# Careers in Telecommunications

# Career Education 8

# Contents

# Big Ideas

Reflecting on our preferences and skills helps us to identify the steps we need to take to achieve our career goals.

# 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 consider their personal strengths and how they align with possible future career choices. Students will explore different facets of employment that encompass a wide range of social, physical and technical career choices.

# Core Competencies

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

## 2. Thinking
A. Analyzing and critiquing
B. Reflecting and assessing

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

# Curricular Competencies

1.
Use self-assessment and reflection to develop awareness of their strengths, preferences and skills.

2.
Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices.

3.
Demonstrate respect, collaboration, and inclusivity in working with others to solve problems.

4.
Apply decision-making strategies to a life, work or community problem and adjust the strategies to adapt to new situations.

5.
Recognize the influence of curriculum choices and co-curricular activities on career paths.

6.
Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters.

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

## Prompt, discuss, quiz, capture

### Consider your strengths

The middle years are a time where students will need to solidify their understanding of their own strengths in relation to their desired careers for the future. Open the conversation by asking students to write down three to five personal strengths.

Many students think about their strengths in relation to whole subjects or activities, like "I'm good at math" or "she is a talented musician." However, the focus of this opening activity should be about competency. Take time to have a class discussion about how subjects aren't strengths, but that the skills you exercise within the subject are.

Students can take time to reword the strengths that they listed so that they are more aligned with competency-based language. To follow through with the above examples, problem solving or strategic thinking could be used in place of "math," and creativity or dedication could be used in place of "music."

Set students up in groups of three to four and have them share their personal strengths. Encourage them to analyze the personal strength lists of their peers and make suggestions of other things that could be added. We are our own worst critics, after all, and sometimes we need a nudge from peers to see the best of ourselves! After students have made suggestions to one another, have them take a moment to appropriately reword their strengths to be competency-based rather than focused on content or a subject.

### Career quizzes

Career quizzes are another great way to get students thinking about their personal strengths and skills in relation to the workforce. The Government of Canada hosts some excellent entry-level career quizzes on their Job Bank website, and they are suitable for middle years students to adults.

In the Job Banks quiz resource linked below, there are two distinct sections: "Explore career possibilities" and "Explore your personality." Each section contains three short quizzes, with the titles and timing detailed below:

| "Explore career possibilities" quiz options | "Explore your personality" quiz options |
|---|---|
| 1. Interests (10 minutes)<br>2. Abilities (10 minutes)<br>3. Work activities (5 minutes) | 1. Multiple intelligences (10 minutes)<br>2. Learning style (5 minutes)<br>3. Work values (10 minutes) |

You may opt for students to complete all six of the quizzes or a smaller selection, depending on how long you'd like to spend on this activity or which of the quizzes feel relevant to your students' needs. Each quiz should take 10 minutes or less to complete.

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

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 their cloud-based school account as they are used later in Learning Activity 2.

Challenge students to compare their quiz results to the personal strengths list that they ended up with after the first part of this activity. Is there an alignment with their self-perceived skills and the quiz results that they received? They may also use their captured results to discuss, compare, and contrast with their classmates in small groups.

# Learning Activity 1

## Making the link between skills and careers

Jobs, careers, and occupations are about a lot more than perceived social status or pay. Most people spend the majority of their adult lives at work, so jobs need to be something that provides them with fulfillment. This interactive learning activity will have students matching their personal skills, strengths and preferred activities with careers from a specific work sector – telecommunications. Students will then extrapolate their matched careers to other sectors such as business, finance, education, and more.

To begin, provide students with the **blank set of cards** and have them cut the cards out. Alternatively, you may ask that students use sticky notes. Whatever you use, it is important that students have the capability of moving the cards on a surface as needed in this activity.

After students have cut out their cards, provide them with the **Job Strengths and Activities List**. Some examples are listed below. Take time to outline a short explanation of a few of the skills or activities so that students understand the meaning of each. Have them write down their top ten preferred skills or activities, noting one skill/activity on each of their cards. This personalized approach allows students to build their own personal "skill profile" through their cards.

Here are some samples of skills and activities that are on the master list:
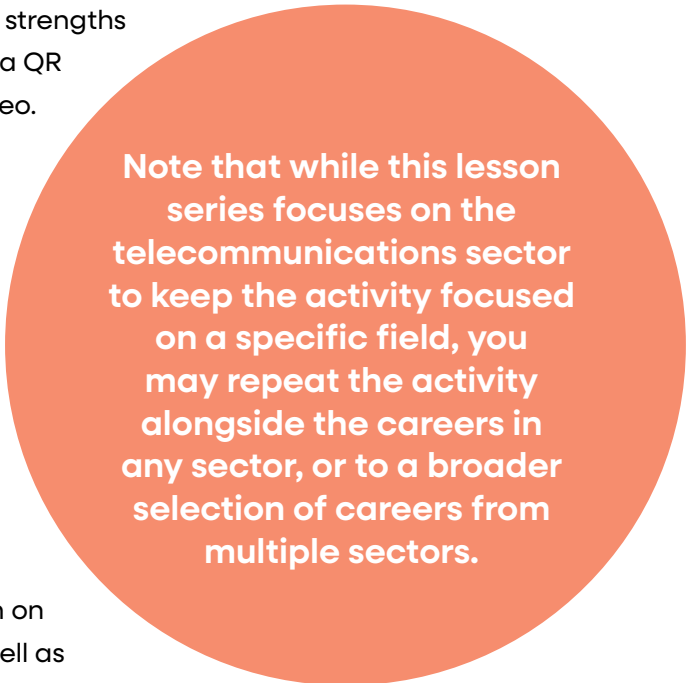
- Likes being part of a team
- Enjoys being organized
- Is task-oriented
- Appreciates the challenge of real-life math problems
- Is self-motivated
- Enjoys talking to people
- Is capable of leading teams
- Can see the value of big-picture problem solving
- Enjoys working with numbers, graphs and spreadsheets
- Can identify how to make more money
- Enjoys sharing findings with others
- Likes being and working alone

**Click here for a complete list.**

After students have their strengths and activities cards filled out, gather the **Telecommunications Job Posters** and lay them out on student desks or tables around the classroom. Each job poster is detailed with a job title, associated skills that match the skills and strengths listed above, as well as a description and a QR code that navigates to an associated video. You may also hand out the **Career–Skill Alignment Tracker** for students to fill out as they interact with the next portion of the activity.

