



The UNIVERSITY of WESTERN ONTARIO

**OUTCOME-FOCUSED ROLE DESCRIPTION**

(Professional and Managerial Roles)

(See Appendix for Completed Example and Tips on Using this Format)

<b>Role Title: Program Coordinator, Trois-Pistoles French Immersion School</b>	<b>Incumbent: Jane Lampkin</b>
<b>Department: Western Continuing Studies</b>	<b>Unit/Department Leader(s): Director, Carolyn Young</b>
<b>Date of Role Description Composition/Review: January 10, 2012</b>	

<p><b>Table of Contents</b></p> <ol style="list-style-type: none"> <li>1. Unit's Mission and Outcomes/Goals</li> <li>2. Purpose of the Role(s)</li> <li>3. Framework within which the Role Functions</li> <li>4. The Role's Relationship Network</li> <li>5. Requirements to Perform Successfully in this Role</li> <li>6. Inputs to Produce the Outputs</li> <li>7. Scope of Autonomy and Authority for Decisions</li> <li>8. Work Conditions (Checklist and Additional Notes)</li> <li>9. Authorization</li> </ol>	<p><b>Colour Coding:</b></p> <p> Leader and Employee to complete</p> <p> Authorization/Signatures</p> <p><b>Distribution of Completed Document:</b></p> <p><b>Copies to:</b> Employee and Leader</p> <p><b>Signed original to:</b> Next Level Supervisor/Budget Unit Head</p> <p><b>Budget Unit Head or Dean:</b> For Job Evaluation, send hard copy with signatures to Salary Administration, HR. For Recruitment, send electronic Role Descriptions to Staff Relations Coordinator, HR.</p>
--	--

**Date Received in Human Resources for Evaluation** \_\_\_\_\_

## Role Title: Program Coordinator

### 1. Unit's Mission and Goals

The unit's **mission** is...

To offer the best university-level French immersion experience to Canadian and international students attending the Trois-Pistoles French Immersion School at Western University's campus in Trois-Pistoles, Quebec.

Established in 1932, the School is the oldest French immersion school in Canada, and the only one operated by an English-speaking Ontario university in Quebec. Over 550 students of all ages attend the School annually, including students from Western, every province in Canada, and, increasingly, from a wide variety of international backgrounds. Students include high school, undergraduate and graduate students, as well as adults employed in a wide variety of professions.

The **key goals** of the unit are...

- To offer both degree-credit and non-credit French courses in an intensive residential format from May to August
- To ensure high-quality, innovative, and relevant programs by identifying and meeting the needs of participants, employers and the wider community (i.e. CADFAEL, Town Council)
- To expand the client base of the School by forging partnerships with the School's stakeholders in the community, at Western, across Canada and internationally
- To comply with Western University's mission of the best student experience at an off-site campus
- To operate on a cost-recovery basis
- To preserve the uniqueness of the program, which combines academic excellence, creative workshops, rich socio-cultural activities, and a tradition of quality home stay

### 2. Purpose of the Role: Major Outcomes Expected *(see Appendix for tips on writing outcomes)*

*(Brief summary; 2 or 3 sentences. How does this role contribute to the unit's mission?)*

The Coordinator:

- Maintains office for Trois-Pistoles French Immersion School on Western's main campus
- Coordinates marketing, recruitment and registration for approximately 550 students in 30 credit and non-credit courses per year
- Monitors cost-recovery annual budget of \$1.2 million: 90% is funded by the Explore Bursary program for degree-credit courses
- Corresponds with academic, administrative, community (i.e. CADFAEL) and government partners to ensure program quality and compliance with academic, employment and government standards
- Identifies changing needs and assists School Director in developing new courses and program initiatives to expand client base
- Responds to client and student inquiries and concerns
- Processes contracts for instructors and workshop leaders

*(Overall Outcome: what will be in place or different as a result of this role's efforts? Name things, not actions)*

- Awareness of the best French immersion experience for participants
- Excellent service to students
- Programming to meet varied needs
- Compliance with University and government policy and procedures

