



The UNIVERSITY of WESTERN ONTARIO

OUTCOME-FOCUSED ROLE DESCRIPTION

(Professional and Managerial Roles)

FICTITIOUS EXAMPLE FOR LEARNING PURPOSES ONLY!!!

Role Title: Unit Manager, Western Spirit Team	Incumbent: Maxie Mustang
Department: Internal Affairs	Unit/Department Leader(s): AVP, Wes Turner
Date of Role Description Composition/Review: January 28, 2008	

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Date Received in Human Resources for Evaluation: February 1, 2008

Role Title: Manager, Spirit Unit

1. Unit's Mission and Outcomes/Goals

<p>The unit's mission is...</p> <p>To help create a safe, respectful, collegial, and creative University culture by designing and implementing strategies to increase the sense of community among students, faculty, and staff within the University, and between the University and the City, bridging differences in age, interest, discipline, and ethnicity to create an appreciation of our great diversity and to discover opportunities for creative collaboration.</p>
<p>The key goals or outcomes of the unit are...</p> <ul style="list-style-type: none"> ➤ Increased interaction and collaboration among students, staff, faculty, leading to creative learning opportunities ➤ Increased understanding and appreciation of the diverse talents and life experiences that students, staff, and faculty bring to our internal community. ➤ Increased interaction and mutual understanding between the University community and the City community ➤ Increased coordination of events that require the same venues and often engage the same audiences. ➤ A collegial, creative, high-achieving University culture welcoming to all who come to learn, research, work, and live here

2. Purpose of the Role *(see Appendix for tips on writing outcomes)*

<p><i>(Brief summary; 2 or 3 sentences. How does this role contribute to the unit's mission?)</i> The role provides leadership to the Spirit Team in the design and implementation of strategies to fulfill the Unit's mission. It is the accountability of the Manager, Spirit Unit, to contribute in-depth knowledge and expertise to the planning and execution of community-building and culture-enhancing strategies. The role takes a collaborative and consultative approach to planning, communicating, and implementing all initiatives, and functions as an agent and support for culture change.</p> <p><i>(Overall Outcome: what will be in place or different as a result of this role's efforts? Name things, not actions)</i> Increased achievement resulting from increased satisfaction with this University as a place to learn, research, work, and live. Increased mutual appreciation and collaboration between the City and the University, resulting in less competition, better coordination, and increased success of events and initiatives.</p>
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3. Framework within which the Role Functions

All roles at Western are governed by the expectations expressed in the "Values, Behaviours, Accountabilities" document found on the HR Website. It is expected that all employees are familiar with this document and are able to contribute to a Constructive workplace culture.

