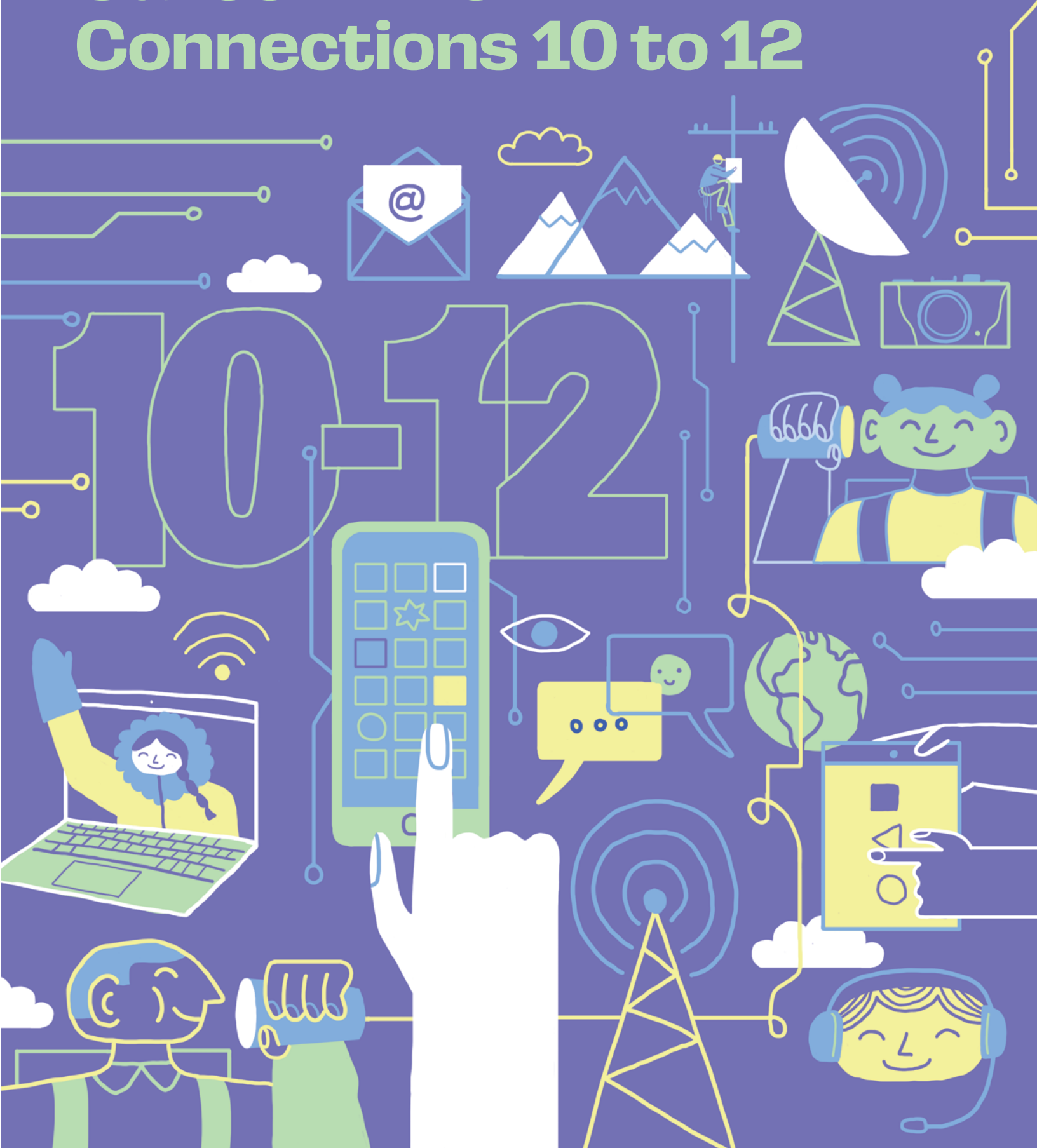# Careers in Telecommunications
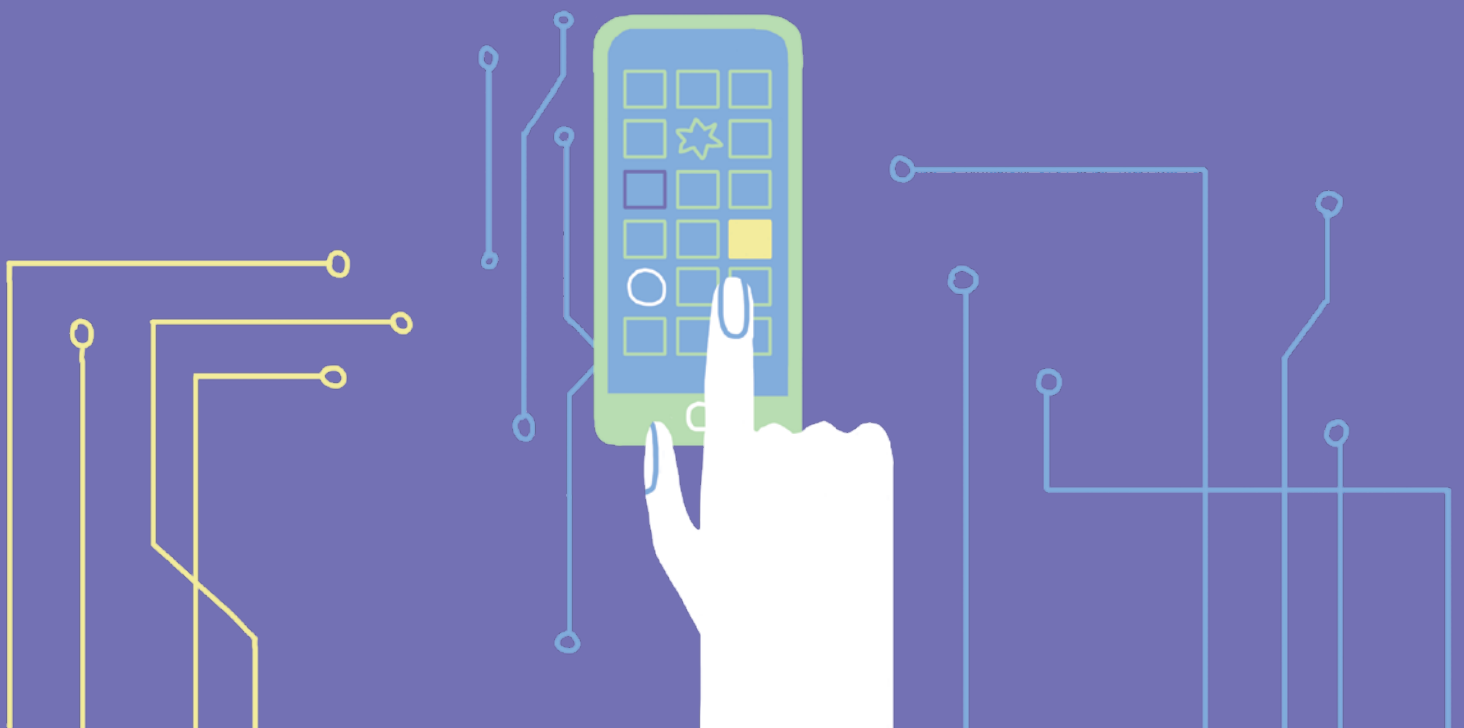
Career–Life Connections 10 to 12

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.

Career–life development includes ongoing cycles of exploring, planning, reflecting, adapting and deciding.

