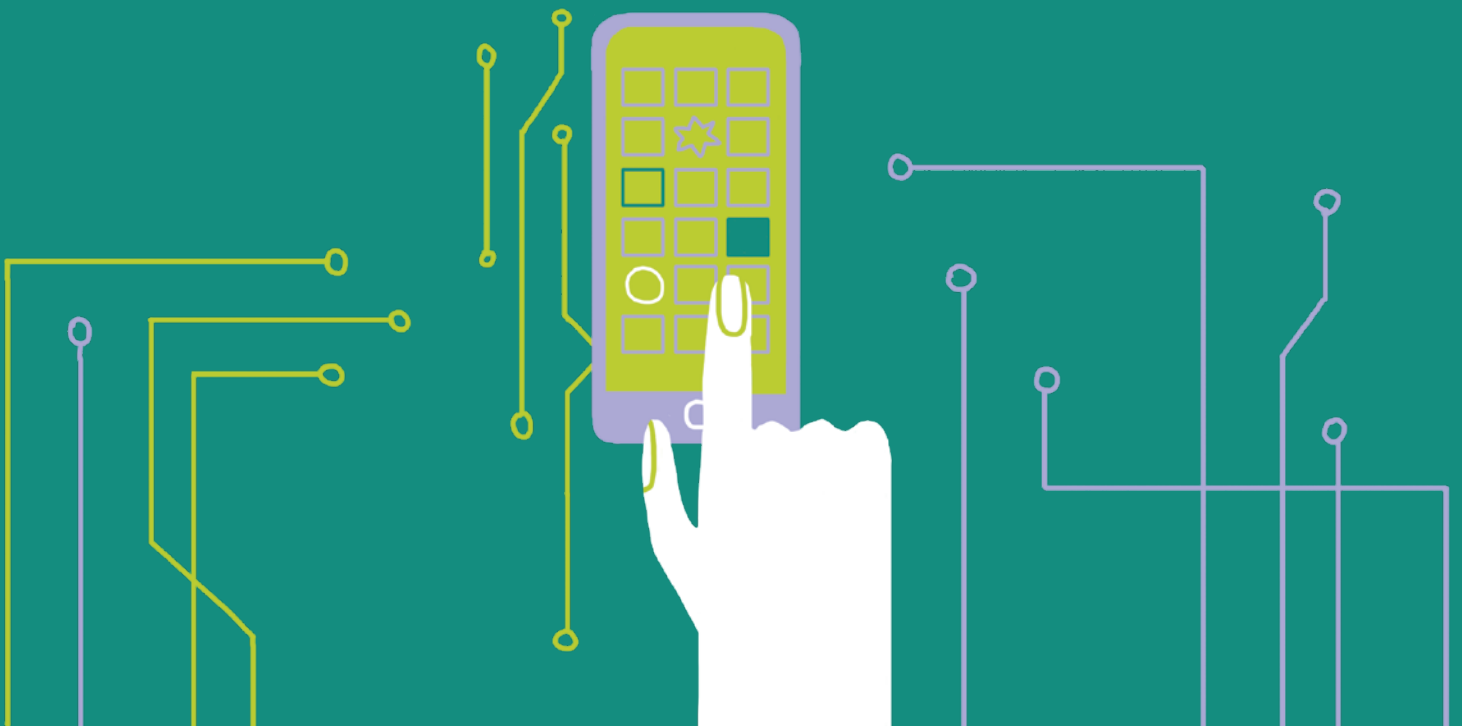Careers in Telecommunications

Career Education 7

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.
New experiences, both within and outside of school, expand our career skill set and options.

4.
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

3. Personal and Social

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

2. Thinking

A. Analyzing and critiquing
B. Reflecting and assessing

Curricular Competencies

1.
Recognize their personal preferences, skills, strengths and abilities and connect them to possible career choices.

2.
Question self and others about the reciprocal relationship between self and community.

3.
Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career options.

4.
Explore volunteer opportunities and other new experiences outside school, and recognize their value in career development.

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)
- 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 discussion: Mobile technology careers

Pose this question to students:
"What jobs make your cell phone user experience possible? What do you think is involved in those jobs?"

These may be challenging questions for some students as they may not have given any consideration to these questions. If you think that this is the case, you may choose to begin with a different example that they're more familiar with, such as "How does food get from the farm to your table?" For example, students may consider the process of growing a crop from seed, tending to the fields, and harvesting food, but overlook things like transportation, wholesale account managers, and quality control. Even if they point out a dozen jobs, there are probably just as many that are working behind the scenes! As you facilitate the discussion about the roles involved in the farm-to-table process, be sure to point out the different people, technologies and tools that would be involved in each step.
You may wish to print or project the cover page to stimulate discussion as you transition to the subject of telecommunications.

Afterward, you can compare the farm discussion to the similar process involved with the cell phone industry. Just as in the farm-to-table pipeline, there are hidden roles behind the scenes that we don't consider when it comes to telecommunications service.

To initiate this discussion, ask students to consider which careers are involved to create the technology we carry around in our pockets each day. Because of the farm discussion, students may already be thinking outside the box when it comes to the jobs involved with cell phone manufacturing and service delivery. Prompt them to think about how the phone is designed and invented, how it's assembled and what it's assembled with, how it's marketed, what's needed to make it work, who sells it to you, provides the service, and who makes sure it can be fixed if it's broken.

Option:

You may have small groups discuss this together, recording their thinking on flip chart paper or on this **Mind Map Template**, and come back together to share as a broader group.

Careers they might come up with may include, but are not limited to:

- Shipping, receiving and logistics personnel
- Cellular tower technicians
- Mobile device manufacturers
- Software development engineers
- Wireless technology development
- Installation and repair technicians
- Mobile phone sales associate
- Mobile phone repair technicians
- Marketing professionals

As students discuss the possible roles and responsibilities of each career involved in the cell phone service industry, inform them that you will be exploring careers in the broader telecommunications sector more thoroughly. This will be done through research and by comparing their findings with their own strengths, skills, preferences and career aspirations. While some students may not identify with these career options, they will ultimately learn a great deal about the immense human work involved in powering the technology that is ubiquitous in their worlds.

Entry Point Activity 2

Critical thinking task: The cellular service pathway

In small groups, provide students with a copy of the **Cell Phone Service Pathway Activity**, which includes the above careers as well as a few blank spaces in the event that your students brainstorm other roles that are involved in the cell phone industry. Feel free to add extra slips with additional careers if your students have more ideas.

Have the students cut out the pieces and work together to place the roles in order from cell phone tower construction to the user experience in their hands. This will illuminate the cell phone service "pipeline" and the roles all the careers play in providing widespread cellular service across the globe. Click to **download** the printable activity blackline master.

Learning Activity 1

Career inquiry deep dive

This learning activity will have students working in small groups to complete a research project on a specific career in the telecommunications sector. What you may discover is that the careers involved are actually transferable to several careers across the entire technology industry!