Note that while this lesson series focuses on the telecommunications sector to keep the activity focused on a specific field, you may repeat the activity alongside the careers in any sector, or to a broader selection of careers from multiple sectors.

Prompt students to move around the classroom and to flip through their personal skills and activity cards to pair them with the different jobs around the room. When they find a role that aligns with at least two of their ten skills, they should record the role and job description on their Career–Skill Alignment Tracker, as well as the two personal skills that the role aligns with. After students are done browsing, have them take time to answer the question in the final column for each job that they capture: "How do your personal skills or strengths show up in this job role?"

As students browse the job posters, encourage them to look beyond the job title and truly look at how many of their personal skills match with each role. You may also want to provide some time for students to scan the QR codes on the posters to watch videos to gain more information on the job roles.

# Learning Activity 2
## Career reflection project

Students have now had ample opportunity to consider how their personal strengths and skills link with several careers, both through completing the career quizzes and by working through the **Career–Skill Alignment Tracker**. They should also have a good beginning understanding of the associated tasks and required skills for the careers that they were matched with in these activities. This final learning activity centers around students reflecting on all of this information and drawing their own conclusions about their resulting career suggestions.

## Co-create a reflection survey

Take some time together to come up with a reflective question set that will guide students to consider their thinking patterns as they completed the previous learning activities. Their responses to the questions should illuminate whether they had an affinity for any particular career they were matched with (or not), and why they felt that connection or pull to that career (or didn't).

Brainstorming the reflection questions together increases student buy-in, since they are involved in setting the standards for their own learning. This questionnaire can be used in several ways: as a student self-assessment, as a teacher assessment, through a student–teacher conference, or as a planning method for a final deliverable, such as in the next section of this learning activity.

Questions they may come up with include:

1. Which tasks or skills do I feel I'm strongest at or enjoy doing?
2. Which tasks or skills do I feel that I struggle with or dislike?
3. In the careers that we previewed, which careers did I feel the most affinity for? Were there specific parts that drew me in? Why or why not?
4. In the careers that we previewed, which did I feel most opposed to? Were there specific parts that turned me away? Why or why not?
5. Were my quiz results surprising or unsurprising? Why?
6. How do these results relate to who I am?

After editing the co-created reflection questionnaire together, it is recommended to provide students with a blank copy, either digitally or on paper, so they can adequately reflect on their thinking by writing down their personal responses. In the event you do not feel confident co-constructing the survey, or you simply do not have time, feel free to use this blackline master for the **Careers and Skills Reflection Survey** that includes the suggested questions above.

## Share the story and reflect

After your students have completed their reflection questionnaire, it is time for them to share their learnings and reflections about the learning activities. Inform them that they will be communicating their learnings through a larger project that they can share with others, using their reflection questionnaire responses, quiz results and Career–Skill Alignment Tracker as jumping-off points for telling their story. 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 reflection project formats may include:

- Written project
- Sketchnote (either digital or on paper)
- Podcast conversation (collaborative)
- Formal presentation
- Video

Ensure that students integrate their personal reflections into the final product, emphasizing what they learned about themselves and about the careers suggested in their results. A **rubric sample** for this project can be found, though you may also wish to co-create the assessment rubric with your students in order to continue to support their engagement in the process of learning.

# 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 company with an altruistic vision or mission into your classroom. Get your students working in small groups to formulate interview questions for the speaker ahead of time. Have the speaker outline how their work impacts and serves the broader community and how their own personal skills have allowed them to find success in their work.
- Have students interview adults in their personal community, such as their parents, grandparents or other guardians about their careers and how their personal skills, preferences, and attributes lend to their successes or struggles in their roles.
- Break down other specific sub-sectors of a particular industry. For example, in the technology sector, students may further explore app development or social media.
- Work with students to brainstorm a list of careers they are interested in, and have them list all of the associated skills involved with those roles, cross-referencing these lists to their own identified strengths.

# "I can" statements from the Core Competencies

## Collaboration:
**I can confidently interact and build relationships with other group members to further shared goals.**

- I can plan with others and adjust our plan according to the group's purpose.
- I can share my ideas and try to connect them with others' ideas, I can ask clarifying questions and check for understanding when appropriate, and I can test my ideas with others and consider their input.
- I can recognize how my contributions and those of others complement each other.

## 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 can understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.**