2.

Career–life decisions influence and are influenced by internal and external factors, including local and global trends.

3.

Lifelong learning fosters career–life opportunities.

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. Communicating with intentional impact related to audience and purpose

B. Acquire, critically analyze, and integrate well-chosen information from a range of sources

3. Thinking

A. Examination of evidence from various perspectives to analyze and make well-supported judgments

B. Placing personal work and that of others in a broader context

2. Collaborating

A. Connecting with broader networks for various purposes

B. Confidently interact with and build relationships to further shared goals

4. Personal and Social

A. Identification of strengths and limits, internal motivation, and action toward opportunities for self-growth

B. Advocacy for thoughtful actions to influence positive, sustainable change in my communities

Curricular Competencies

1. Consider the role of personal and employment networks in exploring career–life opportunities.

2. Communicate with the intent to highlight personal strengths, talents, accomplishments and abilities.

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

4. Develop preliminary profiles and flexible plans for career–life learning journeys.

Know

Do

Understand

Prior Knowledge

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

- A reflection and comparison of their own strengths, skills and preferences with those required for career roles in their communities (Understand)
- Work together collaboratively and professionally with peers in whole-class, small-group and partnership settings (Do)
- Engage in research processes, taking in information from a variety of sources and synthesizing their findings into clear communications (Do)
- Effective reflective writing strategies and techniques (Understand, Do)
- Create multiple presentations or products that accurately communicate and reflect their learning experiences (Do)
- Give and receive feedback to/from peers, teachers and experts (Do)

Entry Point Activity 1

Defend your society's honour

This opening activity will pit groups of students against each other to defend the honour of a fictional society (assigned to them) which prizes a specific central skill set. Students will have a creative opportunity to share why their society is the best, and to see how their society measures up against the others. In the end, it is revealed that each society's skills come together to formulate the career skills of an actual, real-life business sector – telecommunications.

Divide students up into five equal groups. Set the scene by letting them know they're going on a perspective-taking journey together as a team and they will need to complete multiple challenges throughout this activity, including coming up with ideas, sharing with the class, and debating with other teams to be crowned as the best. Instilling a little healthy competition at the beginning makes the activity a lot more fun!

Next, give them their scenario and first task. Let the teams know that they cohabit together on their own planet. Each planet has a central skill set that makes their society run. These skill sets will be assigned to you, and the entire functionality of your society depends on whichever concept you get. You can then let the teams know which skill set they have been assigned from the following:

1. Innovating with high tech
2. Working with my hands
3. Helping others
4. Solving problems
5. Being creative

Storytelling

With your team, your goal is to tell the story of your society, including:

- What makes your planet the best?
- Why is your society (and its central skill set) the most important in the universe?
- What are people like on your planet? What do they value?
- What are some key features of your society?

Students may use a variety of tools or tactics to tell their planet's story. Visuals are highly encouraged so that audience members can fully experience the creativity of their classmates and understand what makes each planet and its inhabitants tick. Have students consider the following visual formats, which they could use to present their planet's story:

- Slideshow
- Video
- Live-action skit
- Sketchnotes/illustrations
- Infographic / flow chart
- Travel brochure

Story sharing

After giving students time to develop their idea, it is sharing time. Each group will be asked to present their planet's story – and accompanying details of day-to-day life on their planet – to the rest of the class. This is important so that students can understand all five of the assigned skill sets in preparation for the debate portion of the activity.

Organizing a five-team debate flow:

- **Debate 1: Draw first two teams to debate.**
- **Debate 2: Draw second two teams to debate.**
- **Debate 3: The remaining team that hasn't had a turn debates the winner of Debate 1.**
- **Debate 4: The winner of Debate 2 and Debate 3 square off in the final.**

The Great Debate

One all of the groups have shared their planet's stories, debates will begin between the five planets. To set the activity up, create a random draw and pull two teams at a time to participate in each debate. The teams that aren't participating in the current debate are tasked with determining the winners. See the debate flow in the call-out box for how to set up debates with an odd number of teams participating.

The two teams debating will be asked to prove to the other team why their planet is better than the other one. The debate should be set up in a structured manner, allowing one team to present an argument, and the other to provide a rebuttal and then present their own argument, which would be rebutted by the team that went first.

Take the students through this process a few times so that each team has an opportunity to make a number of arguments for their planet. Finally, allow the audience to vote for the winner. Each debate should last five to eight minutes to ensure there is time to fit them all into one class period.For the final debate, let them know that you will be choosing the final winning team.

Debate winner … ?

As the debates go on, take note the central arguments of each team. At the outset of the final debate, take time to outline all of the teams' arguments, giving credit to each of them for their arguments and how they presented them.

Assure them that they are all wrong to state their planet is the greatest, yet all correct at the same time. There is no true winner here – all the planets need to work together for successful telecommunications within a society. The central skill set of each of their planets mirrors the skill sets required within various career roles in the telecommunications sector, as reflected in the **telecommunications pathfinder tool** ⊕, which is a resource students will be able to use in the following learning activity.

Learning Activity 1

Telecommunications career flow chart

The following learning activities will have students exploring how the various career roles of the telecommunications industry – and their associated skills – work together to seamlessly deliver our mobile and entertainment experiences.

Define the sector, Find the jobs

Before beginning, spearhead a discussion with students. What exactly is telecommunications, and what services are we provided through this sector? Lead students to a rough definition that telecommunications is the ability to communicate information via a cable or satellite, including phone, internet or television services.

Once the definition of "telecommunications" is established, have students break off into small groups and take a few moments to consider what career departments may exist in their local telecommunications companies (e.g. retail, IT, marketing, finance). Link this portion of the discussion back to the entry activity, using the planets' skill sets as hints to identifying which roles could sit within the various career departments.

Have students write down their ideas on flip chart paper or sticky notes. Provide them with an opportunity to share their brainstorming ideas with the broader class. Record their ideas on the whiteboard to ensure that all students have access to the same information moving into the next section of the activity.

Create a flow chart diagram

Using online resources, have students create a flowchart of the career roles that they believe would be involved in the delivery of telecommunication services to a customer. Their flow chart should reflect as many departments or specific job roles as possible.

Although flowcharts should be focused on visuals and little text, they can be created in a variety of ways including:

- Slideshow (Note: the timeline can be continuous across multiple slides)
- Sketchnote (either hand-drawn or created digitally)
- Video
- Infographic

Have them consider that some careers may be constantly working in the background and not necessarily involved in customer-facing services. How might students represent these roles in their diagram?

Here are some additional resources you may wish to provide to students to explore:

- **Flow chart exemplar**
- **Telecommunications career pathfinder** ⊕
- **Telecommunications job posters**

Assessment

A rubric sample for this learning activity can be found **here**, though you may also wish to co-create the assessment rubric with your students in order to continue supporting their engagement in the process of learning.

Learning Activity 2

Career deep dive

After creating the debate and diagram activities, students will have had exposure to careers across the telecommunication sector. From here, the students will be challenged to hone in on a career within the sector that they relate most to or that they want to learn more about.
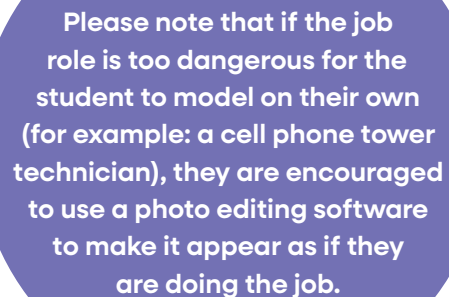
Role-model poster activity

Their challenge for this learning activity is to do a deep dive on the role, and design a job poster with them acting as the "model" for the job on the poster.