It is recommended to complete this section as a jigsaw activity, with each group researching a different career. This allows for students to be exposed to the different types of jobs in the telecommunications industry. You may wish to include all or any of the careers listed on page 8 or explore this detailed list of **Telecommunications Careers**.

Another great resource to get you started is the Telecommunications Pathfinder project which prompts students to explore career selections based on their strengths. The site breaks down roles into sections such as "Being creative" or "Working with my hands" instead of starting with job titles. You can navigate to the site here: **nwtel.ca/pathfinder** ⊕

Setting the stage

What's in a job? Developing the right inquiry questions to ask

Have the students consider what kinds of questions they should be trying to find the answers to as they research their chosen telecommunications career. You may want to have them brainstorm in small groups and share with the class so you can decide on a common question set among the groups. This will get them more familiar with the questions they should be thinking about when considering future jobs.

Questions they may come up with include:

1. What are the roles and responsibilities included in this job?
2. Which of the following are included in this role: information technology, retail, technical work, software/hardware development, manufacturing, service, supply chain, human resources, sales, accounting, marketing, or repair and maintenance?
3. Where does the work take place?
4. What kind of schooling, training or other educational programs are needed to qualify for this kind of job?
5. Does this job include manual labour? If yes, what kind?
6. Does this job include problem solving? If yes, for what, and what does this look like?
7. Does this job include creativity? If yes, what kind and what does this look like?
8. What are the hours usually like?
9. What is the typical pay for this job? (salary or hourly)
10. Does this career tie to my own personal interests or skills? Why or why not?

You may use their questions to create a custom research template that they may fill out – either digitally or on paper – to support their project. A sample blackline master of the above questions can be found **here**.

Defining the end goal

Before beginning the research activity, have students consider the final product that they will create in order to share their research findings. Some options include, but are not limited to:

• Short play
• Written assignment
• Digital career pamphlet
• Stop motion animation project
• Informational video
• Podcast

Once they have decided on how they will share their final product, it is a good idea to create a rubric of expectations together where students have some say in the areas they will be assessed. This strategy increases student buy-in since they are involved in setting the standards for their own learning while getting them thinking about their research and creative goals. Rubrics can be used in several ways: as a student self-assessment tool, as a teacher assessment tool, or through a student–teacher conference where strengths and areas of growth for the future are decided together.

Ask the students to consider each part of the project and how this could be split up into categories for their rubric. They may come up with portions such as:

- Accurate research
- Small group collaboration
- Clearly communicated ideas
- Fully edited and polished creative final product

Ensure the creative components fit with all of the possible final product formats that you choose above.

In the event that your students do not have experience with co-constructing an assessment rubric, take time to model where their categorical suggestions may fit into a rubric **(see a sample rubric)**. In this learning activity, the rubric is intended to assess outcomes related to the Core Competencies and Career Education. Any ties to English Language Arts or ADST outcomes can be assessed separately.

Career inquiry collaboration and deliverable creation

It's research time! Provide students with adequate class time, guidance, and access to technology to properly research their chosen technology sector career. You may consider conferencing with students at different points in the process to ensure they are on the right track in their project development.

As students are creating their final deliverable, make time for a mid-point gallery walk where the small groups can circulate, informally share their research findings, ask one another questions, and provide each other with feedback.

Learning Activity 2

Career-planning quiz and presentation

This learning activity takes students through a traditional online career quiz that tabulates their top-matched career choices, based on their personal responses. This section features an excellent career quiz resource from the Government of Canada, which provides multiple quiz options so that students may explore their personal interests, abilities and possible work activities.

Comparing results to our personal identities

Pose the following question to students: "How can your personality, interests, and skills define your future career paths?" Explain to them that they will be exploring these areas through online quizzes that will help to illuminate their strengths and match them with potential careers for which they may be suited.

Discuss with them how the results of such quizzes may end up being surprising. The students may or may not feel an affinity to the careers or personal strengths with which their responses are matched. This is part of the learning journey; it takes a strong understanding of one's personal identity to disagree with the results outright!

Before students take the quizzes, work together to come up with a reflective question set with which students may compare their results. You may want to model one of the short quizzes for them so they know what the results may look like.

For example, they may come up with things like:

- Were these results surprising or unsurprising? Why?
- How does this result relate to who I am?
- Do I feel drawn to any part of these results? Which parts? Why?
- Do I feel opposed to any part of these results? Which parts? Why?

If you sequence this activity over a couple of class periods, you may wish to prompt students to write a short reflection about each quiz result they receive, using their reflective question set as a guide.

Take the quizzes, Capture the results

In the quiz resource below, there are two distinct sections: "explore your personality" and "explore career options." Each section contains three short quizzes. You may opt for students to complete all six of the quizzes or a smaller selection. Each quiz should take 10 minutes or less to complete.

After taking each quiz, students will see an option to download their results. Encourage students to save these downloads to their device or by uploading to a cloud-based account as they will need them later in this learning task.

Students may access the quizzes by navigating to the following link: **jobbank.gc.ca/career-planning/quizzes** ⊕

As they work, they should be using their reflective question set to consider what their results mean to them.

Share the story and reflect

After your students have collected their results, it is time for them to weave their results – and their reflections on their results – together into a larger project that they can share with others. Give students some creative agency by opening up the final project format into digital and analog options alike, and celebrate the end of the activity with a final presentation, gallery walk, or other sharing opportunity.

Some ideas for project formats may include:

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

Ensure that students integrate their reflections into the final product, emphasizing what they learned about themselves and about the careers suggested in their results.

Assessment

Consistent with the above activities, you may choose to take time to co-construct an assessment rubric with your class. Alternatively, you may utilize the **sample rubric** as a starting point for your assessment of the final learning 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:

- 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 technology 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 adults in the community about their careers and businesses.
- Break down other specific sub-sectors of the technology industry together as a group. For example, students may want to explore more information about app development, social media or IT.
- 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.

"I can" statements from the Core Competencies

Collaboration:
I contribute during group activities with peers and share roles and responsibilities to achieve goals

- I can take on different roles and tasks in the group and work respectfully and safely in our shared space.
- I can express my ideas and help others feel comfortable to share theirs so that all voices are included.
- I can work with others to achieve a common goal and can evaluate our group processes and results.

Critical Thinking:
I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments or plans.

- I can use what I know and observe to identify problems and ask questions.
- I can explore and engage with materials and sources.
- I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments or plans.
- I can consider more than one way to proceed and make choices, based on my reasoning and what I am trying to do.
- I can assess my own efforts and experiences and identify new goals.
- I can give, receive and act on constructive feedback.

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

Career Education 7 – BC Curriculum
curriculum.gov.bc.ca/curriculum/career-education/7/core

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

Want More?

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

Mind Map Template

Graphic design, do your thing!

A mind map is a graphic organizer for brainstorming ideas. The main topic sits in the middle of the page, and brainstormed ideas are placed in bubbles linked to the original topic. This mind map is geared toward brainstorming careers related to cell phones.