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

# Resource Links

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

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

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

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

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

Skills Yukon
**skillsyukon.com**

Technology careers
**bestcolleges.com/careers/technology**

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

# Want More?

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

# Blank Skills/Activities Cards for Students

# Jobs Strengths and Activities List

- Likes being part of a team

- Enjoys being organized

- Is task-oriented

- Appreciates the challenge of real life math problems

- Is self-motivated

- Enjoys talking to people

- Is capable of leading teams

- Can see the value of big-picture problem solving

- Enjoys working with numbers, graphs and spreadsheets

- Can identify how to make more money

- Enjoys sharing findings with others

- Likes being and working alone

- Enjoys using basic math

- Finds it exciting working with new people on a regular basis

- Is a natural people helper

- Has good sense of the strengths/areas for growth of others

- Is comfortable talking with strangers

- Works well being part of and leading a team

- Works well independently and with a group

- Is able to design instructions that help people

- Is able to edit and update documents

- Likes holding people accountable for doing their work

- Is able to work as a team with friends and strangers

- Enjoys processing paperwork

- Is able to train people on something new

- Likes to be part of a larger team

- Likes to enforce rules

- **Loves talking with people on the phone and online**

- **Doesn't mind confrontation and negotiation**

- **Enjoys presenting information to others**

- **Finds joy in teaching and educating others**

- **Enjoys problem solving**

- **Likes typing (data processing)**

- **Is a self starter**

- **Enjoys the challenge of finding problems and fixing them**

- **Is able to lead a group of leaders**

- **Is able to lead and coordinate a team**

- **Coordinates equipment**

- **Likes to input final billing**

- **Likes using power tools**

- **Likes problem solving**

- **Likes being a know-it-all**

- **Likes to be alone, using a computer**

- **Is adept at event planning and organizing**

- **Likes being seen as the expert (consultant)**

- **Enjoys creative writing, photography, videography and sharing**

- **Enjoys creative tasks such as graphic design**

- **Likes working alone and with a team**

- **Is motivated by working toward goals**

- **Works individually**

- **Enjoys fixing things**

- **Enjoys troubleshooting complex problems**

- **Fixes problems and anticipates new ones**

- **Likes to control quality of experience for customers**
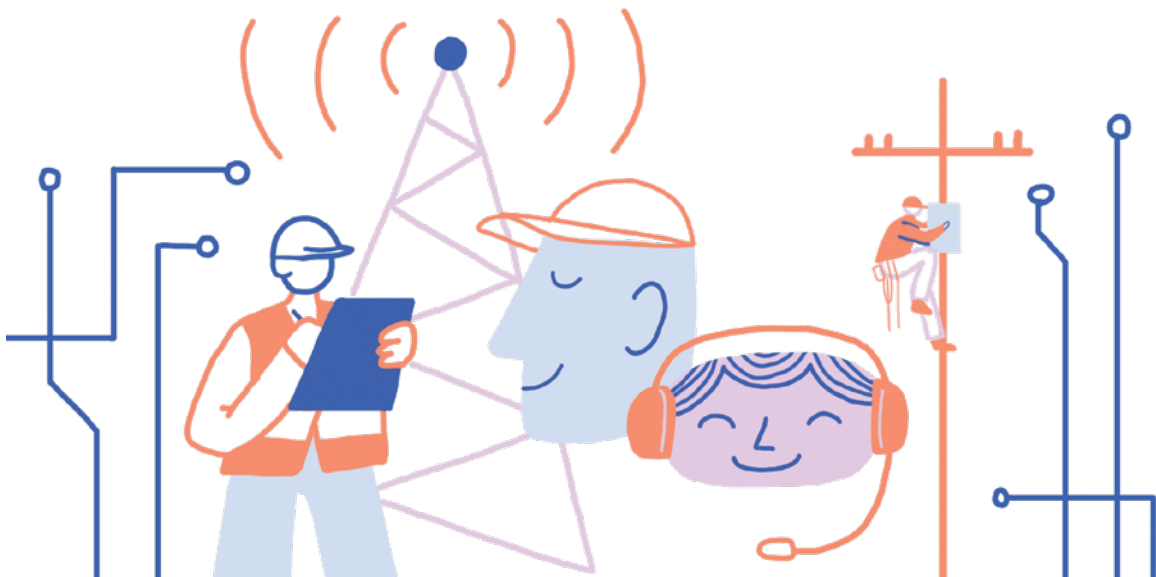
# Career–Skill Alignment Tracker

Match your personal strengths and skills with the job posters in the table.

**Name:** _____

| Aligned skill #1 | Aligned skill #2 | Aligned job role | Job description | How do your personal skills or strengths show up in this job role? |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Careers and Skills Reflection

Name: _____

**1. Which tasks or skills do I feel I'm strongest at or enjoy doing?**

_____

_____

_____

_____

**2. Which tasks or skills do I feel that I struggle with or dislike?**

_____

_____

_____

_____

**3. In the careers that we previewed, which careers did I feel the most affinity for?**
**Were there specific parts that drew me in? Why or why not?**

_____

_____

_____

_____

_____

**4. In the careers that we previewed, which did I feel most opposed to?**
**Were there specific parts that turned me away? Why or why not?**

_____

_____

_____

_____

**5. Were my quiz results surprising or unsurprising? Why?**

_____

_____

_____

**6. How do these results relate to who I am?**

_____

_____

_____

# Career Reflections Project

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

# 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**
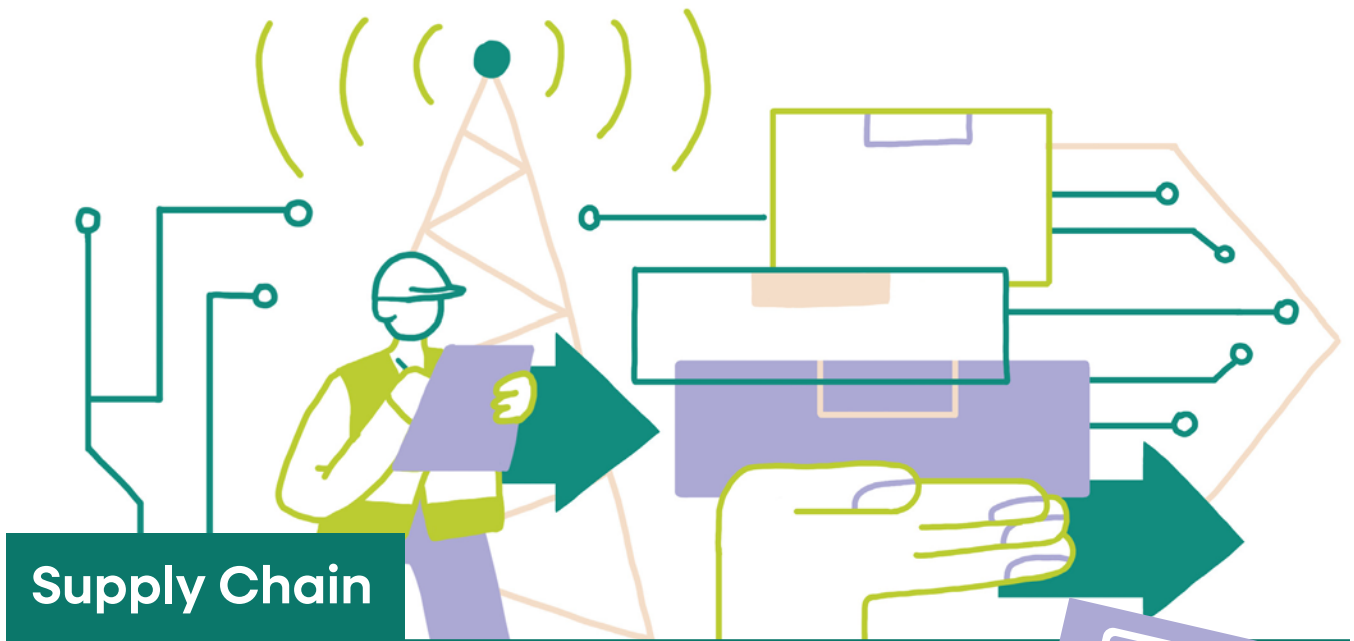
# Manager of Supply Chain

