Careers in Telecommunications
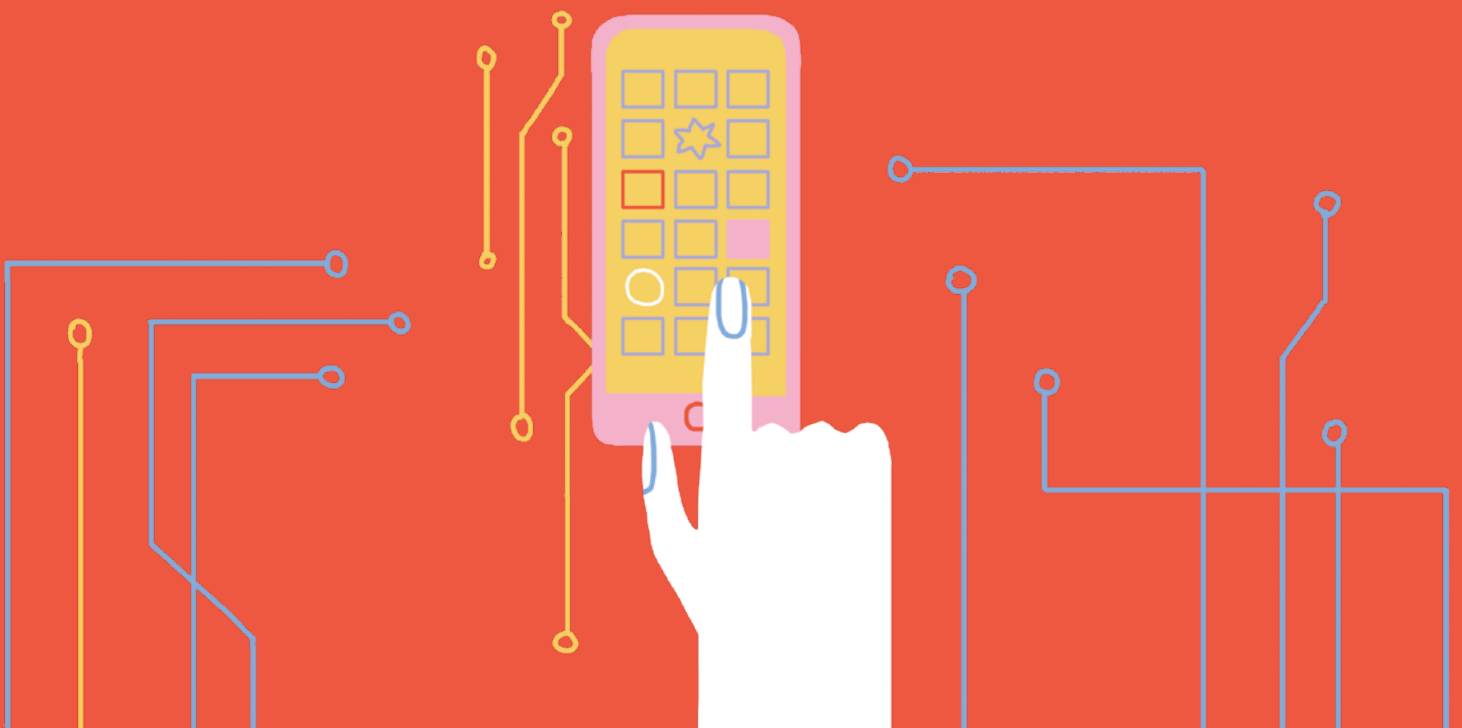
Career–Life Education 10

Northwestel is pleased to offer this material to educators in support of career discovery in the field of telecommunications.

Northwestel operates on the traditional territories of First Nations Peoples, Métis and Inuit. We are grateful for the many Indigenous partnerships over 41 years that have helped build a strong northern network. We acknowledge the Indigenous government support we have received as we take this next step. We commit to moving forward in consultation and collaboration with local communities and governments.

Contents

Big Ideas

1.
Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.

2.
Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.

3.
Leadership represents good planning, goal setting and collaboration.

Rationale

This learning unit is designed to give students a better understanding of what career opportunities the technology industry may provide, right here in the Yukon. These activities highlight career education while also allowing the students to apply a personal lens to their future career choices. Students will explore different facets of employment that encompass a wide range of social, physical and technical career choices.

Core Competencies

1. Communication

A. Connecting and engaging with others
B. Focus on intent and purpose
C. Acquire and present information

2. Thinking

A. Analyzing and critiquing
B. Reflecting and assessing

3. Personal and Social

A. Personal awareness and responsibility
B. Social awareness and responsibility

Curricular Competencies

1. Apply a mentor's guidance in career exploration.

2. Identify career–life challenges and opportunities, and generate and apply strategies.

3. Practice effective strategies for healthy school/work/life balance.

4. Explore and reflect on career–life roles, personal growth, and initial planning for preferred career–life pathways.

Know

Do

Understand

Prior Knowledge

Before engaging in this learning activity, students will need to know/do/understand the following concepts:

- A beginning understanding of their own strengths, skills and preferences when it comes to work and careers (Understand)
- Work together collaboratively with a small team of peers (Do)
- Gather, select, evaluate and synthesize information (Do)
- Engage in basic research processes including web searches, reading and analyzing information, recording information in own words, and citations (Do)
- Effective reflective writing strategies and techniques (Understand, Do)
- Create a presentation or product that communicates their learning (Do)
- Give and receive feedback to/from peers, teachers and experts (Do)

Entry Point Activity 1

Whole-class exploration – How do phones make a connection?

This opening activity will explore how phones connect to one another, using a traditional can and string model as a metaphor. You can choose to bring in supplies so students can build their own in small groups, or have a model that you use with the whole class. If you don't feel comfortable using tin cans, you can always use disposable cups in their place (just be sure not to pull the string too tight or you will rip out the bottom of the cup).

Here is a tutorial to build a string phone, and here are the supplies you'll need:

- **A long string**
- **Two tin cans or disposable cups**
- **Scissors**

Identify background knowledge

Before sharing the can and string phone model, pose the following discussion question to your students: How exactly do phones connect to one another to make a phone call?

Allow students to discuss with partners or small groups for a couple of minutes and share back with the class. Record their thoughts on the board on a graphic organizer such as a mind map.

Hands-on exploration

If you are allowing students to build their own models, have students separate into small groups and provide them with supplies and instructions on how to construct their can and string phones.

Once you have the phone model prepared, prompt students to test out using the model as an effective communication device. Whether working in small groups or having two volunteers demonstrate for the class, have students test out communication with their model phones. They may want to experiment with standing across the room from one another or with one student inside the classroom door and one outside. A key hint for students is to ensure their string has moderate tension.

Gather the students back together and have them discuss: How is this concept similar or different than making a call on a cell phone? What role did humans play in making this technology "work"?

While the can and string phone model more closely mimics traditional landline technology, the concept of connection between the two "devices" is a relevant metaphor. In cell phone technology, instead of a string or electrical wire, cell phones are connected through the transmission and reception of electromagnetic radio waves. And just as abundant human work is needed to make the use of landlines successful, the same is true for mobile phone technology.

This modeling and discussion activity sets the stage for Learning Activity 1, where students will explore the different touchpoints that technological careers have on the process of making or taking a cellular phone call.

Learning Activity 1

The human touchpoints in making or taking a call

Just as cell phones contain advanced technology to drive their capabilities, people play vital career roles in ensuring that cell phone service is delivered and maintained. In this activity, students will explore the various careers that have touchpoints on the process of placing a call, both the hidden and the obvious. They will also develop an understanding of the categories in which these careers are positioned in the broader telecommunications industry.

Brainstorm

As a whole class or in small groups, have students consider the following question: Many people have a hand in bringing us mobile phone service. What jobs are involved when it comes to making a simple call? List any you can think of that would be involved in the telecommunications industry.

Have students write each career idea that they have on sticky notes or slips of paper. It's important that they can move the ideas around after their initial brainstorm.

