

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Business Development Coordinator (I/O) Payband: H

Position Code/Number (if applicable):

Scheduled No. of Hours: ____ 37.5 ____ per week

Appointment Type: Less than 12 months (please specify # months: 6)

Supervisor's Name and Title: Deepak Arogya Project Manager

Completed by: Deepak Arogya

Date: September 16, 2021

Signatures:

Incumbent:

Date:

(Indicates the incumbent has read and understood the PDF)

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.

Reporting to the Project Manager-

The position will coordinate the planning, developing, marketing, implementation, administration, and support operations of the Business Development initiatives for funded projects (Skills Advance Ontario) in Contract Training/ Continuing Education. The position is responsible for identifying employer training needs and formulating revenue prospects through the ongoing cultivation of business development opportunities in industry-related training, contract training, and customized offerings that will help employers in identified, funded sectors. The role works in partnership/collaboration with the School of Continuing Education, the Eastern Ontario College Consortium, employers, incumbent workers, and community partners to generate business development opportunities. Partnerships will be cultivated at multiple levels – locally and provincially.

Duties and Responsibilities

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.

	Approximate % of time annually*
<p>Business Development - Coordination</p> <ul style="list-style-type: none"> ○ Identifies, plans, develops and implements industry sector training plans, through telephone and electronic correspondence, meetings, presentations, and consultations with industry and training decision-makers to identify training requirements and opportunities ○ Completes client training needs assessments, design and development of training solutions, proposal formulation, management of contracted resources, and corporate training delivery for a variety of training projects of varied sizes and scope. ○ Develops a budget and assesses the profitability of training projects to provide training solutions and ensure project margin/revenue levels are met. ○ Follows budget plans and evaluates training project profitability to deliver training solutions ○ Ensure established processes are followed on day-to-day activities to complete identified projects ○ Develops, maintains, and oversees participant tracking, reporting, and ensures Ministry paperwork is filed as per Fleming College’s funding contract ○ Maintains a client-centered case management approach including intake and referral, needs assessment, service planning, monitoring, and evaluation ○ Has overall responsibility for training sessions to be conducted smoothly with adherence to Health and Safety-related protocols ○ Meets regularly with Project Manager to provide engagement project(s) updates. 	60%
<p>Financial / Budget Coordination</p> <ul style="list-style-type: none"> ○ Liaises with internal departments for invoicing activities, approvals, billing related activities ○ Ensures all invoices are processed in order to meet reporting needs and assist project manager with period reconciliation ○ Keeps track of project expenses, maintains back up documentation for audit requirements ○ Researches and applies industry standard rates for training, liaises with Finance to complete costing ○ Ensures all paperwork is saved and archived as project artifacts 	20%

<p>Project Coordination</p> <ul style="list-style-type: none"> ○ Identifies key activities, milestones, resourcing requirements and dependencies related to planning and implementation of incumbent trainings ○ Develops tracking mechanism and assists with process tools and templates ○ Supports potential risks identification and assists in developing mitigation strategies ○ Assists with Project document creation and maintenance with timely updates ○ Liaises with project partners (internal and external) to monitor progress and overcome challenges to success 	10%
<p>Back up to Project Manager</p> <ul style="list-style-type: none"> ○ In absence of Project Manager- Responsible for communication and updates to all stakeholders ○ Acts as primary contact for operational matters and makes informed decisions about keeping senior management updated 	5%
<p>Other Duties as assigned</p>	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

1. Education

A. 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.

- Up to High School
 1 year certificate
 2 year diploma
 Trade certification
 3 year diploma / degree
 4 year degree or 3 year diploma / degree plus professional certification
 Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
 Doctoral degree

Field(s) of Study:

Business Administration Diploma or related discipline with higher level specialized courses in Project Management and others such as business report writing, business analytics, finance, marketing 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.

- X 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

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 support the development of financial scenarios to support operational or programming decisions related to program/project budgets. Many of these are new and unique to the environment

How is it identified?

The Project Manager prepares financial scenarios, incumbent must be able to contribute to the financial and budget process

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 liaise with the Finance Department as necessary to receive required information.

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

Combination of document review, data analysis and stakeholder consultation

Working plans to be developed that include risk assessment and resourcing requirements to enable decision making

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

Reliance on accepted project management practices and costing scenarios

Refer to previous year's project artifacts and knowledge base

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Incumbent must identify training opportunities, connect with employers to bring in registration and help in assigning 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, must be quick to find ways to resolve. Multitasking and resolving matters with high priority is required

How is it identified?

Training programs initiated by Project Manager on an ongoing basis [Training opportunities are identified by the incumbent's training needs assessments with employers? - Karen]

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

Incumbent checks in with Project Manager-Funded Projects on a regular basis to ascertain if further action is required to ensure there are no service gaps or if results are achieved based on action taken

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

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. Incumbent should understand the importance and the impact of training to participants.

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., in consultation with other staff.
Where these are not developed, the incumbent must be raising the issues to Project Manager
Ongoing communication with staff members in other areas of the College

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 and coordinate details to support planning and execution of all identified incumbent training programs
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Extensive planning skills ranging from milestone-focused delivery plans, budget and resourcing analysis, communications, and engagement to reporting, time management, organizational, communication, interpersonal, budget, and financial management and the ability to effectively organize with conflicting priorities and space constraints. Ability to promote and market, multitask, solve scheduling conflicts, liaise with other departments to identify potential faculty, negotiate schedules, analyze needs
List the types of resources required to complete this task, project or activity.	Stakeholder engagement Data collection and analysis Action plan development Budget analysis Incumbent checks in with Project Manager 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 Training delivery plan and space availability or budget requirements. The incumbent must balance the ongoing department needs with deadlines determined by Partners and Stakeholders

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 Project 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 based on past training database 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 regards to the impacts of the cancellation would be required, considering reputation and on-going relationships with partners and clients.