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**

## Customer Experience

# 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**

# 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)**
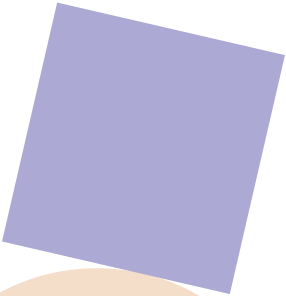
# Workforce Coordinator

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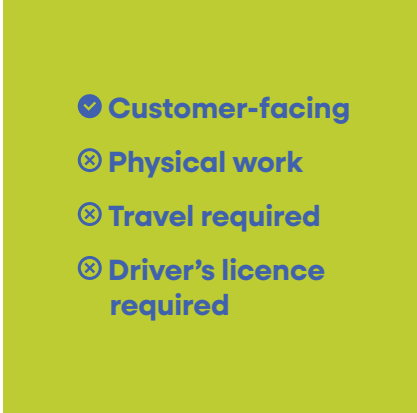
- Grade 12 education.
- Two years' experience in a clerical or administrative position, preferably in the telecommunications industry.
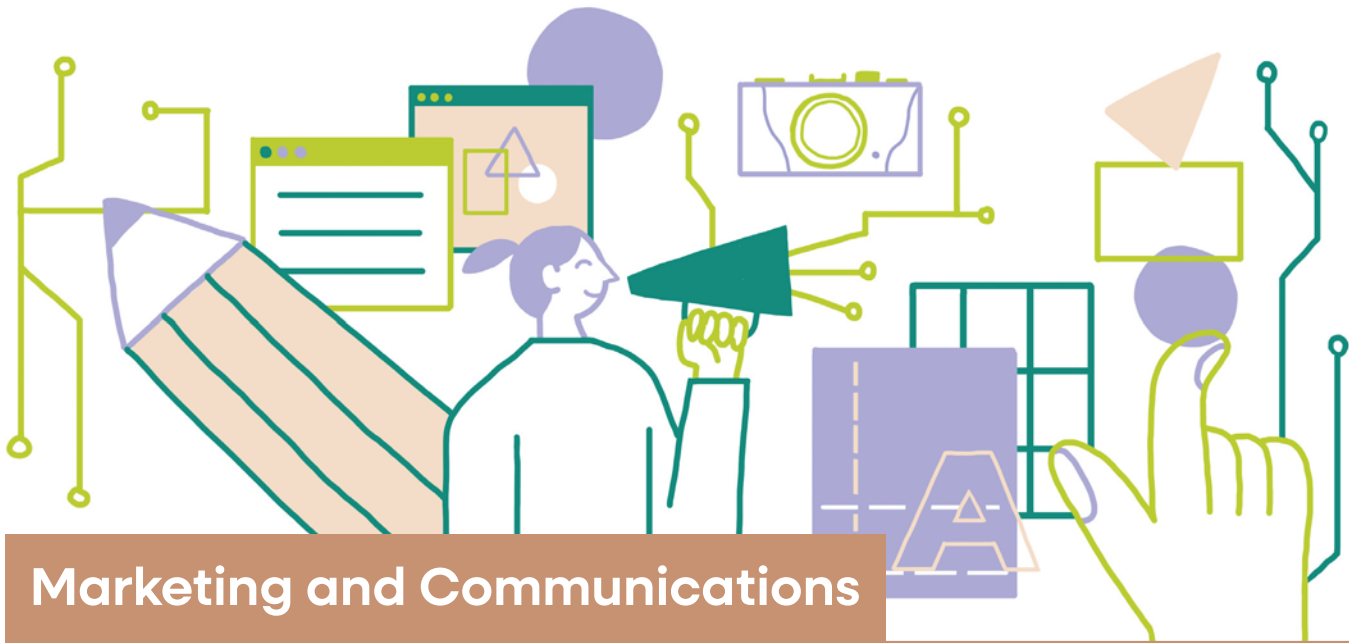
**Location:**
NWT

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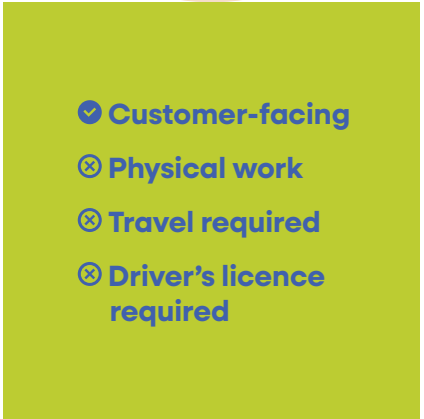
- Previous experience working in a telephone-based service environment, primarily a busy phone queue, handling both internal and external calls, providing real-time support.
- Excellent verbal and written communication required.

