

Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

Date: April 2018 (revised)

College: St. Lawrence College
Incumbent: Laurie Millard
Position Title: Manager - Skills, Training, and Economic Development
Classification: Payband 11
Division/Department: Innovation and Business Engagement
Location/Campus: Kingston
Immediate Supervisor (title): John Conrad, Director - Innovation and Business Engagement

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> Other |

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____ Date: _____

Recommended by
Position's Manager: _____ Date: _____

Approved by
Senior Manager: _____ Date: _____

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POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Under the general direction of the Director, Innovation and Business Engagement, the incumbent initiates, leads, and manages annual and multi-year plans and projects and acts as a focal point for the internal and external community related to skills, training, and economic development. The Manager, Skills, Training, and Economic Development is a liaison between the College and government, community, and industry clients to conceive, develop, and implement strategies to achieve the following objectives: upgrade skills of employees; provide meaningful re-employment training to those in transition, underemployed, or underrepresented in the labour market; and support the economic development of our communities. The incumbent represents the College by participating on provincial committees addressing the training needs of underrepresented groups and plays a lead role in pursuing government or private sector funding to support labour market and economic development initiatives. The incumbent develops channel partners of interacting organizations and individuals. Negotiates and manages business relationships that support government funded applications. The incumbent provides curriculum and program development of market needs and identifies new opportunities for business and economic development. Furthermore, the incumbent is responsible for developing, implementing, and sustaining alternative sources of revenue through the delivery of corporate learning services, workforce development initiatives and personal development offerings to a wide range of employers and clients in the public and private sectors. The incumbent initiates and supports new business ventures, including strategic alliances and partnerships that align with and contribute to the achievement of the College's Strategic Plan. The incumbent is responsible for and accountable for the generation of jointly set revenue targets on an annual basis.

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KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

<u>KEY DUTIES</u>	<u>% OF TIME</u>
1. Administration	(35%)
<ul style="list-style-type: none">• Develops a comprehensive business development plan in consultation with the Director Innovation and Business Engagement.• Initiates, leads, and manages annual and multi-year plans and projects.• Identifies and assess' labour market needs/gaps and develops responses in collaboration with College, community and government partners.• Working within the collective agreement, responsible for recruiting, hiring, orienting, coaching, and evaluating support staff, internal and external trainers, and facilitators• Trains, schedules, and assigns work for all staff• Manages the department budget for Community Outreach & Corporate Learning programs.• Manages the logistics for each program including vendors, suppliers and budget and allocates resources.• Hires, directs/supervises, and negotiates with consultants, trainers, and facilitators to provide relevant and timely programs and services in a cost-effective, high-quality manner.• Evaluates the effectiveness of the instructors and program delivery	
2. Skills, Training and Economic Development	(65%)
<ul style="list-style-type: none">• Designs, develops, and negotiates proposals for funding.• Markets and promotes the College as a partner for skills, training, and economic development.• Creation and delivery of programs that support the development of our communities• Continuously enhances programs, student learning needs, program evaluation and policies and procedures to support the Business Plan the department as well as the College's Strategic Plan.• Works collaboratively with IT, Marketing, Financial Services, and other internal stakeholders to ensure that the coordination of offerings is successful.• Represents St. Lawrence College in liaising with municipal, provincial, and federal government officials and committees.• Establishes, develops, and maintains relationships with community partners and affiliates.• Conducts outreach activities to build strong relationships with community agencies, employers, Aboriginal and immigrant associations and the Government to create accessible pathways for under-represented groups into St. Lawrence College and employment.	

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- Proactively liaises with training facilitators/consultants/professors and provides troubleshooting/coaching related to training/trainer issues that may arise.
- Terminates consultants/trainers if not meeting quality standards and stated expectations.
- Manages and maintains existing and new client relationships through CRM system and sales focused practices.
- Expands revenues through acquisition of new accounts and expansion of existing accounts for both government, community, and corporate partners.
- Ensures the appropriate pedagogical methodology is applied to assist in the unique learning needs of the students.
- Develops customized curriculum to ensure courses and programs are in align with the learning needs of clients and students.

TOTAL:

100%

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.

- a) The incumbent demonstrates superior communications, negotiations, and leadership skills when leading the direction or resolving conflict during contract negotiations with senior-level external and internal stakeholders, including government officials, community leaders, industry representatives and executive personnel within the education community.
- b) The incumbent makes complex business, human resource, and financial decisions independently and without established protocols when deciding to proceed with specific workforce development projects. Makes significant decisions based on labour market conditions, employment trends, socio-cultural contexts, community feedback, College capacity, brand positioning and revenue growth targets.
- c) The incumbent is required to demonstrate sound judgment when deciding not to engage the College in potential workforce development opportunities that are misaligned with the College's strategic direction or is deemed unlikely to be financially viable or sustainable. Decisions may impact on staffing, partner relationships, as well as industry, community stakeholder and government support.