While students are brainstorming, create the following headers on the board, or have them prepared ahead of time on separate pieces of flip chart paper:

(As the facilitator, it is strongly recommended that you review the **Telecommunications Job Posters** before introducing this part of the lesson.)

- Supply chain
- Finance and accounting
- Human resources
- Customer experience
- Product management
- Field services
- Marketing and communications
- IT
- Network engineering
- Sales and customer solutions

After students have brainstormed a number of jobs, have them categorize their brainstormed jobs underneath one of the headers. Students may work together in their small groups to collaborate and discuss which of their brainstormed job ideas would fit where. After their initial ideas are placed, take a moment to discuss any placements that could be miscategorized.

Take it further

After your whole-class discussion, prompt students to consider the categories and whether this new knowledge may spark some alternative career ideas. Have them return to their small groups and create more career ideas for the categories.

After students place their final idea, reveal the **Telecommunications Job Posters**.
While you do not need to do a complete overview of every job, you may want to pause on a few roles that were named by several groups, or on those that were completely missed by students. The job-list discussion will act as a segue for the next learning activity.

Learning Activity 2

Telecommunications career jigsaw – Researching jobs that keep us connected

Using the list of jobs provided in the **Telecommunications Job Posters** from Learning Activity 1, students will explore and research different technology careers with the purpose of learning more about that specific occupation. Students may work individually or in pairs for this activity.

Before beginning the research process, take some time with students to develop a list of what kinds of information they should be seeking out in order to give a well-rounded understanding of the job. Their ideas should include:

- Description of the job
- Required skills (e.g. creativity, critical thinking)
- Hours per week
- Salary
- Required education, licensing or certifications
- Hours of work per week
- Location of work (e.g. indoor or outdoor, office, factory)
- Required tools and/or attire
- Pros and cons of the job

In order to make this a true jigsaw activity and to maximize exposure to different telecommunications career types, ensure that each partner pair or individual is researching different jobs from the provided list. Before the students begin the activity, consider co-constructing a rubric with them. A **rubric sample** has been provided.

After completing the research process, work with students to find out how they wish to share their learning. Methods of sharing include, but are not limited to:

- Digital slideshow on a mobile device (laptop or tablet)
- Short informational video
- Stop motion animation video
- Sketchnote (digital or on 11 x 17 paper)
- Pamphlet
- Poster

When students' projects are complete, host a community sharing day where students can celebrate their learning as well as that of their peers. Have students set up their information stations around the room and mingle and discuss their projects with one another, as they do a complete gallery walk of the available career information. You may wish to provide them with a task to complete as they listen to each others' presentations, such as a **Career Wish list** or a table of information to fill out about each role that is selected.

Learning Activity 3

Telecommunications career reflections – Where do you fit?

Co-create a reflection survey

Students have now had ample opportunity to consider several careers and explore their associated tasks and required skills. To close the learning activities, students will take time to reflect on their learning and consider whether any of these roles sound like a positive fit for their own interests and strengths.

To begin this activity, work with students to develop a reflective question set that will guide them to consider their thinking patterns throughout their telecommunications career explorations. Their responses to the questions should illuminate whether they had an affinity for any particular career that they studied or heard about from their peers, and why they felt that connection or pull to that particular role.

This reflection survey may be used in several ways: as a student self-assessment, as a teacher assessment, or through a student–teacher conference as a planning method for a final deliverable, such as in the next section of this learning activity. Brainstorming the reflection questions together increases student buy-in since they are involved in setting the standards for their own learning. This questionnaire can be questions they come up with, including, but not limited to:

1. Which tasks or skills do I feel I'm strongest at or enjoy doing?
2. Which tasks or skills do I feel that I struggle with or dislike?
3. What careers did I feel the most affinity for? Were there specific parts that drew me in? Why or why not?
4. What careers did I feel most opposed to? Were there specific parts that turned me away? Why or why not?

After editing the co-created reflection questionnaire together, it is recommended to provide students with a blank copy either digitally or on paper so they can adequately reflect on their thinking by writing down their personal responses. If students are comfortable, have them discuss and share their results in small groups and/or as a whole class to close the activity.

Extension Activities

There are many ways to extend these activities to get students curious about how their personal skills and interests fit with career possibilities in their region. Here are some suggestions:

- Career quizzes are a great entry point to getting students thinking about their personal strengths and skills in relation to the workforce. Complete the available quizzes at **jobbank.gc.ca/career-planning/quizzes** ⊕ to find career paths that are matched to student strengths and abilities.
- Invite a guest speaker from a local company with an altruistic vision or mission into your classroom. Have them outline how their work impacts and serves the broader community, and how their own personal skills have allowed them to find success in their work.
- Have students interview adults in the community about their careers/businesses, and how their personal skills, preferences, and attributes lend to their successes or struggles in their roles.
- Break down other specific sub-sectors of a particular industry. For example, in the technology sector, students may further explore app development or social media.
- Work with students to brainstorm a list of careers they are interested in, and have them list all of the associated skills involved with those roles, cross-referencing these lists to their own identified strengths. Compare and contrast these skills to those on the telecommunications list to find similarities and differences across sectors.

"I can" statements from the Core Competencies

Collaboration:
I can facilitate group processes and encourage collective responsibility for our progress.

- I can play a role in collectively monitoring the progress of the group and adjust my contributions as needed.
- I can ask thought-provoking questions, integrate new information and various perspectives from others, and think critically about whose voices are missing.
- I can give, receive and act on constructive feedback in support of our goals, and I can evaluate and revise plans with other group members.

Critical Thinking:
I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives and implications; and make judgments. I can examine and adjust my thinking.

- I can ask questions and offer judgments, conclusions and interpretations supported by evidence I or others have gathered.
- I can be flexible and open-minded; I can explain more than one perspective and consider implications.
- I can gather, select, evaluate and synthesize information.
- I can consider alternative approaches and make strategic choices.
- I can accept constructive feedback and use it to move forward.

Personal and Cultural Identity:
I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.

- I can understand that my characteristics, qualities, strengths and challenges make me unique and are an important part of the communities I belong to (including people and places).
- I can understand that what I value influences the choices I make and how I present myself in various contexts (including online).
- I can explain how I am able to use my strengths to contribute in my home and/or communities.

Resource Links

The Province of British Columbia curriculum resource page
curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education

Core Competencies – BC Curriculum
curriculum.gov.bc.ca/competencies

A career resource for technology jobs north of 60
nwtel.ca/pathfinder

A career resource page to explore careers in the North
nwtel.ca/careers

Career quizzes and tests
jobbank.gc.ca/career-planning/quizzes

Skills Yukon
skillsyukon.com

Technology careers
bestcolleges.com/careers/technology

Northwestel Work Placement Program
nwtel.ca/work-placement-program. If you know of anyone who is a recent grad, or will be graduating, all they have to do to apply is email **futures@nwtel.ca**.
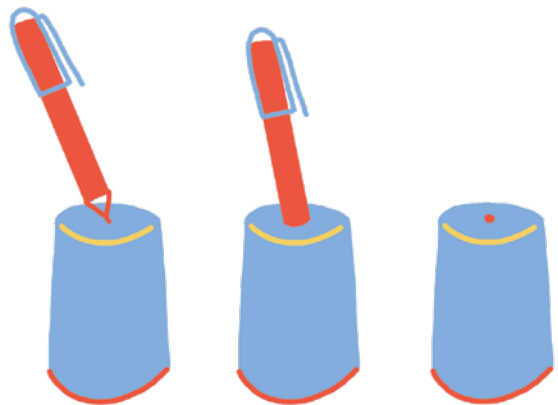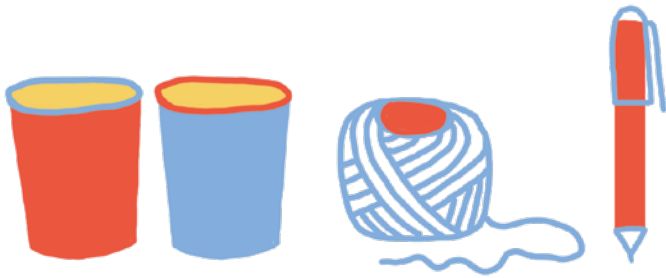
Want More?