Take some time to brainstorm with your class about what the posters should include. Some ideas that could be added to the poster:

- Image of the worker in the role
- Job title
- Job description
- Associated skills
- "Day in the life"
- Total hours per week
- Total salary or pay per hour
- Required certifications or licensing
- Why this job is interesting to them

Please note that if the job role is too dangerous for the student to model on their own (for example: a cell phone tower technician), they are encouraged to use a photo editing software to make it appear as if they are doing the job.

You may want to show a couple of poster exemplars from the telecommunications career posters from the associated Grade 8 module. Point out to the students they they will need to include more specific information about the job for this learning activity, rather than a broad overview, which is what the existing posters provide. Additionally, they are being creatively challenged to have themselves role-play as the "model" of the job for their poster.

Alternate formatting options

If posters are not the preferred shareable format for students or for you as the teacher, other format ideas include, but are not limited to:

- Infographic
- Written assignment
- Digital career pamphlet
- Stop motion animation project
- Informational video
- Podcast

Assessment

Just as in the last learning activity, take some time to co-construct a simple rubric for assessment purposes. Otherwise, a generic rubric sample can be found **here**.

Community gallery walk or presentation

After students have completed their projects, you may want to provide an opportunity for students to experience one another's work.

Set up a community gallery walk or presentation opportunity so that students can see and hear a more in-depth analysis of the various careers they may have had touchpoints with in Learning Activity 1. Allow time for students to ask each other questions, and ensure that you highlight the personal connection that each student may have with their role. Students may learn something about their classmates and their personal skills or interests through this task.

Learning Activity 3

Interview a technology industry expert

Assign students to small groups of two or three and have them choose one technology occupation, including any of the roles that they were exposed to in the previous activities. Their task for this learning activity is to interview a community member who currently holds or previously held a similar job role to the one they are researching.

The purpose of the activity is for students to gain an increased understanding of the job role from the experienced perspective of their interviewee. Sometimes what we read about a job and how we experience it can be very different! With this in mind, students will also be asked to compare and contrast whether their interviewee's experience matches with what they've previously researched about the role.

Setting up interview criteria

Prior to the interview, work with the whole class to co-construct a set of interview questions that can be used for the assignment. Have students consider what kinds of questions might apply to the general job pool and what kinds of questions would be specific to the job they are inquiring about.

On a general level, students can ask questions about the role to find out if their prior understandings match the experience of their interviewee. Here are some examples of what they could be asking about in their interview:

- Description of the role
- Associated skills
- Day-to-day job duties
- Work environment and equipment
- Required education, certification or licensing
- Work schedule and compensation
- Relationship of this role to other roles in the company

If students already have prior background knowledge about the role from the previous learning activities, they can instead take time to compare the difference between what they already know about the job (description, duties, skills, etc.) and cross-reference whether this knowledge aligns with the actual experience of the interviewee in that role. Question types that they could ask to achieve this understanding could include:

- The job description for this role is _____ . Does this match with your personal experience?
- How does/did (job skill) show up in your role? Did you feel like you grew these skills during your time in the job?
- Did you need _____ certifications to secure this role? What did that entail and how long did it take?

Of course, there are many more possible questions that could be asked. Given that interview questions will highly depend on the job role being interviewed and the previous knowledge of the role on the student's behalf, it is important for questions to be customized to the context they're working within. Be sure that students take time to consider and finalize their interview questions ahead of meeting with their interviewee, and ensure they understand that not all questions that they brainstorm must be asked. The conversation with their interviewee may guide them in a direction that they did not initially anticipate!

Share and reflect: What was learned from the interview?

After your students have completed their interviews, it is time for them to share their learnings and reflections about the activities completed so far. Inform them that they will be creating a presentation project that shares about their interview experience as well as their personal reflections on their learnings throughout these activities.

Give students some creative agency by opening up the final project format into digital and analog options alike. This increases student buy-in when they are able to work within their preferred media format.

Some ideas for project formats may include:

- Written project
- Podcast conversation (collaborative)
- Formal presentation and slideshow

These formats allow for students to respond in a longer form than the previous learning activities, making it possible for them to integrate their personal reflections about their entire experience. Emphasize that students should capture what they learned about the telecommunications industry, the associated careers within the sector, and what they learned about themselves as they explored the possible job roles in their area.

As students begin the journey of developing their final reflection project, take time to co-construct a rubric for evaluation, or simply use the one linked **here** as a model.

Wrap up the learning by making space for a final day of sharing whether through a final presentation, gallery walk, or other preferred sharing opportunity in your classroom.

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. Suggestions include:

- Invite a guest speaker from a local technology company into your classroom. This could include a technology service, a web developer, or any other link to the sector. Have them outline their roles and responsibilities, what their qualifications are and how to get them, and how their work impacts and serves the broader community.
- Have students interview additional adults in the community about their careers and businesses.
- Break down other specific sub-sectors of the technology industry. For example, app development or social media.
- Work with students to brainstorm a list of careers they are interested in, and have them research, compare, and contrast the training and education needed for those careers.
- Explore volunteerism opportunities for students within local businesses, offices, government facilities and trades.
- Encourage students to take on part-time casual jobs of their own within the community. If they already have jobs, hold a discussion where students share about their job role and whether they'd recommend it to their peers.

"I can" statements from the Core Competencies

Collaboration:
I can connect my group with other groups and broader networks for various purposes.

- I can demonstrate my commitment to my group's purpose by taking on different roles as needed.
- I can recognize when wisdom and strategies from others are needed and access these to address complex goals.
- I can help create connections with other groups or networks to further our common goals and our impact.

Critical Thinking:
I can examine evidence from various perspectives to analyze and make well-supported judgments about and interpretations of complex issues.

- I can determine my own framework and criteria for tasks that involve critical thinking.
- I can compile evidence and draw reasoned conclusions.
- I can make choices that will help me create my intended impact on an audience or situation.
- I can articulate a keen awareness of my strengths, my aspirations and how my experiences and contexts affect my frameworks and criteria.
- I can offer detailed analysis, using specific terminology, of my progress, work, and goals.

Personal and Cultural Identity:
I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.

- I can identify ways in which my strengths can help me meet challenges, and how my challenges can be opportunities for growth.
- I can understand that I will continue to develop new skills, abilities and strengths.
- I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices.
- I can understand that my learning is continuous, my concept of self and identity will continue to evolve, and my life experiences may lead me to identify with new communities of people and/or place.

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.