4. Planning/Coordinating

#2 regular & recurring

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

Within the broader project plan, the incumbent is required to develop specific action plans for tasks - for example, Coordinate with external stakeholders/ Employment and Training Consultants

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

As in #1 above, a full range of planning and coordinating skills with a particular emphasis on execution, attention to detail methods to achieve results

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

Project Management resources, software, Excel Gantt Charts to track and report

How is/are deadline(s) determined?

The incumbent determines program specific timeline targets to support timely completion of training 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.

Incumbent, working with clients, employers, and service providers, develops options and implications and provides recommendations to Project Manager, depending on the financial commitments and timelines

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.

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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent will be responsible for training delivery, safe work plans and will share this information with other members of College as needed.
<input checked="" type="checkbox"/>	<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 is required to plan and coordinate the logistics associated with Funded programs. The incumbent will need to talk to various employers, conduct needs assessment and plan training solutions to upskill employees
<input checked="" type="checkbox"/>	<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 is involved with day to day activities of training sessions, will be able to identify process inefficiencies leading to productivity or impacting timelines. Such cases incumbent is expected to recommend solutions enabling the team to perform tasks smoothly
<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 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)
Project Manager will provide details of new projects identified and Incumbent will have to follow, lead and build a plan to execute. On new projects there is verbal discussion with the Project Manager to review plan, assign resources and mitigate significant challenges. Incumbent has freedom to create own work schedule, based on their own judgment. Utilizes individual discretion in seeking guidance as required. Project Manager will provide targets to meet, and the incumbent will need to contact employers, understand the needs in the sector and finalise training solutions and plans.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Past Knowledge base delivering training programs to different sectors. Project documentation is available to refer and follow procedures	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Project Manager reviews on-going project progress through financial reports, budget status, meetings and number of participants in the training.	

6. Independence of Action

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 from an operational perspective. Procedures, training starts, and cancellations and other decisions may be decided by the Project Manager in conjunction with department Chairs and Deans	

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)
Overall project plan – Training plan milestones, deliverables and enabling resource requirements. Major operational issues (usually presented with a possible solution), around the execution of training programs and/or other revenue projects. Unresolved client/staff concerns and operational issues that will impact other areas or across other Schools	

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring	Occasional (if none, please strike out this section)

<p>During developing training opportunities and planning 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>Coordinates training 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>Where the Project Manager is unavailable for consultation, the incumbent may occasionally need to make a decision about a pressing issue related to training program delivery and execution</p>
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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 fulfil 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	incumbent clarifies inquiry and provides an answer either over the phone, in person or by email.	College staff members, program and community partners, Employers and Employees	D

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Requests for programming based on knowledge of community and feedback received from former and new training programs	The incumbent must proactively communicate recommendations for future programming to Project Manager. Utilizes own experience, knowledge and contact with the general public and faculty in order to develop recommendations to support programming needs of participants	Clients, and community partners locally	W
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	W

* 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)*
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Exchanging routine information, extending common courtesy	Project detail on specific metrics and/or milestones or deliverables (number of trainings, milestones etc)	Campus staff and staff in other College departments	W
	Provides information about campus and trainings planned	Manager, Chair, campus leaders and staff, local business/Economic Development contacts	W
		Community members, other College staff members	W
			D
	Providing operational explanations (i.e. class cancellations based on financial data) Trains, orients and supports in campus procedures and processes	Manager, Chair, 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)	W
		Clients, program coordinators, Advisory Committees	I

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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 (site visits to employers)	D	X			X		

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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)

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 (e.g. 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

Support Staff PDF

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 trainings, costing spreadsheets and training activity while attending to competing priorities, responding to the needs of clients and staff, and maintaining strong community relationships.	W		X	.
<p>Can concentration or focus be maintained throughout the duration of the activity? If not, why?</p> <p>Usually <input checked="" type="checkbox"/> No</p> <p>While working on day to day tasks there will be many interruptions due to competing demands as staffing, training cancellations, operational challenges, calls from employers asking for training quotes, schedule and plans. It can be unpredictable and sometimes challenging to meet all demands and complete an activity with full concentration</p>				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Coordination of current Project resources, activities and engaging in creative problem solving to ensure resources are effectively allocated and/or purchased to meet training needs. Also completed while attending to competing priorities as stated in Activity #1.	W			X
<p>Can concentration or focus be maintained throughout the duration of the activity? If not, why?</p> <p>Usually <input checked="" type="checkbox"/> No</p> <p>While working on day to day tasks there will be many interruptions due to competing demands as staffing, training cancellations, operational challenges, calls from employers asking for training quotes, schedule and plans. It can be unpredictable and sometimes challenging to meet all demands and complete an activity with full concentration</p>				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs

Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually				
<input type="checkbox"/> No				

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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	X
<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 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		
<input checked="" type="checkbox"/> travel	Potential travel to client and partner locations, attending marketing events such as job fairs and other campuses and to meet with outside stake holders and coordinate logistics for projects	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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