Consider inviting a local expert to your classroom and check out the other resources available in this learning series.

# How to Build a Modern "Tin Can" Telephone

1. Materials:

  • Two 18-oz Solo-type cups
  • 10 to 30 feet of string
 • Pen or very sharp pencil

2. Put the pen on the center of the bottom of the cup and gently push a small hole through the cup.

3. Feed one end of the string through the bottom of the cup and tie a double knot inside the cup. This will makes it difficult for the string to be pulled back through the hole. To the right is a sample of what the inside of the cup looks like and the double knot.
Pro tip: If the string doesn't want to go through the hole, wet the end and twist the string.
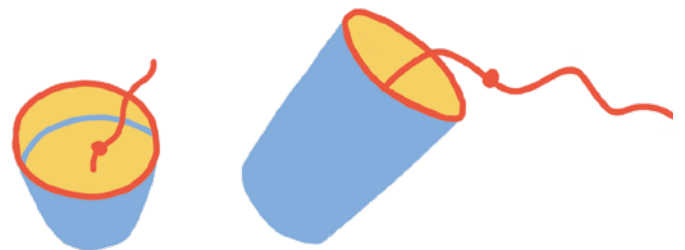
4. Repeat steps two and three with another cup.
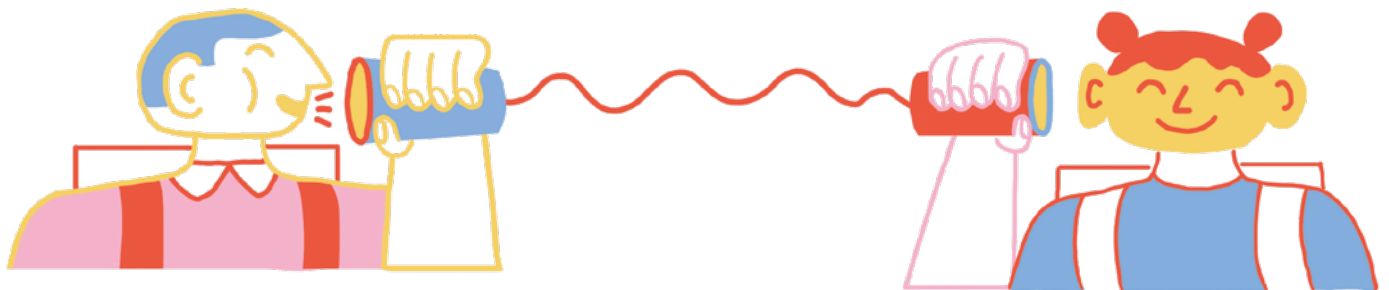
5. Try out your new communication device, remembering to keep the string straight and taut.
Pro tip: It is easier to hear higher-pitched voices if students are having a difficult time making their phone work.

6. Experiment with the lengths of string. What works best?

7. For more fun, use water to wet a couple feet of the string closest to one of the cups. Pinch that part of the string and run your fingers down the string. Warning: It might get loud!

Rubric Sample

The assessment categories in the following rubric are samples only. Actual assessment categories should be developed together with students.

Careers Jigsaw				
Assessment category	Emerging	Developing	Proficient	Extending
Accurately researched				
Clear communication through writing and graphics				
Creativity				
Correct spelling and grammar				

Rubric

Careers Jigsaw				
Assessment category	Emerging	Developing	Proficient	Extending

Career Wish List

Career			
Duties			
Work environment			
Skills required			
Education required			
Salary/wage			
Other intersting facts			
Why would I like or dislike?			

Shipper/Receiver

Handles the material coming in and out of the warehouse. Creates and manages shipping documents. Tracks the materials that are being shipped out. Receives arriving material in the inventory system. Restocks material in the warehouse. Prepares materials to give out to internal customers and contractors.

Certifications:

- Transportation of Dangerous Goods certification, ground and air preferred (if not certified, will become during job training).
- WHMIS-certified (if not, must do it in the future).

Education and experience:

- Minimum Grade 12 education and demonstrated basic numeracy and literacy skills.
- Successfully completed a recognized warehousing, logistics apprenticeship program OR one year of experience in a shipper/receiver/logistics position including forklift knowledge of operation/exposure.

WATCH VIDEO

Location:
YT, NWT

Employment type:
Full time

Inside or outside:
Outside

⊗ **Customer-facing**

✓ **Must be able to lift 50 lbs**

✓ **Travel required**

✓ **Driver's licence required**

Supply Chain Coordinator

Checks how much material is in the warehouse and how much it is being used. Sets requirements in the inventory system to trigger re-orders of materials. Looks over material that is not in use and decides whether it can be used in the future or if it should be returned. Works with employees to decide on material increases or decreases.

⬢ Education and experience:

- Certificate in office administration or two years' equivalent office work experience.
- A grade of 70% or higher achieved on the General Inventory Accounting test.

Location:
NWT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Manager of Supply Chain

WATCH VIDEO

Oversees the purchasing of all goods/services and warehouse activities. Leads and manages supply chain and purchasing/ logistics employees. Makes improvements to supply chain operations activities and procedures.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

Education and experience:

- Business diploma/degree (with specialization in purchasing or logistics). Minimum of five years' relevant experience in the purchasing, logistics including customs, and inventory management.
- Minimum of five years of leading a team.

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Accounting Clerk

Prepares and monitors financial documents such as invoices, payments and cheques. Completes routine calculations to ensure that financial data is correct. Maintains financial records. Supports the accounting department.

Education and experience:

- Minimum Grade 12 equivalent education supplemented with coursework in accounting.
- One year of clerical experience, particularly in accounts payable or accounts receivable.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Financial Analyst

Looks at the company's financial records and data to find trends. Uses these trends to make predictions about how the company will perform in the future. Analyzes finances, reports findings, and recommends how to improve the company's financial standing.

Education and experience:

- Diploma in business, commerce or finance, and/or an accounting designation within Canada.
- Two to three years' budgeting or costing experience.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Payroll Clerk

Ensures that employees get paid on time and in the right amount. Collects, processes and verifies payroll data using a computer payroll system. Payroll data includes time sheets, cheques, changes to pay, and retroactive pay. Calculates pay and makes appropriate deductions or adjustments to employee pay when required.

Education and experience:

- Post-secondary diploma as well as three to five years of experience in a leadership position.
- Certified payroll manager certification or equivalent experience.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Training and Development Specialist

Oversees employee training. Works with management to identify employee training needs. Partners with the health and safety department to ensure safety training is up to date. Ensures the computer training program is working. Creates and updates work-related learning content. Tracks, schedules and records which training activities employees have done.

Education and experience:

- Certificate/degree in a related field (e.g. adult education, training, instructional design) OR three years of training and development experience, preferably in the telecommunications/IT industry.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

HR Coordinator

Helps employees who have questions or requests related to HR. Supports all HR services. Helps employees move for work, leads employee orientation, and administers salary. Explains job-offer packages and benefits to new employees. Resolves any administrative issues employees may have. Documents and makes changes to employee personal information. Answers any questions employees may have about HR policies, processes and procedures.

⬣ Education and experience:

- University/college diploma in human resource management or other business-relatd focus.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

✔ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

HR Representative

Supports each area of the human resources (HR) team. This includes helping with recruitment, policy, employee and labour relations, compensation and benefits, and training and development. Makes reports, does research, and creates procedures and job aids. Helps with the company's diversity, inclusion and fair hiring strategy. Performs other tasks to support all aspects of HR.