**Location:**
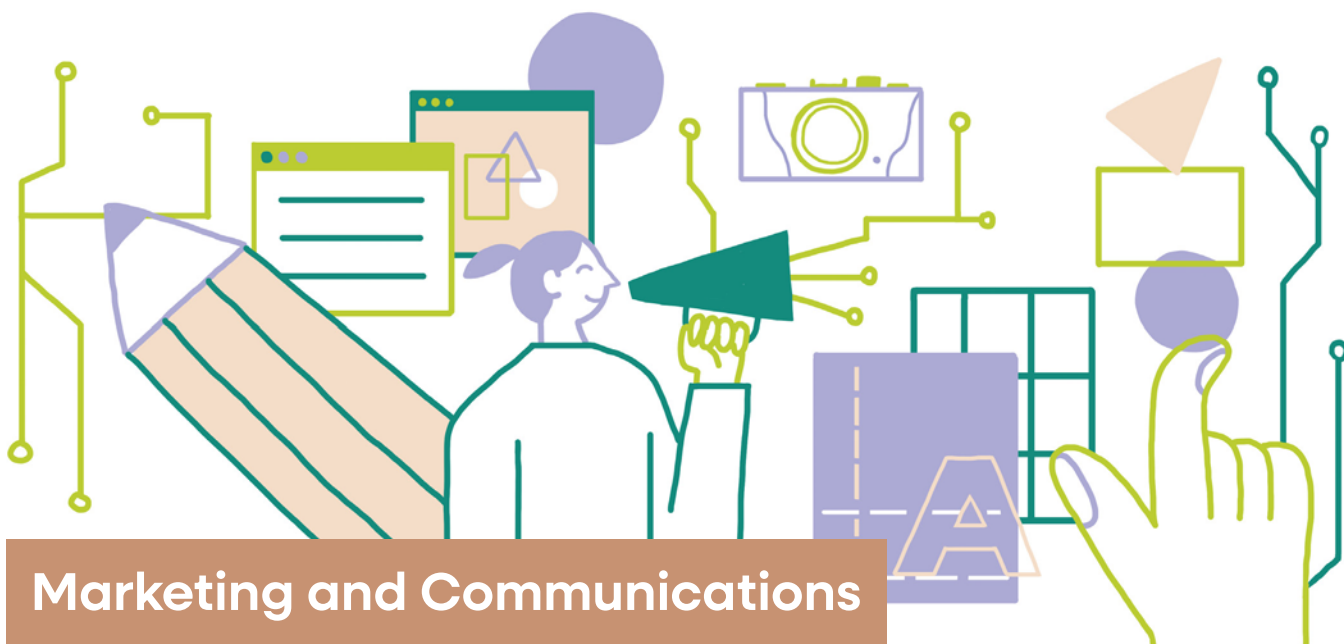NWT

**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.

**Location:**
YT

**Employment type:**
Full time

**Inside or outside:**
Inside

## Education and experience:

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

⊗ **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.
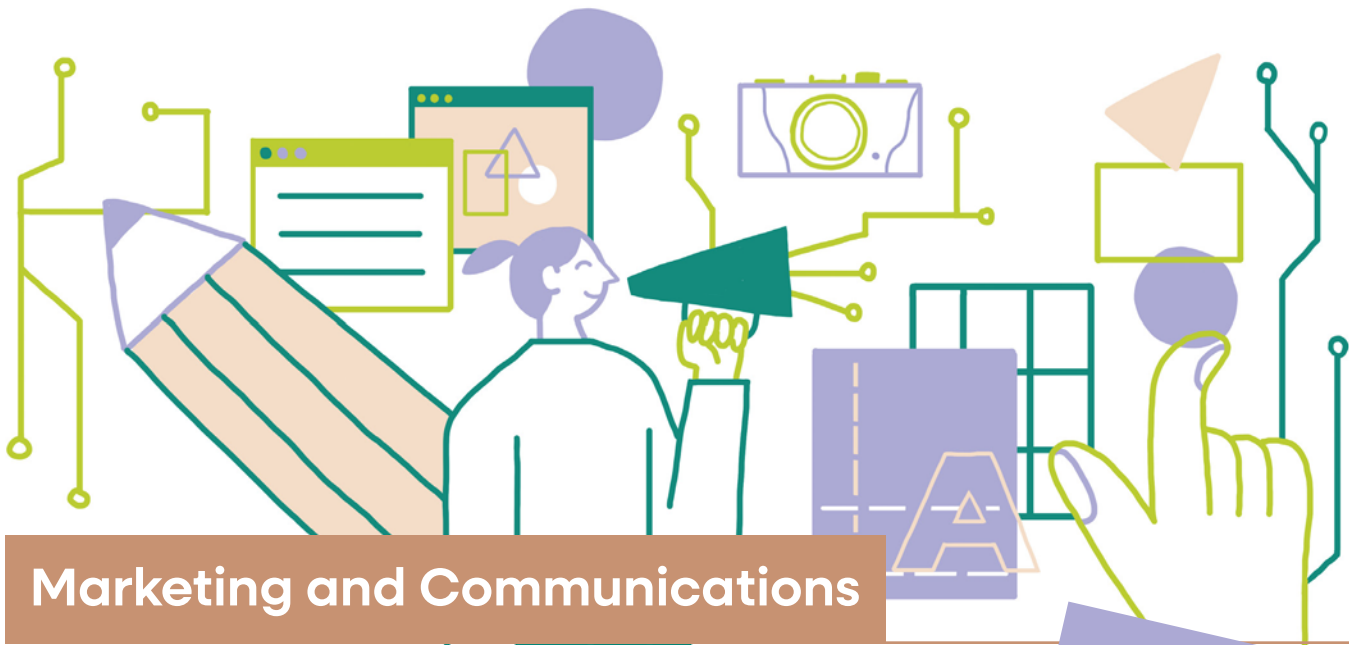
## Education and experience:

- 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**
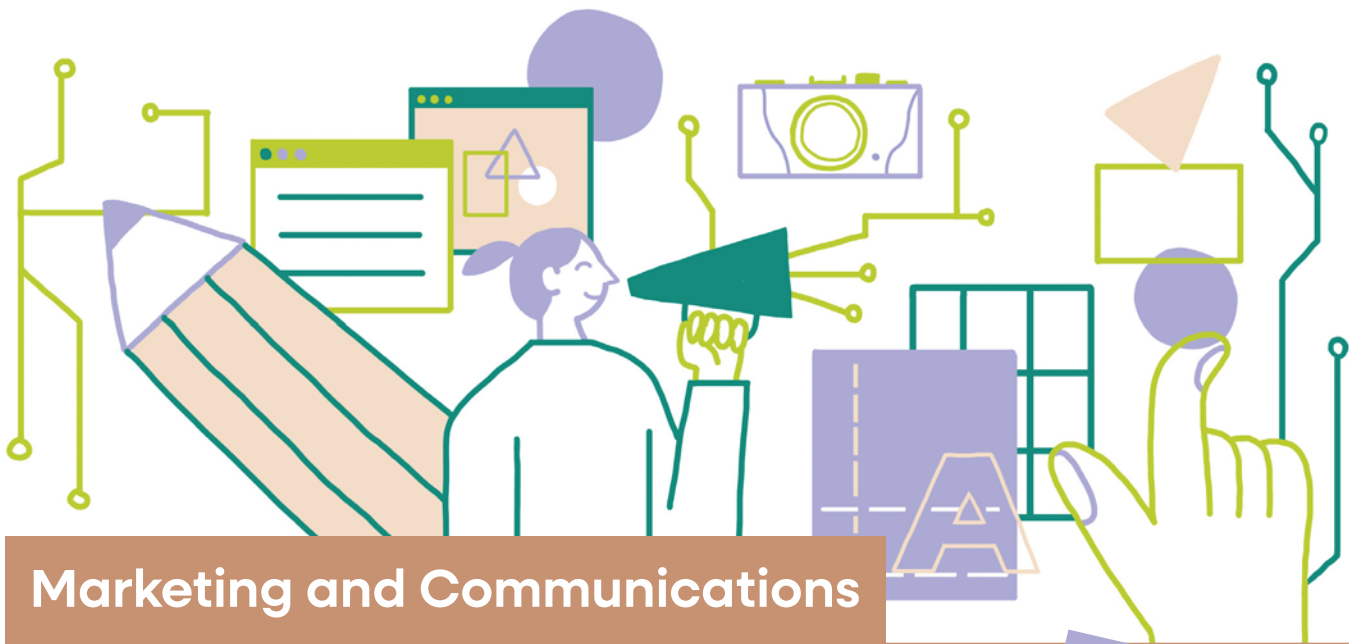
# Digital Marketing Manager

