

**The Unsung Heroes of Training and Development in Canada, The Administrators:
A Content Analysis of Job Announcements**

Nora Amer

A Thesis
In
The Department
Of
Education

Presented in Partial Fulfillment of the Requirements
For the Degree of
Master of Arts (Educational Technology)
at Concordia University
Montreal, Quebec, Canada

December, 2023

© Nora Amer, 2023

CONCORDIA UNIVERSITY
School of Graduate Studies

This is to certify that the thesis prepared

By: Nora Amer

Entitled: The Unsung Heroes of Training and Development, The Administrators: A Content Analysis of Job Announcements

and submitted in partial fulfilment of the requirements for the degree of

Master of Arts (Educational Technology)

complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the final Examining Committee:

Chair

Saul Carliner, PhD, CTDp

Examiner

Robert M. Bernard, PhD

Thesis Supervisor

Saul Carliner, PhD, CTDp

Thesis Supervisor

Richard Schmid, PhD

Approved by _____

Chair of Department or Graduate Program Director

Date

Dean of Faculty

Abstract

The Unsung Heroes of Training and Development in Canada, The Administrators: A Content Analysis of Job Announcements

Nora Amer

Research that explores competencies needed by Training Administrators is limited; yet the role of Training Administrator is common. The purpose of this study was to define the role of Training Administrator from the industry's perspective of Training (Learning) and Development with respect to its main roles and responsibilities, soft skills, education, and technical requirements needed to perform the job successfully, and what the typical title of the job is. To determine definitions, 63 job announcements from across Canada were collected from one online job database (LinkedIn.com) over a five-month period in 2021. Following a systematic process of collection, coding, and the measurement of frequency, by which a role and responsibility category, as well as a stated superior-level soft skill, was found within each job announcement, five main role and responsibilities and eight superior-level soft skills emerged. Moreover, the required minimum education, experience, and technical skills were identified from an employer's perspective. The results suggested that those in the role of Training Administrator were mainly expected to perform the roles and responsibilities of:

1. Learning Management System ("LMS") Administrator.
2. Logistical Support.
3. Data Analytics.
4. Design and Development, of curricula.
5. Learning Communication Specialist.

The eight soft skills expected at a superior-level skillset were found to be in:

1. Oral and written.
2. Interpersonal.
3. Multi-tasking.
4. Detail-oriented.
5. Time management.
6. Adaptability.
7. Stakeholder management.
8. Self-motivation.

A typical job title for the role as determined by the current study was Learning Coordinator, rather than Training Administrator.

Keywords: Training Administrator, Training and Development Administrator, Learning Administrator, Learning and Development Administrator, Training Coordinator, Learning Coordinator, Learning Management System, LMS, LMS Administrator, content analysis, job announcements, job content analysis, job postings, Learning and Development, Human Resource Development, Performance and Learning, Talent Development, job competencies, soft skills.

Acknowledgements

I've learned through this process that not all heroes wear capes. I've once read that heroes can be any common person who may find themselves placed in an uncommonly difficult circumstance while displaying an exceptionally noble character. My first and foremost capeless hero and dear husband, Danny Greham - I thank you. You have allowed me to fly without wings, opening my eyes to letting go of the things that heavily weighed down on me, until they finally let go. Ideas reliably shot down. Suffered a loss of a 10-year tenured job while pregnant during a global pandemic. Like a tidal wave, feelings of giving in would crash over me throughout many trying times, even on some paths embarked on before ours managed to cross. Still, it's the hearing of your voice, cheering me on, which always gave me the courage to trust myself and carry on. With a new permanent job, and our now two babies in tow, I am certain that I would not have managed to cross the finish line without you by my side.

To the unwavering flags of support from my Thesis Supervisors and Committee Members, Dr. Bob Bernard, Dr. Richard Schmid, and Dr. Saul Carliner – I thank you. Dr. Richard Schmid and Dr. Saul Carliner, the direct supervision of my work, and re-work, fell on you both perhaps by a twist of fate (thanks to Dr. Bob Bernard and his distinguished emeritus professor status very early on). I am eternally grateful to the both of you. Thank you for your guidance, patience, inspiration, invaluable feedback and above all, for your mentorship. Dr. Saul Carliner, your encouragement to pursue this line of research felt serendipitous as I dedicate a great part of my personal and professional life to giving a voice to the unheard. Dr. Richard Schmid, I will never forget your confidence in me after sharing the distressing news of losing my job when I just agreed to change direction in research. Dr Bob Bernard, thank you for sticking by me from the very beginning, and coming back for the rescue. A very special thank you goes to Concordia University's School of Graduate Studies for their gracious acceptances of my TLE

requests. May it be work that was worth the wait and make you proud of its contribution to your prestigious alumni community.

Dedication

To my two beautiful children who have taught me the meaning of an unconditional love which fuels me everyday to feel like I can achieve the impossible. This one is for you.

Table of Contents

List of Tables.....	ix
Chapter One. Introduction	1
Defining the Training and Development Field	1
Statement of the Problem.....	3
Research Questions.....	3
Significance of the Study	4
Chapter Two. Literature Review	5
History, Growth and Current State of Training and Development as a Profession.....	5
Empirical Evidence on Competencies Found in Other Roles in the Training and Development Profession	8
The Instructional Designer	9
The Training and Development Professional	11
Project Manager	12
Chapter Three. Methodology.....	13
Selection of Research Methodology	13
Selection of Samples	13
How Data Were Collected	14
How Job Announcements and Job Descriptions Were Collected	14
Collecting Data from Job Announcements and Job Descriptions	18
How Data Were Analyzed.....	22
Assuring Credibility and Trustworthiness	23
Chapter Four. Results.....	25
Sampled Job Announcements	25
Employer and Work Conditions.....	26
From an Employer’s Viewpoint, what are the Commonly Stated Job Roles and Responsibilities Expected of the Training Administrator?.....	29
LMS Administration	31
Logistical Support	33
Data Analytics.....	35
Learning Communication Specialist	35
Design and Development	36
From an Employer’s Viewpoint, what are the Commonly Stated Educational Requirements Expected of the Training Administrator?	36
From an Employer’s Viewpoint, what are the Commonly Stated Years of Experience Expected of the Training Administrator?.....	37

From an Employer’s Viewpoint, what are the Commonly Stated Technical Experience Expected of the Training Administrator?.....	38
From an Employer’s Viewpoint, what are the Commonly Stated Superior-Level Soft Skills Expected of the Training Administrator?	40
What is the Commonly Referred Job Title for Someone in this Role?	48
Chapter Five. Conclusions	50
Implications to Practice	50
Implication to Research and Theory.....	52
Limitations and Future Research Suggestions	54
References.....	56
Appendices.....	63
Appendix A – Call for Job Description Submissions.....	63
Appendix B – Reminder: Call for Job Description Submissions	64
Appendix C – Figures for the Coding Procedure.....	65
Appendix D – Key Tasks for the LMS Administration Role and Responsibilities.....	70
Appendix E - Key Tasks for the Logistical Support Role and Responsibilities	85
Appendix F – Key Tasks for Data Analytics Role and Responsibilities	96
Appendix G – Key Tasks for the Learning Communication Specialist Role and Responsibilities	99
Appendix H - Key Tasks for the Design & Development Role and Responsibilities	102
Appendix I -Soft Skill Job Text Descriptions in the Dominant to Strong Categories	109

List of Tables

Table 1 IBSTPI, ISPI and ATD Comparable Key Competencies for the Role of Instructional Designer.....	10
Table 2 Context of Job Announcements, Sectors	26
Table 3 Context of Job Announcements, Provinces	27
Table 4 Industries of the Job Announcements	28
Table 5 Employer size.....	28
Table 6 Categorization of the Roles and Responsibilities of the Job Announcements	30
Table 7 LMS Administration Sub-Themes	31
Table 8 System Administration Themes.....	32
Table 9 Learner Administration Themes.....	33
Table 10 Logistical Support	35
Table 11 Learning Communication Specialist Themes	36
Table 12 Educational Requirements of Job Announcements	36
Table 13 Educational Field Requirement of Job Announcement.....	37
Table 14 Years' Experience in Learning & Development Position	37
Table 15 Specific System or LMS Requirement in Job Announcement	38
Table 16 Microsoft Application Experience in Job Announcement.....	39
Table 17 Microsoft Application Skills, Superior or Intermediate Level.....	39
Table 18 Soft Skills in the Job Announcements.....	41
Table 19 Emphasis of the Soft Skill at a Superior-Level in the Job Announcement.....	44
Table 20 Commonly referred job title	48

Chapter One. Introduction

This chapter discusses an important role in the operations of Training (Learning) and (Talent) Development groups -- the Training Administrator. These groups of Training professionals in the industry have the main goals of “help[ing] others achieve their [workers] full potential by improving their [workers] knowledge, skills, and abilities in the workplace” (ATD, Who We Serve), all while creating the right culture and environment for individuals and organizations to learn and grow (CIPD, 2021). The role of the Training Administrator is providing general administrative, technical and support services to both learners and instructors alike. They act as the first point of contact within the Training and Development group, while overseeing the day-to-day operational tasks of all Training programs being offered (Carliner & Driscoll, 2019).

This section starts by defining the field of Training and Development and the various roles in it, including the Training Administrator, followed by the statement of the problem, the research questions and concludes with the significance of the study.

Defining the Training and Development Field

The US Bureau of Labor Statistics considers Training and Development specialists as those who create, administer, and deliver Training programs for businesses and organizations. Common job roles include Instructional Designer, Instructor, Multimedia Developer, Performance (Learning) Consultant/Specialist, and Training Administrator. While researchers refer to the title as Training or Training and Development, practitioners often refer to the roles by several other titles, including Learning and Development, Human Resource Development, Performance and Learning, as well as Talent Development (Carliner & Driscoll, 2019). For clarity, in this study, the term of Training and Development refers to the latter titles used in the industry.

