

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Program Officer (Continuing Education) Payband: H

Position Code/Number (if applicable): S00530

Scheduled No. of Hours 35

Appointment Type: X 12months _____ less than 12 months

Supervisor's Name and Title: Manager Continuing Education

Completed by: Manager Continuing Education

PDF Date: 01 May 2017
Last Revision: 27 Feb 2020

Signatures:

Incumbent:
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

Provide a concise description of the overall purpose of the position.

The incumbent provides the Manager Flexible Delivery and Contract Training (Manager FD/CT) and leaders within assigned schools with project management and logistical support involved in the planning and operational processes for Flexible Delivery/Contract Training courses and programs. First point of contact to respond to logistical/faculty inquiries.

The incumbent is the primary point of contact for School leaders regarding FD/CT related operational matters for assigned schools, providing ongoing support for the effective promotion and delivery of new and existing FD/ CT courses.

This role encompasses a wide spectrum of responsibilities and activities for the Flexible Delivery & Contract Training department including investigation of potential opportunities, maintaining effective relationships with external and internal clients, resolving complaints/issues, assisting with promotional events and execution of marketing strategies, monitoring and tracking program budgets, and providing program development support.

The incumbent liaises with schools to assist with sourcing and recruiting faculty, proactively planning and coordination of projects, preparing financial reports and maintaining related data and systems.

Duties and Responsibilities

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Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approx. % of time annually*
<p>1. CT / FD Program Development Support: The incumbent supports the Manager Flexible Delivery and Contract Training in:</p> <p>Support Course Outline Process: Assists faculty, as needed, with the development and maintenance of course outlines. Supporting Manager in coordination of the logistics associated with course outline approval process, ensuring adherence to College practices and timelines (Manager approves course outlines).</p> <p>Support Curriculum Development and Review: Provides support to the Manager, Flexible Delivery & Contract Training (FD&CT) and LDS Team with coordinating logistics associated with curriculum development and review processes to ensure course/program curriculum materials continue to meet learning objectives and certification agency approvals. This involves clerical/formatting/compiling of comments & notes for updating materials – for example working with a subject matter expert to complete agency/certifying body approval forms, reformatting/ keying course materials into a format needed for presentation, entering materials into online format, compiling materials for handouts and binders, exams etc.)</p> <p>Reporting: provides information and reporting as necessary for certifications to external organizations (e.g. MOECC, Driver Certification Program)</p> <p>Attends Program Advisory Committee meetings to collect information which contributes to generation of ideas for new courses.</p> <p>Quality Improvement: Under direction of the Manager FD/CT, supports the collection of feedback to ensure course quality, including providing forms to faculty, relaying instructions regarding form completion, reporting results to Manager FD/CT, highlighting areas requiring attention.</p> <p>Implements measures to track student progress towards the course/certificate completion..</p>	30%
<p>2. FD/CT Operational Support</p> <p>Course/program issue resolution: Responds to enquiries, complaints and operational matters on a day-to-day basis, through analysis of issues, consultation with other staff, pro-active problem-solving, and interpretation of information concerning policies, procedures and follow up. (E.g. programming-related and issues raised by faculty, etc. (Note – student enquires are addressed by Customer Service Advisors).</p> <p>Maintains strong relationships with community and industry partners.</p> <p>Develops and implements effective administrative procedures to ensure the efficient operation of Flexible Delivery & Contract Training and related activities, including appropriate distribution, file retention and security of confidential information, scheduling of meetings, activities and follow-up systems. Works collaboratively with other Flexible Delivery/Contract Training staff, Schools, Academic Operations and Registrar's Office staff to develop, continuously improve and integrate systems and procedures</p>	30%