Telecommunications Career Diagram Project

Assessment category	Emerging	Developing	Proficient	Extending
Accurate information and diagram flow				
Clear communication of information through writing and/or graphics				
Creativity				
Correct spelling and grammar				

Telecommunications Connection Flow Chart

Warehouse manager of supply chain restocks items

Human resources recruits the best people for the jobs and supports them

Collections customer service contacts customer who has not paid their bill

Payroll clerk pays the workers

Shipper/receiver

Money goes to accounting clerk

Digital marketing influences customer

Phone shipped to consumer

Contacts retail store associate (in-store, online, on phone)

Workforce coordinator directs the work

IT

Consumer

Consumer makes a call – uses internet or cable

Army of service technicians ensures that cell towers, fibre optics, and machinery is working

- **Solutions architect**
- **Application service**
- **Planner**
- **Support**
- **Security**

Final Reflection Project

Assessment category	Emerging	Developing	Proficient	Extending
Experience accurately summarized				
Clear communication of information through writing and graphics				
Creativity				
Correct spelling and grammar				

Rubric
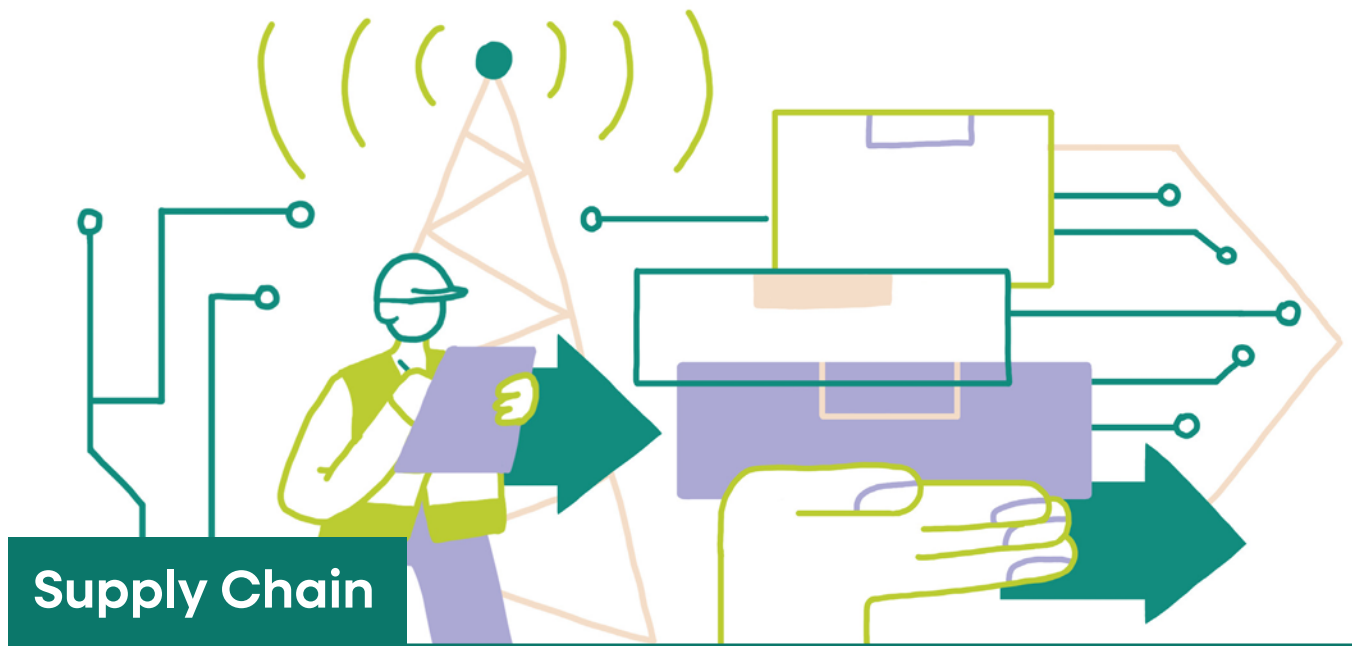
Shipper/ Receiver

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**
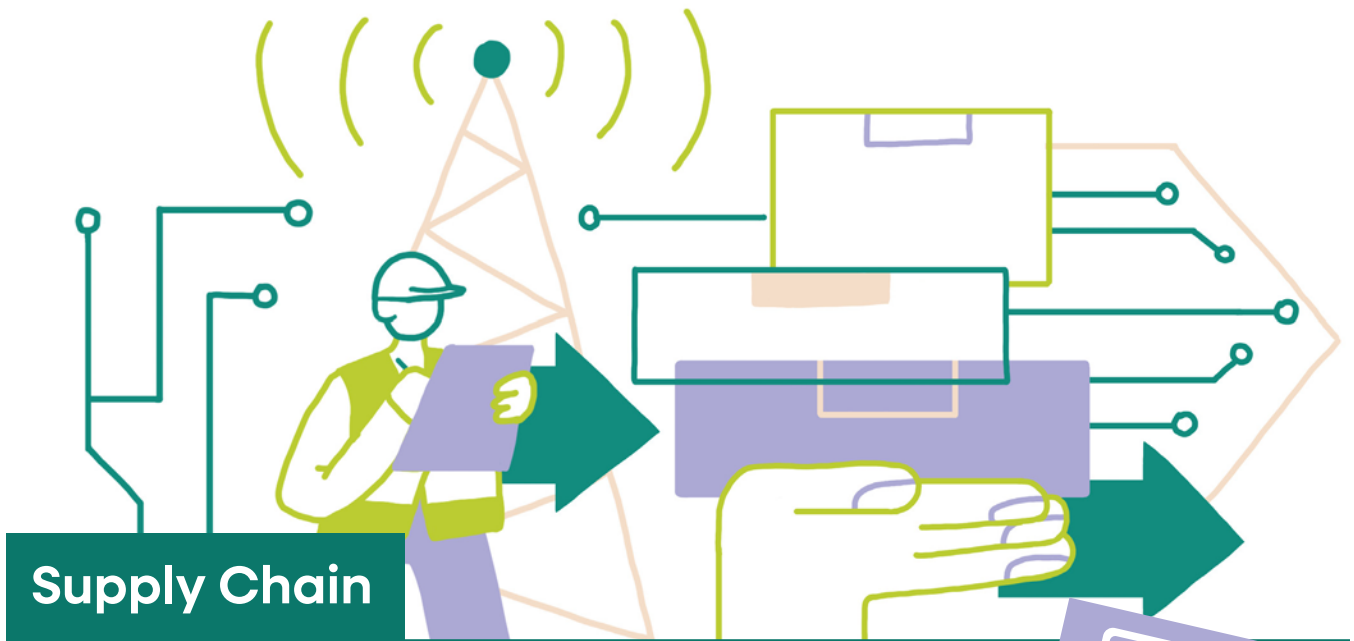
Manager of Supply Chain

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.

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.

WATCH VIDEO

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⊗ **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**

Finance and Accounting

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

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.

Location:
YT, NWT, NU

Employment type:
Full time

Inside or outside:
Inside

Education and experience:

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

- ✓ **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**

Customer Experience

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.

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 Management

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.

Location:
YT

Employment type:
Full time

Inside or outside:
Inside

⬥ 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.

⊗ **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:
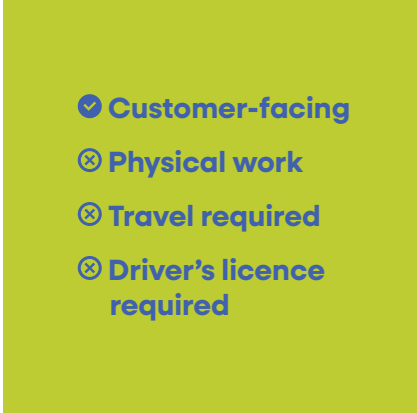
- Grade 12 education.
- Two years' experience in a clerical or administrative position, preferably in the telecommunications industry.

