruited to participate in program to provide work placements and/or site tours, and as guest speakers. Request usually received by phone, facsimile, email or during face-to-face meeting/cold call with employer.	Meetings, phone calls, e- mail	Employe r	D
Project Coordinator will request follow up on client to determine success of clients after placement and file being closed	Verbally or by email	Clients	M
Employer/client conflicts	Verbally, email or by meeting	Employe r/Client	I

* 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 overview with clients, employers, community partners. Provides information and referrals to other programs/agencies	Employers, Consultants, clients, agencies	D
Explanation and interpretation of information or ideas.	Explanation of the program in relation to the program guidelines.	Employer, clients, agencies	D

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Imparting technical information and advice	Job Search information via internet. Explaining details and components of the program including access, eligibility requirements and process. May provide recommendations to employers on how to handle specific situations.	Clients and the general public. Employers	D
Instructing or training	Provides information sessions/ workshops on a variety of employment related topics such as resume writing, job search techniques, career clarification, on-the-job training.	Clients	D
Obtaining cooperation or consent	Works with employers to authorize placement of client. Contracting the placement through writing a Participant Training Plan. Determines training expectations, placement duration, training subsidy incentive, and contracts with employers on behalf of college.	Employer and Client	W
	Obtains cooperation / consent from potential placement employers on placement duration and incentives.	Employers	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 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
<input type="checkbox"/>							
Sitting at a computer	D		X		X		
Driving	W		X		X		
Walking at different employer job sites	W	X			X		
Lifting	M	X					X

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Standing in front of a group when delivering workshops.	W			X	X		
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If lifting is required, please indicate the weights below and provide examples.

<input checked="" type="checkbox"/> Light (up to 5 kg or 11 lbs.)	Movement of boxes of materials, display units, promo items for workshops and trade fairs.
<input type="checkbox"/> Medium (between 5 to 20 kg and 11 to 44 lbs.)	
<input type="checkbox"/> 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 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
Client intake session	D		X	
<input checked="" type="checkbox"/> Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Writing placement contract and training plans	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually <input checked="" type="checkbox"/> No				
Client interruptions, phone, staff requiring information				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs

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Interruptions by clients with immediate needs or problems	D	X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?			
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No			
Problems can be multifaceted with client requiring referrals to many outside agencies. Disruptions from other clients or employers.			

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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 or employers are at times unhappy or irritated by external factors or by outcomes determined by the program coordinator	I
<input checked="" type="checkbox"/> dealing with abusive people who pose a threat of physical harm	Clients with severe mental health issues who become angry with program and rules	I
<input checked="" type="checkbox"/> difficult weather conditions	Driving in adverse weather	I
<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	Extensive travel is required between the Kingston and Cornwall campuses to meet with participants and employers. Travel to employer job sites to monitor work placements or to respond to an on-the-job injury. A valid Ontario Driver's License and a personal vehicle are essential to perform a job. * Typically, 3 day/week	W
<input type="checkbox"/>		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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