### 3. Framework within which the Role Functions

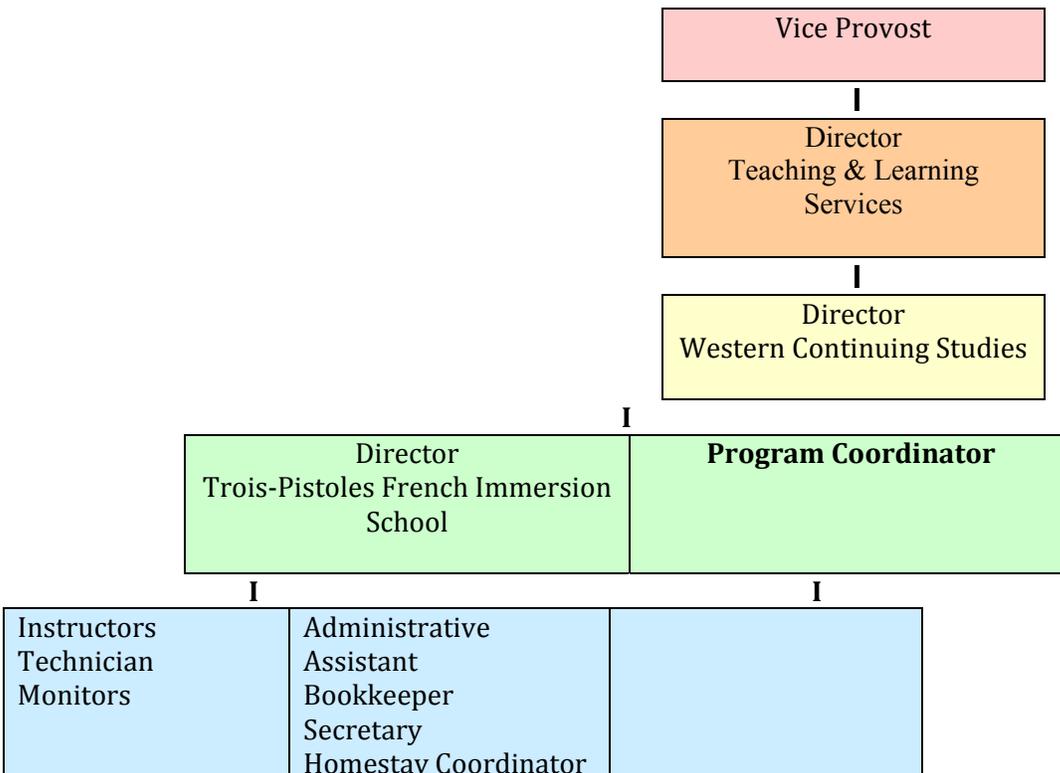
All roles at Western are governed by the expectations expressed in the “Values, Behaviours, Accountabilities” document found on the HR Website. It is expected that all employees become familiar with this document and contribute to a Constructive workplace culture.

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

### 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.)

	<b>Service Recipients</b>	<b>Frequency of Service</b>	<b>Number of Recipients</b>	<b>Services and Outcomes: What These People Receive from this Role</b>
1.	Director, Continuing Studies	Weekly	1	<ul style="list-style-type: none"> <li>• Updates and consults on activities at the School, project development and budget</li> </ul>
2.	Director, Trois-Pistoles French Immersion School	Weekly April to August Monthly September to March	1	<ul style="list-style-type: none"> <li>• Communication of Western policy and procedures</li> <li>• Employment contracts for instructors</li> <li>• Registration data reports</li> <li>• Promotional activities</li> <li>• Program development</li> </ul>
3.	Trois-Pistoles support personnel (Admin Assistant, Bookkeeper, Secretary)	Daily May to August	5	<ul style="list-style-type: none"> <li>• 550+ registrations</li> <li>• Training, direction, guidance and assistance with office procedures and tasks, problem-solving</li> </ul>
4.	Registrar's Office (enrolment, finances, grades)	Weekly	2	<ul style="list-style-type: none"> <li>• Registrations, fees, grades</li> </ul>

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

	<b>These Roles</b>	<b>Frequency of Collaboration (Daily/Weekly/Monthly)</b>	<b>Number of Collaborators</b>	<b>Nature of Collaboration</b>
1.	Western's French Department	As needed	2	<ul style="list-style-type: none"> <li>• Approval for course offerings, collaborative projects</li> </ul>
2.	WCS Communications Manager	As needed	1	<ul style="list-style-type: none"> <li>• Print and digital marketing materials</li> <li>• Program promotion</li> </ul>
3.	WCS program assistant	As needed	1	<ul style="list-style-type: none"> <li>• Process non-credit registrations</li> </ul>
4.	Director, Student Services	Annually	1	<ul style="list-style-type: none"> <li>• To plan budget</li> </ul>
5.	Western Administration (IPB, HR, Faculty Relations, Finance)	Weekly	4-7	<ul style="list-style-type: none"> <li>• Budget administration</li> <li>• Appointment notices, payroll</li> <li>• Compliance with Western HR processes</li> <li>• Purchasing</li> </ul>
6.	Homestay Coordinator	Daily May to August	1	<ul style="list-style-type: none"> <li>• Placement of students with families</li> </ul>
7.	Project Coordinator, Federation de la jeunesse Canada au travail	Monthly May to August	2	<ul style="list-style-type: none"> <li>• Reviews and processes project coordinator's contracts for Languages @ Work, which follow intersession and summer sessions</li> </ul>

8.	Council of Ministers of Education	As needed	10	<ul style="list-style-type: none"> <li>Annual Meeting</li> <li>Participates in special projects: database, speakers, topics</li> </ul>
9.	Provincial Coordinator, Explore Program (Min. of Education) and Council of Ministers of Education	Daily April to August	2	<ul style="list-style-type: none"> <li>Ensure bursary quotas are met</li> </ul>