Location:
NWT

Employment type:
Full time, shift work

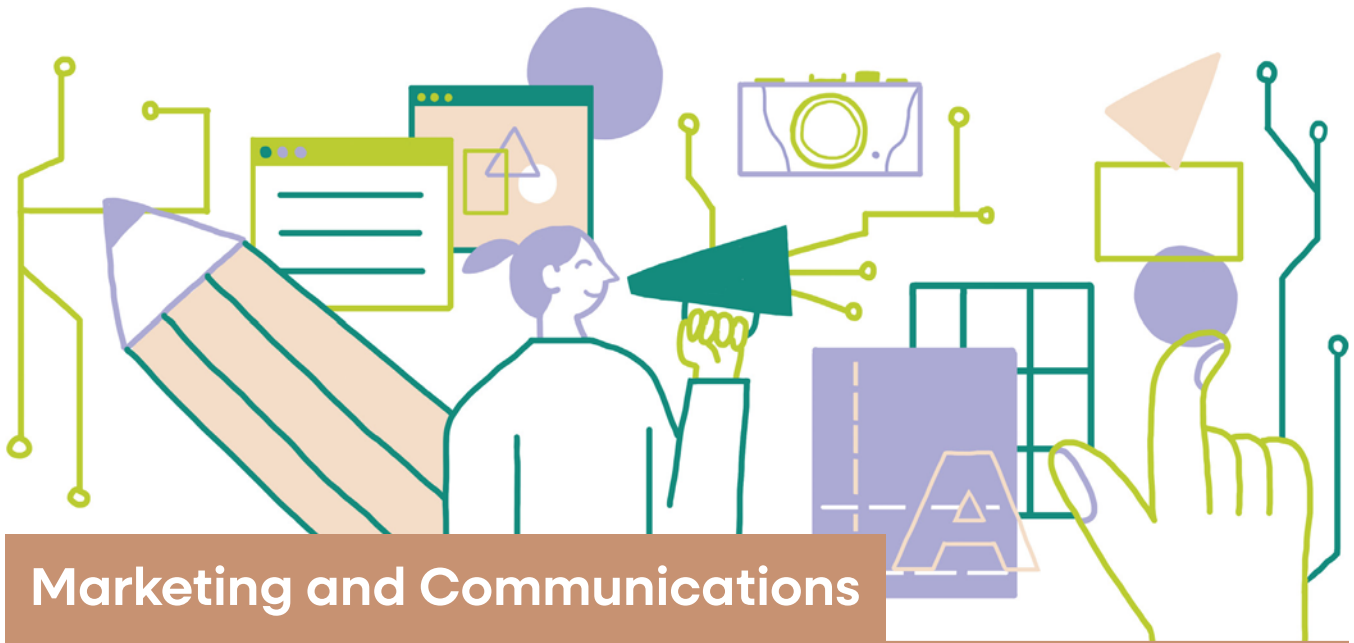**Inside or outside:**
Inside

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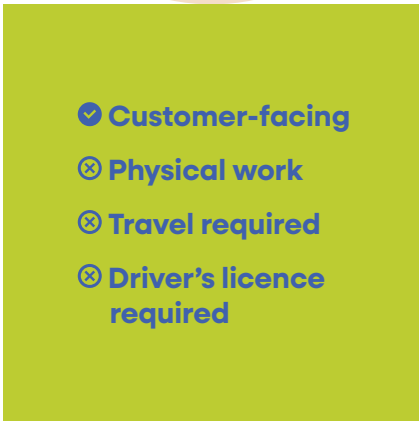
- Previous experience working in a telephone-based service environment, primarily a busy phone queue, handling both internal and external calls, providing real-time support.
- Excellent verbal and written communication required.

Location:
NWT

Employment type:
Full time, shift work

Inside or outside:
Inside

- ✔ **Customer-facing**
- ⊗ **Physical work**
- ⊗ **Travel required**
- ⊗ **Driver's licence required**
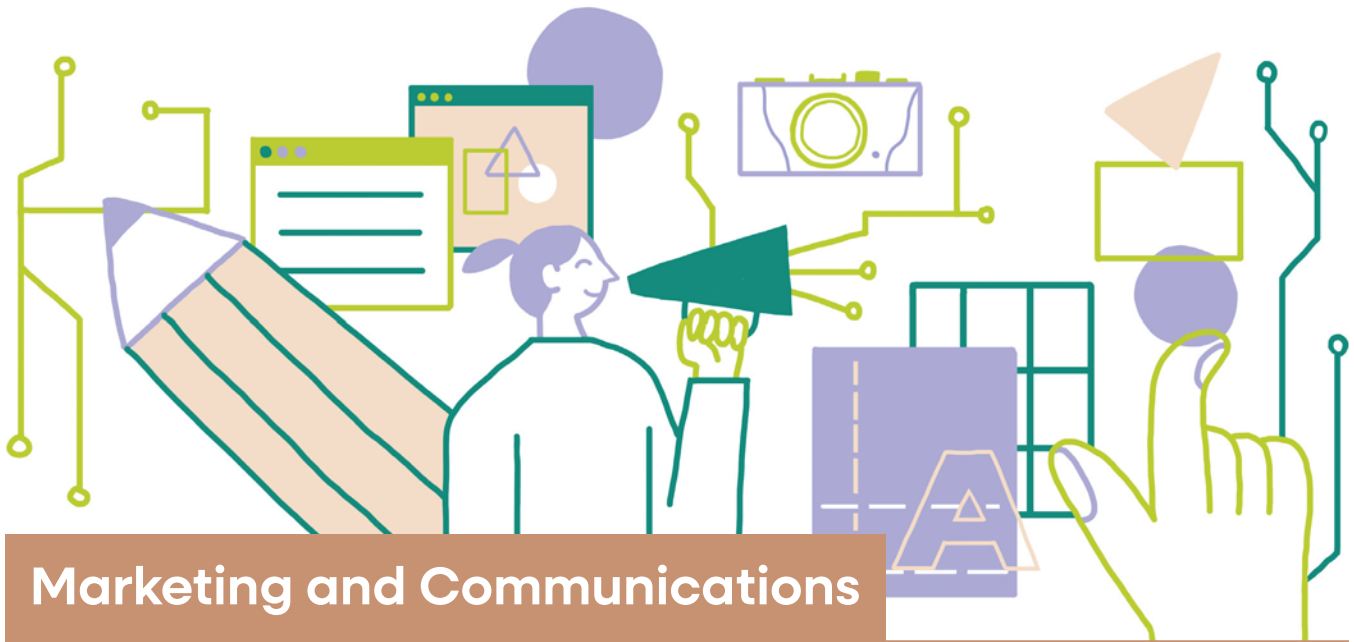
Manager of Community Investment