⬡ Education and experience:

- Bachelors degree in human resources or related. One to three years of operational HR experience.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

✓ **Customer-facing**

✗ **Physical work**

✗ **Travel required**

✗ **Driver's licence required**

WATCH VIDEO

HR Consultant

Plays a key role in driving forward human resources (HR) initiatives. Provides consultation and coaching on HR issues and processes. Plans, develops, implements and evaluates the company's policies, programs and procedures to ensure they are following human resources requirements.

⬡ Education and experience:

- Bachelor of commerce or business degree with a specialization in human resource management or industrial relations.
- At least three years of HR consultant experience OR a business administration diploma with a specialization in human resources and two years of generalist experience.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

WATCH VIDEO

Customer Service Rep

Acts as the point of contact for any customers who need help with their telecommunications services. Answers calls and instant message (chat) requests from customers. Helps customers get new services or make changes to their current services. Solves first-level issues about customer services or billing. Speaks with the customer to figure out the problem and come to a solution.

Education and experience:

- High school diploma or equivalent.
- Two years' experience in customer service and/or sales with proven customer service skills.

WATCH VIDEO

Location:
YT, NWT, NU

Employment type:
Full time

Inside or outside:
Inside

- ✓ **Customer-facing**
- ⊗ **Physical work**
- ⊗ **Travel required**
- ⊗ **Driver's licence required**

Collections Customer Service Rep

Makes collection phone calls to customers who have overdue accounts. Notifies customers who have not paid for their services. Negotiates payment arrangements with these customers to ensure that they can pay.

Education and experience:

- Minimum Grade 12 education or equivalent.
- Minimum of six months' experience working collections for a telecommunications company.
- Two years' customer service experience in a call centre environment.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Outside

✔ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Retail Sales Associate

Sells internet, TV and phone products and services to customers in the retail store. Makes sales in person or over the phone by calling potential customers. Tells customers about the products and services in store. Shows potential customers how to use the products.

⬢ Education and experience:

- High school diploma (or equivalent).
- Minimum one year experience in a computerized environment.
- One year consultative sales experience in a retail environment.

WATCH VIDEO

Location:
YT, NWT

Employment type:
FT/PT/Temp

Inside or outside:
Inside

✔ **Customer-facing**

✔ **Lots of standing**

✖ **Travel required**

✖ **Driver's licence required**

Service Desk Clerk

Acts as the first level of support for technological TV and phone issues that customers may have. Gets calls from customers who need help with their telecommunciations services. Asks questions to get to the root of the problem, and then troubleshoots to solve the customer's issue.

Education and experience:

- Grade 12 education, preferably supplemented by post-secondary IT courses.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

✔ **Customer-facing**

✗ **Physical work**

✗ **Travel required**

✗ **Driver's licence required**

Product Manager Assistant

Gives clerical and administrative support to the product management team. Creates and maintains product management reports. Enters data into computer systems. Sends product management information to groups within the company.

Education and experience:

- Advanced knowledge of Windows and Microsoft Office, including advanced skills in Word, Excel, and PowerPoint. Applicants required to pass an exam demonstrating proficiency in these applications.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Product Manager

Develops and evolves telecommunications products and services. Works with employees across the company to determine product requirements. Leads projects to improve telecommunications products.

Education and experience:

- Post-secondary degree in business combined with three to five years' marketing experience.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊘ **Travel required**

⊗ **Driver's licence required**

Senior Manager of Product Management

Oversees all product management and product development initiatives for select telecommunications products and services. Leads, manages and gives strategic direction to a team of product managers. Leads the implementation of new additions to products and services. Oversees pricing, customer service improvements, and measures product performance.

Education and experience:

- Business or marketing degree.
- Five to seven years of previous marketing experience in the internet services, cable, TV, wireless and/or other telecommunications fields.
- Previous staff management experience.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside
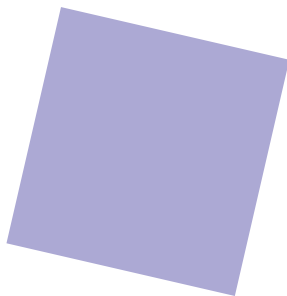
⊗ **Customer-facing**

⊗ **Physical work**

⊘ **Travel required**

⊗ **Driver's licence required**

Service Technician

Installs, maintains and repairs TV, internet, wireless, voice and data services. Completes service orders for customers by installing and maintaining equipment that has to do with wiring and fiber. Climbs poles, uses ladders, operates equipment, power tools and hand tools.

Education and experience:

- Technical diploma from a recognized technical college/school or equivalent telecommunications experience.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Both

- ✓ **Customer-facing**
- ✓ **Must be able to lift 100 lbs**
- ✓ **Travel required**
- ✓ **Driver's licence required (class 5 or higher)**

Workforce Coordinator

Coordinates and organizes technicians and equipment to complete service orders. Creates and maintains appointment schedules for technicians. Schedules all equipment needed for installations. Calls customers to ensure that they are available for the scheduled service, and reschedule if needed. Confirms charges for completed work and inputs billing information into customer accounts.

⬡ Education and experience:
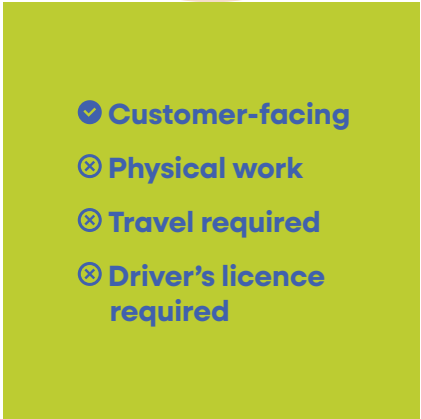
- Grade 12 education.
- Two years' experience in a clerical or administrative position, preferably in the telecommunications industry.
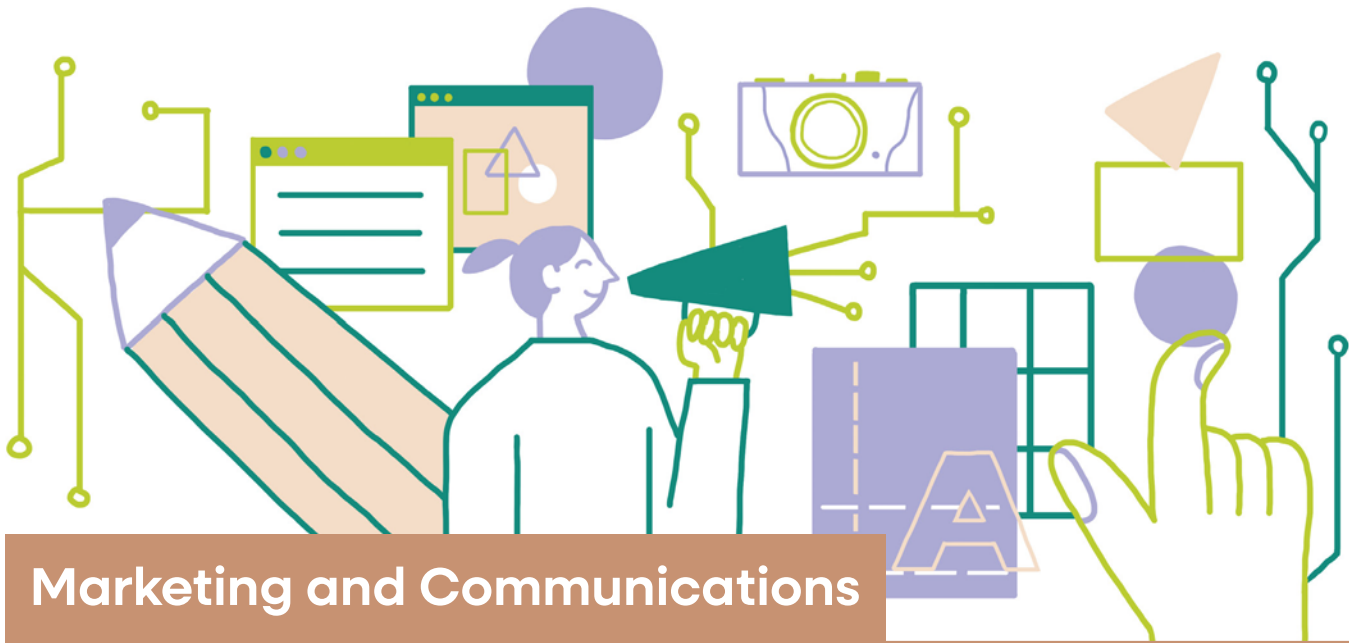
Location:
NWT

Employment type:
Full time, shift work

Inside or outside:
Inside

✔ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Assignment Specialist

Completes behind-the-scenes service orders on phone, email and other telecommunications services. Programs customer lines to activate phone and internet service. Adds features and options to existing services, and programs voicemail.