Careers related to cell phones
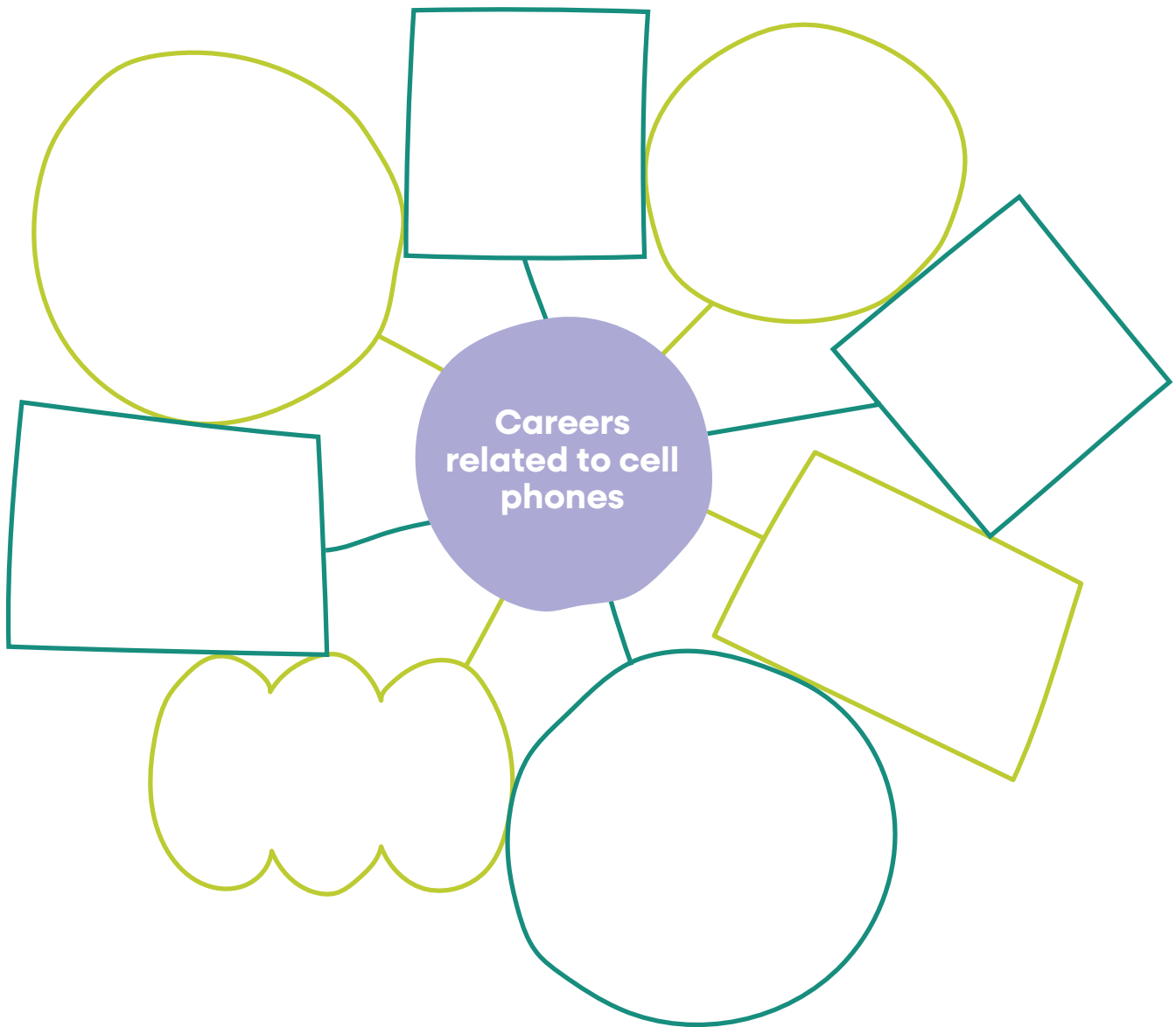
Careers Quizzes Project

Assessment category	Emerging	Developing	Proficient	Extending
Well laid out				
Correct spelling and grammar				
Discussions of personality and career compatibility				
Thoughtful personal reflections				

Careers Inquiry Deep-Dive Project

Assessment category	Emerging	Developing	Proficient	Extending
Accurately researched				
Clear communication through chosen media				
Creativity				
Correct spelling and grammar				

Cell Phone Service Pathway Activity

Mobile phone sales associate	Marketing professionals
Shipping and receiving personnel	Wireless technology development
Installation and repair technicians	Website design
Mobile customer support	Cellular tower technicians
Software engineers	Mobile device manufacturers
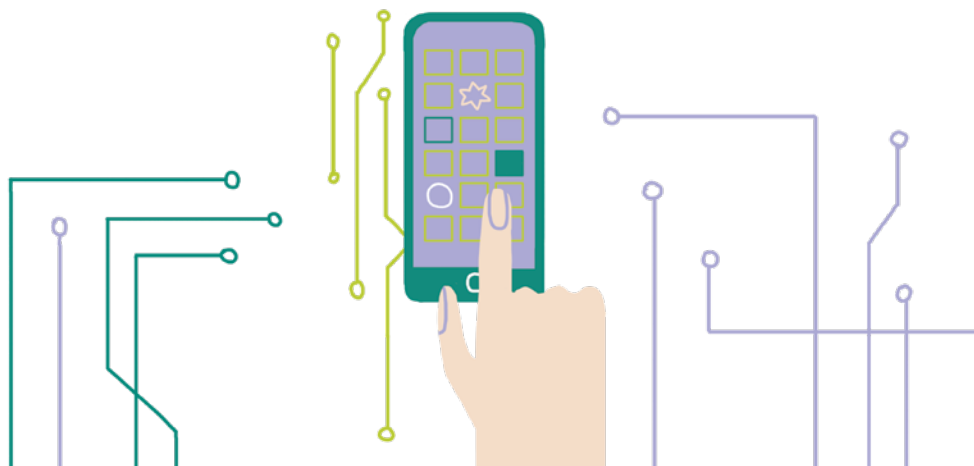
Telecommunications Career Research

Name: _____

Date: _____

1. What are the roles and responsibilities included in this job?

_____

_____

_____

_____

_____

2. Which of the following are included in this role:

- ☐ Information technology
- ☐ Retail
- ☐ Technical work
- ☐ Software/hardware development
- ☐ Manufacturing
- ☐ Service
- ☐ Supply chain
- ☐ Human resources
- ☐ Sales
- ☐ Accounting
- ☐ Marketing
- ☐ Repair and maintenance