<p>Liaises directly with College service areas to ensure program/course readiness for students in critical processes such as admissions and records, budgeting and financial services, accounts receivable and payable, information technology & facilities requirements, etc.</p> <p>Program Logistics: Ensures that all appropriate on-site materials and equipment requested by faculty are available for delivery of Flexible Delivery/Contract Training programming including: instructional materials, signage and equipment.</p> <p>Communicates with other support staff, service departments and faculty accordingly regarding logistics, including timetabling.</p> <p>Provides support to the Manager, FD&CT with the implementation of Flexible Delivery initiatives.</p> <p>Responsible to facilitate the accurate preparation of contract faculty hiring contracts, liaising with Human Resources and Academic Operations and adhering to college policies and contract terms and conditions including pay rates.</p>	
<p>3. Financial and Staffing Support</p> <p>Financial: Develops, monitor/track program budgets. Assists the Manager by advising FD/CT employees on day to day budgetary and finance issues and liaising with service departments (i.e. Finance, Accounting, Payroll, Admissions & Records, Facilities, Purchasing and Human Resources). On an ongoing basis, tracks budgetary expenditures and prepares updates on status of current projects and programming, as necessary.</p> <p>Prepares and/or processes program related financial documents such as invoices for FD&CT , (with exception of Ontario Learn which are processed by Administrative Assistant - Flexible Delivery & Contract Training), training services purchase requisitions, blanket purchase orders, expense claims and timesheets.</p> <p>Staffing: Assists the Manager with recruitment initiatives including proactively sourcing potential faculty, and liaising with the school Chairs as needed, to ensure an adequate pool of skilled faculty (hiring decisions made by Manager). Full responsibility for coordinating orientation program for new Flexible Delivery faculty, liaising with schools and LDS team;</p> <p>Responsible for the accurate scheduling/timetabling of courses, liaising with Human Resources and Academic Operations, as needed, and adhering to college policies and contract terms and conditions including pay rates.</p>	<p>25%</p>

<p>4. Marketing and Promotion</p> <p>Marketing: Works with Marketing and the Dean, Flexible Delivery & Contract Training to develop appropriate marketing material and identify target markets. Assists with the execution of marketing strategies.</p> <p>FD/CT Promotional Support: In collaboration with the Schools, assists with the planning, organizing and delivery of promotional events including open house, campus tours, on-campus and outreach events. Shares information with the FD/CT team, the Schools and the marketing department for calendar production.</p>	<p>10%</p>
<p>Other related duties as assigned</p> <p>When necessary, Acts as a designate for the Manager FD&CT for non-supervisory issues and ensures the Manager is relieved of routine/non-routine issues and decisions within the scope of this position. (E.g. initial new Flexible Delivery course development proposals, facility-related issues)</p>	<p>5%</p>

* To help you estimate approximate percentages:

- | | | |
|---------------------|---------------------|---------------------|
| ½ hour a day is 7% | 1 hour a day is 14% | 1 hour a week is 3% |
| ½ day a week is 10% | ½ day a month is 2% | 1 day a month is 4% |
| 1 week a year is 2% | | |

1. Education

Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- | | | |
|--|---|---|
| <input type="checkbox"/> Up to High School | <input type="checkbox"/> 1 year certificate | <input type="checkbox"/> 2 year diploma |
| <input type="checkbox"/> Trade certification | <input checked="" type="checkbox"/> 3 year diploma / degree | <input type="checkbox"/> 4 year degree or 3 year diploma / degree plus professional certification |
| <input type="checkbox"/> Post graduate degree (e.g. Masters) or 4 years degree plus professional certification | | |
| <input type="checkbox"/> Doctoral degree | | |

Field(s) of Study:

Business Administration Diploma or related discipline with higher level specialized courses such as project management, business report writing, business analytics, accounting, etc.

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements
- Additional requirements obtained by course(s) of a total of 100 *hours or less*

- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years
- Minimum of three (3) yrs
- Minimum of five (5) years

<p>Progressively responsible administrative and project management, event planning, and marketing experience in education/training, including working with teams; and coordination of operational functions; experience establishing and maintaining community partnerships</p> <p>Experience developing and tracking both budgets and budget performance-measurement tools; Experience and demonstrated ability to work with spreadsheets for budget preparation/management, to reconcile and analyze actual expenditures and revenues as compared to budget, to reconcile actual results to expected, analyze variances and follow up accordingly</p> <p>Advanced skills using a variety of Windows-based software including spreadsheets, databases, word processing, email, electronic calendaring, internet browsing applications and business intelligence tools and report writers;</p> <p>Experience working independently in a team environment, well-developed analytical and troubleshooting skills, attention to detail, prioritizing and organizing own work as well as the work of others on the team;</p> <p>Customer service experience where problem solving skills, ability to assess client needs, knowledge of adult learner needs and styles are required</p> <p>Tactful, experienced in properly managing sensitive and confidential information. Strong communication skills with ability to communicate effectively with individuals at all levels of the organization and within the community.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Minimum of eight (8) yrs

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information

or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

Key issue or problem encountered.