⬙ Education and experience:
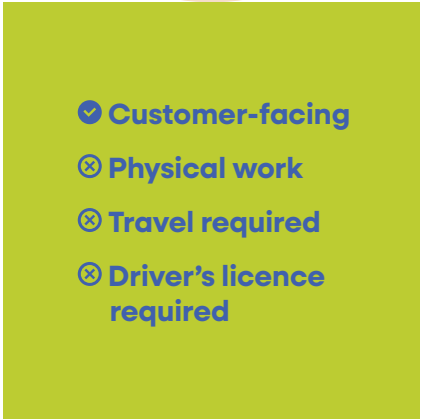
- Previous experience working in a telephone-based service environment, primarily a busy phone queue, handling both internal and external calls, providing real-time support.
- Excellent verbal and written communication required.

Location:
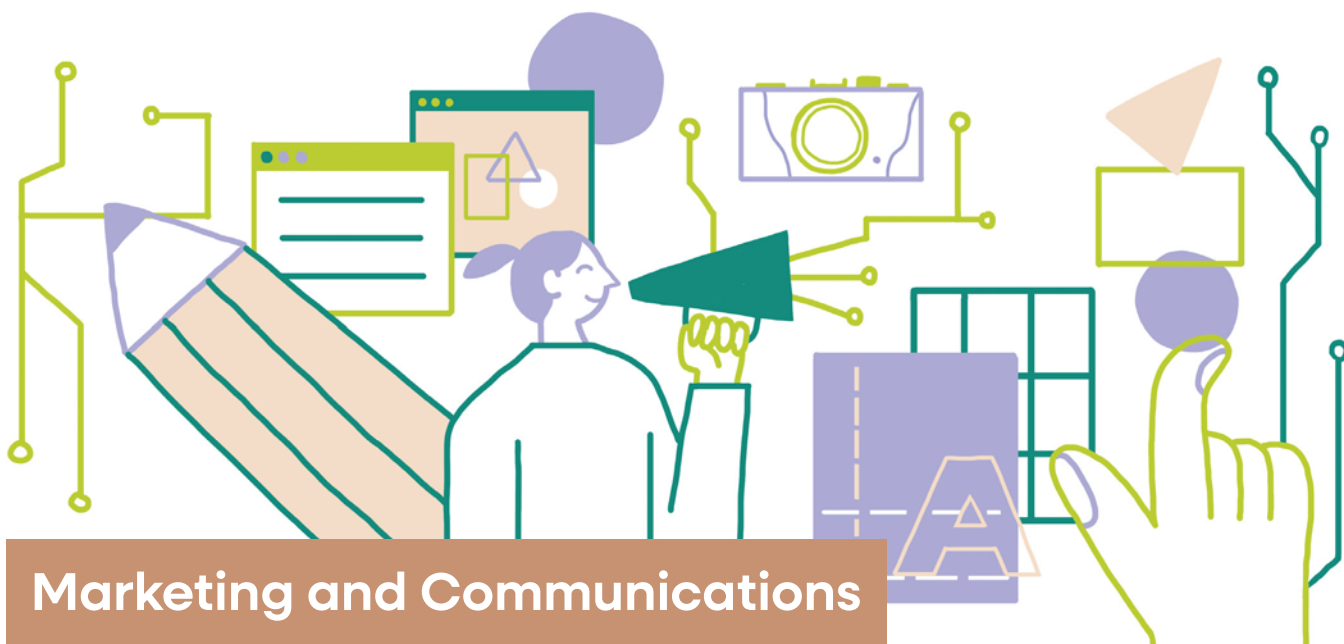NWT

Employment type:
Full time, shift work

Inside or outside:
Inside

- ✓ **Customer-facing**
- ⊗ **Physical work**
- ⊗ **Travel required**
- ⊗ **Driver's licence required**

Manager of Community Investment

Builds long-term partnerships between the company and community organizations. Plans and puts on events and programs that boost the company's public image. Coordinates public events and organizes volunteer activities for employees to join. Goes to sponsored events. Researches and recommends which organizations or events the company should sponsor.

Education and experience:

- Degree or diploma in public relations or sponsorship management.
- Three to five years' experience in a related role.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Manager of Internal Communications

Develops and delivers all communications, activities and events for the company's employees. Manages the employee blog by writing, editing, shooting and posting videos and photos. Acts as the primary communications contact for employees.
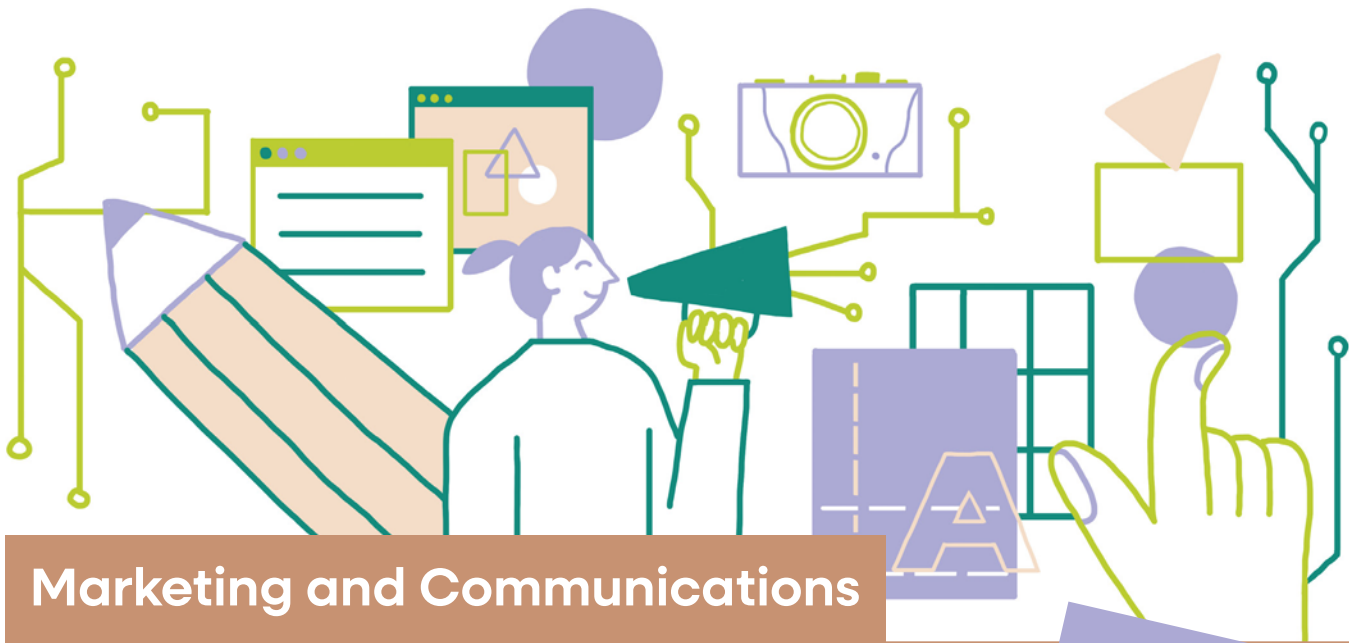
⬡ Education and experience:

- Bachelor of Arts degree in English, journalism, communications or public relations.
- Minimum of two years' experience in public relations, communications or journalism.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Marketing Manager

Develops, creates and implements marketing campaigns that promote the company's products, services and brand. Shares these campaigns in many ways such as by mail, online marketing, retail or through various activities. Evaluates campaign success. Works with other departments to create marketing programs that support business goals.

