

## **JOB DESCRIPTION**

### **Section 1 – Identifying Data**

09-SS17-02

<i>Position Number</i>	103477
<i>Position Title</i>	<b>Staff Development Coordinator</b>
<i>Incumbent</i>	Vacant
<i>Supervisor's Title</i>	Director Family and Children's Services
<i>Supervisor's Position Number</i>	15-102
<i>Department</i>	Health and Social Services
<i>Branch/Unit</i>	Family and Children's Services
<i>Location</i>	Whitehorse
<i>Date Completed</i>	October 8, 2008
<i>Medical Clearance Required?</i>	No
<i>Security Clearance Required?</i>	Yes

### **Section 2 - General Summary**

The Staff Development Coordinator is responsible for collaborative strategic planning of Territorial wide training initiatives, initiating, implementing, and coordinating a variety of training/professional development programs/initiatives within Family and Children's Services/Regional Services Branches.

### **Section 3 - Principal Duties and Responsibilities (limit to 10 Duty Statements)**

1. Family and Children's Services/Regional Services Branches which will positively contribute to the branches' and departments' short and long-term strategic plans and direction. This involves utilizing a variety of needs assessment tools and strategies to assess training and developmental needs, developing training options to meet identified needs, problems, and opportunities including cost benefit analyses of and financial forecasts for proposed options and linking performance management issues (problems) with training needs.
2. Researches, analyzes, and evaluates current training policies and initiatives and identifies gaps and inconsistencies, and develop and recommends improvements. Adapts risk management plan to one's own work areas and processes, identifies new risk management issues and raises awareness of these to the supervisor and assists in developing processes to address new risk management issues. Develops and implements training and development programs and service guidelines, criteria, standards, etc.
3. Develops training, education and professional development program goals and objectives and integrates them with corporate business plans, while maximizing the use of information technology. Researches program options and delivery methodologies and reviews and assesses reports and studies on new training and professional development programming, approaches, and delivery methods for possible application in Yukon context. Develops and implements training and development programs and service guidelines, criteria, standards, etc.
4. Identifies emerging training needs of the branches and develops and leads the implementation of training plans, priorities and schedules. Identifies and forecasts trends, common training and development requirements as well as identifying human resource trends, and training and development issues. Researches, identifies and prepares funding proposals to access other department and government funding sources.
5. Directs the research, development and teaching of clinical coursework and training to staff in keeping with the identified training priorities and emerging needs of the branch. Leads and/or directs the design and/or adaptation of instructional material for training of branch staff/clients. Develops specifications and tender documents for the contracting of specific training course delivery work, including evaluating tender bids, and/or negotiating delivery terms and conditions, and preparing contracts, and supervising the work and acceptance of the final product.

Manages the course delivery process and monitors course delivery and content and ensures that course content is up-to-date and relevant to the Family and Children's Services/Regional Services Branches. Negotiates

contracts and agreements with learning/teaching institutions (colleges and universities) including arranging for preceptors, education and practicum's.

6. Collects, analyzes, interprets and evaluates data concerning the effectiveness of training and human resource development initiatives, strategies, and programs within the Family and Children's Services/Regional Services Branches and in other jurisdictions which have relevant programs. Designs and/or adapts, develops and implements evaluation and review strategies for training, education and professional development programs. Conducts or supervises the evaluation of training, education and professional development programs and services, and analyzes the evaluation results and develops and implements options to resolve problems and improve professional development initiatives.
7. Develops and leads staff through an extensive orientation program upon hire to ensure that staff receives relevant, up to date training for their respective roles that meets branch/departmental goals, ensures personnel are fully oriented to branch philosophy/goals, policy and procedures. Develops and implements development of generic base line in-service training for all areas to cover topics including: alcohol and drugs, family violence, universal precaution, personal safety, health and wellness, etc.
8. Develops and implements a strategy for communicating training, education and professional development opportunities and workshops throughout the branch. Develops training initiatives that support opportunities for students and community growth, collaboration and partnerships.
9. Develops and ensures the training and education resource library, including videos, magazines, books, etc. and ensuring materials are current and easily accessible.
10. Provides direction, guidance, assistance and support to staff who deliver training initiatives in the branches. This can include assistance with the transfer of learning, and ensuring training materials and logistics are taken care of.