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.
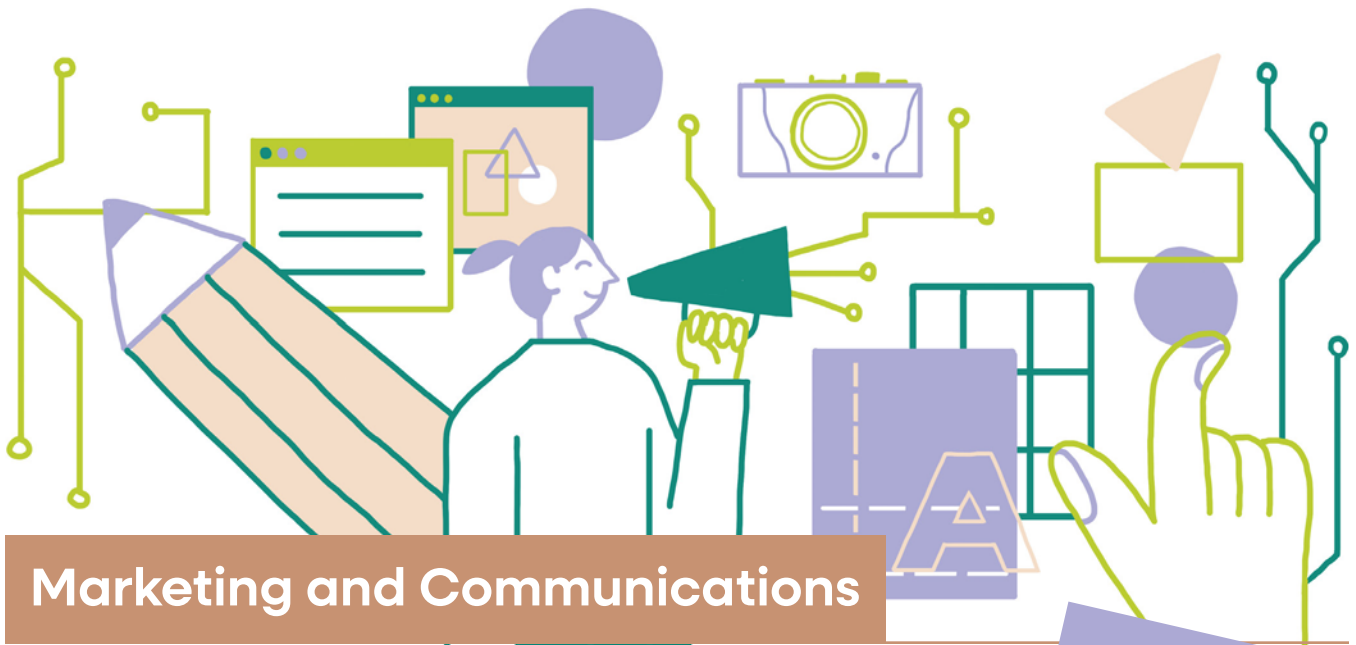
⬡ Education and experience:

- 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**
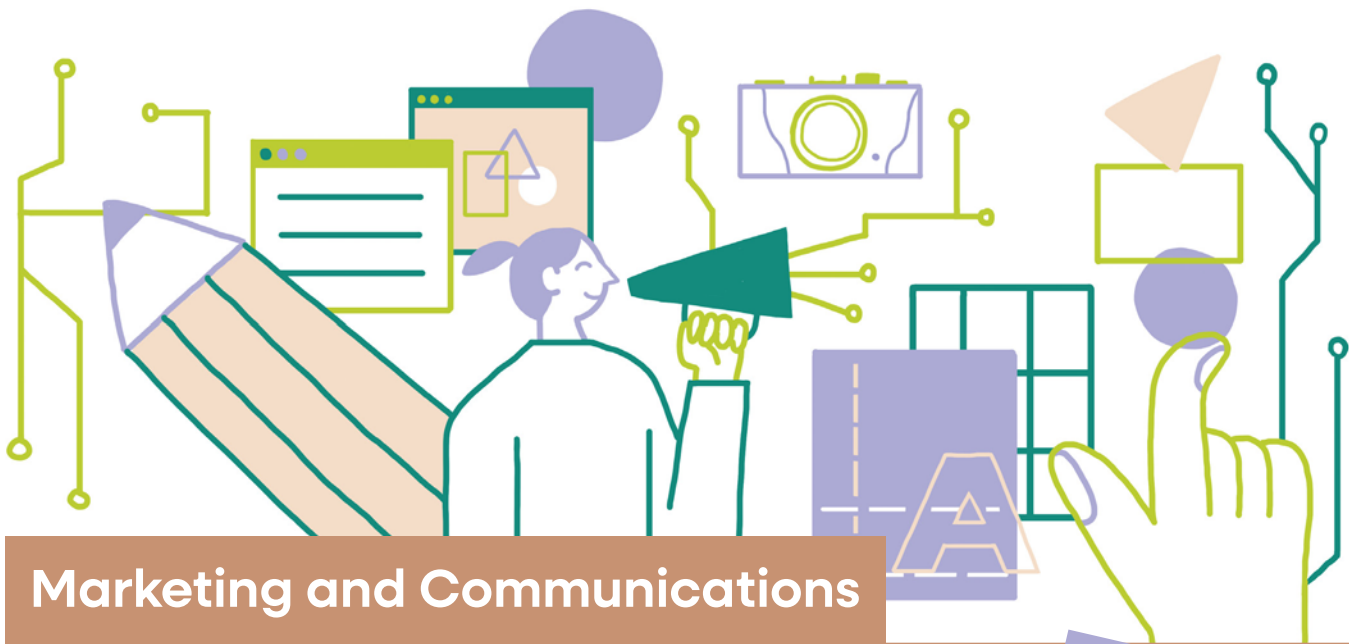
Digital Marketing Manager

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.
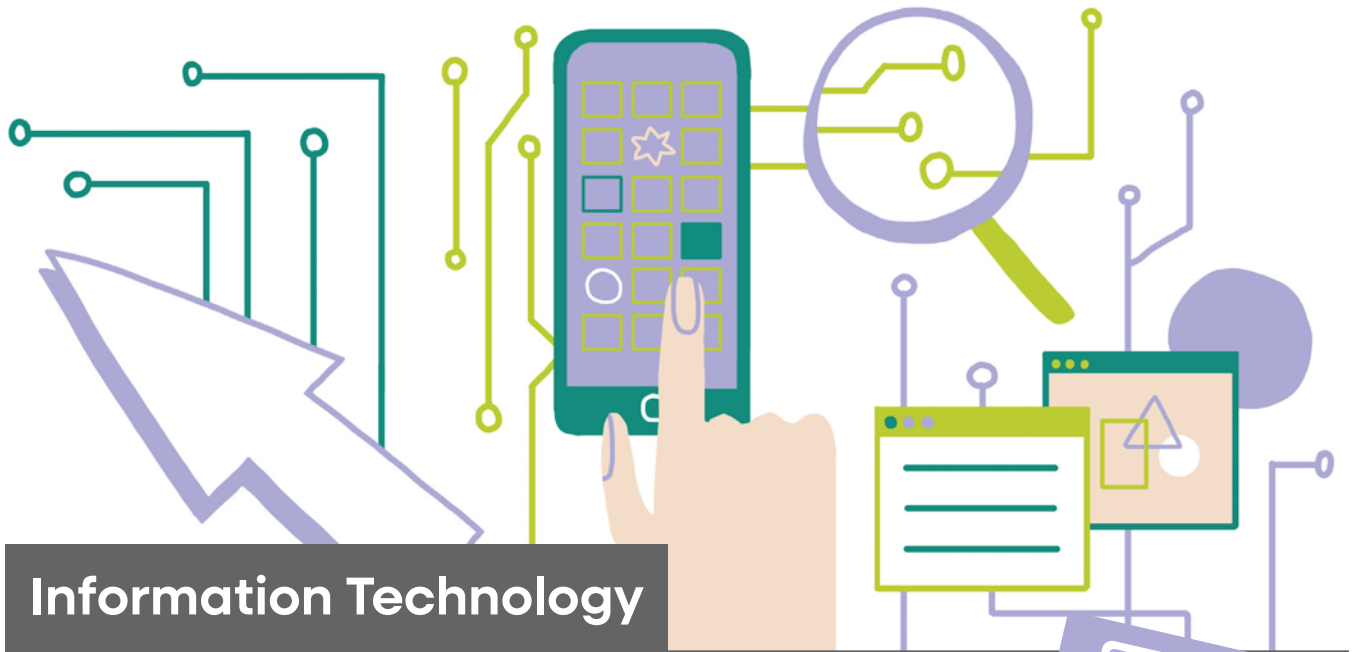
Location:
YT, NWT