Education and experience:

- Bachelor's degree in marketing or commerce.
- Minimum of three years' marketing experience, preferably in the telecommunications industry.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊘ **Travel required**

⊗ **Driver's licence required**
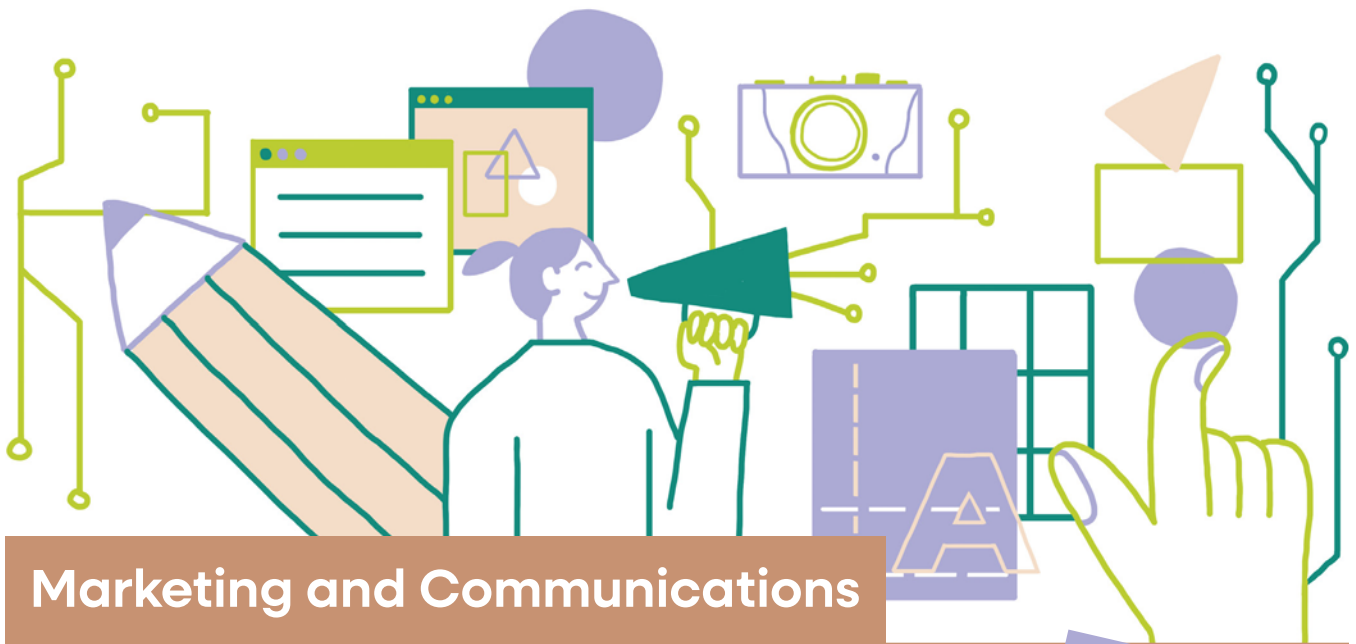
Digital Marketing Manager

Ensures that customers have a positive digital experience. Manages the digital tools and platforms used for marketing, including digital spaces like the the company's website, email and social media. Advises marketing campaigns to ensure they work well in digital form.

◆ Education:

- Post-secondary bachelor's degree in marketing or commerce.
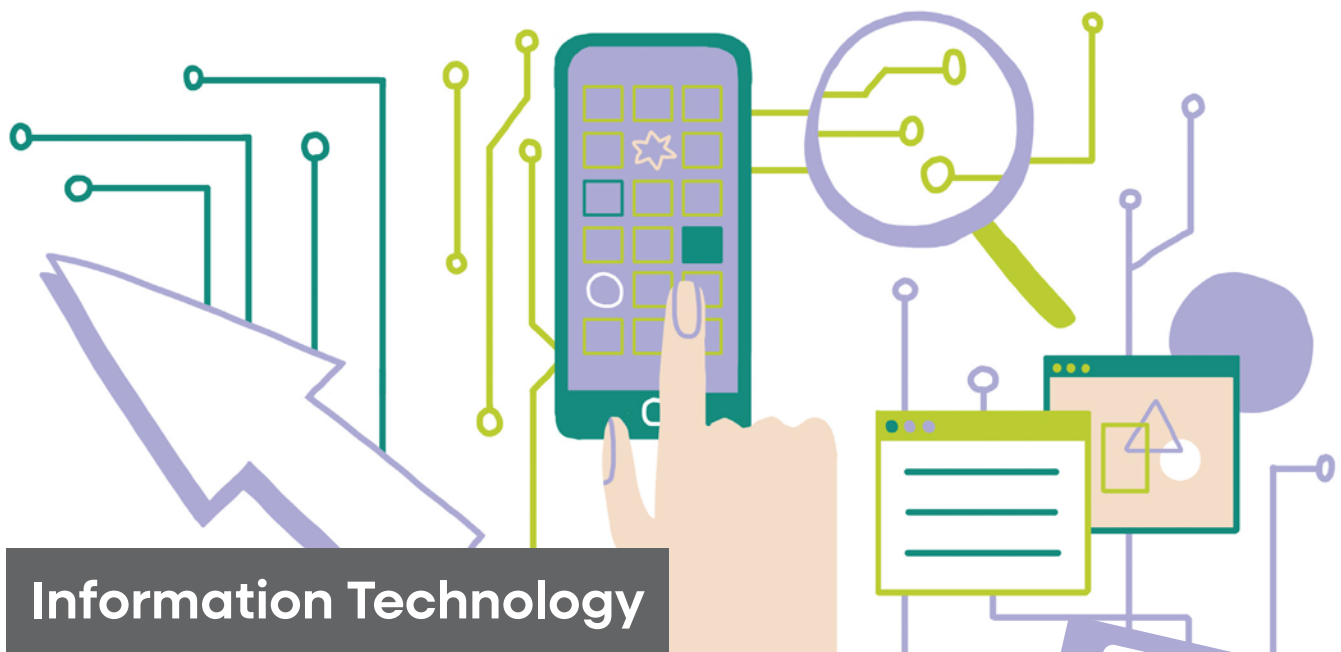
Location:
YT, NWT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

IT Support Technician

Monitors and gives technical support for the company's IT server. Carries out technical support for hardware, operating systems and computer applications. Troubleshoots and fixes difficult technological problems. ESD technicians and IT technicians send advanced technological issues to IT support technicians.