The incumbent must build financial scenarios to support operational or programming decisions related to program/project budgets. Many of these are new and unique to the environment and must be developed without the assistance of any pre-existing framework.

How is it identified?

The Manager proposes a potential course/training course/program or FD/CT certificate and asks for a related financial analysis.

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

In building templates utilized to develop costing scenarios for numerous programs, the incumbent needs to investigate and understand costing inputs & sources and know what questions to ask to ensure correct scenarios are developed in each unique circumstance. Would contact the Finance Department in complicated situations (ex New program development).

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

The incumbent develops expense and revenue proposals for each scenario with details for all departments impacted, based upon knowledge of local market, past experience, projected enrolment and instructional costs.

What sources are available to assist the incumbent finding solution(s)? (eg. Past practices, established standards or guidelines).

Collective Agreement (Support and Academic), past practices, approved FD/CT budget, Memorandum of Understanding and other college procedures, previous experience.

#2 regular & recurring

Key issue or problem encountered

When multiple FD/CT projects are initiated by the Manager or other leaders, incumbent must identify available resources for each project, including potential faculty, on- or off-site facilities, instructional supplies and equipment etc. Where gaps are identified, the incumbent must creatively problem-solve, many times locating resources that have not been used by the College to date. Incumbent is responsible for financial tracking of all training projects initiated on an ongoing basis (example: revenue and expenses monitoring for each project to be sure it remains within the planned budget).

How is it identified?

Training programs initiated by leaders on an ongoing basis

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

Incumbent checks in with Manager on a regular basis to ascertain if further action is required to ensure there are no service gaps

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

Project management - Incumbent must analyze current campus resources (budget, space, equipment) and then creatively problem-solve and communicate with other College staff members to ensure resources are effectively allocated and/or purchased to meet training needs.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Knowledge of College standards and past practices.
 Where these are not developed, the incumbent must be innovative in researching and developing policy and practices.
 Ongoing communication with staff members in other areas of the College (ie. Marketing, Purchasing, AO, Registrar's Office etc.)

#3 regular & recurring

Key issue or problem encountered

Diversity of programs and the overlapping of various priorities and functions are unpredictable and requires a wide breadth of knowledge on most college processes and services. Outside of planned and scheduled duties, incumbent must react to requests for local, regional or international training, programs opportunities, new opportunities, partnerships and other requests for information and services.

How is it identified?

Internal and external requests or advertised opportunities are identified by the Dean, Manager FD/CT, Faculty or the incumbent.

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

Each opportunity must be researched to determine fit with priorities of School(s) / Campus. If fit is determined, each opportunity must be evaluated for viability both financially and logistically. This is done in collaboration with Schools, faculty and other College resources including RO, Physical Resources, IT as needed.

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

Each opportunity must be evaluated and analyzed to determine financial impact, scheduling impact, staffing impact, and for fit with School(s) / Campus priorities. This would be determined through an investigation of available resources and prioritized with any conflicting campus activities.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Consultation with Manager FD/CT, School and campus leaders and other college departments. Some opportunities may have been pursued in the past and there may be established standards or guidelines in place.

#1 occasional

Key issue or problem encountered

When Manager FD/CT, is unavailable or on vacation, the incumbent must occasionally deal with urgent logistical issues regarding program delivery (i.e. Faculty calls in sick, fails to show up, equipment or teaching materials do not arrive, venue becomes unavailable, etc.).

How is it identified?

Issues identified when Faculty calls or when materials are being delivered at an off-site location. (Evening or weekend classes for example).

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

Yes. Normally the incumbent must attempt to ascertain what has happened, who is involved and what needs to be done to resolve the situation.

