

MANAGER TRAINING SERVICES
POSITION DESCRIPTION

| | | | |
|----------------------------------|---|---|---|
| Position Title: | Manager Training Services | Position Number: | Faculty/Division: Services & Resources |
| Classification: | HE09 | No. Direct Reports 3 & Highest Classified Position: HE08 | School/Branch: Technology Services |
| FTE: 1 | Reports to: Deputy CIO & Associate Director - Client Services | Fixed <input checked="" type="checkbox"/> Continuing <input type="checkbox"/> | Discipline/Unit: Client Services |
| Position Summary: | <p>The Technology Services branch is part of the University's Division of Services and Resources, which provides enabling services and resource capabilities to support the University's teaching and research objectives and activities. Technology Services provides services and support to the University of Adelaide community of over 25,000 students and 3500 staff members. Technology Services has four major teams including Application Services, Client Services, Infrastructure Services, and a Project Management Office.</p> <p>The Manager leads and manages a team of staff responsible for developing training policies, procedures and strategies, planning, developing and delivering of IT training courses and documentation across the University and managing the Technology training facilities and providers.</p> | | |
| Position Characteristics: | Scope | Working under broad direction, the Manager provides support and leadership to the staff who deliver and coordinate IT Training ((including on-line applications) and related documentation to the 3,500 staff across the University. | |
| | Significant internal/external relationships | <ul style="list-style-type: none"> • Deputy CIO & Associate Director – Client Services • Technology Services Associate Director's and Managers • Faculty and School Managers • Key Internal Stakeholders • University Staff, Students and Titleholders • External training providers, assessors and contractors | |
| | Special conditions | <ul style="list-style-type: none"> • As required, attend meetings and work outside of standard hours, as well as being on the on-call roster • Primary place of employment is North Terrace campus but may be required to work at all University campuses and facilities (including hospitals) where University staff and students reside. • Reasonable workplace adjustments will be made for people with a disability. | |
| | Delegations | Nil | |

MANAGER TRAINING SERVICES POSITION DESCRIPTION

| | | | |
|--|---|---|---|
| <p>Key Responsibilities and Outcomes</p> <p>Describe the key responsibilities and outcomes required for the role in the normal course of work</p> | 1 | Sound people management. | <ul style="list-style-type: none"> • Ensure effective people management of the Training team to ensure the team delivers its services as effectively and efficiently as possible. • Contribute to strategic and operational planning and ensure the team is informed of the plans. • Establish KPI's for team members and regularly monitor and report on the achievement of KPI's. • Provide regular feedback to team members on their work performance, and adherence to Infrastructure values and behaviours. • Ensure timely completion of PDR's and training plans for each team member. • Provide mentoring to team members, assisting them to grow their level of skills, experience, knowledge and higher level thinking. |
| | 2 | Deliver excellent customer service. | <ul style="list-style-type: none"> • Ensure continuous improvement of services, processes and systems ensuring that standards of quality, timeliness and cost effectiveness are delivered based upon a thorough understanding of Training needs, and industry trends. • Develop, maintain and communicate customer needs and customer archetypes to ensure that all team members achieve a deep understanding of Training customers. • Identify trends and use problem solving techniques to reduce the volume and impact of issues arising and advise and work with other Team Leaders as appropriate. • Provide quality service delivery in accordance with service level agreements, ensuring any timeframes are met. • Recommend improvements to the relevant Technology Services Managers to systems, hardware and processes which would enable a reduction of problems and improvement to the customer experience. |
| | 3 | Management of procedures and processes. | <ul style="list-style-type: none"> • Assist with the implementation of procedures and standards and ensure that manuals and SOP's are developed for the team. • Consistently adhere to Technology Services business processes particularly focusing in the areas of incident, problem and change management. • Ensure that adequate levels of documentation are produced and maintained for all work performed by the team. • Identify key risks for the area and ensure that disaster recovery plans are in place, reviewed regularly and staff are aware of what is required of them in the event of a major incident. |

**MANAGER TRAINING SERVICES
POSITION DESCRIPTION**

| | | | |
|-----------------|------------------------------------|--|--|
| | 4 | Develop and maintain personal and professional skills. | <ul style="list-style-type: none"> • Maintain knowledge of current and future trends in technology and specifically of best practices in the delivery of on-line training and certification, relevant to effectively manage and coach the team. • Participate in development courses and seminars as appropriate |
| | 5 | Stakeholder engagement. | <ul style="list-style-type: none"> • Establish strong and effective networks to support the objectives of the Training team within the technology areas, across the University and externally. • Contribute to the effective communication of IT strategy to stakeholders. • Assist in the tendering and contract processes, including negotiating with vendors on pricing and delivery of training. • Maintain relationships with key vendors and suppliers on the provision and delivery of existing services. |
| Criteria | Capabilities and Behaviours | Communicating with Influence and Impact | <ul style="list-style-type: none"> • Describing clearly what is needed from the team to achieve success • Making sure relevant stakeholders are listened to and included in communications so a mutually understood position is achieved • Explaining background information and making messages interesting. Increasing impact by maintaining consistency in messages Influencing team members to change their thinking and respond as needed • Staying positive throughout communication process. Showing positive energy and maintaining enthusiasm irrespective of audience response • Favouring face-to-face communication with team members |
| | | Thinking and Acting as One Team | <ul style="list-style-type: none"> • Making sure the needs of the school/branch are considered in own team's analyses, problem solving and decision making • Consulting peers on key decisions to ensure alignment with relevant school/branch goals • Assessing the impacts of own decisions on other areas and addressing them with the affected people • Collaborating with other teams to achieve optimal results • Sacrificing own time and energy for the pressing needs of other areas or related areas • Encouraging those who want to 'do their own thing' to fit with the team direction and priorities |