3. Where does the work take place?

_____

_____

4. What kind of schooling, training or other educational programs are needed to qualify for this kind of job?

_____

_____

5. Does this job include manual labour? If yes, what kind?

_____

_____

_____

6. Does this job include problem solving? If yes, for what, and what does this look like?

_____

_____

7. Does this job include creativity? If yes, what kind and what does this look like?

_____

_____

_____

_____

_____

_____

8. What are the hours usually like?

_____

_____

_____

9. What is the typical pay for this job? (salary or hourly)

_____

10. Does this career tie to my own personal interests or skills? Why or why not?

_____

_____

_____

_____

Telecommunications Careers

Job category						
Supply chain	Shipper/ receiver	Supply chain coordinator	Manager of supply chain			
Finance and accounting	Accounting clerk	Financial analyst	Payroll clerk			
Human resources	Talent acquisition consultant	Training and development specialist	HR coordinator	HR representative	HR consultant	
Customer experience	Customer service rep	Collections customer service rep	Retail store associate	Service desk clerk		
Product management	Product manager assistant	Product manager	Senior manager product management			
Field services	Service technician	Workforce coordinator	Assignment specialist			
Marketing and communication	Manager for community investment	Manager of internal communication	Marketing manager	Digital marketing manager		
IT	IS support technician	IT security analyst	IT planner	Solutions architect	Application services manager	Enterprise applications support technician

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**
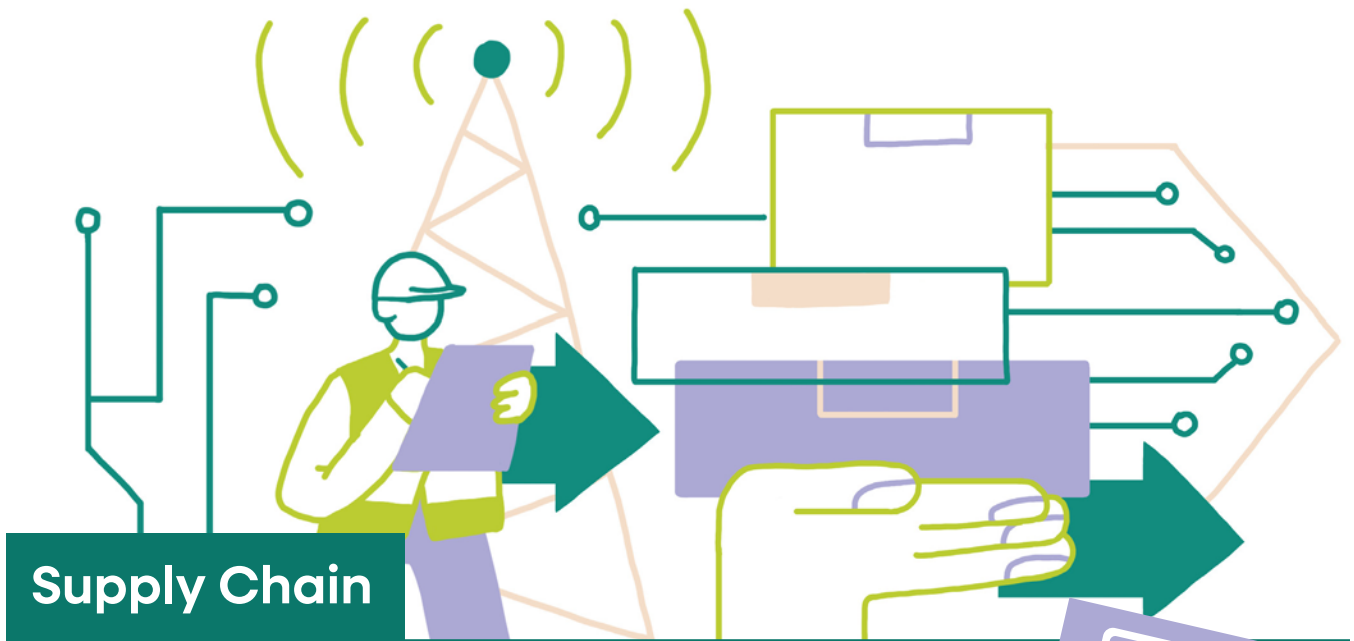
Manager of Supply Chain

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**

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.

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.
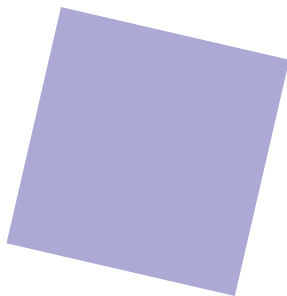
⊗ **Customer-facing**

⊗ **Physical work**

⊘ **Travel required**

⊗ **Driver's licence required**

Field Services

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.

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.
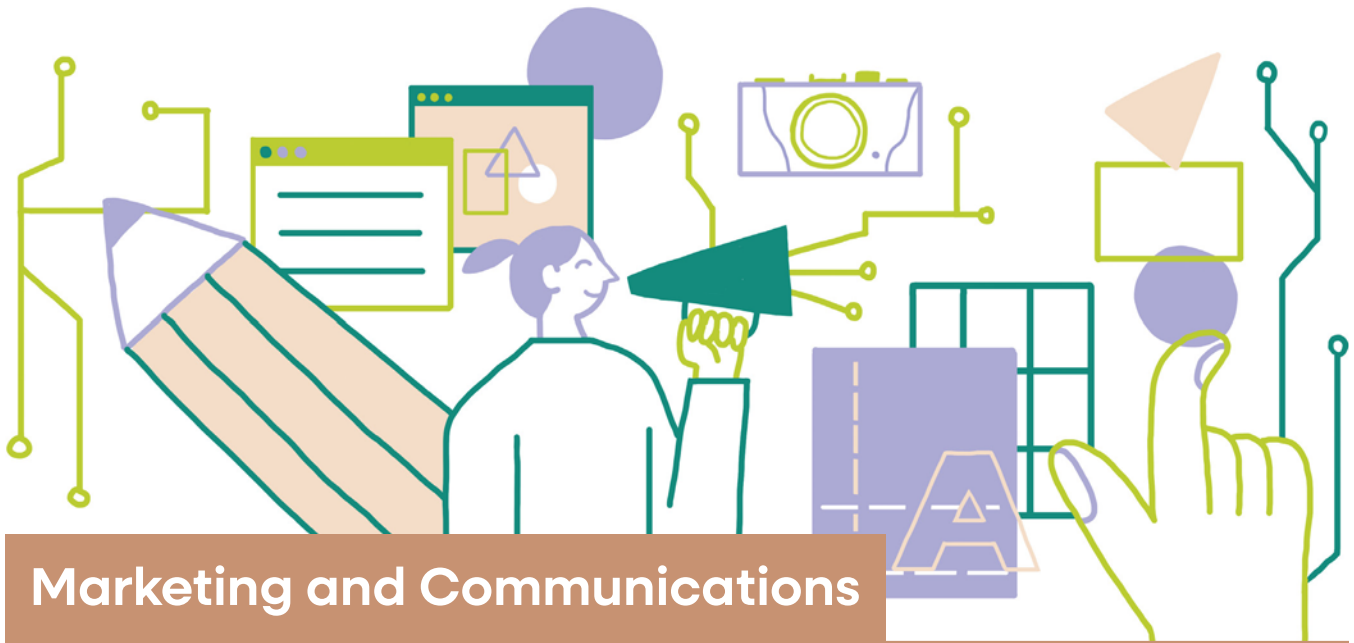
Location:
NWT