According to Carliner and Driscoll (2019), the Training Administrator role oversees the operations of all programs offered by a Training and Development group, whether face-to-face,

live online, or in self-study contexts. While there are many studies which analyze competencies required from typical roles in Training and Development, such as that of Instructional Designer (Byun, 2000; Klein & Jun, 2014; Koszalka, Russ-Eft & Reiser, 2013; Larson & Lockee, 2004; Richey et al., 2001; Surrency et al., 2019; Villachica, Marker & Taylor, 2010), Multimedia Developer (Ritzhaupt, Martin & Daniels, 2010; Ritzhaupt & Martin, 2014; Sugar et al., 2012), Training and Development professional (Berge et al., 2002, as cited in Klein & Kelly, 2018; Martin et al., 2022), Project Manager (Brill, Bishop & Walker, 2006; Foxon et al., 2003; van, Rooij, 2013, as cited in Klein & Kelly, 2018) and Performance (Learning/Improvement) Consultant or Specialist (Carliner et al., 2015; Fox & Klein, 2003, 2004, as cited in Klein & Kelly, 2018; Robinson & Robinson, 2008), limited research or literature exists on the role of the Training Administrator. The Training Administrator is a typical role in the field, possibly representing up to 20% of the entire trainer workforce.

Researchers and associations alike study and publish models of competencies expected from various Training and Development professionals. The International Board of Standards for Training, Performance, and Instruction (IBSTPI) defines a competency as “a set of related knowledge, skills, attitudes and a growth identity that enable an individual to effectively perform the activities of a given occupation or function to the standards expected in employment.” (IBSTPI, 2021, p. 3) Several professional associations have explored competency models by professionals in various roles within the field, such as models from the United States’ Association for Talent Development (ATD), the United Kingdoms’ Chartered Institute for Personnel and Development (CIPD), and the Canadian Society for Training and Development (CSTD). However, the UK’s CIPD remains the only model to report on the role of Training Administrator, referred to as a Learning Administrator, and more broadly as Learning and Development Specialist. Learning Administrators coordinate the logistics of Training programs and perform the following duties of record keeping related to Training such as enrollments, records completion, and evaluations collection (CIPD, 2023).

Statement of the Problem

Research that explores competencies needed by Training Administrators is limited; yet the role of Training Administrator is common. Administrators work on the front lines of Training, coordinating class-by-class, and leading student by student. In history, contributors to society who are rarely discussed are called Unsung Heroes; Administrators are the Unsung Heroes of the Training and Development community. While there are many studies which analyze the more of common roles in Training and Development (e.g., the roles of Instructional Designers, Instructors, and Training Managers (IBSTPI, 2021)), the current study analyzes job roles, responsibilities and requirements expected of the Training Administrator from an employer's viewpoint. Through job content analysis of job announcements and job descriptions, in the current study explores the roles and responsibilities as well as the qualifications expected of Training Administrators within the Training and Development profession. Furthermore, the current study solidifies the value of the role in the field through an identification of the job's roles and responsibilities and expected qualifications to contribute to base knowledge and literature surrounding the field.

Research Questions

As stated above, this research describes the first study in attempt to answer the following questions:

1. From an employer's viewpoint, what are the commonly stated job roles and responsibilities expected of the Training Administrator?
2. From an employer's viewpoint, what are the commonly stated educational requirements, experience, technical and superior-level soft skills expected of the Training Administrator?
3. What is the commonly referred job title for someone in this role?

Significance of the Study

A large gap of understanding in the expected competencies from an employer's viewpoint remains to have little to no attention in the North American literature but is very relevant to the industry. This study intends to make a significant contribution to the literature and a great benefit to the Training and Development community. When the competency models were first established and reported in the 1970s for the roles of Instructor, Designer, Manager and Consultant (Kenny, 1979), the objectives of this study similarly are to:

1. Determine the competencies one should have in entering the Training practitioner as an Administrator.
2. Provide those already in the field with a checklist against which they can compare their own skills and continue to manage their personal Training as an Administrator.
3. Provide managers in organisations employing Administrators who would have a checklist against which they can compare the evident skills and knowledge of those they employ.

Furthermore, North American educational institutions and professional associations alike will be in a better position to respond to the preparation of students and Training practitioners entering the field with the outcomes of this study, while in better alignment with industry expectations.

After situating the study in the literature, the methodology will follow to describe how the study was conducted, and report on the results that were found. The study will then describe the implications and its limitations, as well as suggestions for future research.

Chapter Two. Literature Review

Although the role of Administrator is common in the Training and Development workforce, peer-reviewed research and literature on the role is scarce. This section nonetheless situates the current study within the larger discussion in the field of Training and Development. It first presents the theoretical framework underlying the study, specifically the professions history and growth of today, and then reports on key themes in the literature relevant to this study with the competencies of other Training and Development specialists such as that of the Instructional Designer, Training and Development Professional, and Project Manager:

- History, Growth, and Current State of Training and Development as a Profession; and
- Empirical evidence of competencies found in other roles of the Training and Development profession.

To find both literature and relevant professional association articles for the current study, the researcher searched “Training and Development” in ERIC, ProQuest, LearnTechLib, Emerald Management and Business Source Complete databases. The researcher further included professional association websites, such as CIPD, ATD, IBSTPI, and ISPI. A review of professional association websites included respective competency models, related articles and books cited in the peer-reviewed literature.

History, Growth and Current State of Training and Development as a Profession

This section of the literature sets the framework with respect to the history and growth of the Training and Development industry and related professional associations that have risen to date.

In the United States, the profession of Training and Development emerged at the onset of World War II. During the war, psychologists and educators were called upon to conduct research and develop Training materials for military services (Reiser, 2001). Between 1943 and

1945, millions of Training films were produced and shown to US military personnel (Reiser, 2001). Subsequently, the first professional associations were formed, such as the Association for Talent Development (ATD); formerly the American Society for Training and Development, the American Society for Training Directors (ASTD), as well as Canada's largest regional professional Training society at the time, the Ontario Society of Training Directors in 1946, which changed its name to the Ontario Society for Training and Development (OSTD) by the 1970s. Moreover, members of OSTD incorporated a national organization for Canada, called the Canadian Society for Training and Development (CSTD) in 2003, which was later rebranded as The Institute for Performance and Learning (IP4L) in September of 2015 (I4PL, n.d.).

In 1970, the ASTD created a taskforce to develop professional certification for Training practitioners based on researched and established competencies (Kenny, 1979). Development of the first competency models, such as OSTD's Core Competencies for Trainers (CCT) (Kenny, 1979), followed by ASTD's competency model published in the early 1980s (McLagan & Bedrick, 1983), strengthened professionalization by standardizing roles and responsibilities expected from Training and Development professionals. The International Board of Standards for Training, Performance, and Instruction (IBSTPI), formed during the same period, published the first edition of the *Instructional Design (ID) Competencies: The Standards in 1986* (Richey et al., 2001) and later described key roles in Training, including Instructor, Instructional Designer, Training Manager, and Training Evaluator (IBSTPI, 2021).

Certification of the Training and Development profession arrived in the mid-1990s with the original OSTD's Certified Training and Development Professional (CTDP) program, followed by Chauncey Institute's Certified Technical Trainer (CTT) program, later acquired by CompTIA and renamed as CTT+ (InformIT, 2002). More certifications within the profession arose in the early 2000s, such as the International Society for Performance Improvement's (ISPI) Certified Performance Technologist (CPT) (ISPI, n.d.) and the ASTD's Certified Performance and

Learning Professional (CPLP) (ATD, 2023). However, no associations to date have directly addressed the role of Training Administrator.

The field of Training and Development continued to evolve in the beginning of the 21st century, with the help of emerging theory, research, practice, and technological innovations (Klein & Kelly, 2018). Organizational learning became known as a competitive strategy in the global workforce. Trainers began to be required to define strategic goals, analyze organizational processes, and deliver more systemic performance within the business context (Berge et al., 2002). Two decades later, in 2020, the World Health Organization (WHO) declared the novel Coronavirus (COVID-19) outbreak a global pandemic, disrupting the global economy and education settings, worldwide. While online learning is not new, and its benefits are well-known (Appana, 2008), the Training and Development industry was propelled into new, unplanned, and continual online learning initiatives for over a year (Robinson et al., 2021). Between 2020 and 2021, the Training and Development industry reaped the benefits of exclusive demand in virtual online learning, demand for employee-on-the-job performance increased, and retention of staff continued. In the US alone, Training expenditures rose nearly 12 percent, to \$92.3 billion between 2020 and 2021 (Freifeld, 2021). Meanwhile, Canada's unemployment rate set its lowest record post the initial onset of the global COVID-19 pandemic of 2020 at 5% (Statistics Canada, 2022). The US touted its lowest unemployment rate at the time in over 50 years at 3.5%. Job markets were slowly but steadily recovering making competition for job seekers fierce (North et al., 2021). As economic conditions continued to recover, virtual learning environments were here to stay. The expectations of the transformative roles of the Training and Development professionals expanded throughout many public and private sectors.

Empirical Evidence on Competencies Found in Other Roles in the Training and Development Profession

According to the Association for Talent Development (ATD, 2023), the term of “competence” came following White’s Psychological Review article in 1959 where he explained that because people are intrinsically motivated to achieve competence, having “Competency Models” enabled organizations to tap into their drive for proficiency. A Harvard psychologist named David McClelland was known to be the first to develop a system of competency modelling in the 1960s to identify and predict successful job performance (Byun, 2000). Richey et al (2001) cited IBSTPI (2016) to define a competency as “a knowledge, skill or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment.” (p.26) Larson and Lockee (2004) cite competencies as capabilities which enable a person to accomplish a job effectively (Klemp, 1981) with respect to external requirements. Moreover, competencies can include a hybrid definition of job tasks, results of work efforts and qualities that describe superior performers, values, orientations, and commitments which McLagan (1997) refers to as bundles of attributes.

Competency standards for many professions have been defined by national and professional associations alike for decades. However, for the Training and Development profession, competency standards are set by multiple professional associations rather than on a national level, with some focusing on specific industry sectors and career environments as described in the section above. While there are as many as eight distinct professional organizations that have defined and developed competencies for the profession, three focus only on non-school settings in North America with memberships from government, for-profit and non-profit business: IBSTPI, ISPI and ATD (van Rooij, 2012). The scope of the discussions will thus only use the latter associations to compare competencies of the roles in non-school settings.