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.
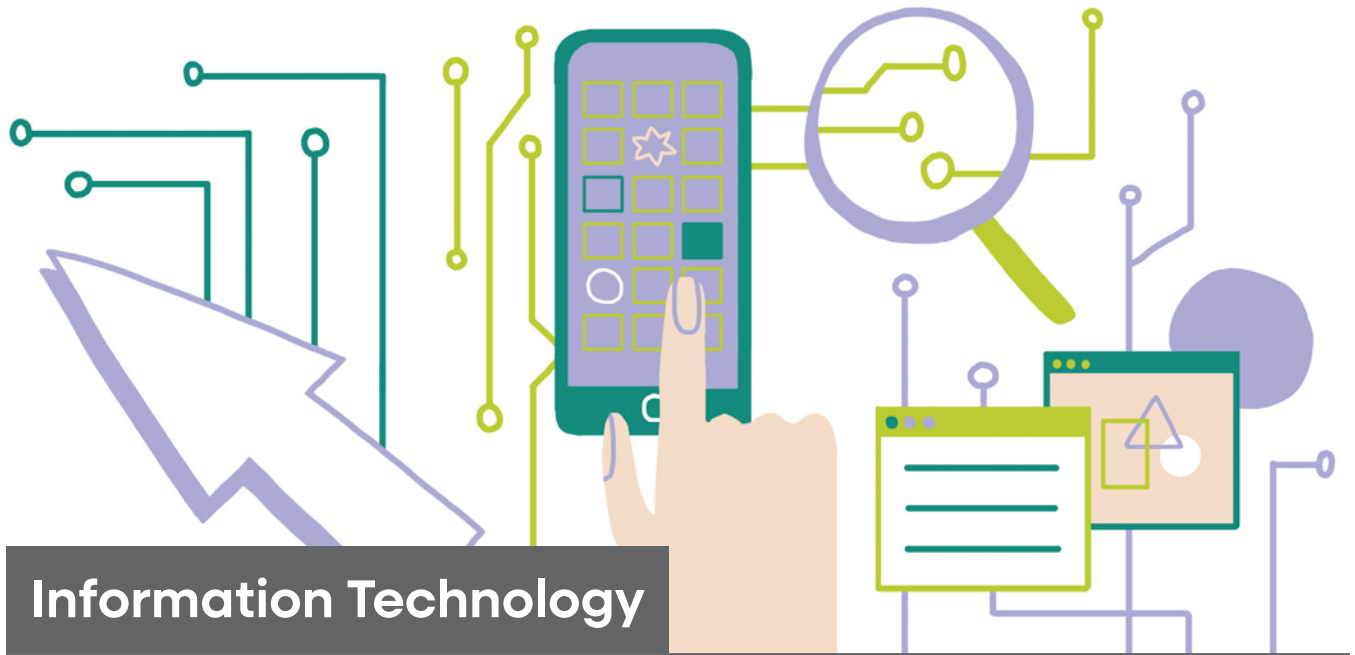- Four years' experience in similar roles.

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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.
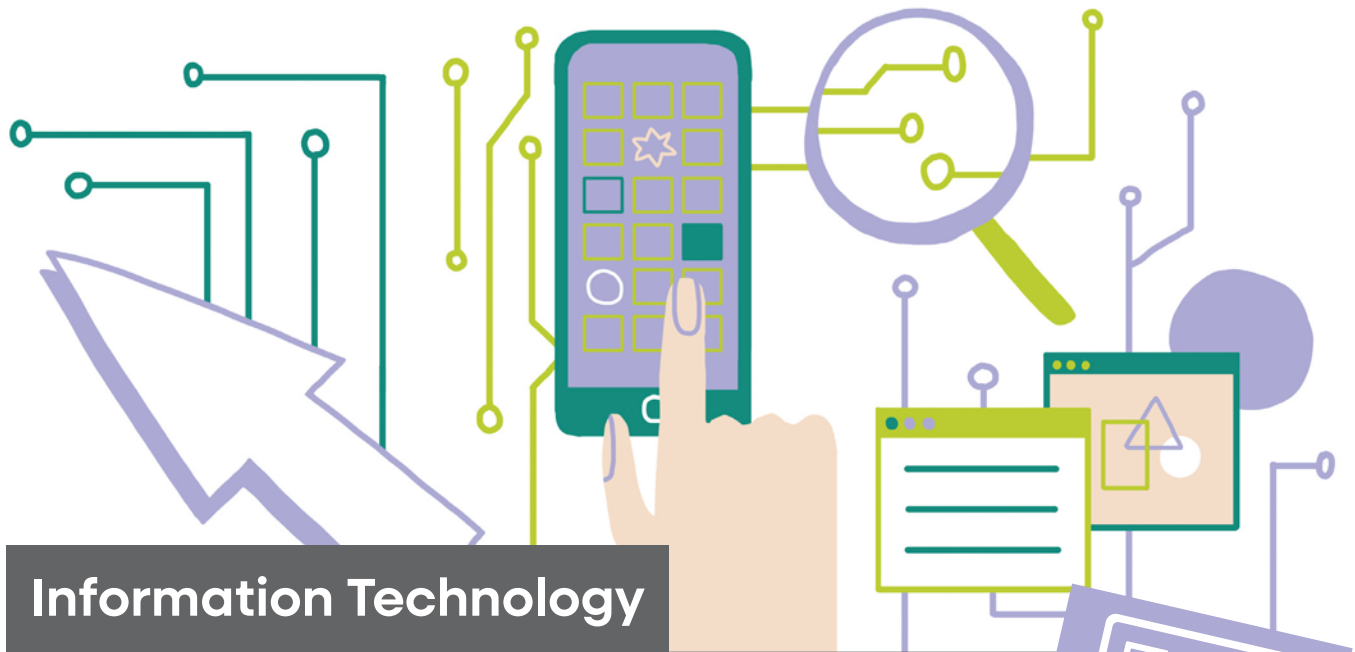
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Location:
YT