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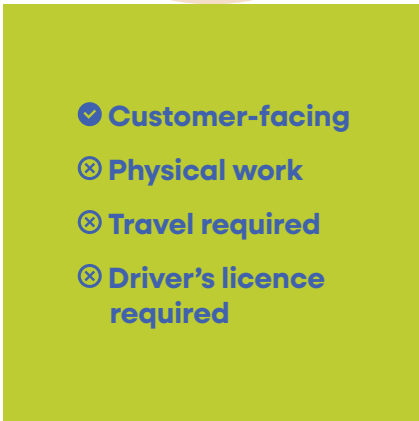
- Previous experience working in a telephone-based service environment, primarily a busy phone queue, handling both internal and external calls, providing real-time support.
- Excellent verbal and written communication required.

Location:
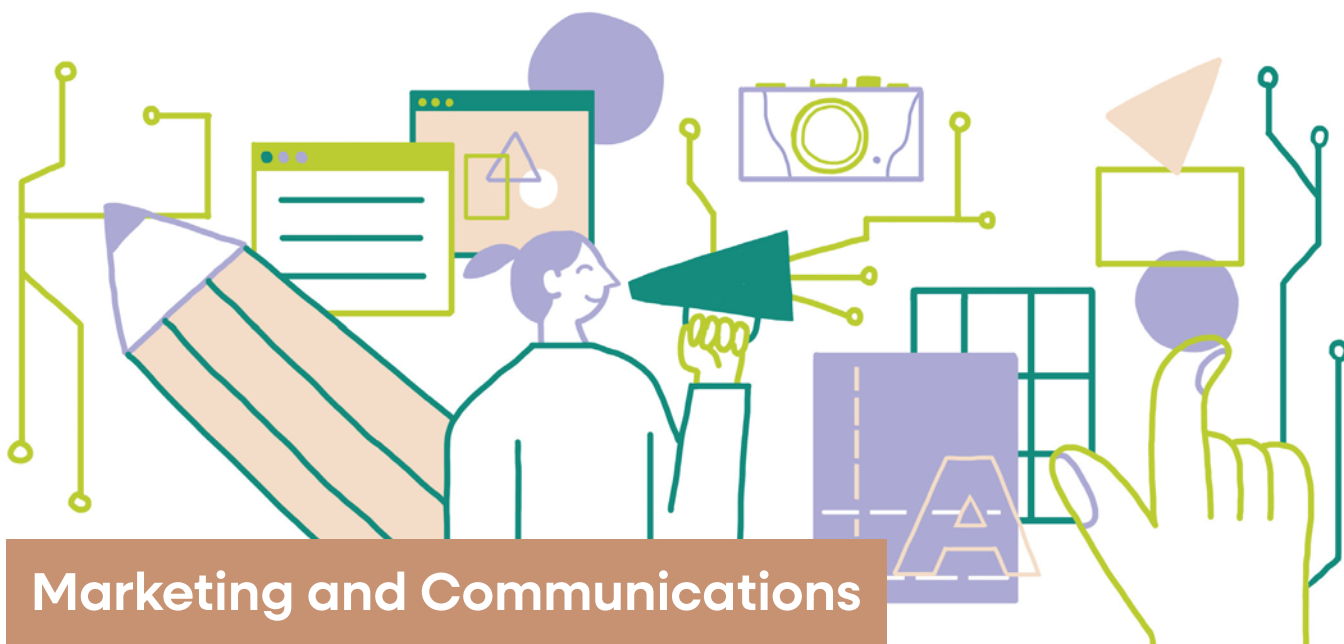NWT

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.
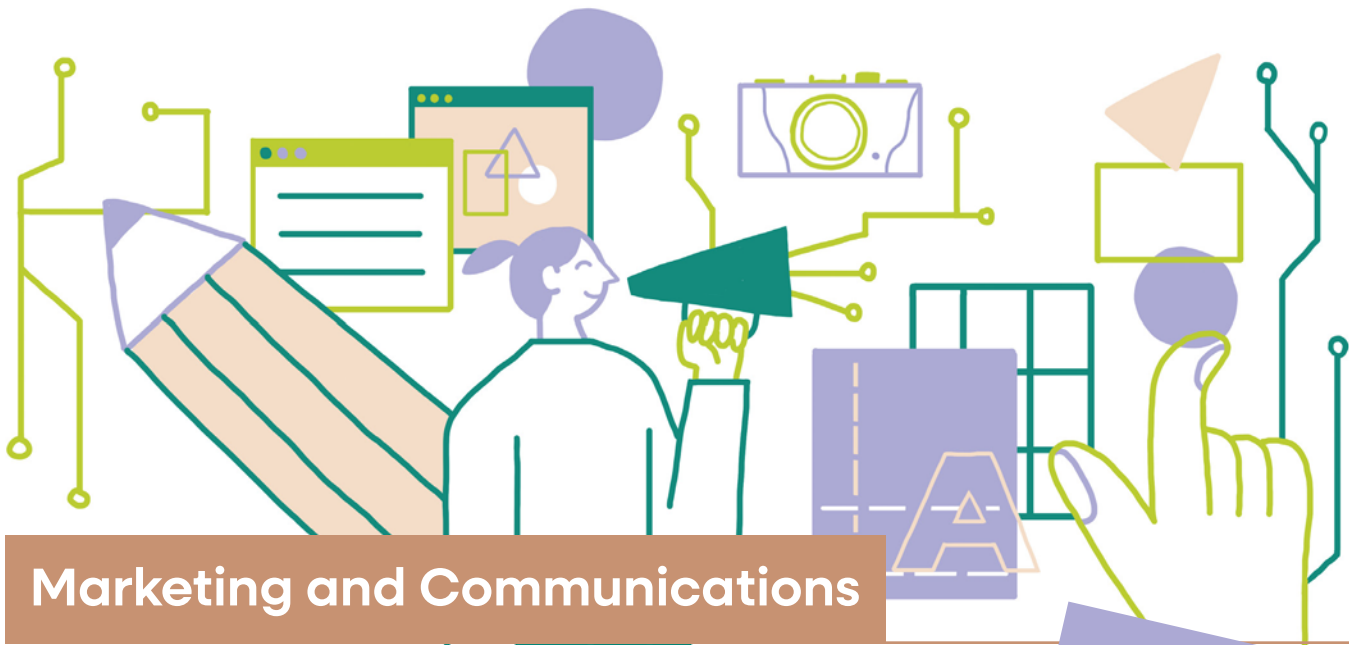
Education and experience:

- 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**
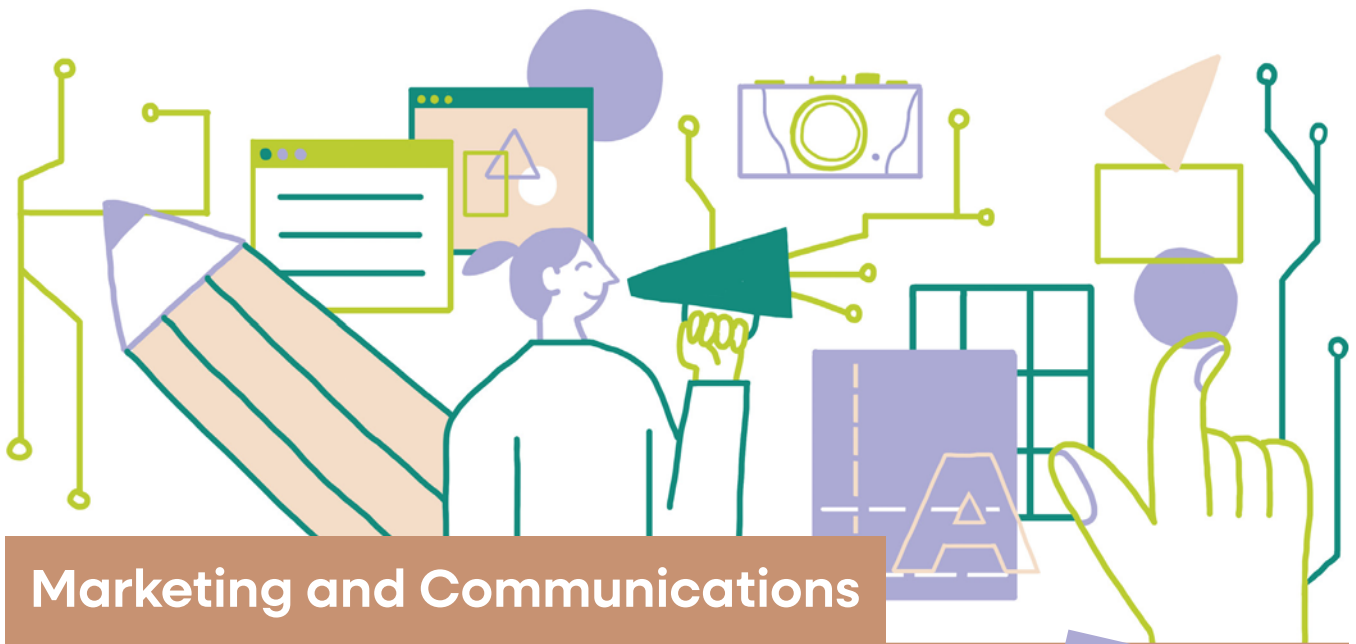
Digital Marketing Manager

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.
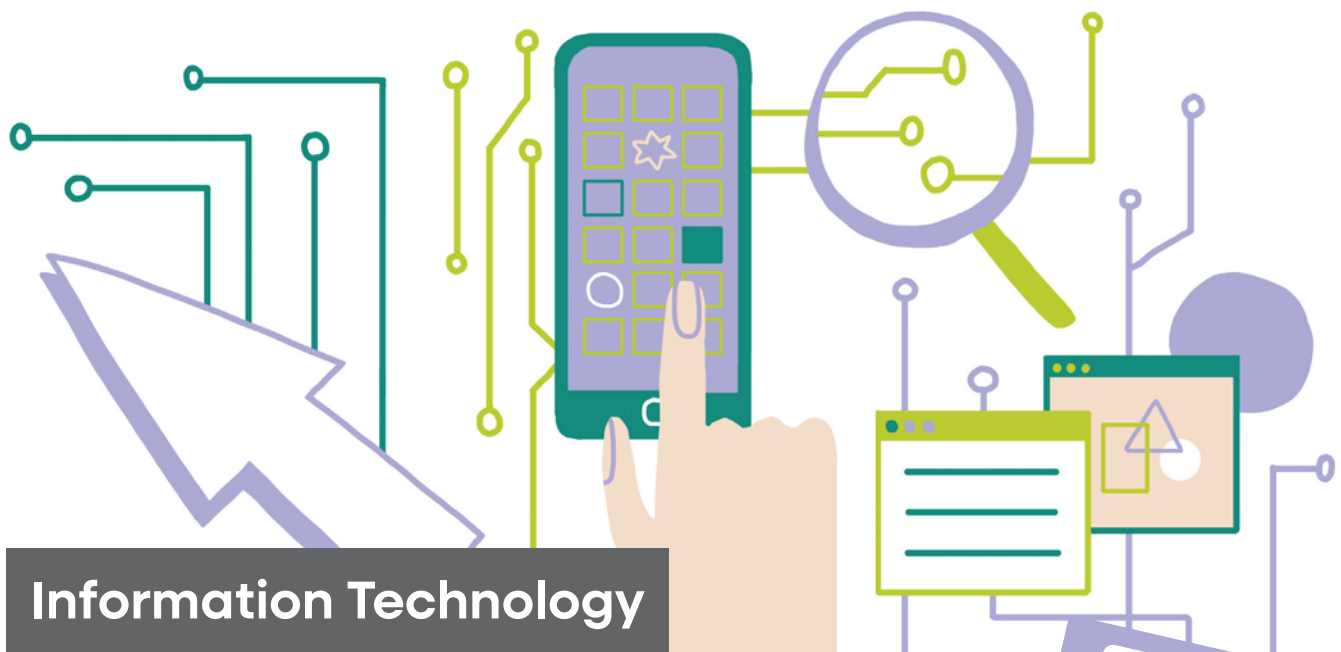
Location:
YT, NWT