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

Incumbent must calmly assess whether the course needs to be postponed to a new date or obtain approval from the other Manager to call in another faculty immediately. If the venue is the issue, the decision must be made about finding an alternate location. All of the decisions must be made in light of ensuring the least disruption to the students and maintaining the reputation of the school and college.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Past practices. Campus instructional database. Knowledge of local potential faculty and venues.

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

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

The incumbent must, on an ongoing basis, proactively plan details to support FD/CT programming on or off-campus for the upcoming academic year – includes resource allocation, potential faculty, scheduling, marketing, materials, financial tracking etc.). Continuous interaction across various College departments and schools is required.

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

Project management skills including: time management, organizational, communication, interpersonal, budget and financial management and human resource skills (sources potential faculty and orientation of new FD/CT faculty), and the ability to effectively organize with conflicting priorities and space constraints. Ability to promote and market, multi task, solve scheduling conflicts, liaise with other departments to identify potential faculty, negotiate schedules, analyze needs, organize and edit marketing materials.

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

Incumbent checks in with Manager FD/CT as needed to ascertain if further action is required to ensure there are no service gaps

How is/are deadline(s) determined?

Some deadlines occur as part of the College academic schedule. Other deadlines are determined by other College departments (i.e. Marketing) or external agencies. The incumbent must balance the ongoing department needs with deadlines determined by other program areas.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The incumbent determines if changes are necessary, consulting with the Manager if necessary, and informing others who are impacted as needed. The incumbent is responsible for changes and the impact these changes may have. Example: A contracted faculty is scheduled to teach a number of courses and he informs the college that he is moving away and cannot fulfil his commitment. The incumbent must take immediate action to source, and make a recommendation to the Manager to replace the faculty as soon as possible or to cancel the classes if an appropriate replacement cannot be found. Effective decision making with regard to the impacts of the cancellation would be required, considering reputation and on-going relationships with partners and clients.

#2 regular & recurring

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

Annual program/project budgets development and update activities are prescribed institutionally with accompanying policy and procedural details. The planning and coordination of dept. processes to meet these institutional requirements will fall to the incumbent with general oversight and guidance from the Manager FD/CT. The actual results need to be compared to the budget over the fiscal year and any differences identified and accounted for.

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

The incumbent is required to be skilled with standard budget planning processes including a detailed understanding of the College budget systems and accounting processes in combination with an understanding of the Dept. operational budgets and project budgets. Above average proficiency in the use of Finance System reporting tools, and spreadsheet software to complete the budget and ongoing financial monitoring processes.

The incumbent is required to establish deadlines for others, coordinate activities and people, follow up on progress, and determine any adjustments needed to ensure deadlines are met.

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

College financial system and documented policies/procedures, school budget records, enrolment reports, finance department.

How is/are deadline(s) determined?

College timelines and deadlines are prescribed. The incumbent determines Dept. specific timeline targets to support timely completion of college requirements.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The incumbent will determine whether any changes to the Dept. budget planning and development processes are required and recommend how they will be implemented for Manager's approval. The incumbent would then be required to update budget information as required, or do further analysis on the data.

#3 regular & recurring

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

The department has been successful in securing a contract to deliver a 20-week industry training program and the delivery must begin 12 weeks after notification of contract. The incumbent must manage the project including the logistics associated with the development and delivery of the program to participants. This includes scheduling, and arranging for contracts for faculty and contractors. The incumbent must also coordinate facilities, materials, tools, transportation, work placements, reporting, evaluation, and budget for the project

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

The ability to maintain a budget, multi task, solve scheduling conflicts, network with other departments and external partners/sources to identify potential faculty and course developers, including logistics associated with schedules and contracts, assist manager with recruitment and selection.

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

Collective agreement, people soft reports, scheduling programs, HR, purchasing, finance, faculty and coordinators, other College's contract training staff.

How is/are deadline(s) determined?

High level deadlines are determined by the contract with the client, but deadlines at the program level are developed and maintained by incumbent

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The incumbent determines both project changes and the potential impacts. Example: A work stoppage occurs during the delivery of the program or faculty becomes sick, unable to travel to training site. The incumbent must negotiate new timelines with the client and then redevelop a schedule and budget that meets the needs of the students, faculty, staff, the college and client.