#### **Section 4 - Contacts**

*Describe, in narrative form, the working relationships inherent to the success of the job.*

- Contact with branch employees to conduct training, education and professional development needs assessments, provide orientation and training, evaluate training and professional development initiatives and programs and to exchange information;
  - Contact with branch managers to exchange information, identify and discuss training, education and professional development needs and priorities for staff, and to develop branch policies, programs and strategies;
  - Contact with other training and professional development professionals to exchange information and discuss cooperative programming;
  - Contact with contractors and staff of training agencies to exchange information, manage contracts and resolve problems;
  - Contact with representatives of learning/teaching institutions (colleges and universities) to exchange information, negotiate and manage contracts, arrange for preceptors and educational practicums and to resolve problems.
2. Different programs and discipline groups (i.e. social workers, family support workers, child care inspectors, youth service workers, residential care workers, etc.) may identify a variety of training needs and believe their topic area to be of the up most importance and urgency. The incumbent must balance all training needs with training resources keeping in mind staffing coverage and limited resources. The incumbent must make the best decisions regarding training priorities for the Branch and be able to communicate priority choices and reasons for those choices to branch staff which will require the incumbent to resolve conflicts.
  3. It is expected the incumbent will need to deal with practice issues relating to the delivery of services by staff to clients that may not reflect the branch goals/objectives and follow policies and procedures.

**Section 5 - Specific Accountabilities**

1. Describe final decisions regularly made for which the incumbent is held accountable.
  - establishment of priorities, plans and management of approved training and professional development budgets;
  - choice of training, education and professional development programs and services offered;
  - choice of consultants to deliver training, education and professional development programs and services and the related contractual decisions;
  - negotiation of contracts with learning/teaching institutions (colleges and universities) within delegated authority;
  - training-related information that is to be shared inter and intra departmentally ;
  - research methodology and data collection mechanisms used;
  - training-related communication strategies to be presented to the Director;
  - the development of training, education and professional development options which will effectively meet the needs of branch management and staff;
  - the development of communications plans and products which effectively communicate training and professional development initiatives and programs to branch staff;
  - presentation of research and options in reports and discussion papers;
  - day to day priorities;
  
2. What are the expected end results of this position, i.e. what are the impacts of performing the Principal Duties and Responsibilities?

The impact of the above decisions is on the effective provision of training, education and professional development programs and services to Branch staff which will in turn impact on the effective functioning of the Branches which impacts directly upon the programs and services provided by Family and Children’s Services/Regional Services staff to clients.

**Section 6 - Budget**

1. a) What is the Annual Budget for the unit under the direct control of the position?

<i>Fiscal Year</i>	<i>Unit</i>
<i>Annual Payroll</i>	\$
<i>O&amp;M Budget (excluding Payroll)</i>	\$
<i>Capital Budget (excluding Payroll)</i>	\$
<i>Revenues</i>	\$
<i>Recoveries</i>	\$

1. b) Does the position have the authority to reallocate resources, i.e. transfer budget funds? If yes, provide examples.

No, the incumbent will prepare and recommend a training budget for inclusion in the Branch budget.

2. If applicable, describe other expenditures or revenues influenced by this position and how.

The development of training, education and professional development plans, initiatives and programs impact on the expenditure of human resource and program funds i.e. costs for backfills across the branch on both a short and long term basis. The incumbent also leverages additional monies through negotiation of cost shared training with program managers and other agencies.

**Section 7 - Working Environment**

Describe in narrative form the position's working environment, which can be generally favourable or include exposure to undesirable conditions.

The position works in an office or workshop environment. The position lifts, carries and utilizes a variety of teaching equipment and materials such as audio-visual equipment and training materials.

**Section 8 - Signatures**

The above information on this description has been designed to indicate the general nature and level of work to be performed by the employee. It is not designed to contain or be interpreted as a comprehensive inventory of all duties and responsibilities assigned to this job. (Staff Development Coordinator)

<p><b><u>Supervisor:</u></b> I have reviewed (with the incumbent, where applicable) the duties and responsibilities assigned to this position.</p> <p>Signature: _____</p> <p>Date: _____</p>	<p><b><u>Incumbent</u></b> (where applicable): I have read the foregoing position description and understand that it is a general description of the duties assigned to the position occupied by me.</p> <p>Signature: _____</p> <p>Date: _____</p>
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<p><b><u>Director of Human Resources:</u></b> (Comments)</p> <p>Signature: _____</p> <p>Date: _____</p>	<p><b><u>Deputy Minister:</u></b> I approve this position description as being representative of the work required to be performed and that the responsibility levels identified have been delegated to this position.</p> <p>Signature: _____</p> <p>Date: _____</p>
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