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.
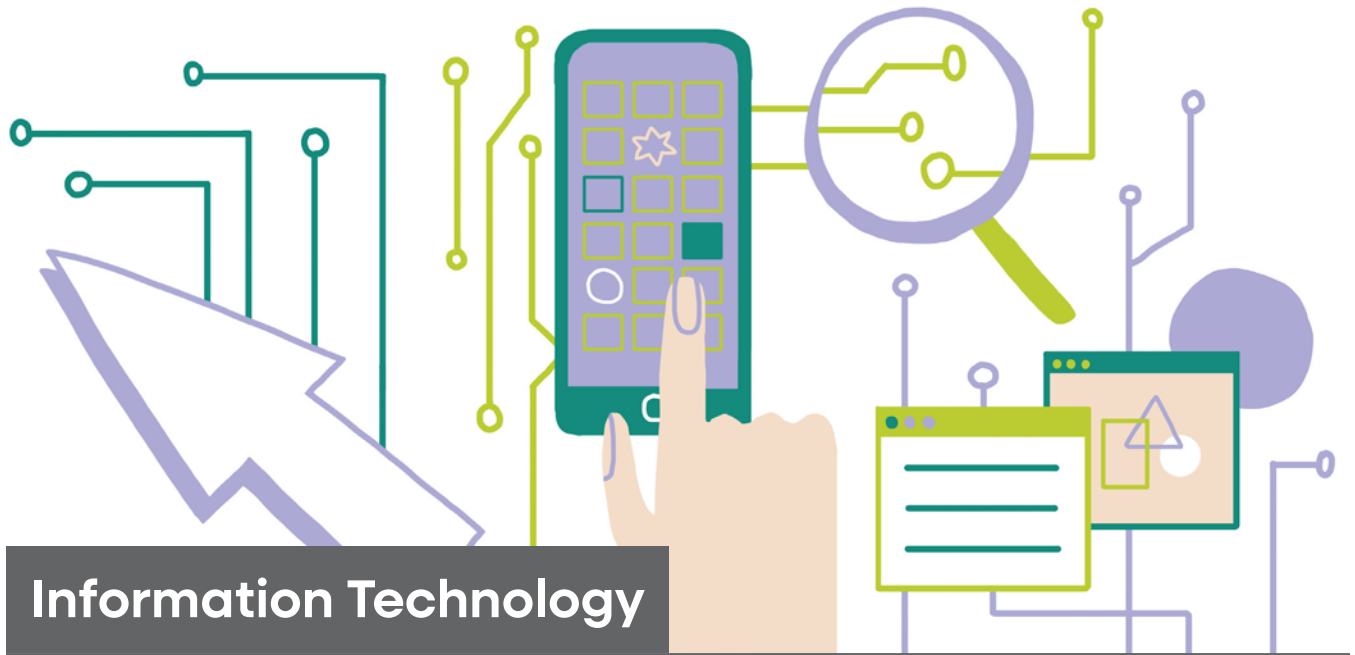- Four years' experience in similar roles.

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.
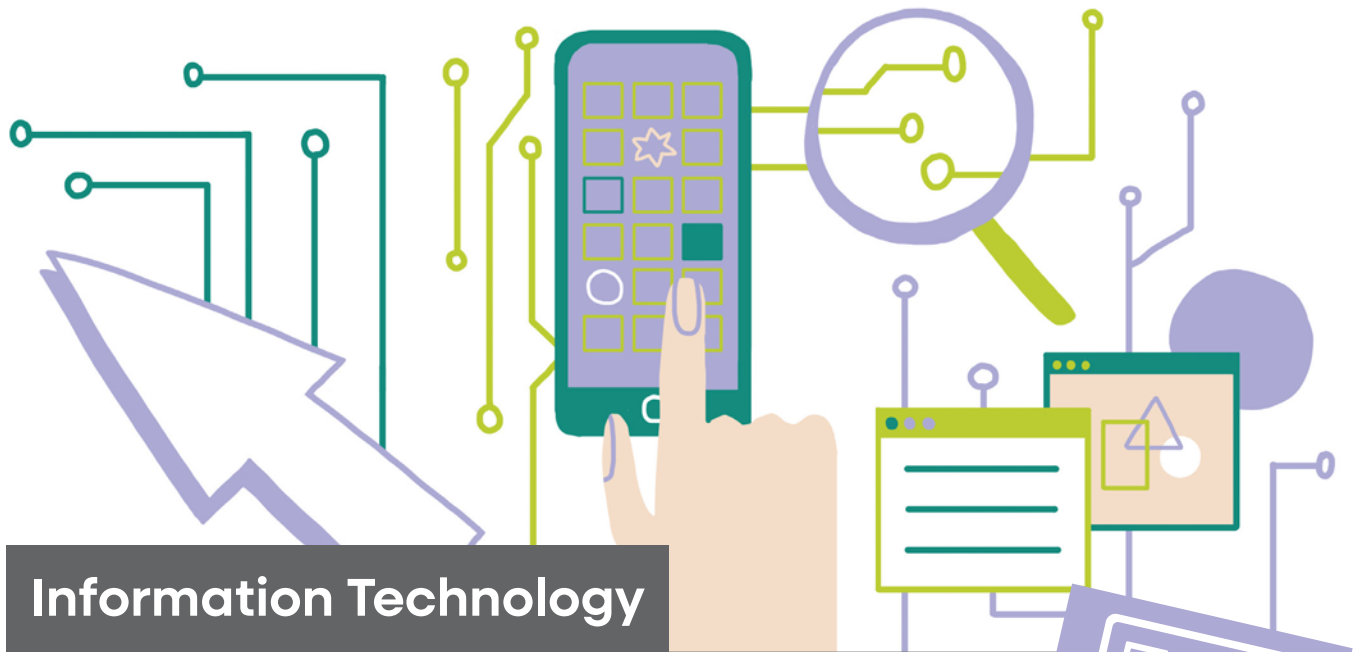
WATCH VIDEO

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.
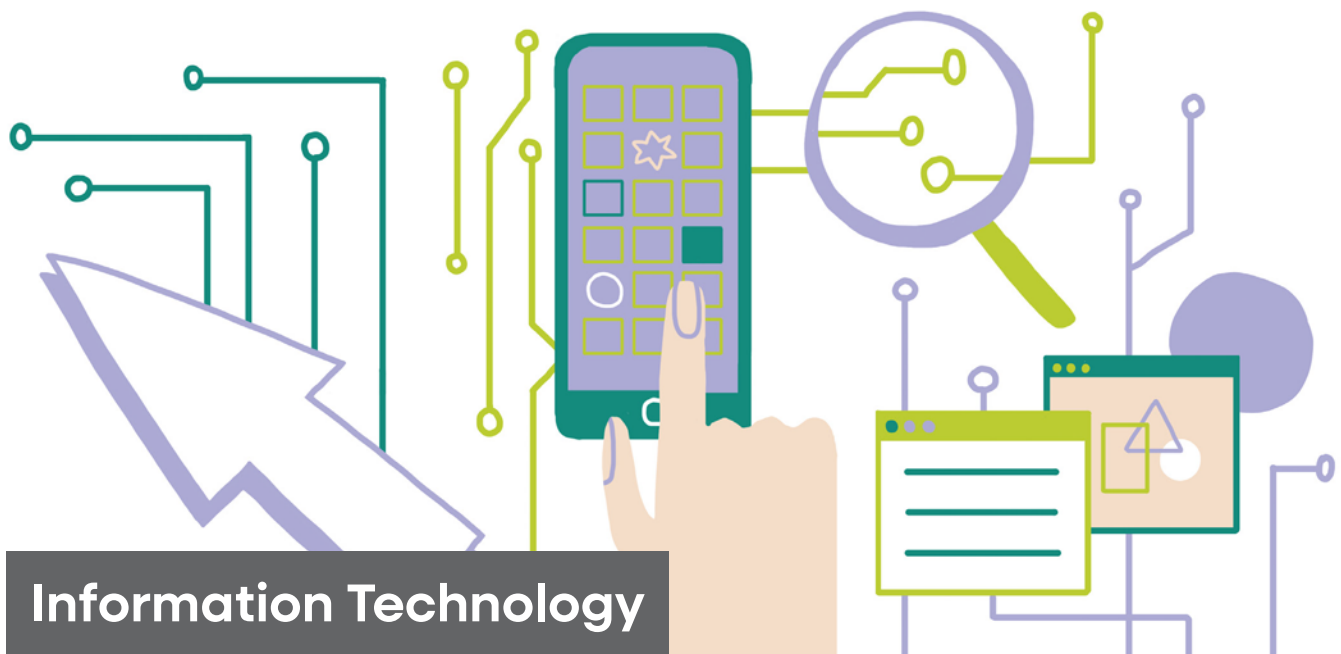- Minimum of 10 years' experience in IT.