The Instructional Designer

The Instructional Designer is a key pillar role which asserted itself in education and Training as far back as the late 1970s. There are multiple titles for professionals in Instructional Design such as Learning and Development professional, Learning Experience Designer, Trainer and more, depending on the various settings such as higher education, corporate, government, healthcare, and non-profits (North et al., 2021). The IBSTPI (2021) defines an Instructional Designer as the one who prepares courses and other learning materials, as well as analyzes the needs for the materials, and plans and develops those materials to address the needs. ATD (2023) goes further in establishing instructional design as an essential element in their Talent Development (TD) Capability Model to develop professional capability in the field. According to Richey et al (2001), instructional design was not only an organized approach to product or course development but a process for analyzing human performance problems and their respective solutions.

Table 1, adapted and modified from van Rooij (2012, Table 1, p.37-39), are key comparable competencies defined for the role of Instructional Designer relevant for this study, mapped across three professional associations, that of: IBSTPI, ISPI and ATD:

Table 1

IBSTPI, ISPI and ATD Comparable Key Competencies for the Role of Instructional Designer

Professional Association	Education-Level	Experience (years)	Key Competency
IBSTPI (2012)	Post-secondary	Less than 3	Professional Foundations (Essential only): <ol style="list-style-type: none"> 1. Communicate effectively in visual, oral, and written form. 2. Update and improve one’s knowledge, skills and attitudes pertaining to instructional design and related fields.

			3. Identify and respond to ethical, legal and political implications of design in the workplace.
ISPI (n.d.)	Performance-based certification	Greater than 3	First four standards: 1. Focus on Results or Outcomes. 2. Take a Systemic View. 3. Add Value. 4. Work in Partnership with Clients and Stakeholders.
ATD (2023)	Post-secondary, Performance-based certification	Greater than 5	Foundational competencies: 1. Build Personal Capability (7) - Communication - Emotional Intelligence and Decision Making - Collaboration and Leadership - Cultural Awareness and Inclusion - Project Management - Compliance and Ethical Behavior - Lifelong Learning 2. Developing Professional Capability (8) - Instructional Design 3. Impacting Organizational Capability - Data and Analytics - Performance Improvement

Broadly speaking, IBSTPI (2012) categorizes competencies in five main areas of 1) professional foundations, 2) planning and analysis, 3) design and development, 4) evaluation and implementation and 5) management (Koszalka et al., 2013). While Foundational Competencies in ATD's competency model included interpersonal, personal, technology literacy and business skills, the role of the Instructional Designer is defined within the specific area of expertise (ATD, 2016). The ISPI (n.d.) identified ten total competency standards for the role of Performance Technologists but also describes skills required to meet the criteria for each standard which included: building partnerships, fostering communication, and managing time and resources effectively. The educational requirements expected were similar for two of the three associations (IBSPTI and ATD) at a post-secondary level, but differences across all

associations occur on the years of experience required, from less than three years (IBSTPI) to greater than three years (ISPI) and five years (ATD), respectively. Furthermore, communication was stated as an essential or foundational competency for both IBSTPI and ATD, while ISPI defines effective communication within the need to work in partnerships with clients and stakeholders.

In a five-year study by Byun (2000) analyzed 1459 job postings in the instructional technology field through content analysis and identified 36 competencies for the role of Instructional Designer in a sample of 185 job postings. Byun (2000) identified effective communication, interpersonal, customer-focused and leadership skills as also prominent and expected from the role (Byun, 2000, p.112), like the three professional associations and their key competencies expected of the Instructional Designer (Table 1).

The Training and Development Professional

In 1981, the ASTD Board of Directors tasked a committee to develop a Training and Development competency study which included over 1,000 participants and produced nine products for use by practitioners. One of the nine products found the definition of the Training and Development field to focus on “identifying, assessing – and through planned learning – helping develop the key competencies which enable individuals to perform current or future jobs” (McLagan, 1983, p.14). The OSTD study mapped 11 areas of core competencies of a Trainer shared across four distinct groups recognized in the profession as an Instructor; Designer; Manager; and Consultant, that being (a) Administration; (b) Communication; (c) Course Design; (d) Evaluation; (e) Group Dynamics Process; (f) Learning Theory; (g) Manpower Planning; (h) Person Interface; (i) Teaching Practice; (j) Training Equipment and Materials; and (k) Training Needs Analysis (Kenny, 1979). Finally, in a study which looked at trends in competencies over three decades in the Training and Development field, future knowledge of

computer-based technologies was concluded to be a standard for the role of the Training and Development profession at all levels (Berge et al., 2002).

Project Manager

The US's Project Management Institute (PMI) established the Project Management Body of Knowledge (PMBOK) as the foundation for all project management Training programs meeting its standards for certification. According to the PMI, project management is defined as "the application of knowledge, skills, tools, and techniques to project activities to meet project requirements" (PMI, 2004, p.8). In 2003, a survey study conducted by Cox and Osguthorpe (cited by Brill et al., 2006) found that instructional design professionals reported to spend more time in managing and administrating projects than in the engagement of design work itself. Thus, the IBSTPI (2021) includes project management in its 23 competencies for Instructional Designers and identifies project managers as one of four "established or emerging specialist roles in the field of instructional design" (Richey et al., 2001).

It should be noted that the literature remains to be absent in addressing competencies needed by Training Administrators within the profession. This concludes this section of the literature review and will be followed by discussions of the design of the study which will attempt to answer the research questions stated above.

Chapter Three. Methodology

This section describes the methodology used to conduct the study. First, there will be a discussion on the choice of research methodology, followed by describing how data were chosen, collected, and analyzed. This chapter closes by explaining how credibility and trustworthiness of the study was assured.

Selection of Research Methodology

According to Boettger (2010), content analysis provides a systematic means to examine texts, assess phrases and see directional indicators of a trend. To facilitate the mapping of competencies in an evolving industry, content analysis of job announcements, or job descriptions, is an established method used in recent years by researchers for this purpose (Surrency et al., 2019). Job announcement analysis is defined as “any process of collecting, ordering, evaluating work or worker-related information” (Ritzhaupt & Martin, 2014). Studies such as Kang & Ritzhaupt, 2015; Carliner et al., (2018); Klein & Kelly (2018); Surrency et al., (2019) and Ritzhaupt et al. (2010) amongst others have used this methodology in the field. Shared objectives of using job content analysis methodologies include looking at trends over time or analyzing job markets in terms of specific positions or skills (White, 1999). Additionally, a study conducted by Margaret Foote (1997) found that while job responsibilities continuously changed, as did position titles, the required skills generally did not change during a five-year period of analyzing job-announcements (as cited by White, 1999).

Selection of Samples

To analyze the role of Training administrator, several job announcements and job descriptions were intended to be used to analyze the expected duties and required skills. The study focused on the role of the administrator in the Training and Development profession across various public and private sectors within Canada. Through content analysis of job announcements and job descriptions as a data source, this study aimed to identify the common

roles, responsibilities, qualifications, and titles using both qualitative and quantitative procedures. As such, it is important to note the difference between the data collected from a job announcement compared to the data collected from a job description. A job description lists the tasks of the role and required experience in much greater detail compared to a job announcement's overview of key tasks along with useful insights into the working conditions, salaries and occupational changes not mentioned in a job description. Nonetheless, whether the list of tasks is described in a job announcement or in a job description, the emergence of expectations and core competencies can still be derived from the employer to drive employee performance for that specific role (Mattice, 2019).

The characteristics of the job announcements and job descriptions sought included job titles of:

- Training Administrator.
- Training Coordinator.
- Learning Management System ("LMS") Coordinator and/or Administrator.

The two types of sources used for the job descriptions were from: 1) an email sent to an Alumnus group in the field requesting for submissions directly from those employed in the field, from the department's internship coordinator lead, and 2) a contact familial to the researcher. The type of sources used for the job announcements were those retrieved directly online using an online employment platform.

How Data Were Collected

First, job announcements and job descriptions were collected and then data were extracted from them.

How Job Announcements and Job Descriptions Were Collected

The study was conducted in two stages. The first stage of the study collected job descriptions of the Training administrator role directly from two networks within the Training and Development professional industry. The first network was to target an alumnus group from the Educational Technology program at a University in Montreal, Quebec, Canada. The alumnus group represented graduates from a program who would likely have direct sources from their current employment in the Training and Development field. The second network was a contact previously employed as a Training administrator and the researchers' spouse, working at a specialized agency of the United Nations (UN) in Montreal, Quebec, Canada. A timeline was set between 6 to 8 weeks until closing of submissions and contact, during the period of January and February of 2021 as shown in [Appendix A](#) for the alumnus group stage. During this period, a reminder email was sent requesting the submissions of job descriptions as shown in [Appendix B](#) for the alumnus group stage. A sample size of 20 job descriptions was the target of the research using this method of data collection.

The second stage of the study was to collect job announcements on an employment-oriented online platform available and free to access by the public. In order not to duplicate the collection of the same job announcement(s) across multiple online employment-oriented platforms, it was decided to only collect job announcements from one online platform, such as either LinkedIn or Indeed. While LinkedIn's job board is not as large as Indeed's, it remains to be the largest and most common platform for both businesses and professionals alike (MoneyWise, 2019). Therefore, job notifications were enabled daily on www.Linkedin.com using the following job title descriptors:

- Learning Coordinator.
- Learning and Development Coordinator.
- Training Administrator.
- Training Coordinator.

The location of the jobs was set within the Canadian region only. The search continued until data saturation was reached in the collection of similar job announcements and titles across varied industries, during a 4-month period between May 2022 and August 2022. A sample size of 50 job announcements was the target of the research using this second stage of the data collection process.