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.
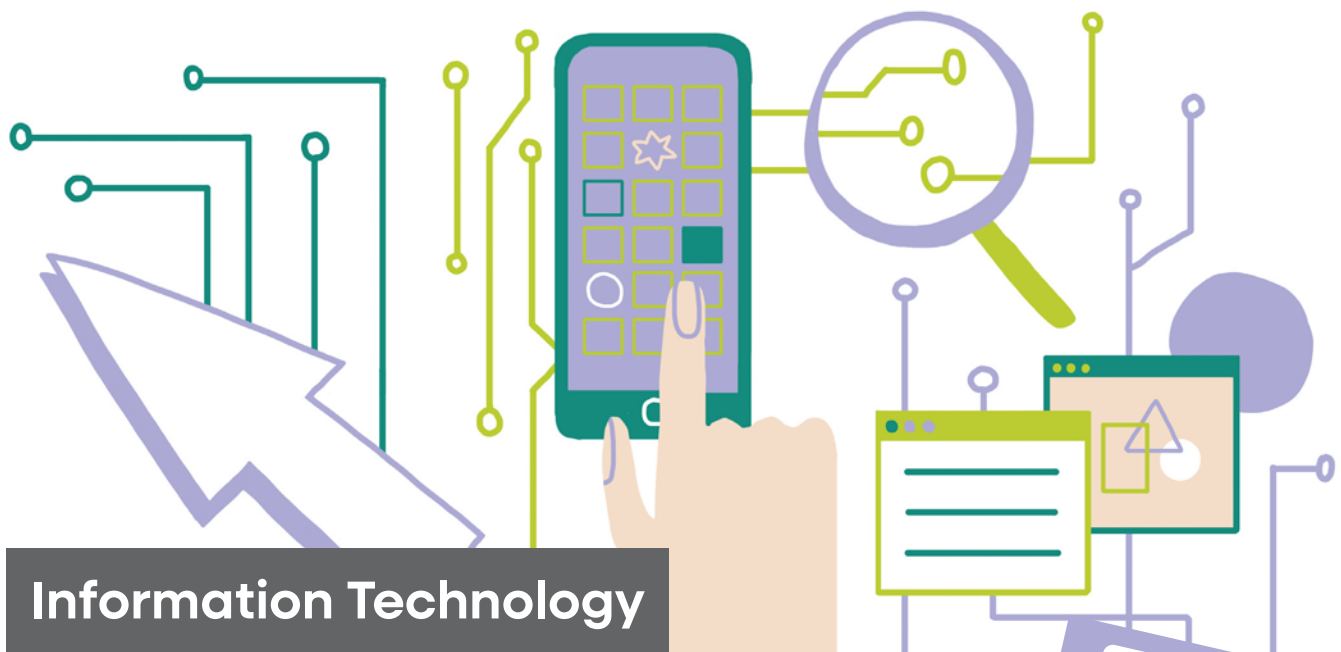
## Education:

- 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.
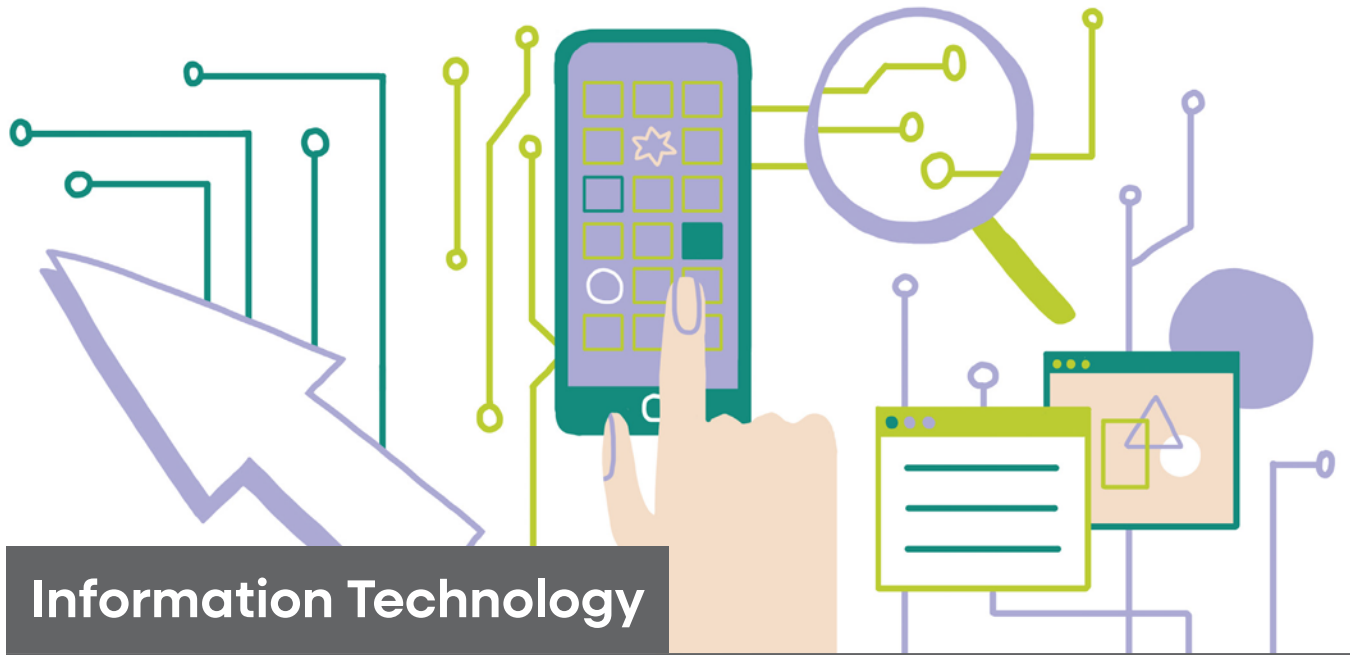- Four years' experience in similar roles.