Education and experience:

- Two-year technical computer-related college diploma from a recognized institution.
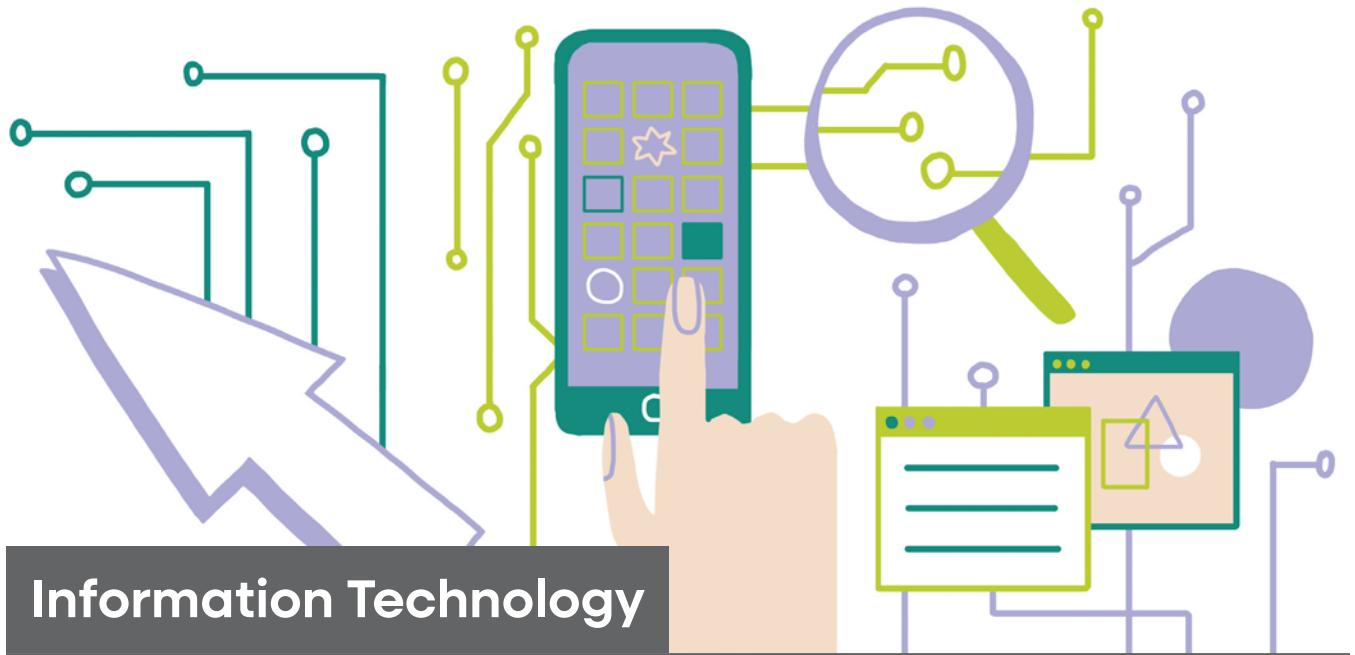- Four years' experience in similar roles.

WATCH VIDEO

Location:
YT, NWT

Employment type:
Full time, shift work

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

IT Security Analyst

Protects networks and information from IT security breaches. Ensures IT security measures such as VPN devices, anti-virus, and data prevention software are up to date and running. Anticipates, finds and responds to security breaches to the system.

Certifications:

- GIAC, CISSP, CISM, Juniper JUNOS SRX Platform, AJSEC, JNCIS-SA.

Education and experience:

- Degree or diploma in computer science, technology or information assurance.
- Minimum of five years of information systems experience. A combination of relevant experience and information security certifications may be considered.
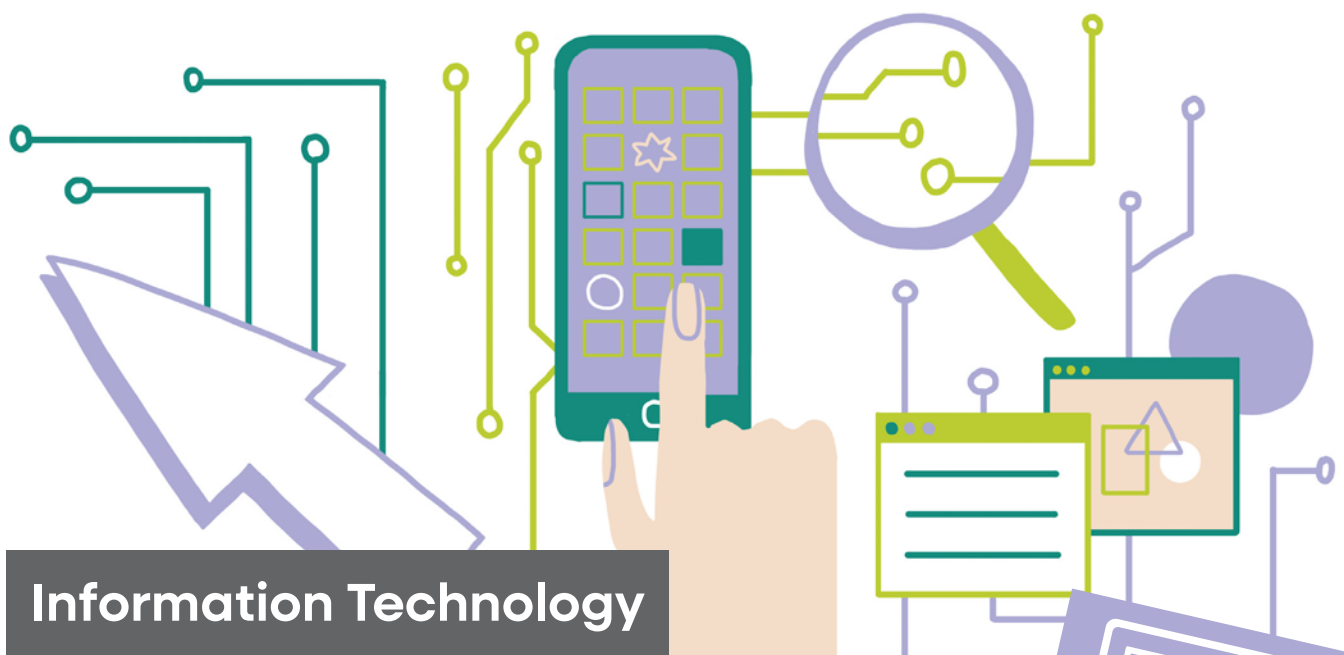
WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

IT Planner

Designs, plans and develops IT systems and architecture. Makes technology plans and designs IT systems that help achieve business goals.

Certifications:

- Certified IT professional.
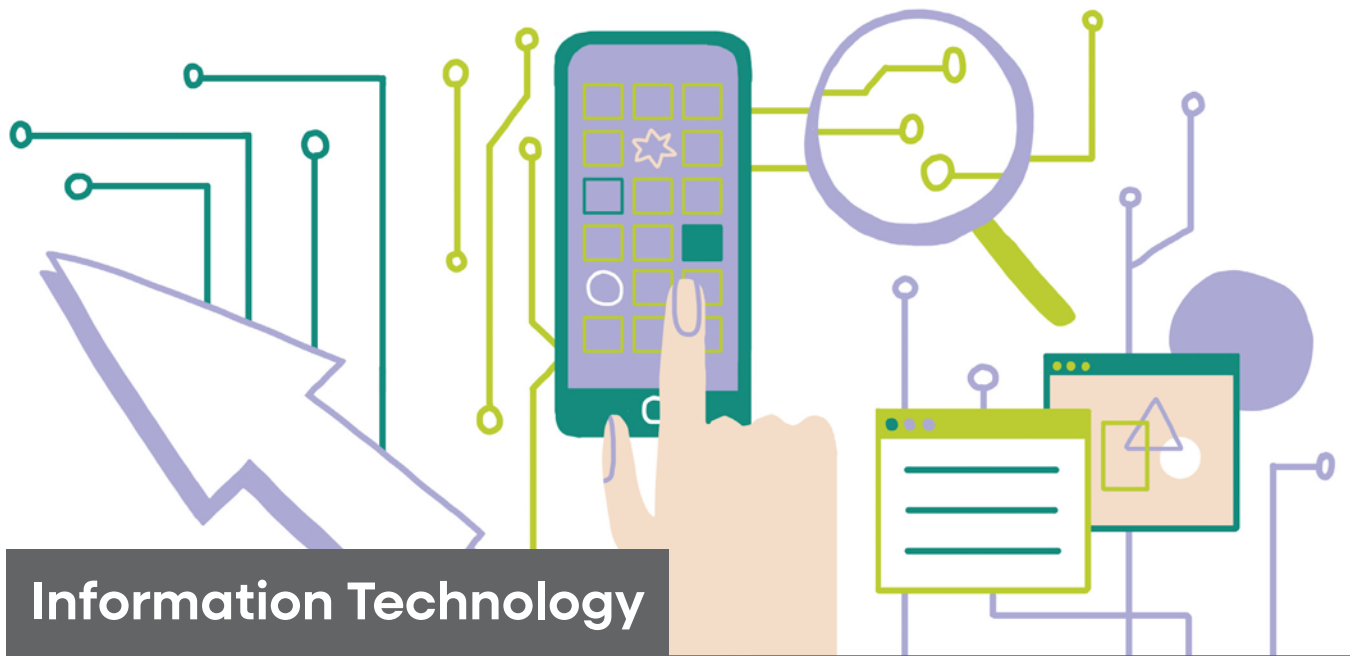
Education and experience:

- Certified IT professional with a degree in computer science or in a combination of related certifications and experience.
- Minimum of 10 years' experience in IT.