[Figure C1](#) is the seven-step coding procedure on how the study was conducted when receiving a job description or announcement, whether directly on email from a contact from the first phase of the study or through a job alert from LinkedIn from the second stage of the study as described above. Phase 1, 2 and 3 of the Coding Procedure in [Figure C1](#) describes the process of how job announcements and job descriptions were collected for a duration of up to 5 months.

Phase 1: Collection. Job alerts for job announcements and job descriptions were both directed to and received from the same google email account. A job description alert was sent directly to the google email address from a network contact as per the instruction on the email shown in [Appendix A](#) and [B](#). While an automatic job alert was received to the google email account notifying that a job announcement with the specified job title criteria, within the Canadian region, was posted by an employer, or a staffing agency, directly on LinkedIn's website (www.Linkedin.com). The job alert notification of the announcement once received allowed for a timely (same day) and direct retrieval of the respective job announcement(s) posted on LinkedIn.

Phase 2: Preparation. Once the alerted job descriptions were received, or job announcement(s) found on the LinkedIn website, a filter was conducted on the role to the target sample selection criteria to ensure that the job title and main roles and responsibilities of the Training administrator are those defined by Saul and Driscoll (2019) as “the main person with whom many people interact in a Training and Development group”.

Phase 3: Transcribing and Storing. Once the review process of the main roles and responsibilities were identified as matching the description of a Training administrator for the study, the next step was to retrieve the job announcement directly from the respective employer's website, to ensure completeness, credibility, and accuracy. If the job announcement was not found on the employer's website, or the job announcement had been posted by a staffing and recruitment agency with an anonymous employer, the retrieval of the job announcement was left with the data found on the LinkedIn website. In both these steps, the entire data content of the job announcement or job description was transposed to a Microsoft® (MS) Word Document ("Job Posting Data.doc") as well as referenced in a MS Excel Document spreadsheet ("Job Log List.xls") recording the following main data of the respective job announcement or job description collected:

- Number.
- Date (of the job alert).
- Company Name.
- Job Title.
- Source (Network Contact or LinkedIn).
- Job Retrieved (Network, LinkedIn, Direct Company Website).
- Location of the Job (City and Province).

The MS Word document contained all the raw data of the job announcements and job descriptions collected for the study of the Training administrator role for further coding. Phases 1, 2 and 3 continued until a minimum of 70 job roles were collected: a minimum of 50 job announcements from LinkedIn and a minimum of 20 job descriptions from the network contacts, for further coding.

Collecting Data from Job Announcements and Job Descriptions

Phase 4 of the Coding Procedures ([Figure C1](#)) describes the methods of data collection from the job announcements and job descriptions.

Phase 4: Categorization. The process of creating codes and categorization of the job descriptions and job announcements began in a MS Excel spreadsheet (“Job Category Analysis.xls”) for further analysis. The following Figures [C2](#), [C3](#), [C4](#) and [C5](#) visually maps the 4 general categories created based on how the data were organized from the job announcement or job description, as well as backed by the literature review.

1. Job employer characteristics. The collection of job announcement allowed for the collection of the employer characteristics versus those not described in a job description. Therefore, the first categorization of the job announcement data only captured the job employer characteristics within the following 3 main categories as shown in [Figure C5](#):

- Job alert headline: This data included the job title, location (city and province), job requisition or identification number, and total post word count.
- Employer characteristics: This data included the categorizations most commonly identified in the literature according to Larson & Lockee (2004) to include: (a) business and industry, (b) higher education, (c) government, (d) non-profit and (e) health care. (i.e., IT, Government, Not-for-profit, etc.), main speciality (i.e., Pharmaceuticals, Aerospace, etc.), company size, whether the company was public or private, the location of its headquarters and the type of employer as a company, government, or non-for-profit.
- Work conditions: This data included categories such as whether the job is full-time or part-time, permanent or contract, on-site, hybrid or remote work, and if specified, the salary range.

2. Job roles and responsibilities. The next categorization of the job announcement and description data was to capture the job roles and responsibilities in the following 11 sub-categories as shown in [Figure C3](#) which was mainly derived from the Literature Review (Carliner & Driscoll, 2019):

- Learning Management System (“LMS” Administration): Overseeing Training data collection and maintenance to ensure accuracy, consistency, and timely entry of Training documents or records into a tracking system.
- Logistical Support: Oversees the setup of classes. In the face-to-face classroom, setup involves setting up the seating, ensuring that the a/v equipment has arrived and is in working order, ordering, and distributing handouts for learners, ordering and ensuring the delivery of catering, and assisting the instructor as requested. In the live virtual classroom, setup involves corresponding with learners to make sure that they have the links, user ids, and passwords to enter the classroom; distributing materials to learners (either by email or through an online system); and ensuring that the virtual classroom is ready to use.
- Budget Management: Managing billing for Training, monitoring costs and contract approvals and invoices are being processed in a timely manner.
- Reporting: Compiling, preparing statistical reports, as needed.
- Design: Responsible for the design of Training course materials.
- Development: Responsible for the development of Training course materials.
- Evaluation: Analyzing evaluation data, overseeing assessment and analysis of required Training.
- Facilitate: Facilitating, instructing, and delivering and/or co-facilitating classes with the instructor/trainer.
- Sourcing: Sourcing or contracting to assess various supplier needs.
- Other Administrative Duties: Provide basic administrative duties, as needed.

3. Job qualification requirements. The third categorization of the job announcement and description data was to capture the job qualification in the following 3 sub-categories of Educational, Experience and Technological requirements:

1. Educational

- Degree-level: High-school diploma, college diploma, bachelor, masters, certificates, not disclosed.
- Field: Human Resources, Training or Educational-Technology, Business (project management, finance).
- Other Designations: such as Health and Safety Administration
- Language: Bilingual preferred.

2. Experience

- Number of Years in Learning and Development:
 - Greater than 1 to 3 years
 - More than 5 years
- Experience in Training:
 - Preferred or
 - Required
- Number of Years in Administration:
 - Greater than 1 to 3 years
 - More than 5 years
- Industry-Specific Experience:
 - Preferred
 - Required
 - Not Required.
- Training.

- Survey Design, Development, Analysis.
- Budget Management.
- Project Management.

3. Technology

- System Experience: Preferred, Required.
- Training Software Experience: Articulate, Rise, Camtasia, Captivate.
- MS Office: Excel, Access, SharePoint, Teams, Suite, Word.
- Other Systems.

4. Job soft skills requirements. The fourth categorization of the job soft skills requirements captured the data as shown in [Figure C4](#) by mapping the data based on the descriptor words for the respective soft skill category using the following criteria:

- “Superior” or “Excellent” and grading with the letter “C”. This was visually mapped using a dark blue background. A few of the keywords used to describe a skill category and mapped as “C” were as follows: must be, strong, proven, high, solid, advanced, passion.
- “Intermediate” or “Good” and grading with the letter “B”. This was visually mapped using a light blue background. A few of the keywords used to describe a skill category and mapped as “B” were as follows: an ability, preferred, emphasizes, comfortable, an asset.
- “Not Disclosed” and grading with the letters “ND”. This was visually mapped using a light grey background within a matrix of soft skill requirements.

The following minimum 13 sub-categories of soft skills required were described as follows:

- Oral and Written: Written and verbal communication skills.

- Interpersonal: the ability to communicate or interact well with other people, working collaboratively as part of a team, teamwork capabilities.
- Customer Service: Builds the value of service offered to the client.
- Time Management: Planning, attention to meeting deadlines.
- Stakeholder Management: Managing multiple stakeholders needs and priorities.
- Self-Motivation: Self-starter, pro-active, working independently.
- Adaptability: Resourcefulness, work within a fast-paced environment.
- Good Judgement: Demonstrating or exercising good judgement in matters requiring immediate attention.
- Presentation Skills: Communicating effectively through presentation, present results to a variety of stakeholders.
- Detail-Oriented: Attentiveness or accuracy to detail.
- Confidentiality: Maintaining confidentiality.
- Critical Thinking: Conceptual and analytical ability.
- Multi-Tasking: Managing a variety of tasks or activities.
- Others.

How Data Were Analyzed

The data were analyzed using a systematic content analysis coding procedure with the absence or presence of listed competencies organized into job roles and responsibilities, qualifications, and soft skill requirements. Key words and phrases would be mapped to the categories and sub-categories. Assumptions on the categorization of data was documented separately on a MS Excel spreadsheet (“Notes & Assumptions” tab, [Figure C1: Phase 5](#)). During this process, new codes and combining overlapping codes would occur for redundancy purposes, with the collapsing of these codes into broader themes ([Figure C1: Phase 6](#)). A determination of

the final codes and categories into themes in reducing the list of codes to 4-5 themes was the goal ([Figure 1: Phase 7](#)).

The frequency and patterns were also considered with the data analysis with respect to the following parameters:

1. Dominant: seen in at least 80% of job announcements and descriptions.
2. Strong: seen in at least 50% of job announcements and descriptions.
3. Weak: seen in 33% to 49% of job announcements and job descriptions.
4. Note-worthy.

Assuring Credibility and Trustworthiness

This study involved a process of content collection and analysis from publicly available information found in job announcements of the Training administrator role. As published by Maher et al (2018), the process of ensuring trustworthiness should satisfy criteria's such as credibility, transferability and dependability which is considered in this section.

Firstly, to ensure trustworthiness and credibility, a prolonged engagement took place in the duration of the data collection process for up to five months using one database source (LinkedIn.com) which resulted in the collection of 63 job announcements. Sources from the data gathering process varied greatly across sectors, industries, and provinces. Accordingly, multiple sources of information on the one role of Training administrator, gathered from many varied employers across the nation, ensured credibility as well through the process of triangulation in the verification of the findings. Creswell (2012, p. 259) defines Triangulation as the “process of corroborating evidence in different types of data”.

Secondly, multiple peer debriefings took place for an audit of the research once the collection of the data concluded. The selected peer was familial to the researcher and had previously worked as a Training administrator in a government-setting abroad, as well as in

Canada for a specialized agency within the United Nations network. This peer, who was not a participant in the settings, served to be a reliable and independent source by which emerging conclusions, categories and biases of the researcher were often challenged and questioned throughout the coding procedure process. It is important to note Creswell's (2018) position on the term "research bias" during qualitative studies be limited as all research is considered interpretive and the process of self-reflection of the interpretation were noted and defined under assumptions throughout the study.