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

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

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

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

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

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Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
X	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent coordinates the logistics associated with FD&CT courses and programs. The incumbent orients new FD&CT faculty by reviewing correct processes and procedures, faculty responsibilities and resources.
X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	The incumbent conducts analysis & determines the revenue feasibility of proposed Flexible Delivery courses and programs and uses that data to inform Manager's programming decisions which impact students, faculty, budgeting, purchasing, accounting and facilities. The incumbent meets with the Manager to determine resourcing, scheduling, manageability, feasibility, organization, purchasing, and implementation. Although FD&CT Customer Service Advisors address most questions from students, the incumbent would provide them with answers to detailed questions outside the scope of their knowledge. (ex. questions about a course that might not be apparent from a course outline,.) Note: some Ontario Learn questions are handled by Online Coordinator
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree

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of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
On new projects there is verbal discussion with Manager FD/CT to review deadlines, budgets and significant challenges. Incumbent has freedom to create own work schedule, based on their own judgment. Utilizes individual discretion in seeking guidance as required. Work is therefore completed with a high degree of decision-making autonomy, working directly with Chairs/Program Coordinators and various College departments as required to identify and resolve issues.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
College guidelines Standard Human Resource and financial policies and procedures are available for the incumbent to reference. As well, past experience delivering administrative support to a wide range of educational programming. College policies are in place as guidelines; however latitude to make independent decisions will be required regularly.	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is discussed when exceptions arise and by update meeting/reports on a variety of revenue generating activities and/or discussion with the Manager on an as-needed basis. Work can be reviewed through the annual performance review, and/or at completion of various projects.	

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent works with other departments (Chairs office/Registrars office) from an operational perspective. Procedures, course starts and cancellations and other decisions may be decided by the manager in conjunction with schools.	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)

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<p>Major operational issues (usually presented with a possible solution), around the development of new programs and/or other revenue projects. Staffing, recruitment and HR issues requiring signature and/or approval of the Manager. Unresolved budget issues, issues that have escalated beyond the incumbent's authority, after a number of options have been attempted. Unresolved client/staff concerns and operational issues that will impact other areas or across other Schools.</p>	<p>Staff/faculty/client/administrative complaints that require the attention of the Manager, once it is determined that the incumbent cannot solve it on their own.</p>
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<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p>Regular and Recurring</p> <p>Uses data from costing scenarios to develop recommendations regarding program viability and/or cancellation for FD/CT. This includes resources, supplies/instructional costs/sourcing venues/facilities for new and existing programs.</p> <p>During budget tracking activities incumbent is expected to identify and initiate suggestions for combining resources or using resources in more efficient ways. Re-designing procedures and systems to respond to daily operational issues require the incumbent to use creativity and initiative to generate new ideas for improvement and engage other staff in making the change.</p> <p>Manages schedules, coordinating meetings with internal and external partners to meet ever-changing needs. This requires an understanding of priorities and deadlines and the ability to determine impacts of moving meetings etc.</p> <p>Incumbent recommends marketing priorities and works with Marketing to initiate communication campaigns to promote awareness. This includes designing marketing literature to be used in email campaigns. Sourcing out and recommending marketing strategies which requires creative thought and application in terms of design, messaging and effectiveness.</p>	<p>Occasional (if none, please strike out this section)</p> <p>Where the Manager is unavailable for consultation, the incumbent may occasionally need to make a decision about a pressing non-supervisory matter. (I.e. creatively solving venue issues with FD/CT courses). Some decisions such as class cancellations, scheduling changes for a course may be made independently.</p>