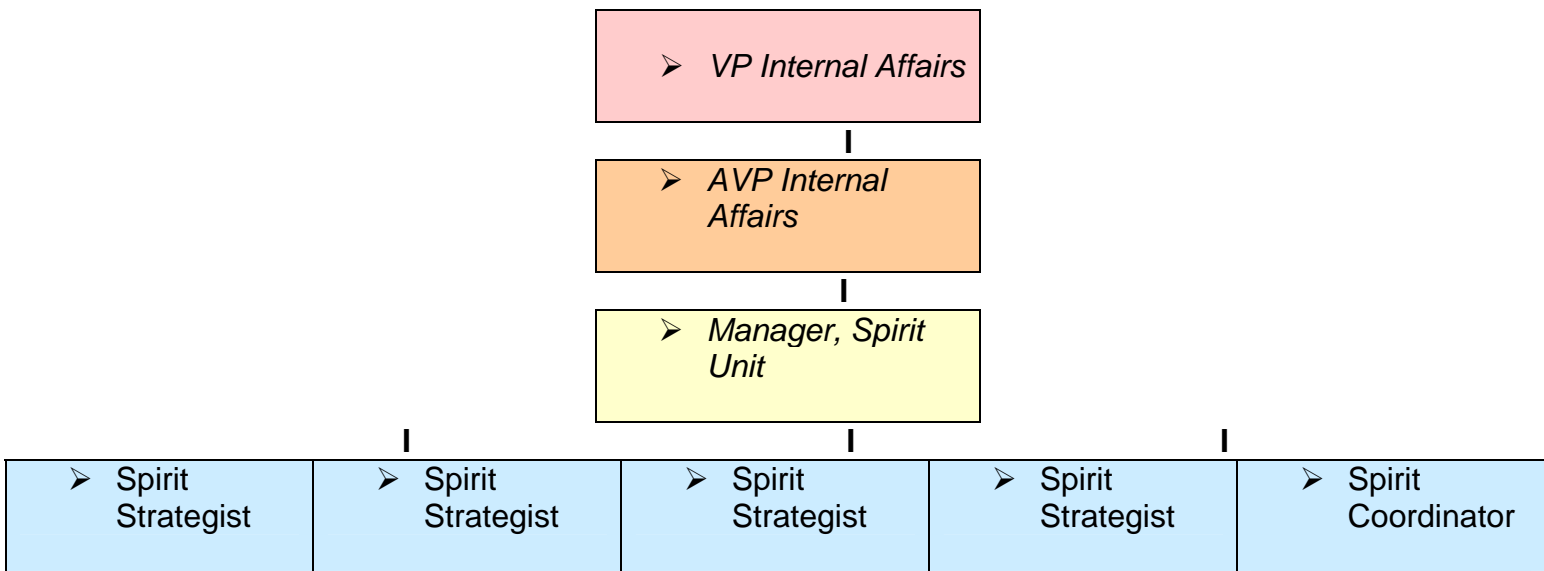
<p><i>Employees in All Roles at Western are Accountable for:</i></p> <ul style="list-style-type: none"> ▶ outcomes of work ▶ quality of work ▶ processes of work ▶ effective, efficient use of resources provided ▶ positive work environment ▶ competence ▶ communication of concerns and 	<p><i>Employees in Management Roles Have Additional Accountabilities, as Part of Western's Academic and Administrative Management Team. They are accountable for:</i></p> <ul style="list-style-type: none"> ▶ operations: designing, planning, resourcing, overseeing, evaluating ▶ people and material resources: right people in the right place doing the right things; optimizing resources, setting 	<p><i>All Roles at Western can demonstrate leadership in their own areas of accountability. Ideas for doing so can be found in the details under the following Five Leadership Practices:</i></p> <ul style="list-style-type: none"> ▶ Modeling the Way ▶ Challenging The Process ▶ Enabling Others to Act ▶ Inspiring Shared Vision
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information ▶ problem-solving ▶ contribution to team decisions ▶ work that contributes to service to students	priorities ▶ supportive work environment ▶ systems: information, technological, and evaluation systems; linking the system together ▶ communication: flow of information in all necessary directions at the right time	▶ Encouraging the Heart * See Appendix for details regarding these practices.
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4. The Role's Relationship Network

Organizational Chart

(Insert the relevant section of the unit's Organizational Chart to show the relationship of accountability. Bullets allow for multiple people to be inserted into each layer. Unused layers can be disregarded).



a) Role Provides Service To: (Leaders, include your staff as your service recipients as well. Staff, include your leader as well as co-workers inside and outside your unit, whose work depends on yours. Name only those people within and outside the University who directly use your services.

	Service Recipients	Frequency of Service	Number of Recipients	Services and Outcomes: What These People Receive from this Role
1.	AVP	Weekly	One	▶ Progress Reports, Proposals to assist with communication to Sr. Team, and discussions to assist resource allocation
2.	Spirit Strategists	Daily	Four	▶ Role clarity, resources, collegial work environment, feedback, recognition, opportunities for development to support success ▶ Coaching, consultation, to guide strategy design, project team formation; assistance to solve problems and to access funds and materials so work can proceed effectively
3.	Spirit Coordinator	Daily	One	▶ Role clarity, resources, collegial work environment, feedback, recognition, opportunities for development to support success

				➤ Regular communication: updates, clarification of priorities, document requirements, purchases, consultation, problem-solving to aid successful work.
4.	Cross-Campus Spirit Advisory Team	Monthly	14	<ul style="list-style-type: none"> ➤ Information briefs, meeting facilitation, opportunities to collaborate on strategy design, communication, and implementation ➤ Reports on evaluations and expenditures from each strategy to aid decisions
5.	University Community Members	Daily	One to 33,000	➤ Opportunities to contribute ideas for community building, opportunities to engage with one another and learn together, e.g. through Spirit Events, Website, Collaborative Learning Projects, Humanitarian Projects, with the goal of increased satisfaction with their work and studies at the University
6.	Town-Gown Team	Bi-monthly		➤ Meeting facilitation, updates, opportunities to collaborate on schedules, communications, events

b) Role Collaborates Regularly With: *(identify those you work with regularly on shared projects or services)*