Equally, credibility can be defined by the design of the study in maintaining the ability and accuracy for transference (Maher et al., 2018). As a result, the transferability was accomplished first with the verbatim gathering of job announcement data, transposed and as publicly written, directly to a MS Word Document. Additionally, the publicly announced data that is first notified from LinkedIn.com source was again researched directly on the respective employer's website. Text from job announcements which qualified for coding were highlighted in yellow on the MS Word Document, and then transposed, verbatim, to a separate MS Excel Spreadsheet for further analysis. The MS Excel spreadsheet always maintained the exact text in a separate column extracted from the direct source (publicly announced job posting), before summarizing or categorizing into key tasks or themes. Indeed, the ability to extend the study in its transferability to other geographical settings, such as outside of Canada, can be easily achieved.

Finally, a separate spreadsheet called "notes and assumptions" was frequently updated throughout the coding procedure to ensure transferability and dependability is attained in the interpretation of the data including their respective categories and sub-themes.

This concludes the methodology section of the study and will be followed by reporting on the results from conducting the collection and analysis of the study.

Chapter Four. Results

While the design of the study intended to collect job descriptions as well as job announcements, specifically from the two networks described in the section: *How job announcements and job descriptions were collected and solicited*, for data through the emails sent as shown in [Appendix A](#) and [B](#), only two job descriptions had been submitted for the study using this method. As such, it was determined to forego the analysis on the two job descriptions submitted from the first stage of the study, to ensure data consistency in the analysis through the collection of job announcements posted publicly and online (LinkedIn.com) outlined in the second stage of the study. Therefore, the following section reports the results of a content analysis of the job announcements collected in Stage 2. First, a description of the sample is discussed. Next, Research questions regarding (a) main role and responsibilities of job postings; (b) education, experience, and technical skills required; and (c) identify the typical title for the role.

Sampled Job Announcements

There was a total sample of 63 job announcements collected for the current study. The 63 job announcements represented approximately 42,000 total words across 154 pages collected on a MS Word document ([Figure C1, Phase 3](#)). Most of the jobs had a total job post word count ranging between 500-750 words ($n = 32$), followed by greater than 750 words ($n = 17$) and those who described the job in less than 500 words ($n = 14$). A total of 1,135 job roles and responsibilities and 597 required competencies were analyzed and coded into categories, themes, and sub-themes. As for other job qualifications, 53 descriptors were coded for educational requirement categories (e.g., Diploma, Degree, Post-Graduate), 148 for work experience requirement categories (e.g., 1-3 years, 2-5 years, greater than 5 years), 14 for language requirement categories (e.g., Bilingual, French), and 83 for technical skills requirement categories (e.g., Training Software experience, Microsoft experience). Employer and job condition data were coded to demonstrate the employers' profiling, as well as the

general work conditions of each job (e.g., full-time, on permanent-basis, on-site or fully remote) and what the expected salary range would be, if disclosed. All the collected data was retrieved directly and accessible publicly from LinkedIn.com.

Employer and Work Conditions

Employers were in differing career environments but primarily in corporate sectors ($n = 45$) followed by government or non-profit ($n = 13$) and unknown, due to the anonymity of the employer through a staffing and recruitment agency ($n = 5$) as shown in Table 2.

Table 2

Context of Job Announcements, Sectors

Context	<i>n</i>	%
Corporate	45	71.43
Government or Non-Profit	13	20.63
Unknown (Recruitment agency)	5	7.94
Total	63	100

Job postings from across Canada were selected. Ontario had the most ojob posting locations ($n = 27$), followed by Quebec ($n = 11$), British Colombia ($n = 10$) and Alberta ($n = 7$) as shown in Table 3.

Table 3

Context of Job Announcements, Provinces

Province	<i>n</i>	%
Alberta (AB)	7	11.11
British Colombia (BC)	10	15.87
Manitoba (MN)	1	1.59
New Brunswick (NB)	2	3.17
Newfoundland and Labrador (NL)	1	1.59
Nova Scotia (NS)	1	1.59
Northwest Territories (NT)	1	1.59

Ontario	27	42.86
Quebec (QC)	11	17.46
Saskatchewan (SK)	1	1.59
Canada	1	1.56
Total	63	

Industries varied across the sample of 63 job announcements in 14 different sectors, with the Financial Services and Banking industry seeking most of the jobs for a Training administrator ($n = 9$), followed by non-profit ($n = 7$); IT Services, Consulting or Software Development ($n = 6$); Pharmaceutical, Hospitals or Health Care ($n = 5$); Construction ($n = 5$); Mining ($n = 4$); and Retail, Aerospace and Manufacturing, each having samples of three job postings within each sector (Table 4).

Table 4
Industries of the Job Announcements

Industry	n	%
Financial Services	9	14.29
Non-profit	7	11.11
IT Services, Consulting or Software Development	6	9.52
Pharmaceutical, Hospitals or Health	5	7.94
Construction	5	7.94
Government of Canada	5	7.94
Mining	4	6.35
Aerospace	3	4.76
Manufacturing	3	4.76
Retail	3	4.76
Oil and gas	2	3.17
Education	2	3.17
Restaurant	1	1.59
Skin Care	1	1.59
Electronics	1	1.59

Real Estate	1	1.59
Not disclosed	5	7.94
Total	63	100

Many jobs (62%) were with employers who had greater than 1,000 working staff, the majority of which had greater than 10,000 working staff (34.92%). Thirty percent of job postings were by employers with fewer than 1,000 working staff (see Table 5).

Table 5

Employer Size

Number of Staff per Employer	<i>n</i>	%
11 – 50	4	6.35
51 – 200	3	4.76
201 – 500	7	11.11
501 – 1,000	5	7.94
1,001 – 5,000	12	19.05
5,001 – 10,000	5	7.94
10,001+	22	34.92
Not disclosed	5	7.94
Total	63	100

Expected working hours in all job announcements full-time, such as a Monday–Friday, 8am–5pm ($n = 63$) compared to specified part-time schedules. Many were posted as permanent jobs ($n=48$) compared to contract work ($n = 15$), with a preference for the role to be on-site (76.19%), rather than hybrid (14.29%), or fully remote (9.52%). While only 11.11% ($n = 7$) of collected job announcements reported a salary range or hourly rate. Average median salary was calculated at approximately \$69,556 with the sample data. The lowest salary reported was \$45,000, maximum salary reported was \$106,038.

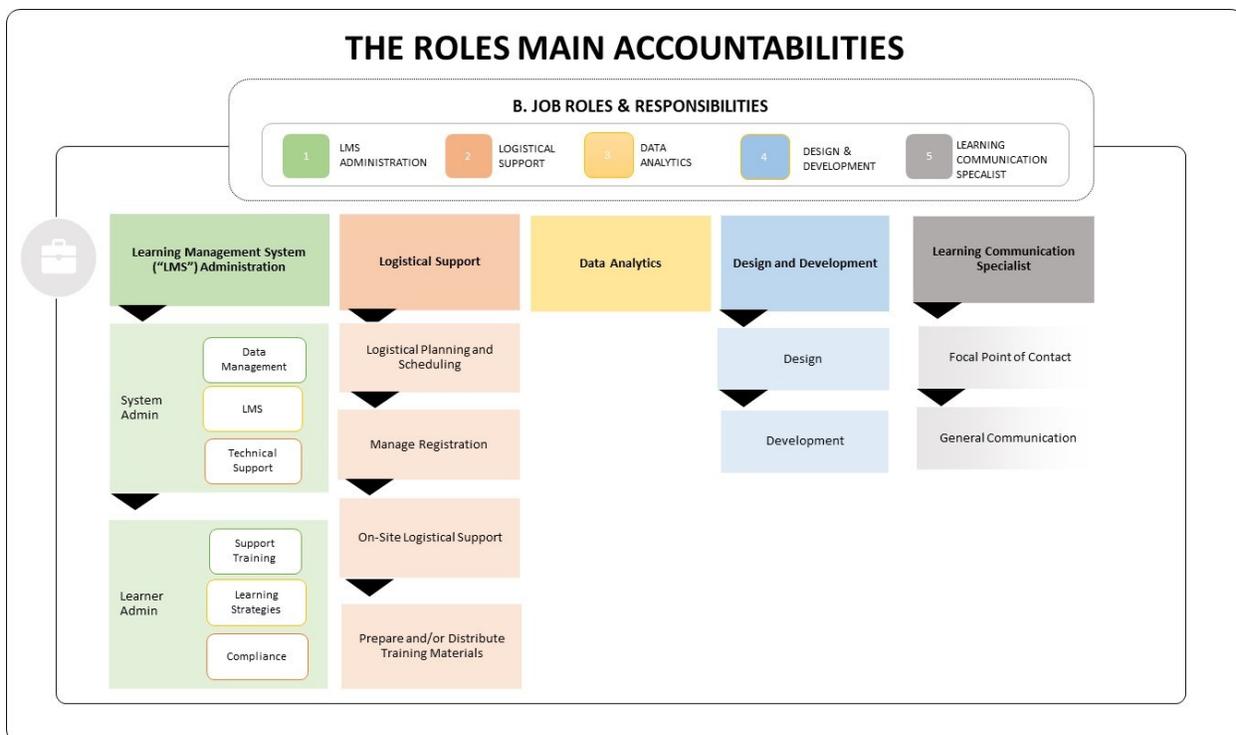
From an Employer’s Viewpoint, what are the Commonly Stated Job Roles and Responsibilities Expected of the Training Administrator?

There were five main categories of job roles and responsibilities having dominant, or mentioned in over 80% of the data sample, to strong, or mentioned in over 50% of the data sample, frequency patterns. The five categories that described the primary responsibilities of the role were (Figure 1):

1. LMS Administration (*n* = 63, 100%)
2. Logistical Support (*n* = 54, 85.71%)
3. Data Analytics (*n* = 42, 65.08%)
4. Design and Development (*n* = 37, 58.73%) and
5. Learning Communications Specialist (*n* = 36, 57.14%).

