St. Lawrence College
Position Description Form (PDF)

Effective Date: June 2023

Campus: Tri-campus (Hybrid)

Incumbent's Name: Vacant

Position Title: Tri-Campus Applications Specialist/Trainer

Payband: H

Position Number:

NOC Code:

Hours per Week: 35

Supervisor's Name and Title: Jeff MacDonald, Director, IT Client Services

Completed by: Jeff MacDonald

Signatures:

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

Supervisor: _____   Date: _____

One-Over-One: _____   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 representative 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 ITS application trainer's role is to deliver training to staff on how to use various types of software programs efficiently and effectively in support of business objectives. The Application trainer is responsible for designing, delivering, and improving in-house software applications training programs and related courseware.

The ITS applications trainer is also responsible for the development and delivery for semester start-up training sessions for students that focus on the IT Services available to students. This includes the design, delivery and maintenance of all students' how-to documents and knowledge database related to the IT services and applications provided to students.

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 then detailed work routines.

	Approximate % of the Time Annually*
Coordinate with department heads and Belonging, People and Culture to assess departmental training needs and objectives.	15
Develop and coordinate an overall software applications training strategy for end users of all levels.	20
Develop and deliver new courses through in-class and/or virtual sessions for new and existing software applications, including all course materials, exercises, and skills evaluations.	25
Review application release notes for changes to application functionality, update training materials and documentation stored in the ITS knowledge database.	10
Report monthly training stats as required.	5
Develop/deliver SLC student training at semester startup or as requested focused on ITS applications and services available to students	25
	100%

* 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

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 or equivalent	☐ 1 year certificate or equivalent	☐ 2 year diploma or equivalent
☐ Trade certification or equivalent	X 3 year diploma/degree or equivalent	☐ 3 year diploma / degree plus professional certification or equivalent
☐ 4 year degree or equivalent	☐ 4 year degree plus professional certification or equivalent	☐ Post graduate degree or (e.g. Masters) or equivalent
☐ Doctoral degree or equivalent		

Field(s) of Study:

College diploma or university degree in the field of computer science or information systems

B. Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours	MS Certified Trainer
☐ Additional courses obtained by course(s) 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 years 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 the 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	Proven experience with adult learning principles, methodologies, and course design techniques, and the development of training materials. Hands-on knowledge of enterprise and desktop applications, including MS Office 365.
☐ Minimum of three (3) years	
☐ Minimum of five (5) years	
☐ Minimum of eight (8) years	

3. **Analysis and Problem Solving**

This section relates to the application of analysis and judgment 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 judgment 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.	Change to functionality of a cloud-based application.
How is it identified?	Reported by end users.
Is further investigation required to define the situation and/or problem? If so, describe.	Review application release notes, investigate user experience with change.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Understand changes made to applications operations. And how it impacts the end user's usage.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Established practices, release notes from vendor, input from ITS technical primes

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.	Training staff on how to use college provided applications to promote maximum operational usage of applications resulting in more efficient operations
How is it identified?	Requested by end user
Is further investigation required to define the situation and/or problem? If so, describe.	Confirm with individual or department the required scope of training requested. Determine if current defined curriculum meets training requirement – modify if required.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Consultation with clients to understand the scope of training requirements
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Online training guides, application release notes

#3 regular & recurring

Key issue or problem encountered.	User requesting assistance in the use of a function within an application.
How is it identified?	User submits a request through the IT Service Desk, Service Desk unable to answer question and escalates request to Application trainer.
Is further investigation required to define the situation and/or problem? If so, describe.	Review what Service Desk has presented. Potential to call user back to verify their request.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Research (if required) how functionality of application works, test functionality, deliver solution to user, document in Knowledge database
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Online training guides, application release notes, input from other ITS technical sources.

3. Analysis and Problem Solving

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

Key issue or problem encountered.

How is it identified?

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

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

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

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

Key issue or problem encountered.

How is it identified?

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

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

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

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.

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

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Create and deliver continued staff training sessions on applications to enhance staff's understanding and expertise in applications for improved operational activities.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Develop course content, how-to documentation, schedule regular training sessions, lunch and learn, LCC.
List the types of resources required to complete this task, project or activity.	Comprehensive knowledge of MS applications. Ability to learn new applications and how they are used in a daily operational setting. Ability to consult with end clients to determine requirements.
How is/are deadline(s) determined?	Regularly scheduled training sessions. Course material available 1 week before training session.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Consultation with Director of IT Client Services

4. Planning/Coordinating

#2 regular and recurring

List the project and the role of the incumbent in this activity.	Create and maintain online how-to documentation and knowledge database
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to write comprehensive end user training documentation and how-to instructions.
List the types of resources required to complete this task, project or activity.	Technical document writing skills, ability to understand technical release information from vendors.
How is/are deadline(s) determined?	Continued review of functional changes on key MS applications. Review is done through research or notification from application vendors
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Consultation with Director, IT Client Services.