**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.
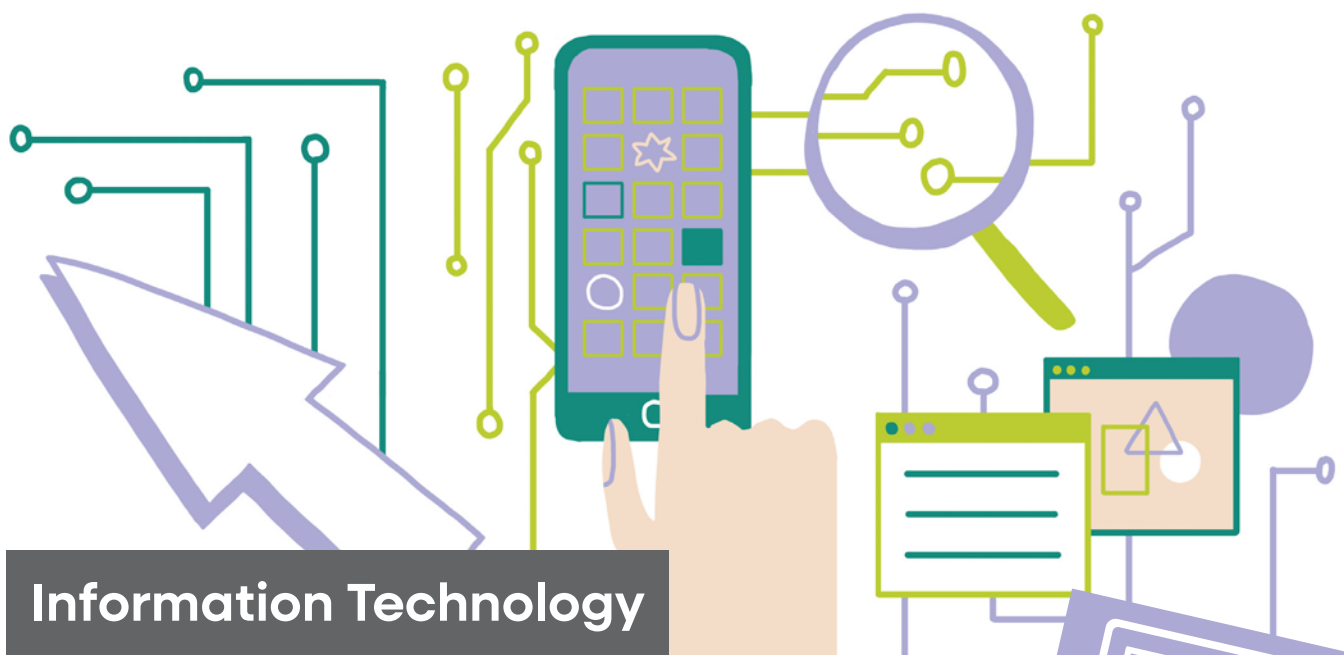
WATCH VIDEO

**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.
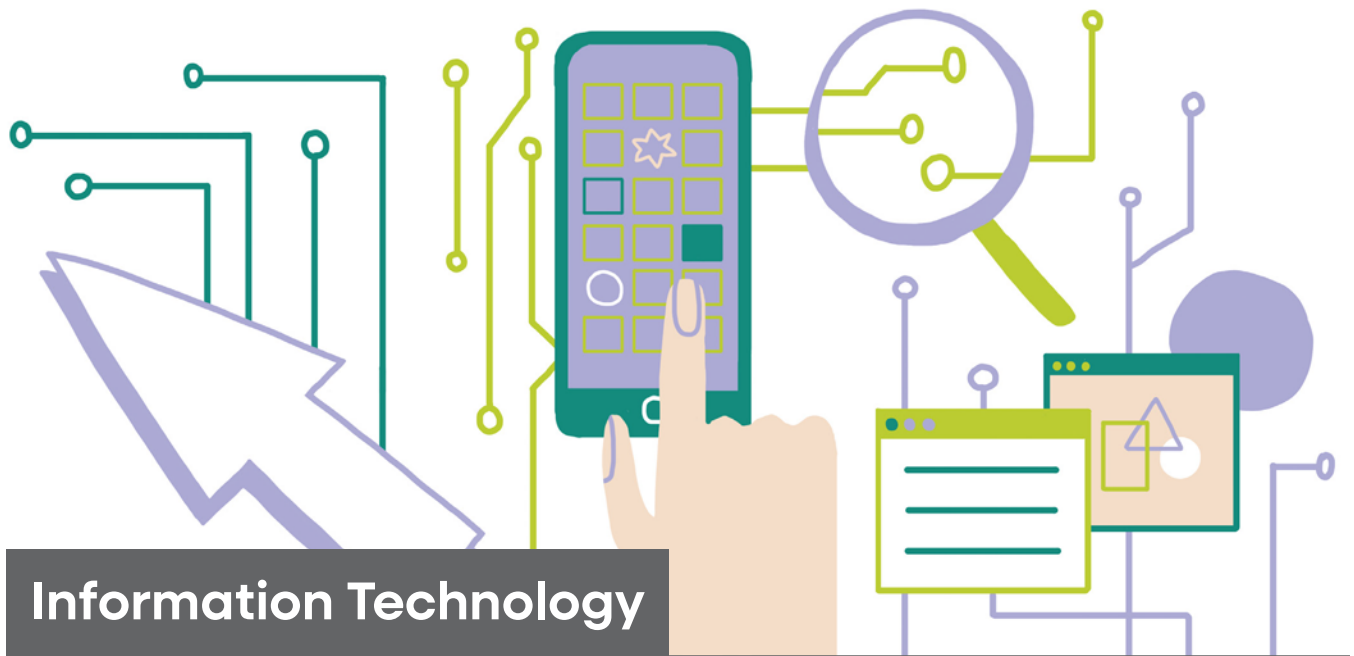
## Education and experience:

- 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.