Figure 1

Commonly Stated Roles & Responsibilities of the Training Administrator



The roles and responsibilities that were found to have a weak pattern or mentioned in 33% to 49% of the data sample, were that of Evaluation ($n = 22, 35\%$) and Facilitator or Instructor ($n = 22, 33\%$). Noteworthy categories, or those mentioned in less than 33% of the data sample, were categorized in Budget Management ($n = 13, 21\%$) and Sourcing ($n = 12, 19\%$) (Table 6).

The original study design of other administrative duties ($n = 38$) as a separate category had key tasks that collapsed better into a new theme, which also included key tasks from the sub-coding process of the LMS Administration theme and defined as the Learning Communication Specialist ($n = 36, 57.14\%$). The Design and Development categories were also initially separated during the coding procedures but were found to be more efficient in combining into 1 category namely, Design and Development ($n = 37, 58.73\%$) due to many overlaps of key tasks from the initiating process of designing curricula to the execution phase for development of curricula.

Table 6

Categorization of the Roles and Responsibilities of the Job Announcements

Job Category Task	<i>n</i>	%	Pattern
LMS Administration	63	100	Dominant
Logistical Support	54	85.71	Dominant
Data Analytics	42	66.67	Strong
Design and Development	37	58.73	Strong
Learning Communications Specialist	36	57.14	Strong
Evaluation	22	34.92	Weak
Facilitation (Instructing)	22	34.92	Weak
Budget Management	13	20.63	Note-Worthy
Sourcing	12	19.05	Note-Worthy
Total	63		

LMS Administration

Since works tasks with LMS Administration was mentioned 441 times in all 63 job announcements description of the role's main accountabilities, it was further analyzed and coded into 2 sub-themes of (see Table 7):

1. Learner Administration ($n = 213$, 48.30%)
2. System Administration ($n = 228$, 51.70%)

Table 7

LMS Administration Sub-Themes

LMS administration sub-themes	<i>n</i>	%
System Administration	213	48.30
Learner Administration	228	51.70
Total	441	100

These 2 sub-themes of LMS Administration, Learner, and System Administration, were further categorized into 3 sub-tasks in each sub-theme.

System Administration. For System Administration, the data set showed many of the sub-tasks to be in the categories of (see Table 8):

1. Data Management ($n = 119$, 55.87%)
2. LMS ($n = 76$, 35.68%)
3. Technical Support ($n = 18$, 8.45%)

Data Management. The key tasks defined in the LMS Administration's System Administration sub-theme of the data management ($n = 119$, 55.87%) sub-task included the process of collecting, storing, and sharing data for various purposes. More specifically, tasks that entailed data entry, adding accounts, managing Training records and publishing courses within the LMS.

Learning Management System. The key tasks defined in the LMS Administration's System Administration sub-theme of the system specific or LMS ($n = 76$, 35.68%) sub-task

included acting as the LMS Administrator or subject matter expert (SME), of managing the technology, administrating licenses, maintaining system updates, processes, and documentation.

Technical Support. The key tasks defined in the LMS Administration's System Administration sub-theme of the technical support ($n = 18$, 8.45%) sub-task included acting as the front-line technical support, providing technical and functional support and guidance as well as troubleshooting on LMS related issues.

The key task descriptions for each sub-theme and sub-tasks from the data set are listed in [Annex D: Table D1](#).

Table 8

System Administration Themes

System Administration sub-tasks	<i>n</i>	%
Data management	119	55.87
LMS ("system")	76	35.68
Technical Support	18	8.45
Total	213	100

Learner Administration. The second sub-theme of LMS Administration, Learner Administration, was further analyzed and categorized into 3 sub-tasks of (see Table 9):

1. Learning Strategies ($n = 46$, 20.63%).
2. Support Training ($n = 156$, 69.96%).
3. Compliance ($n = 21$, 9.42%)

Learning Strategies. The key tasks defined in the LMS Administration's Learner Administration sub-theme of learning strategies ($n = 52$, 22.81%) sub-task included identifying Training gaps, documenting Training priorities, continuously improve on processes and program effectiveness as well as manage the learning assignments.

Support Training. The key tasks defined in the LMS Administration's Learner Administration sub-theme of support Training ($n = 155$, 67.98%) sub-task included mainly

assisting or supporting in the instructional design process for development of curriculum, manuals, design activities and other administrative duties as required.

Compliance. The key tasks defined in the LMS Administration's Learner Administration sub-theme of compliance ($n = 21$, 9.21) sub-task included mainly auditing Training records, ensuring compliance with learning standards or policies as well as supporting internal audits as required.

The key task descriptions for each sub-theme and sub-tasks from the data set are listed in [Annex D: Table D1](#).

Table 9

Learner Administration Themes

Learner Administration Themes	<i>n</i>	%
Learning Strategies	52	22.81
Support Training	155	67.98
Compliance	21	9.21
Total	228	

Logistical Support

The dominant category of Logistical Support ($n = 54$, 85.71%) was further categorized into sub-themes of four (as shown in Table 10):

1. Logistical Planning and Scheduling ($n = 123$, 43.16%)
2. Manage Registration ($n = 46$, 16.14%)
3. On-site or Online Logistical Support ($n = 86$, 30.18%) and
4. Prepare and Distribute Training Material ($n = 30$, 10.53%)

Logistical Planning and Scheduling

The key tasks defined in the Logistical Support sub-theme of logistical planning and scheduling ($n = 123$, 43.16%) included coordinating aspects of Training events such as

maintaining and planning for Training or course schedules, scheduling venues, caterers, accommodations, printing when or if required, facilitation of Training delivery and contracts with external providers, ensuring access to required technologies, workstations and facilities and their availability and accessibility for the Training event, booking meeting rooms, ensure participants are notified of Training events, etc., - whether live, online, or self study.

Manage Registration

The key tasks defined in the Logistical Support sub-theme of manage registration ($n = 46, 16.14\%$) included managing the enrollment process through ensuring attendance, class registration, onboarding, managing cancellations and waitlists.

On-site and/or Online Logistical Support

The key tasks defined in the Logistical Support sub-theme of on-site or online logistical support ($n = 86, 30.18\%$) were providing support for the Training event on-site including running virtual meetings, setting up survey links, supervising Training events, supporting and moderating virtual classes including breakout sessions.

Prepare and Distribute Training Materials

The key tasks defined in the Logistical Support sub-theme of prepare and distribute Training materials ($n = 30, 10.53\%$) included compiling Training materials for shipment, preparing course materials, uploading of Training and live sessions in advance of the Training event.

The key task descriptions for each sub-theme and sub-tasks from the data set are listed in [Annex E: Table E1](#).

Table 10

Logistical Support

Logistical support sub-task	<i>n</i>	%
Logistics Planning and Scheduling	123	43.16
Manage Registration	46	16.14
On-Site and/or Online Logistical Support	86	30.18

Prepare and Distribute Training Materials	30	10.53
Total	285	100

Data Analytics

The strong pattern in the Data Analytics ($n = 42$, 66.67%) category was not sub-themed, as there were 69 data analyses and mining related tasks with key task descriptions listed in [Annex F: Table F1](#).

Learning Communication Specialist

The strong pattern in the Learning Communication Specialist ($n = 36$, 57.14%) category was further broken down into 2 sub-themes of 1) Focal Point of Contact ($n = 38$, 73.08%) and 2) General Communication ($n = 14$, 26.92%) as shown in Table 11.

Focal Point of Contact

The key tasks defined in the Learning communication specialist theme of acting as a focal point of contact ($n = 38$, 73.08%) sub-theme included acting as a first point of contact for Training inquiries, assisting with e-learning platforms, acting as a liaison between teams, providing support and responding to email inquiries.

General Communication

The key tasks defined in the Learning communication specialist theme of general communications ($n = 14$, 26.92%) sub-theme included any other form of communicating information to learners on updates, Training initiatives, and being responsible for general communication.

The key task descriptions for each sub-theme and sub-tasks from the data set are listed in [Annex G: Table G1](#).

Table 11

Learning Communication Specialist Themes

LMS administration sub-task	<i>n</i>	%
Focal Point of Contact	38	73.08

General Communication	14	26.92
Total	52	100

Design and Development. The strong pattern in the Design and Development ($n = 37$, 58.37%) category was sub-themed into 1) Design ($n = 79$) and 2) Development ($n = 60$) with tasks that ranged from developing Training manuals, materials, documents to conducting a needs assessment, creating, and designing courses and content.

The key task descriptions for each sub-theme from the data set are listed in [Annex H: Table H1](#).

From an Employer's Viewpoint, what are the Commonly Stated Educational Requirements Expected of the Training Administrator?

The educational requirements sought for the role of Training administrator was found to be a request for a Diploma-level education ($n = 32$, 50.79%) at a minimum, followed by a generalized mention of a degree ($n = 23$, 36.51%) as shown in Table 12.

Table 12

Educational Requirements of Job Announcements

Education requirement	<i>n</i>	%	Pattern
Diploma	32	50.79	Strong
Degree	23	36.51	Weak
Not Disclosed	14	22.22	Note-Worthy
Certificate	7	11.11	Note-Worthy
Other	3	4.76	Note-Worthy
Total	79	100	

The specialization in the educational requirement of the job announcement was primarily in a department of education ($n = 29$, 46.03%) as shown in Table 13.

Table 13*Educational Field Requirement of Job Announcement*

Educational Field	<i>n</i>	%
Education	29	46.03
Not Disclosed	23	36.51
Related Discipline	16	25.40
Business	15	23.81
Human Resources	13	20.63
Other	12	19.05
Administration	5	7.94
Communication	4	6.35
Project Management	4	6.35
Total	121	

From an Employer's Viewpoint, what are the Commonly Stated Years of Experience Expected of the Training Administrator?

While many of the job announcements did not disclose the minimum number of years of experience required for this role ($n = 20, 31.75\%$), the data set did trend into a range from a minimum of 2 to 5 years of experience required, as shown in Table 14.