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

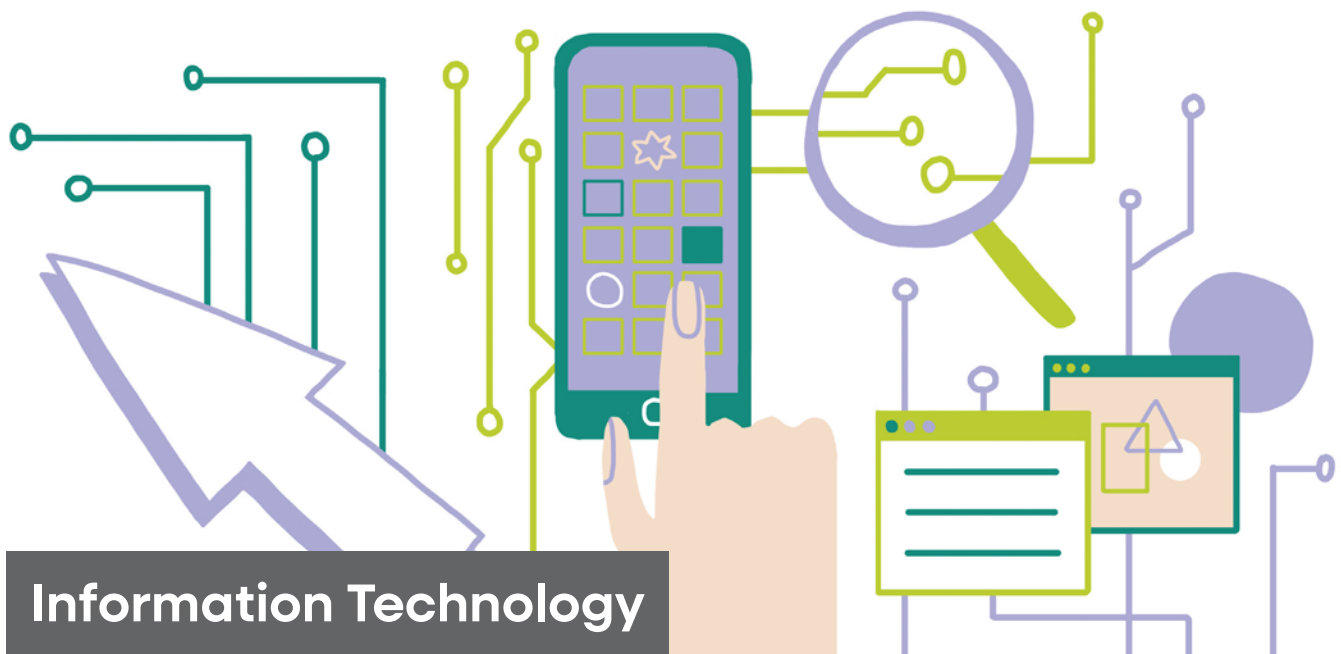**Employment type:**
Full time

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.
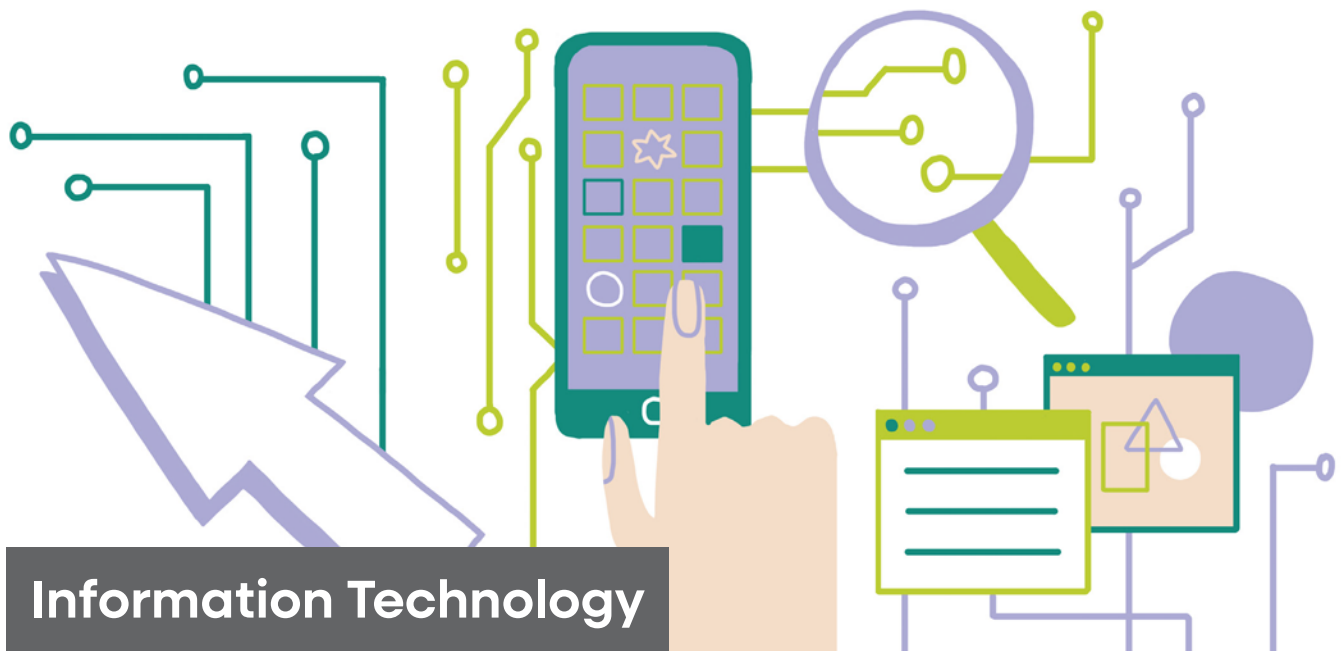
WATCH VIDEO

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.

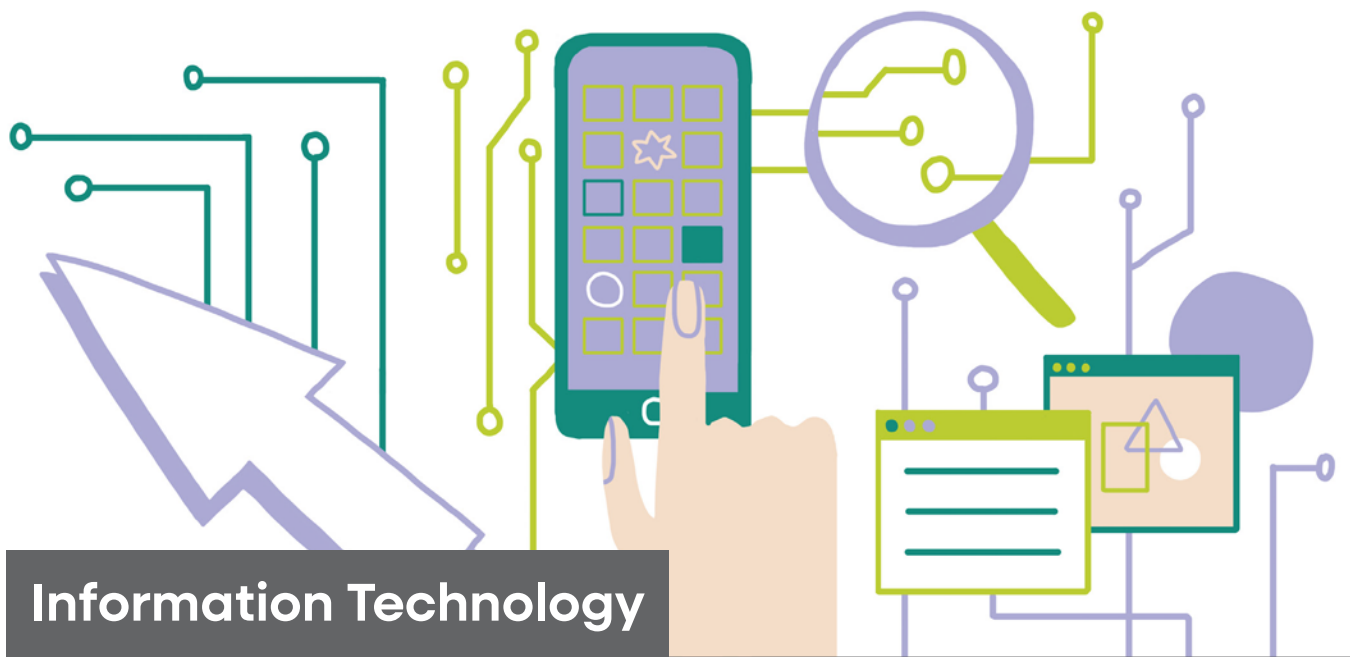**Location:**
NWT

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**