WATCH VIDEO

**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, mathematices, 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.
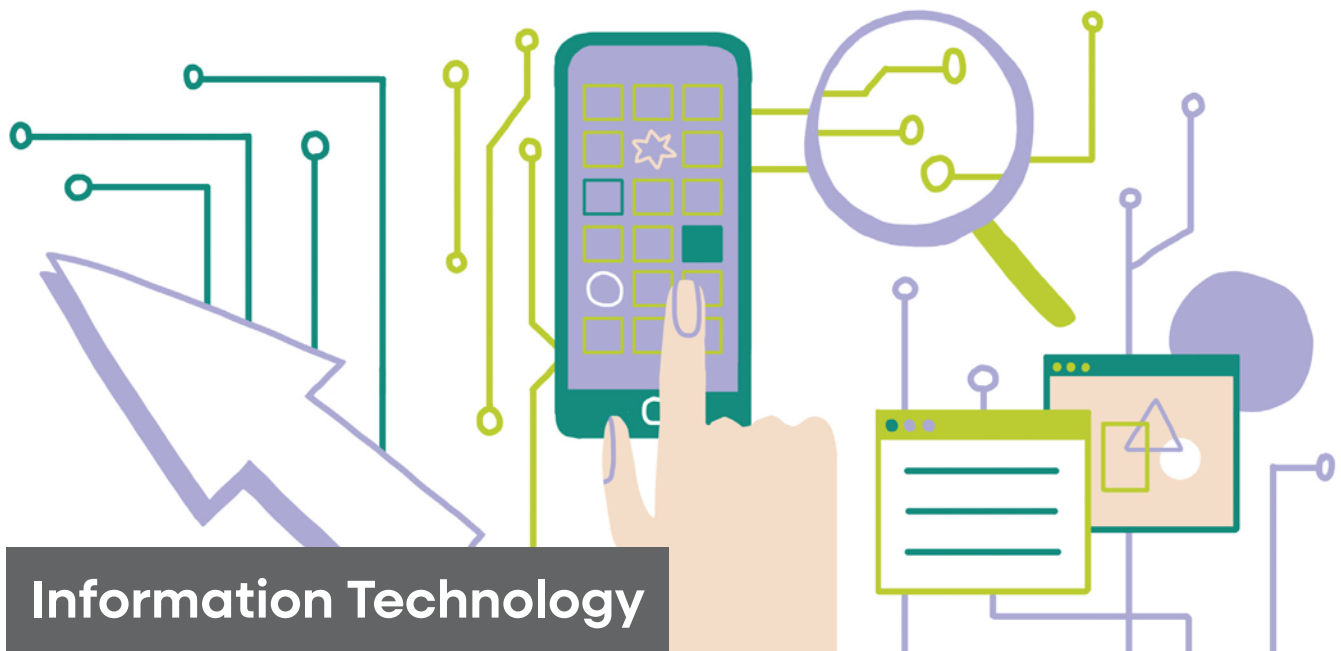
**WATCH VIDEO**

**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.

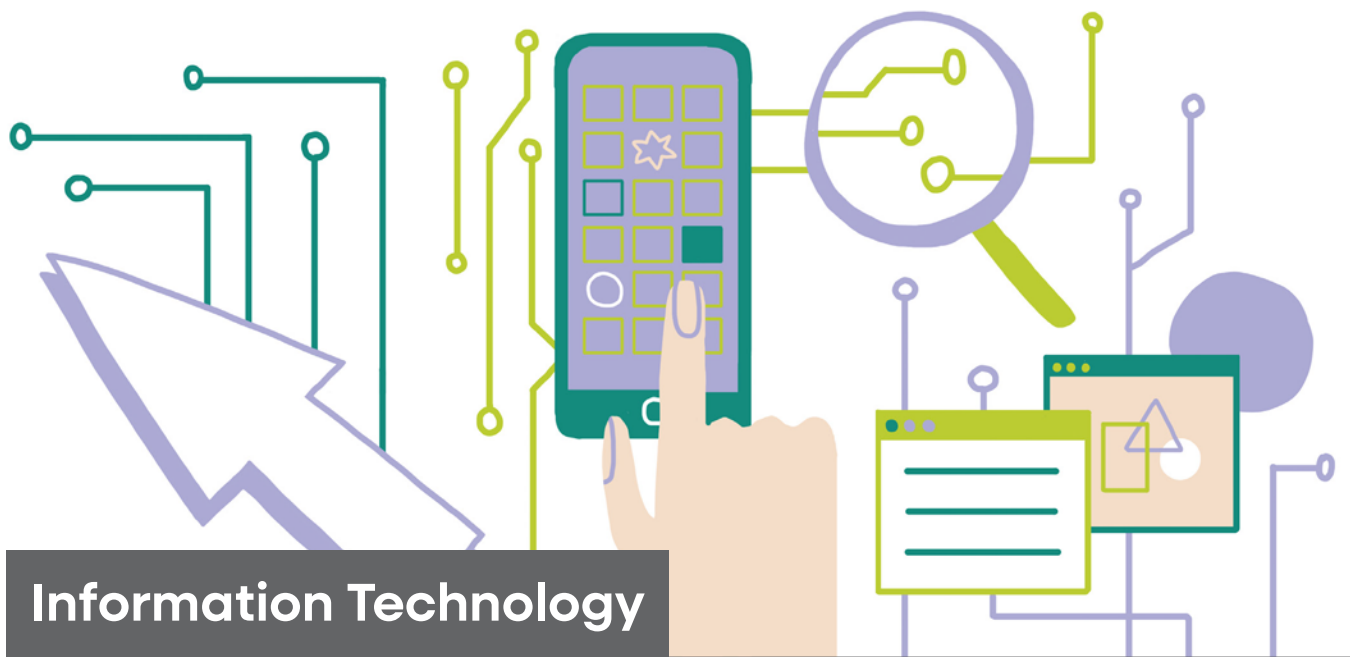**Location:**
NWT

**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**