Table 14*Years' Experience in Learning & Development Position*

Years' experienced	<i>n</i>	%
>6 months	1	1.59
1-3 years	9	14.29
2-5 years	10	15.87
3-5 years	9	14.29
>4 years	1	1.59
>5 years	6	9.52
Experience (not specified)	7	11.11
Not listed	20	31.75
Total	63	100

From an Employer’s Viewpoint, what are the Commonly Stated Technical Experience Expected of the Training Administrator?

There was a total of 27 mentions for technical requirements on 15 specific technical systems or LMS needed for the role, with Adobe ($n = 6$, 22.22%), Articulate 360 ($n = 4$, 14.81%) and Absorb LMS ($n = 3$, 11.11%) taking the leads in the job announcements. When LMS or a specific system was stated, it was referred to as “nice to have” skill ($n = 22$, 66.67%) rather than a “must have” ($n = 11$, 33.33%).

Table 15

Specific System or LMS Requirement in Job Announcement

System or LMS	<i>N</i>	%
Adobe	6	22.22
Articulate 360	4	14.81
Absorb LMS	3	11.11
SAP SuccessFactors	2	7.41
Cornerstone on Demand	2	7.41
Talent LMS	1	3.7
Camtasia Software	1	3.7
Cognibox LMS	1	3.7
Walk-Me System	1	3.7
SumTotal LMS	1	3.7
Axonify LMS	1	3.7
UKG HCM System	1	3.7
Moodle LMS	1	3.7
Oracle LMS	1	3.7
Learn Worlds LMS	1	3.7
Total	27	

MS Application experience was considered essential as it was stated in every job announcement and mentioned 70 times across several varying MS application systems (see Table 16). The MS Application experience required was stated as “nice to have”, or an asset to

have acquired the experience prior ($n = 22, 66.67\%$) compared to a “must have” acquired experience and requirement. Furthermore, the data showed the majority preferred experience in the MS Office Suite ($n = 41, 58.57\%$), with 37 job announcements having stated this skill at a superior-level skillset ($n = 37, 58.37\%$) compared to an intermediate level skillset ($n = 11, 17.46\%$) (see Table 17).

Table 16*Microsoft Application Experience in Job Announcement*

Microsoft Application	<i>n</i>	%
MS Office Suite	41	58.57
SharePoint	8	11.43
Excel	7	10
PowerPoint	4	5.71
Word	3	4.29
Teams	2	2.86
Outlook	2	2.86
MS Forms	1	1.43
Access	1	1.43
Project	1	1.43
Total	70	

Table 17*Microsoft Application Skills, Superior or Intermediate Level*

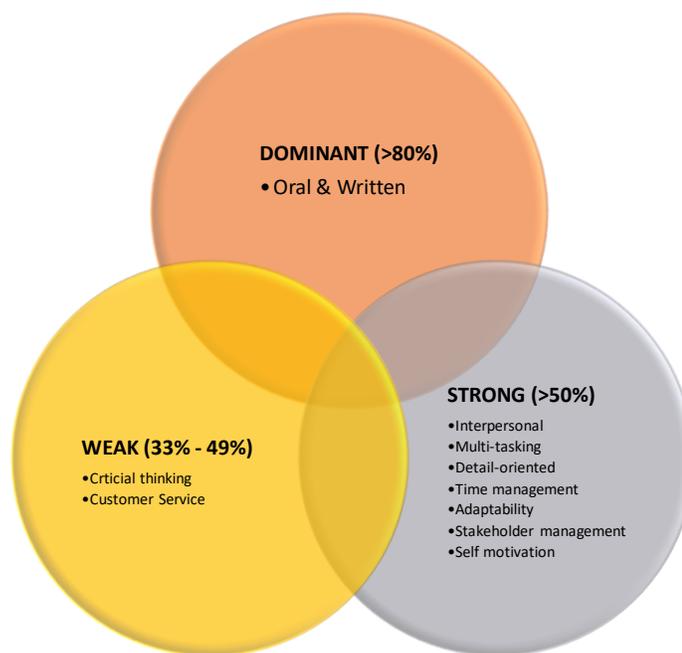
Level	<i>n</i>	%
Superior	37	58.73
Intermediate	11	17.46
Not Disclosed	15	23.81
Total	63	

From an Employer’s Viewpoint, what are the Commonly Stated Superior-Level Soft Skills Expected of the Training Administrator?

There was a total of 8 out of 21 soft skill categories mapped which were commonly stated for the role of the Training administrator with 1 soft skill mapped as dominant, or mentioned in over 80% of the data, that of: Oral and Written (86%), followed by 7 soft skills defined in the strong category, or mentioned in over 50% of the data:

1. Interpersonal (79%)
2. Multi-Tasking (73%)
3. Detail Oriented (57%)
4. Time Management (56%)
5. Adaptability (56%)
6. Stakeholder Management (52%)
7. Self-Motivation (54%).

Figure 2
Soft Skills Frequency Pattern Diagram



Those soft skills that were in the weak category or mentioned between 33% and 49% of the data set were 1) Critical Thinking (31%) and 2) Customer Service (41%). The categorized soft skills are detailed in Figure 2 and Table 17.

Table 18
Soft Skills in the Job Announcements

Skills	%	Pattern
Oral and written	85.71	Dominant
Interpersonal	79.37	Strong

Multi-tasking	73.02	Strong
Detail-oriented	57.14	Strong
Time management	55.56	Strong
Adaptability	53.97	Strong
Stakeholder management	52.38	Strong
Self-motivation	52.38	Strong
Customer service	41.27	Weak
Critical thinking	36.51	Weak
Project management	28.57	Noteworthy
Presentation skills	25.40	Noteworthy
Good judgement	25.40	Noteworthy
Engaged	22.22	Noteworthy
Innovation – Creativity	20.63	Noteworthy
Leadership	14.29	Noteworthy
Dependable	14.29	Noteworthy
Technically savvy	11.11	Noteworthy
Confidentiality	9.52	Noteworthy
Cultural competence	4.76	Noteworthy
Perseverance - Courage	1.59	Noteworthy

Competencies of soft skills were also measured to differentiate significantly between superior and average or intermediate requirements of skillsets (as cited in Klein & Jun, 2014). There were 19 soft skills out of 20 which emerged from the data set at a superior-level dominant to strong frequency pattern, when measuring the difference using the skills proficiency mapping definition chart detailed in Figure 3.

Figure 3

Skills Proficiency Mapping Definitions

Level	Job Text	Company	Title
C - Superior / Excellent	Must be (flexible)...	Thales	L&D Coordinator
	Strong (orientation towards positive customer experience)	Thales	L&D Coordinator
	Strong interpersonal skills	Clark Builders	HSE Training Administrator
	Proven teamwork capabilities	McKesson	Training Coordinator
	A passion for learning, growing and developing others	Benevity	Learning Systems Coordinator
	Takes pride	KPMG	(Bilingual) Learning Coordinator
	High attention to detail	NRC	(RAP) Learning Coordinator
	Attention to detail		
	Solid knowledge of the MS Office Suite	NRC	(RAP) Learning Coordinator
	Advanced MS Excel skills (preferred experience)	AmerisourceBergen	Learning Coordinator
	Excellent		
	Proficient	L3Harris	Training Coordinator
	Core Competencies	CREA	L&D Coordinator
	Required	IBM	Training & Orientation Coordinator
	Deliver World Class services	Moody's	
	Desire	Structural Truss Systems	Training Coordinator
	Customer Focused and Service Driven	Petroplan	Development Coordinator
	Effective	PCL	Learning & Development Administrator
	Effectively	Treehouse	Training Coordinator
	Well-organized... Well-developed	Evraz	Operations & Training Coordinator
	Practice and Strive to embody	Structural Truss Systems	Training Coordinator
	Commitment	Artizia	Coordinator, Learning Administration
	Proactive	Protech	Site Training Coordinator
	Influential	BC Ferries	Operational Training Coordinator
	Lead	AbCellera	Learning and Development Coordinator
	Believe that skills and abilities are malleable and can be constantly expanded	Aesop	Training and Performance Coordinator
	Relish developing	Aesop	Training and Performance Coordinator
	Possess	City of Ottawa	Coordinator, Learning and Development
	Model servant leadership	City of Ottawa	Coordinator, Learning and Development
	Key or Unique qualifications	International Society Cell and Gene Therapy	Training and Development, Administrator
	Maintain	CNL	Emergency Services Operations Training Administrator
	Credibility within the department	City of Ottawa	Coordinator, Learning and Development
	See effort and practice as the keys to mastery	Aesop	Training and Performance Coordinator
Driven	BGIS	Bilingual Workplace Training Coordinator	
Inquisitive mindset	Sekure	Training Coordinator	
Natural disposition to think creatively	BRP	Learning and Development Coordinator	
Skills for high performance outcome-based	City of Ottawa	Coordinator, Learning and Development	
Explain complex matters in a clear concise matter	Sekure	Training Coordinator	
B - Intermediate / Good	Ability (to exercise good judgement..)	Thales	L&D Coordinator
	Preferred experience...	Thales	L&D Coordinator
	Ability to prioritize and manage a diverse workload	Clark Builders	Training Administrator
	Ability to work independently and collaboratively within a fast paced environment	McKesson	Training Coordinator
	Emphasizes and builds the value of service offered to the client	KPMG	(Bilingual) Learning Coordinator
	Behavioural Competency - Level 2 out of Level 4; Assessing Level 1 and 2 = B, Level 3 and 4 = C)	NRC	(RAP) Learning Coordinator
	Experience with ...[absence of "extensive" experience with implies intermediate rather than superior]	CREA	Learning & Development Coordinator
	Demonstrated ability	Benevity	Learning Systems Coordinator
	Willingness to work in a team environment	EY	Learning Coordinator
	View challenges as opportunities	Aesop	Training and Performance Coordinator
	Seek out new knowledge of contemporary learning and capability methodologies	Aesop	Training and Performance Coordinator
	Comfortable communicating with	CABC	Learning & Development Coordinator
	Asset (versus required)	CABC	Learning & Development Coordinator

The four soft skills that were mentioned over 80% of the time at a superior level requirement when stating the respective soft skill required was that of 1) Leadership, 2) Oral and Written 3) Dependable and 4) Customer Service. The 6 soft skills that were mentioned in over 50% of the data set anyway, but also stated over 50% of the time to be at a superior-level requirement of that respective soft skills were that of 1) Interpersonal, 2) Multi-tasking, 3) Detail-oriented, 4) Time management, 5) Adaptability and 6) Stakeholder management. The

soft skill of Self Motivation although mentioned in over 50% of the data set was shown to be at an Intermediate level definition than that stated at a superior-level requirement when defined and as shown in Figure 4 and Table 18.