#3 regular and recurring

List the project and the role of the incumbent in this activity.	Review application release notes, modify training and online documentation to reflect new application functionality. Communicate changes to user base.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to conduct research into course development and delivery concepts, as well as technical software issues.
List the types of resources required to complete this task, project or activity.	Vendor release notes, internet search, communications with other ITS staff
How is/are deadline(s) determined?	Based on vendor changes to application functionality.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	ITS management staff or application support staff. When upgrades are planned, the trainer should be part of the conversation to plan the changes to documentation or training guides.

4. Planning/Coordinating

#1 occasional (if non, please strike out this sections)

List the project and the role of the incumbent in this activity.	Align training with Belonging, People and Culture policies around staff training
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Consultation skills
List the types of resources required to complete this task, project or activity.	Working with members of Belonging, People and Culture
How is/are deadline(s) determined?	Based on requests and changes/additions of new software packages.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	IT Software developers/IT maintenance staff/IT management. Directed to change based on new applications or changes in functionality to existing applications

#2 occasional (if non, please strike out this sections)

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? 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 the actions taken (rather than the communication skills) that directly assist others in the performance of their work 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
☒	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	Advising Service Desk staff or students on training material and how-to documents. Respond to specific questions on the functionality of a supported application
☐	☒	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	Following processes to update/distribute new documentation on the operations/functionality of a new or existing application
☐	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	N/A
☐	☐	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.	N/A
☐	☐	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.	N/A

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this 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)
Required documentation or training sessions to be delivered over the course of a week, month or year	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Work/deliver training within the provided guidelines	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Course feedback forms completed by staff/students taking courses. Number of courses delivered. Feedback from Director, IT Client Services	

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)
Required training of new or updated enhancements or functionality to applications	

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)
Courses to be delivered and available venues (online, in class)	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Course content	Training Materials

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 a 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?		
Request through Service Desk	Connecting with client to step them through the function of an application	SLC Staff	I
Department request for training	Define training material based on department request and consultation	SLC Staff	I
Faculty request Blackboard overview session for students in class	Define required content, deliver overview to students	SLC Faculty/students	I
Student Success requests participation at Student Smart Start sessions at the beginning of semester	Update training slides for semester start up	SLC Staff/students	I

* 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			
Explanation and interpretation of information or ideas.	May be required to expand on knowledge or a function within an application	SLC Staff and Faculty	I
Imparting technical information or advice	Deliver regular how-to tips on technical functions within applications		M
Instructing or training	Communicating helpful tips related to application usage Delivered in both formal and informal settings. Formal scheduled training sessions or monthly tech tips, Informal: through the Service Desk from users asking questions on how to do "X" in this application.	SLC Staff	W
Obtaining cooperation or consent	Working with department heads to understand staff training requirements related to MS Products and IT provided applications	Department Heads, Director IT Client Services	M
Negotiating			

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

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, and 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	Daily			X	X		
Standing/walking	Daily			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.)

N/A

☐ Medium (between 5 to 20 kg and 11 to 44 lbs.)

N/A

☐ Heavy (over 20 kg. or 44 lbs.)

N/A

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 the task and the duration of the task, including breaks (e.g. up to two hrs. 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 (e.g. 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 min	Long up to 2 hrs.	Extended > 2 hrs
Development of training material	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Review of application technical release notes	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Instruction of application usage	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

* 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)*
☒ acceptable working conditions (minimal exposure to the conditions listed below	On campus office, work from home	D
☐ accessing crawl paces/confined spaces	N/A	
☐ dealing with abusive people	N/A	
☐ dealing with abusive people who pose a threat of physical harm	N/A	
☒ difficult weather conditions	Possible weather change when on other campus locations	I
☐ exposure to very high or low temperatures (e.g. freezers)	N/A	
☐ handling hazardous substances	N/A	
☐ smelly, dirty or noisy environment	N/A	
☒ travel	Travel to all campus locations	M
☐ working in isolated or crowded situations	N/A	
☐ other (explain)		

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