	These Roles	Frequency of Collaboration	Number of Collaborators	Nature of Collaboration
1.	AVP	Weekly	One	➤ Strategy Planning, Communication Planning, Budget Building
2.	Cross-Campus Spirit Advisory Team	Monthly	Fourteen	➤ Strategy Planning, Coordination, Communication, Delivery
3.	Spirit Team	Daily	Four	➤ Strategy Planning, Design, Coordination, Communication, Delivery
4.	Town-Gown Team	Monthly	Twenty	➤ Information Sharing, Event Scheduling, Strategy Planning, Design, Coordination, Delivery
5.	Communications Department	Bi-Monthly	5	➤ Decide on communication strategies and fit with other campus priorities

5. Processes Used to Produce the Results

A work process is a series of steps that transform information or materials into results. See Appendix for examples)

Narrative Overview:

<p>The Spirit Unit Manager is expected to:</p> <ul style="list-style-type: none"> - conduct professional community building by creating and implementing strategies - manage communication on multiple levels - manage resources and operations within the Spirit Unit

- provide direction and inspiring leadership to the Spirit Team and the Spirit Advisory Team
- advocate, listen, negotiate, lead projects, build relationships, solve problems, respond to issues arising to keep strategies on track and achieve outcomes

Associated Processes: *(mention the most important kinds of actions the role takes to achieve expected results)*

- **Assessing:** e.g. current culture, readiness for various strategies
- **Researching/Investigating:** e.g. best practices in community-building and culture enhancement; demographics of the University and the City; cultural practices of ethnic groups and age groups within the communities; needs, interests, and current issues among the groups within the communities
- **Consulting:** e.g. with groups and individuals regarding needs, interests, preferences, ideas for strategies, the “fit” of Spirit Strategies with other initiatives
- **Advocating/Influencing:** e.g. for strategies and initiatives
- **Designing:** e.g. meetings, interaction strategies like community dinners, multi-cultural dances, film series, poetry readings, art displays, volunteer Humanitarian projects in town and internationally, etc. ; designing materials and communication/marketing methods
- **Project planning:** identifying goals, outcomes, strategies, sub-projects, milestones; aligning resources, planning and managing communications and implementation
- **Leading:** Spirit Team, Advisory Team, Project Teams; ensuring collegial relationships and a supportive work environment for all involved
- **Managing:** The financial and material resources related to all Spirit Team work; the process of strategic planning for the Unit, and all related reporting processes
- **Organizing:** e.g. the overall array of simultaneous strategies, the assignment of Spirit Team members to various projects
- **Resourcing/Selecting:** e.g. Hiring Spirit Team members, engaging project team members; hiring special services (bands, A/V specialists, suppliers, etc.)
- **Facilitating** e.g. meetings, focus groups, multi-cultural/multi-generational dialogues and presentations
- **Coaching:** e.g. Spirit Team members, events presenters
- **Evaluating:** e.g. the response to strategies, and the degree of progress toward the overall goal

6. Scope of Autonomy and Authority for Decisions

a) Collaborative Decisions: *(role works with others to reach shared agreement on choices and actions)*

Strategy design, communication plans

b) Independent Decisions: *(role makes choices, decides on actions autonomously)*

Budget allocations, new hires, content of own communications, conduct of own engagement methods and meetings, supplier access, coaching methods

c) Pre-established Guidelines for Performance that specify certain decisions or actions: *(Do not name standard University policies or Employee Group policies. Name any legislation or formal professional requirements that specify the way the role must perform certain tasks or make certain decisions.)*

Standards of Practice of the Provincial Communications Experts Certification Commission (fictitious)

7. Requirements to Perform Successfully in this Role

Professional Qualifications and Education:

Required: Masters Degree in Organizational Behaviour or Related Field

Preferred: Doctorate in Related Field

Required Experience:

Five years in a successful public relations and event management role, preferably with leadership experience