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2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post-Secondary

Partial Secondary School

Secondary School Completion

Post-Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify:

Other

Specify:

A) Specify and describe any program speciality, certification, or professional designation necessary to fulfil the requirements of the position.

Three-year diploma/degree in a relevant field of study such as Business, Marketing, Human Resources, Economic Development (or equivalent). Experience in Training in Teacher of Adults, Curriculum Development and Design, Evaluating Learning, B2B Sales, and grant writing are all assets.

B) Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

- Proficient in the use of CRM system (Salesforce or equivalent)
- Good working knowledge of business planning, project management and financial management.
- Understanding and application of economic development principles
- Excellent computer skills (including Microsoft Office, Outlook and salesforce.com).
- Excellent organizational, project management and analytical skills.
- Excellent communication skills
- High level of professionalism and discretion.
- Proven ability to build and sustain client relationships.
- Good working knowledge of performance-based learning outcomes.
- Understanding of adult learning techniques and pedagogy.

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- A clean Criminal Records Check as the incumbent may work with vulnerable populations

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3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills, and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

0 - no experience

3 years

1 month

5 years

3 months

7 years

6 months

9 years

1 year

12 years

18 months

15 years

2 years

17 years

Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

- Experience working with under-represented groups including those incarcerated in Federal Institutions immigrants/newcomers, first-generation students, unemployed/underemployed clients, and Aboriginal people, as well as the community network that provides support to this group.
- Experience in preparing large and complex proposals for government-funded activity and in conducting negotiations with funding agencies, government corporate partners and community stakeholders.
- Experience teaching adults, students with learning difficulties and providing a pedagogical approach
- Experience delivering meaningful and engaging presentations to heads of business, community, and Government agencies.
- Experience dealing with Government networks, analysing Government policies and strategies
- Experience researching and analysing market and employment trends.
- Experience in the design and development of learning outcomes and lesson plans associated with the development of curriculum.

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4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

A) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- a) Plans, organizes, and implements operations for the department-in the Government and Community Programs Department.
- b) Initiation and ongoing performance management of staff, consultants, and trainers to meet the objectives of the project and annual business plan.
- c) Management of multiple government and non-funded private sector activities involving diverse internal College partners, including resource allocation, assignment of staff and liaison with external agencies, community groups, media, thought leaders, professors.

B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- a) Negotiating projects/proposals in excess of \$100,000.00
- b) Preparing and approving an external partnership agreement.
- c) Establishing compensation plans for personnel.

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Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

Develops and uses guidelines, policies, and standards to attain desired objectives, identify, develop, and manage significant new opportunities.

Some decision-making is structured, while most decision-making processes are unstructured; there are some risk situations that require management. Return-on-investment (ROI) analysis is a key component, whereby there will routinely be more demand than supply of resources, and best ROI routes must be selected. There are specific guidelines and policies with respect to procurement within the Canadian Government examples are: financial signing authorities, procurement channels, standing offers, time gauges on MSO, and general administrative policies on the conduct and security of contractors servicing the Canadian Government. Knowledge of Government organizational committees facilitates maximizing business opportunities. There must be compliance to documented RFP layout when submitting a lead proposal, either as a sole College bid or as a consortium with a College lead.

Other documents to guide incumbent including the following:

- College Strategic Plan;
- College Business Plan;
- College's codes of conduct and non-academic student discipline policies;
- College's HR Policies, Procedures and Guidelines;
- Government procurement policies and procedures;
- Collective bargaining agreements and local agreements (clients, College, other).

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5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

- a) From a financial perspective, there is always a risk that a training and development project costs are underestimated and the College, once awarded a contract, is liable to complete the deliverables for a fixed price – any shortfall in revenues to cover costs becomes a College liability. Additionally, the Corporate Learning and Performance Improvement Department is accountable for fulfillment of all contract deliverables, including quality of service delivery. Failure to fulfill could amount to liabilities exceeding \$500,000 per account opportunity. Further repercussions could impact other parts of the College community.

- b) In seeking and fulfilling delivery commitments on business opportunities, the incumbent must be resourceful and exercise sound judgment in accessing services of training suppliers, courseware providers, facility providers, partner organizations (e.g., other training vendors, Colleges, and Universities etc.). Errors in judgment in selection of reliable service providers can create financial and service delivery liabilities with clients, partners, and service provider network.

- c) The failure to deliver quality programs or services that form part of government-funded activity or corporate partner activity can lead to damage to the reputation of the College, financial shortfalls and the loss of key clients and supporters in the community, government, and learner networks.