## 5. Processes Used to Produce the Results/Outcomes

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

**Narrative Overview:** *(provide a high-level summary of what the role is expected to do)*

<p>The Program Coordinator is expected to:</p> <ul style="list-style-type: none"> <li>Ensure the School's adherence to Western's academic and administrative standards, conformity with French Department curriculum and Explore Bursary Program guidelines</li> <li>Develop and monitor revenues and expenses for the unit's budget: 90% is funded by the Explore Bursary program for degree-credit courses</li> <li>Develop and implement a communications plan</li> <li>Promote and market the program to various markets, including students from Western, every province in Canada, and, increasingly, from a wide variety of international backgrounds. Students include undergraduate and graduate students, as well as adults employed in a wide variety of professions</li> <li>Liaise with program stakeholders: community (CADFAEL) and government (Explore Bursary, Council of Ministers of Education, Federation de la jeunesse Canada au travail)</li> <li>Using student evaluations, analyze processes and implement improvements on an ongoing basis</li> <li>Coordinate the admissions process by liaising with administrative and academic departments of the University</li> <li>Train and lend assistance to administrative staff in Trois-Pistoles</li> <li>Develop plans to increase revenues by generating new clientele and new programs</li> </ul>
---

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

<ul style="list-style-type: none"> <li>Researching participant needs and market demand for FSL</li> <li>Disseminating information in various formats to prospective clients</li> <li>Analyzing registration trends: academic background, demographics</li> <li>Organizing registration processes and logistics</li> <li>Acting as liaison with various University departments, facilitating communication between the two campuses</li> <li>Representing the School at provincial and national meetings and conferences</li> <li>Advising colleagues on issues related to the operation of the School</li> </ul>
--

## 6. Scope of Autonomy and Authority for Decisions

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

<p>Collaboration with the School Director on course offerings          Consults School Director and Continuing Studies Director on serious concerns, such as budget and student issues          Collaboration with University departments to increase efficiency of processes</p>
---

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

Day-to-day inquiries from students and program partners, promotional activities, communications, site visits, plans and registration processes for courses and program

**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.)*

Explore Bursary Program Administrative Guide  
Ontario and Quebec Employment Standards

## 7. Requirements to Perform Successfully in this Role

### Professional Qualifications and Education:

**Required:** B.A.

**Preferred:** Certificate in Teaching French as a Second Language

### Required Experience:

Educational program management and promotion  
Development and management of budgets in a cost-recovery environment  
Leading and working in a team-based environment

### Specialized Knowledge the role must apply to achieve the outcomes:

*(What knowledge is applied in daily work? See the completed Sample Role Description in the Appendix for guidance.)*

Bilingual (French/English), including verbal, written and translation skills  
Knowledge of Spanish beneficial  
Knowledge of the operation of the University including academic policies and regulations  
Awareness of current trends in teaching French as a second language  
Familiarity with current budgetary and financial models  
Able to work efficiently using a variety of software, esp. PeopleSoft and Excel

### Required Skills:

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

Decision-making and problem-solving  
Developing relationships with internal and external stakeholders  
Ability to identify areas for development and expansion  
Ability to establish and balance multiple priorities  
Time management  
Excellent communication skills  
Intercultural communication

### Required Attributes:

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

Initiative and independence  
Sound judgment  
Well organized and flexible  
Tact and sincerity in resolving conflict

**Support for Performance:** (What supports are required to perform this role successfully? e.g. Who provides the role with clear expectations? What information, materials, equipment, space, feedback, and development opportunities are important for success? Add specifics pertinent to this role. A wise candidate for a role will assess these supports when deciding on an offer of employment.)

Direction from Director, Western Continuing Studies and Director, Trois-Pistoles School  
Collegial relationship with Western staff in various campus departments  
Technology support

## 8. Working Conditions (Checklist and Additional Notes)

**Physical Effort:** (Check items that are a regular part of performing the role.)

- 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:**

Challenges of remote campus in Trois-Pistoles and long distance work relations  
Annual excursion to Trois-Pistoles to meet with Director, administration, Homestay coordinator  
Working with contract staff in a seasonal and very intensive work period (April-August)

**AUTHORIZATION**

Check which choice is applicable to this role description:

**This role description defines:**

- an entirely new role
- a substantially redesigned role that is now open for recruitment
- a substantially redesigned role that is already filled
- a current role that is being re-described in outcome-focused terms to clarify expectations and scope

Notes (optional):

**If the role has been redesigned and needs to be re-evaluated, it is because:**

- substantial new outcomes are required (i.e. role must achieve new and significantly different 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:** \_\_\_\_\_

**Budget unit head or delegate (if different from above):** \_\_\_\_\_

**Incumbent:** \_\_\_\_\_

**Date:** \_\_\_\_\_