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Community partners or staff members call or email the incumbent for information on correct procedures or information re. campus programming	The incumbent identifies program partners, designs documents, creates email lists and initiates email marketing campaign. The incumbent clarifies inquiry and provides an answer either over the phone, in person or by email.	College staff members, program and community partners	W
Contact person for the Manager, therefore many inquiries are initially handled by the incumbent.	The majority of service requests can be straightforward with an established process on how to proceed. If the incumbent can't answer the question, then he/she will ask questions of the client in order to determine who the inquiry should be directed to.	Public, local business/ college departments, Government agency contacts, faculty/staff, College Administrators	D
Requests for programming based on knowledge of community and feedback received from former and new Flexible Delivery and Contract Training clients utilized to develop recommendations for future programming	The incumbent must proactively communicate recommendations for future programming to Manager FD/CT & Schools, developed from information received regarding requests for new Flexible Delivery/Contract Training courses. Utilizes own experience, knowledge and contact with the general public and campus Faculty in order to develop recommendations to support programming needs of students / clients.	Clients, government agencies and community partners both internationally and locally School(s)	W
Faculty requests for changes to course materials, hours or learning sequence are presented to the incumbent by email or in person	The incumbent, after hearing the details of why the change is recommended, must decide what changes should be made to the course, and amends the course outline for final approval of Manager FD/CT, subject matter experts, program staff & faculty.	Flexible Delivery, Contract Training faculty, faculty, clients, Manager FD/CT	M
An issue with a course, training venue, Faculty etc. comes to the attention of the incumbent, sometimes at the last minute	The incumbent must gain a full understanding of the issue & needs to decide on what action must be taken to deliver best service to both the students, the Faculty and the College's partner in offering the course/training (i.e. a host venue).. Incumbent develops solutions based upon those needs.	Faculty, community partners, clients (regional & international)	M

* D = Daily W = Weekly M = Monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the

section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Advise of accounts that need to be used for certain purchases and/or staffing	Campus staff and staff in other College departments	W
	Information sharing, setting up appointments related to scope of role	Manager FD/CT, campus leaders and staff, local business/Economic Development contacts	W
	Provides information about campus and programming	Community members, other College staff members	D
Explanation and interpretation of information or ideas	Providing operational explanations (i.e. class cancellations based on financial data) Trains, orients and supports in campus procedures and processes	Manager FD/CT, campus leaders, staff/faculty members, partners, clients	W
	Handling complaints and inquiries, providing operational explanations	Faculty, clients,	D
	Enlists collaboration/cooperation for various projects. The incumbent is proactive in building relationships across departments, and ensures campus requests (i.e. demands on resources from Facilities, Purchasing or Finance for example) are known ahead of time, so that all stakeholders are aware. Explaining course information (e.g. Content, learning outcomes, delivery methods, materials, based on course outlines). Expectation is that the incumbent will be able to speak fluently about specialized programming topics and only occasionally refer questions to content expert.	Staff members in Service departments located at other campuses (i.e. Finance and Facilities) Clients, program coordinators, Advisory Committees	W I
Imparting technical information and advice			
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as

well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at desk and in meetings	D			X	X		
Standing	D	X			X		
Walking	D	X			X		
Lifting various equipment when troubleshooting	I	X			X		

* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

Light (up to 5 kg or 11 lbs)

Medium (between 5 to 20 kg or 11 to 44 lbs)

Heavy (over 20 kg or 44 lbs)

AV equipment, instructional supplies, manuals

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Preparing and tracking project budgets, costing spreadsheets and Flexible Delivery activity while attending to competing priorities, responding to the needs of faculty, clients and staff, and maintaining strong community relationships.	W		X	

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually

No - open office environment results in distractions and interruptions from walk-ins, calls, etc which make it difficult for incumbent to resume focus/concentration on the task at hand. There isn't currently a closed office area which the incumbent could reasonably utilize to maintain focus while doing this work.

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Project management - analysis of current campus resources and engage in creative problem solving to ensure resources are effectively allocated and/or purchased to meet training needs. Build financial scenarios to support operational or programming decisions related to program/project budgets. Many of these are new and unique to the environment. Also completed while attending to competing priorities as stated in Activity #1.	W			X

Can concentration or focus be maintained throughout the duration of the activity? If not, why?

Usually

No - open office environment results in distractions and interruptions from walk-ins, calls, etc which make it difficult for incumbent to resume focus/concentration on the task at hand. There isn't currently a closed office area which the incumbent could reasonably utilize to maintain focus while doing this work.

* D = Daily W = Weekly M = Monthly I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical		

Support Staff PDF

harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
X travel	Travel to client and partner locations, presenting at conferences and other campuses and to meet with outside stake holders and coordinate logistics for projects – time spent in transit, approx. 3hrs/ month (2%).	M
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

* D = Daily M = Monthly W = Weekly I = Infrequently