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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.
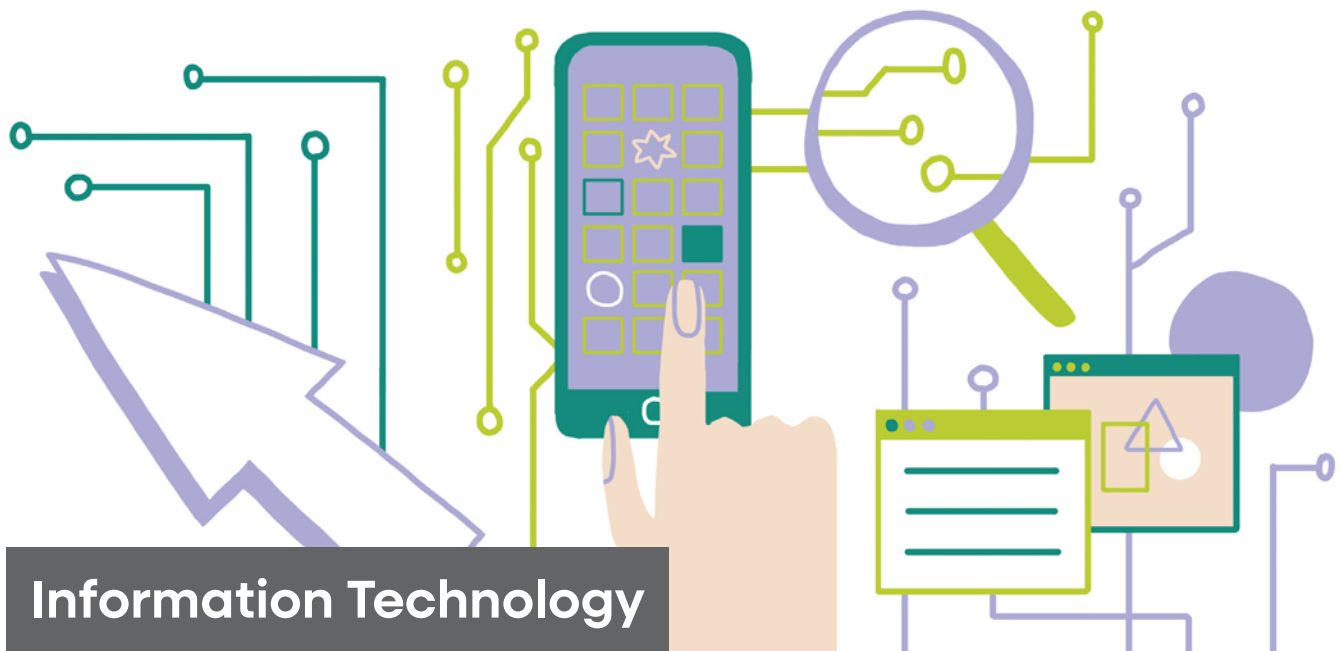
WATCH VIDEO

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.

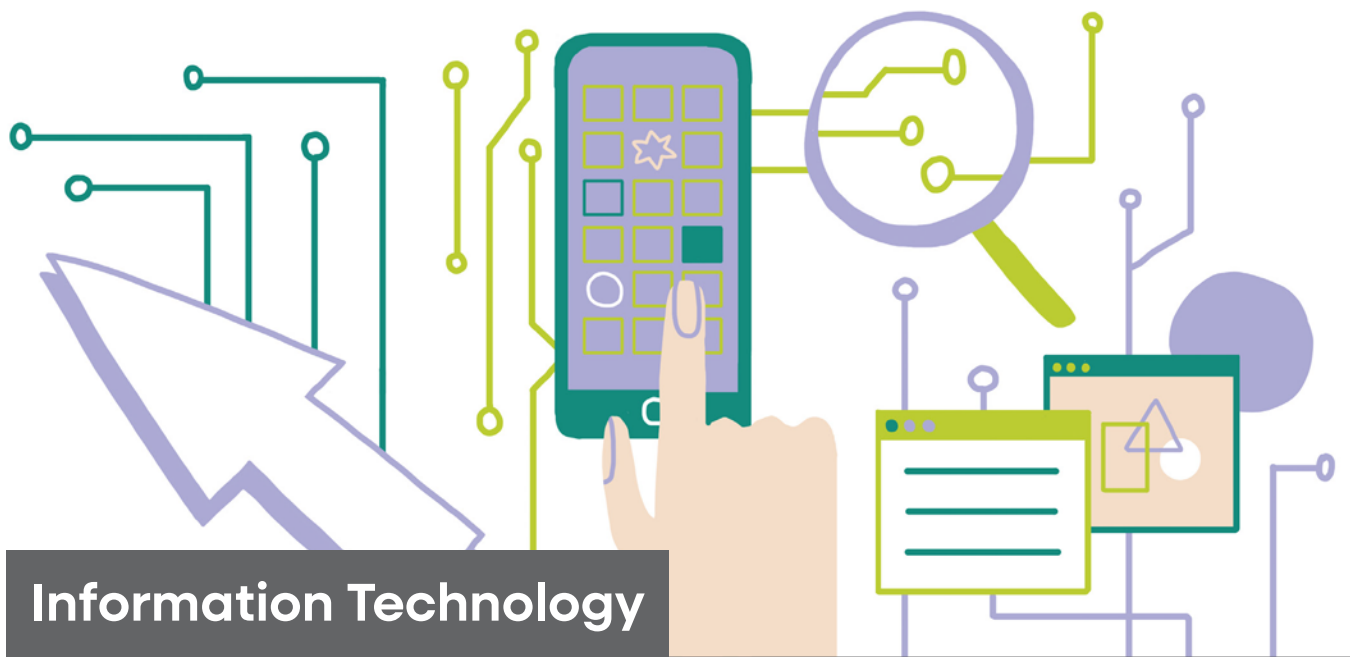**Location:**
NWT

Employment type:
Full time

Inside or outside:
Inside

⊗ **Customer-facing**

⊗ **Physical work**

⊗ **Travel required**

⊗ **Driver's licence required**

Information Technology

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**