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Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Solutions Architect

Designs and develops computer apps. Makes technical solutions to business problems. Designs, develops and improves the customer web experience on digital and mobile platforms.

⬦ Education and experience:

- Degree in business, computer science, management science, engineering, mathematics, or a related discipline that demonstrates working knowledge in the information systems / technology field.
- Eight to ten years of progressive experience in the IT field, in one or more of the following solutions architecture areas: web, data, security, applications, technology, service-oriented.
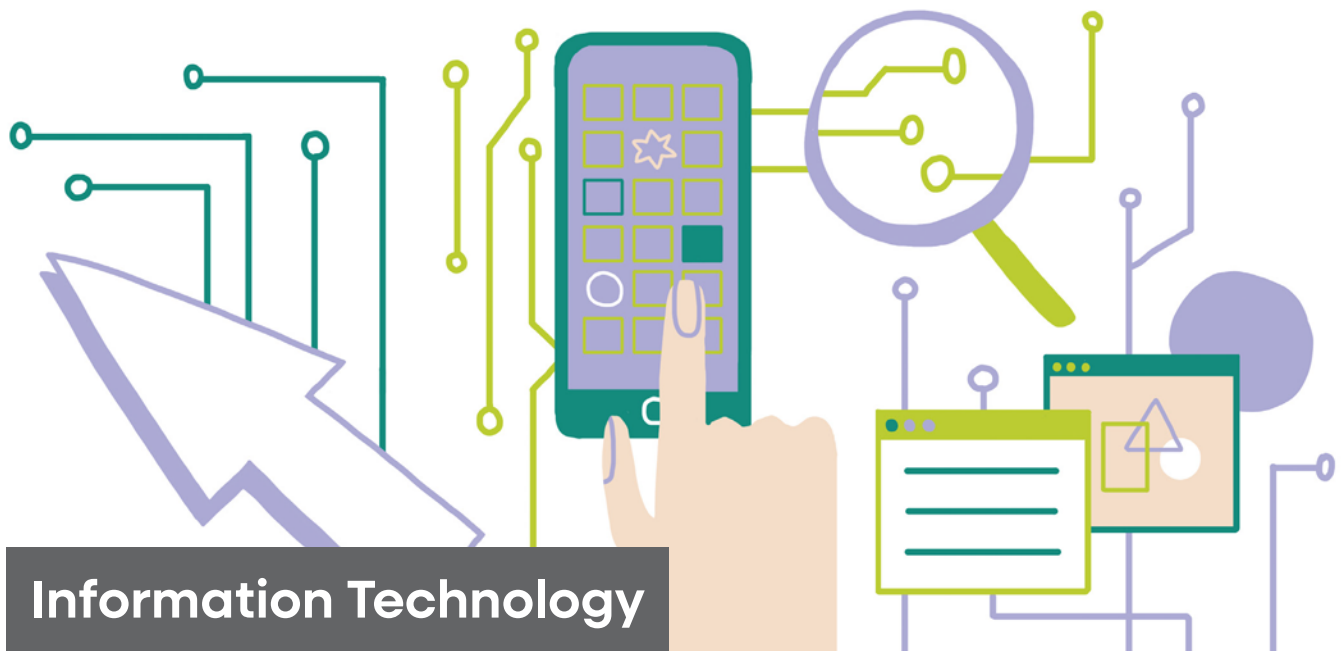
WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Application Services Manager

Leads, manages and provides technical expertise to a team of application services employees. Ensures IT applications and services are performing well.

Education and experience:

- Degree in computer science or related discipline with a minimum of five years of related experience, OR a diploma in computer science or related discipline with a minimum of seven years of related experience.
- Minimum three years' experience in application support and development.

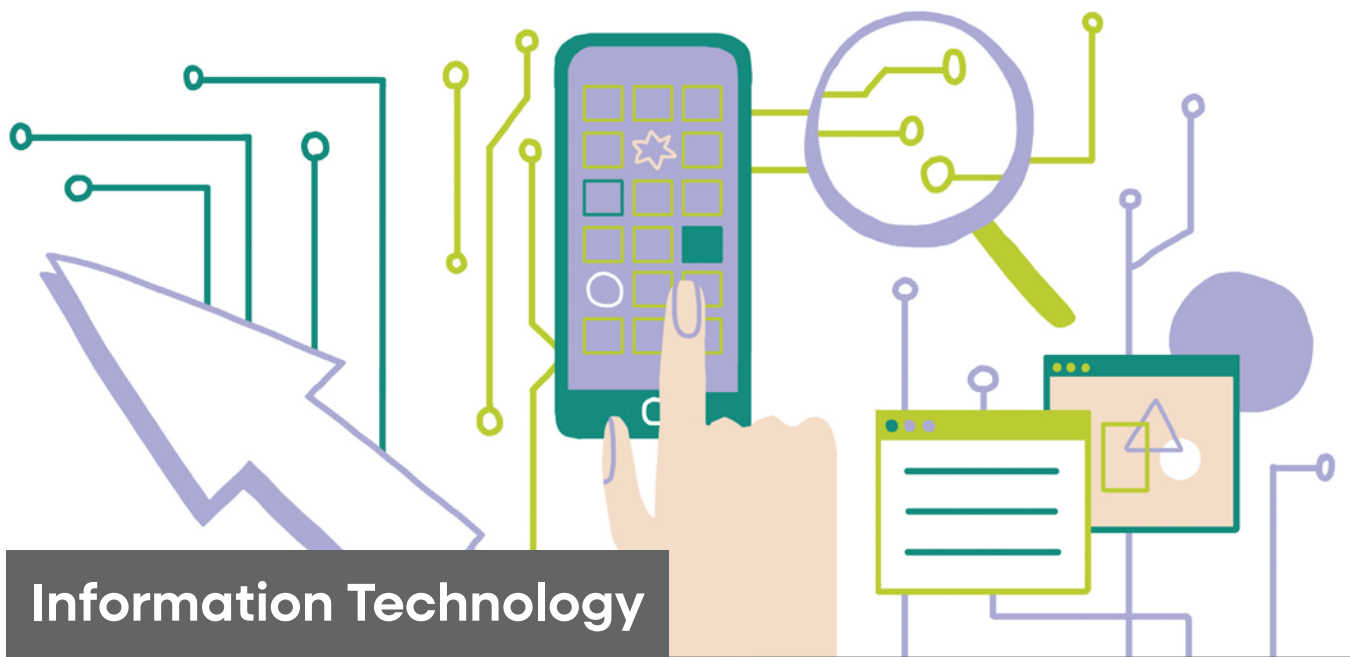**Location:**
NWT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Enterprise Applications Support Technician

Completes customer bill processing. Updates the data needed for the billing process. Initiates and monitors billing production. Corrects and resubmits billing failures. Ensures the billing process is completed correctly.

⬡ Education and experience:

- Diploma in computer science or business administration.
- Minimum of two years' related experience, preferably in the telecommunications industry.

Location:
YT

Employment type:
Full time, shift work

Inside or outside:
Inside

✔ **Customer-facing**

✗ **Physical work**

✗ **Travel required**

✗ **Driver's licence required**