Specialized Knowledge the role must apply to achieve the outcomes: (*What knowledge is applied in daily work? See completed Sample Role Description in the Appendix for guidance.*)

- Theory and best practices in community building and culture enhancement
- Cultural practices among multiple ethnic groups and age groups
- Knowledge of University protocols, goals, schedules
- Change management and human transition theory and methods
- Engagement methods (i.e. how to engage individuals and groups in a collective effort)
- Team dynamics theory and methods of influencing
- Group facilitation theory and methods
- Conflict resolution/mediation theory and practices

Required Skills (*What skills are involved in performing the role successfully? What “know how” is required?*)

- Communication skills, in print, person to person, and in large groups (writing, listening, advocating, relationship building, conflict resolution, giving feedback)
- Systems thinking
- Organizational skills
- Assessment skills: understanding current reality, contributing factors, and potential for change
- Design skills, engagement skills, facilitating skills, management skills, leadership skills, coaching skills
- Problem-solving skills

Required Attributes: (*What does it take, in terms of personal qualities, to perform successfully. See Sample Role Description in the Appendix for guidance.*)

- Emotional Intelligence (self-awareness, self-management, self-motivation, empathy, social skills)
- Honesty
- Courage
- Optimism
- High Energy
- Ability to maintain constancy of purpose
- Determination
- Creativity
- Resourcefulness
- Resilience
- Diplomacy
- Mature and astute judgment
- Humour
- Patience

Support for Performance: (*Who provides the role with clear expectations, required information, materials, equipment, space, feedback, development opportunities, a respectful work environment, etc. to perform successfully?*)

Add specifics pertinent to this role. A wise candidate for a role will assess these supports when deciding on an offer of employment.)

Performance feedback and formal reviews are done regularly and at year-end with the AVP of Internal Affairs. Mutual performance feedback and coaching are exchanged among the team members in the Spirit Unit, and regular feedback is sought from all participants and users on the helpfulness and effectiveness of strategies and consultations. The AVP regularly provides information about strategic priorities and issues, advocates for the involvement of the Senior Team in strategies, and offers coaching and guidance in thinking through strategies and issues. The AVP supports budget submissions to ensure the Unit can achieve its outcomes, and ensures the Manager of the Spirit Unit has adequate space and equipment for the team's work.

8. Working Conditions (Checklist and Additional Notes)

Physical Effort:

- Computer workstation
- Extensive walking
- Lifting/pushing heavy objects
- Squatting/awkward positions
- Climbing
- High Repetitive movements
- Other

Physical Environment:

- Normal Administrative Office Environment
- Driving on behalf of employer
- High noise level
- Exposure to welding equipment and fumes
- Extremes of temperatures
- High dust concentrations
- Potential exposure to hazardous substances
- Exposure to contagious illnesses
- Exposure to chemical or biological agents
- Exposure to occupational injuries

Sensory Attention:

- Prolonged periods of listening/reading/watching/observing
- Smelling, tasting, touching
- Monitoring video displays
- Auditing
- Technical troubleshooting

Mental Stress:

- On-call responsibilities outside of normal schedule
- Odd and irregular schedule of hours
- Requirement to travel out of town
- Unpredictable workload
- Isolation or boredom

Additional Narrative Notes on Working Conditions:

This is a highly visible role; hence the high degree of "performance stress." The scope of major strategies requires

a strong balance between “big picture” thinking and detail management; this scope, the budget involved, and the impact on the University’s reputation make the requirement of excellence very demanding, and intensity.

AUTHORIZATION

Check which choice is applicable to this role description:

This role description defines:

an entirely new role
 a substantially redesigned role that is not yet filled
 a substantially redesigned role that is already filled
 a current role that is being re-described in outcome

Notes (optional):

If the role has been redesigned, it is because:

new outcomes are required (i.e. role must deliver new ‘outputs’ to achieve new unit outcomes)
 work processes have change substantially
 skill/ knowledge/qualifications required to achieve the outcomes have changed substantially
 the role’s Relationship Network has changed substantially

Notes (optional)

Signatures required:

Unit leader who directly supports the role: Wes Turner

Budget unit head or delegate (if different from above): _____

Incumbent: **Maxie Mustang**

Date: March 5, 2008