**MANAGER TRAINING SERVICES
POSITION DESCRIPTION**

| | | | |
|--|--|--|---|
| | | <p>Leading Change to Higher Performance</p> | <ul style="list-style-type: none"> • Promoting the need for and purpose of change so team members are engaged and enthused by what lies ahead • Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner • Identifying the factors critical to successful change and engendering support for the change • Securing a “coalition” of support for change from team • Modifying own leadership style to meet different readiness needs of team members • Supporting team members’ transition and maintaining own resolve and energy to see things through • Supporting teams’ ability to make changes happen without their leader present |
| | | <p>Responsiveness in Decision Making</p> | <ul style="list-style-type: none"> • Dealing with ambiguity by gathering necessary data and seeking advice on a “go”/“no go” decision • Seeking sufficient stakeholder input to recommend and/or make a balanced decision • Ensuring decisions are congruent with school/branch priorities and plan • Clarifying the rationale for a decision and communicating this with conviction • Ensuring decisions made are put into action • Tackling the issues that get in the way of achieving a result • Holding self and team to account for their commitments |
| | | <p>Strategic Thinking and Acting</p> | <ul style="list-style-type: none"> • Seeking information and advice to identify key imperatives for own area • Translating the school/branch plan into realisable goals for own team • Consulting colleagues and team to assist in determining major priorities • Being clear about what must change and/or be strengthened in delivering on priorities • Communicating convincingly the needs and purpose for change and compelling reasons for doing so • Coordinating the necessary resources to implement the plan |

**MANAGER TRAINING SERVICES
POSITION DESCRIPTION**

| | | | |
|--|--|---|--|
| | | <p>Exemplifying Personal Drive and Integrity</p> | <ul style="list-style-type: none"> • Aspiring to standards of excellence while respecting organisational, legal and public policy guidelines • Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct • Not being consumed with task level activities: being persistent towards achieving team goals • Viewing set-backs as an opportunity to learn and grow • Holding a balanced level of emotional expression when under pressure • Sustaining personal energy and productivity despite frustrations and encouraging team members to do the same |
| | <p>Knowledge and Experience</p> | | <ul style="list-style-type: none"> • High level knowledge of the IT training environment and the relationships/connections. • Demonstrated experience in leading, managing and developing a team is desirable. • Extensive experience and demonstrated ability in the development of training documentation, undertaking training needs analysis, and providing training for key stakeholders. • Current knowledge of IT trends and a working knowledge of training applications relevant to the University's IT environment. • Extensive Customer service experience, interpersonal skills including coaching, facilitation, and influencing and negotiation skills. |
| | <p>Qualifications</p> | | <ul style="list-style-type: none"> • Tertiary qualification in training or education discipline at least at a Bachelor Level and extensive relevant experience is desirable <ul style="list-style-type: none"> ▪ ITIL qualification (desirable) or other relevant industry best practice IT service management approach. |

**MANAGER TRAINING SERVICES
POSITION DESCRIPTION**

| | | |
|---|--|--|
| <p>Occupational Health, Safety and Welfare Requirements</p> | <ul style="list-style-type: none"> All Supervising staff are required to implement and maintain the University's OH&S Management System in areas under their control ensuring compliance with legislative requirements and the established Performance Standards. All other staff will assist the Head of School/Branch to create and maintain a safe and healthy work environment by working safely, adhering to instructions and using the equipment provided in accordance with safe operating procedures. Where appropriate, staff will initiate and participate in worksite inspections, accident reporting and investigations, develop safe work procedures and provide appropriate information, instruction, training and supervision. Staff will also inform the Head of School/Branch of any unsafe working practices or hazardous working conditions. | |
| <p>University Expectations</p> | <p>All staff are expected to:</p> <ul style="list-style-type: none"> Contribute to the efficient and effective functioning of their team or work unit in order to meet University objectives. This includes demonstrating appropriate and professional workplace behaviours in accordance with the Code of Conduct, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisors; Participate in the Performance Development Review Process which includes a regular review of their performance against the responsibilities and performance objectives associated with the role and demonstration of appropriate behaviours which reflect a commitment to the University's values and strategic directions; Perform their responsibilities in a manner which reflects and responds to continuous improvement; and Read, understand and comply with all University policies and procedures. | |
| <p>Approvals: Head of School / Branch Manager</p> | <p>Head of School / Branch Manager Name: Mark Gregory</p> <p>Signature:</p> <p>Date:</p> | <p>Director Human Resources Name:</p> <p>Signature:</p> <p>Date:</p> |
| <p>Acknowledgement of Incumbent</p> | <p>I have read and understood the requirements of the position</p> <p>Name: _____ Signature: _____ Date: _____</p> | |