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6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose, and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	VPs/Deans/Chairs/Directors, Department staff and students, finance, and direct reports	To collaborate with schools and faculties in the business development, planning implementation and management of government-funded activity and in the management of strategic client/sector relationships. To negotiate government contracts in consultation with academic schools. To negotiate resources for projects and contracts		X
	Chairs/Associate/Deans/Registrar/Professors/Coordinators/Lead Hands	To collaborate on project resources with the objective of implementing and executing on government and private sector-funded activities and building a foundation for future funding opportunities	X	
	Dean/Director/Chair	To work with and present to senior operational personnel on government-funded initiatives		X
	Other college units such as Foundation, International Education Centre, Applied Research and Employment Services	To provide input and advice on approaches and tactics in business planning and strategic government relationship development to support fulfillment of team and organizational success.		X
	Vice President Student & External Affairs, Director Business Development, Academic Services, Student Services	To collaborate in the planning, development and management of strategic client/sector relationships and business development and government relations.	X	

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	College Staff, volunteers, students	To provide guidance, training, and information	O	
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	External Advisory Committees	Committee member for committees focused on identified target groups	X	
	Federal, Provincial and Municipal Governments: Director Levels, Service Manager, Team Leads, and Program Officers; Aboriginal Communities: Chiefs, Band Office, Council, and Employment Officers Private Sector: CEO, VPs, other Senior Managers	To design, develop, and manage the delivery of government-funded and private sector contract activity and strategic business opportunities.		X
	Service Suppliers – Trainers, Consultants and Contractors	To engage resources from a variety of sources to implement project and drive financial contribution. To discuss business and funding opportunities.		X
	Other College counterparts, University counterparts, private school counterparts		X	
Occasional (O)	Contacts are made once in a while over a period of time.			
Frequent (F)	Contacts are made repeatedly and often over a period of time.			

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7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.*
- Manages the staff and operations of a division/major department.*
- Manages the staff and operations of several divisions/major departments.*
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:

Contracts are routinely deployed on a cross-college basis; the incumbent is required to engage other college staff in the identification, procurement, and delivery stages of contracts. Much transition planning is required, along with staff guidance, coaching and mentoring of resources throughout all phases of a contract.

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Department staff, consultants, operations staff, contractors/private trainers

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7b. SPAN OF CONTROL

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	.5
Non-Full Time Staff (FTE) *	.5
Contract for Service **	25
Total:	26

NOTE: Throughout a fiscal year, the incumbent engages and supervises sub-contractors and part-time administration, faculty, and support staff.

*** Full Time Equivalency (FTE) conversions for non-full-time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non-full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non-post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non-full-time administrative staff for which the position is accountable and divide by 1820 hours.

** Contract for Services

When considering "contracts for services," review the nature of the contractual arrangements to determine the degree of "supervisory" responsibility the position has for contract employees. This could range from "no credit for supervising staff" when the contracting company takes full responsibility for all staffing issues to "prorated credit for supervising staff" when the position is required to handle the initial step(s) when contract staffing issues arise.

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8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Prolonged Sitting			X		
Outbound Meetings			X		
Lifting and handling of course materials/printing/tools	X				
Preparation of learning environment for client	X				

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

X Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Concentration and attention to detail			X			I
Preparation of Activity and Project Plans		X				L
Reading RFP docs.			X			I
Proposal Writing			X			L
Meeting with a variety of stakeholders from different cultural backgrounds		X				I
Coaching and mentoring staff to manage projects and deliver services to under-represented groups.			X			S

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FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions, or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to prospects/clients		X	
Meetings at client sites including Federal prisons		X	
Visiting client implementation sites		X	
Pressure to meet deadlines		X	
Dealing with sensitive situations		X	

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Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g., chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Driving in unfavourable weather conditions	X		
Dealing with Federal inmates or challenging clients		X	
*see additional notes below			

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position:

This position requires a significant understanding and a wide depth and breadth of knowledge of a wide variety of business sectors primarily: manufacturing, health care, Federal, Provincial and Municipal Governments and their agencies.

In addition to the duties documented, the incumbent is actively involved in advising the Director in new business ventures, resource availability, and growth planning. The incumbent is required to have significant business acumen skills to contribute to overall division growth objectives.

Peak periods are quite often unforeseen and additional hours, over and above normal, are required to meet proposal deadlines, or implementing solutions. Most business development opportunities are time-sensitive, are out of cycle, and somewhat unpredictable.

Must maintain an up-to-date knowledge of College programs/certificates/diplomas/courses. Must maintain an up-to-date knowledge of competitor's products. The nature of workforce development and the entire divisional unit requires the incumbent to be entrepreneurial, manage risk and have sound judgment in deploying complex and innovative solutions.

The incumbent is required to design, develop, and implement curriculum in the form of strategic learning solutions that will assist in business retention and/or expansion, contributing to the economic health and growth of the communities in Eastern Ontario.