Figure 4

Superior-Level Soft Skills Mapping

Superior-level Soft Skill Mapping (19 of 20)

Dominant	Strong	Weak
<p style="color: red; text-align: center;">Leadership</p> <p style="text-align: center;">Oral & Written</p> <p style="color: red; text-align: center;">Dependable</p> <p style="color: green; text-align: center;">Customer Service</p>	<p>Interpersonal</p> <p>Multi-tasking</p> <p>Detail-oriented</p> <p>Time management</p> <p>Adaptability</p> <p>Stakeholder management</p> <p>Engaged</p> <p>Presentation Skills</p> <p style="color: green;">Critical thinking</p> <p>Innovation - Creativity</p> <p>Cultural competence</p> <p>Project management</p> <p>Technically-savvy</p> <p>Confidentiality</p> <p>Good judgement</p>	<p style="color: green;">Self-motivation</p>

Notes:

Font Color	Change	Comments
Black	Similar	
Red	Added	Note-worthy skill added based on superior-level attainment
Green	Change	Change in pattern; While it was seen as strong in mention of the soft skill, in terms of whether you have superior-level

Table 19

Emphasis of the Soft Skill at a Superior-Level in the Job Announcement

Soft Skills	%	Pattern
Leadership	100	Dominant

Oral and written	88.89	Dominant
Dependable	88.89	Dominant
Customer service	84.6	Dominant
Engaged	78.6	Strong
Detail oriented	77.8	Strong
Interpersonal	76	Strong
Presentation skills	75	Strong
Critical thinking	73.9	Strong
Stakeholder management	69.7	Strong
Innovation – Creativity	69.2	Strong
Time management	68.6	Strong
Cultural competence	66.7	Strong
Project management	61.1	Strong
Multi-tasking	60.9	Strong
Technically-savvy	57.1	Strong
Adaptability	55.9	Strong
Confidentiality	50	Strong
Good judgment	50	Strong

The overall coding procedure for differentiating the 21 soft skills across the 63 job announcements were also visually mapped as planned for in [Figure C4](#) and shown in Figure 5 with the full text of the job announcement description of the soft skills listed in [Annex I: Table I1](#).

Figure 5

Soft Skills Mapping for Superior-Level (C) and Intermediate (B) in 63 Job Announcements

Job Announcement No.	Soft Skills																				
	Adaptability	Confidentiality	Critical Thinking	Customer Service	Detail-Oriented	Good Judgement	Interpersonal	Multi-Tasking	Oral & Written	Presentation Skills	Self-Motivation	Stakeholder Management	Time Management	Project Management	Technically Savvy	Innovation Creativity	Dependable	Preseverance Courage	Cultural Competence	Engaged	Leadership
1	C	ND	B	C	ND	B	C	C	C	B	B	C	C	B	ND	ND	ND	ND	ND	ND	ND
2	B	B	ND	C	B	B	B	B	C	ND	B	ND	C	ND	ND	ND	ND	ND	ND	ND	ND
3	B	ND	ND	C	B	ND	C	B	C	ND	B	C	B	B	ND	C	ND	ND	ND	ND	ND
4	C	ND	ND	C	ND	C	C	C	ND	C	C	ND	C	C	ND	ND	ND	ND	ND	ND	ND
5	ND	ND	ND	C	C	ND	B	C	C	ND	B	ND	C	C	ND	ND	ND	ND	ND	ND	ND
6	ND	ND	C	ND	ND	ND	C	B	B	B	C	ND	B	ND	ND	ND	ND	ND	ND	ND	ND
7	B	ND	ND	C	ND	ND	C	C	C	ND	B	C	C	B	ND	ND	ND	ND	ND	C	ND
8	ND	ND	B	C	C	B	B	B	B	ND	B	B	B	ND	ND	C	ND	ND	ND	ND	ND
9	B	ND	ND	C	C	ND	C	C	C	ND	B	B	C	ND	B	ND	ND	ND	ND	ND	ND
10	ND	ND	ND	C	C	ND	C	C	C	ND	B	ND	C	ND	ND	ND	ND	ND	ND	ND	ND
11	ND	ND	ND	B	ND	ND	C	B	C	ND	B	C	ND	ND	B	ND	ND	ND	ND	ND	ND
12	B	ND	C	ND	C	ND	C	B	C	ND	C	C	B	B	ND	C	ND	ND	ND	ND	ND
13	C	ND	ND	B	C	ND	B	ND	C	ND	C	ND	B	ND	ND	ND	B	ND	ND	ND	ND
14	ND	ND	ND	ND	ND	ND	ND	ND	C	B	ND	B	ND	ND	ND	ND	ND	ND	ND	ND	ND
15	B	B	B	B	ND	B	ND	B	B	ND	B	B	ND	ND	ND	ND	ND	ND	ND	ND	ND
16	C	ND	ND	ND	ND	ND	C	C	C	ND	B	ND	ND	ND	ND	ND	ND	B	ND	ND	ND
17	C	ND	ND	C	ND	ND	C	C	C	C	C	C	C	ND	ND	ND	ND	ND	ND	ND	ND
18	C	ND	ND	ND	ND	ND	C	ND	C	ND	ND	C	C	ND	ND	ND	ND	ND	ND	ND	ND
19	ND	B	ND	C	B	B	B	C	C	C	ND	B	ND	ND	ND	ND	ND	ND	B	ND	ND
20	B	C	C	C	B	ND	ND	B	C	ND	C	C	B	B	ND	C	C	ND	ND	ND	ND

UNsung HEROES OF TRAINING AND DEVELOPMENT

Job Announcement No.	Soft Skills																				
	Adaptability	Confidentiality	Critical Thinking	Customer Service	Detail-Oriented	Good Judgement	Interpersonal	Multi-Tasking	Oral & Written	Presentation Skills	Self-Motivation	Stakeholder Management	Time Management	Project Management	Technically Savvy	Innovation Creativity	Dependable	Preseverance Courage	Cultural Competence	Engaged	Leadership
36	C	ND	ND	C	C	ND	C	C	C	C	C	ND	C	ND	ND	C	ND	ND	ND	ND	ND
37	C	ND	ND	ND	ND	ND	C	ND	C	C	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
38	C	ND	ND	ND	C	ND	ND	B	B	ND	C	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
39	ND	ND	ND	ND	ND	ND	C	B	C	ND	ND	C	B	ND	ND	C	ND	ND	ND	C	ND
40	C	ND	B	ND	ND	ND	C	ND	C	ND	C	C	ND	ND	ND	ND	C	B	ND	C	C
41	ND	ND	ND	ND	ND	ND	ND	ND	C	ND	ND	ND	B	ND	ND	ND	ND	ND	ND	ND	ND
42	ND	ND	C	ND	B	ND	B	B	C	ND	B	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
43	B	ND	C	ND	C	B	C	C	C	ND	B	C	ND	C	ND	ND	ND	ND	ND	ND	ND
44	C	ND	C	C	C	B	C	C	C	C	C	C	C	C	ND	B	C	ND	ND	C	C
45	C	ND	ND	ND	C	ND	ND	ND	C	ND	ND	ND	ND	B	ND	ND	ND	ND	ND	ND	ND
46	ND	ND	C	ND	C	ND	C	C	C	ND	ND	ND	ND	ND	ND	ND	C	ND	ND	C	C
47	ND	ND	ND	ND	C	ND	C	C	C	C	ND	C	ND	ND	B	ND	ND	ND	ND	B	ND
48	ND	ND	C	ND	ND	ND	C	ND	C	ND	ND	C	ND	ND	C	C	C	ND	ND	C	C
49	B	ND	C	ND	ND	ND	C	B	C	ND	ND	C	C	ND	C	B	C	ND	C	B	ND
50	C	ND	C	C	C	ND	C	C	C	ND	C	ND	C	ND	ND	ND	ND	ND	C	C	ND
51	B	C	ND	ND	C	C	C	C	C	ND	C	C	C	ND	ND	ND	C	ND	ND	ND	C
52	B	ND	C	C	C	ND	B	C	C	ND	C	C	C	ND	ND	ND	ND	ND	ND	ND	ND
53	ND	ND	C	C	C	ND	B	B	C	ND	B	B	C	C	ND	C	ND	ND	ND	C	C
54	ND	ND	C	ND	ND	ND	ND	C	ND	ND	ND	ND	C	C	ND	ND	ND	ND	ND	ND	ND
55	B	ND	ND	ND	B	ND	C	B	C	ND	ND	ND	B	ND	ND	ND	ND	ND	ND	ND	ND
56	ND	ND	ND	ND	ND	B	C	C	C	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
57	C	ND	ND	B	ND	ND	C	B	B	ND	ND	C	B	B	C	C	ND	ND	ND	C	C
58	B	ND	C	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
59	ND	ND	C	C	C	C	C	C	C	ND	ND	C	ND	ND	C	ND	C	ND	ND	ND	ND
60	C	ND	B	C	C	ND	C	C	C	C	C	B	C	C	ND	ND	ND	ND	ND	ND	ND
61	C	ND	ND	ND	C	C	C	C	C	C	C	ND	ND	C	ND	ND	ND	ND	ND	ND	ND
62	ND	ND	B	ND	B	ND	C	B	ND	ND	B	C	ND	ND	ND	ND	ND	ND	ND	ND	ND
63	C	C	ND	C	ND	C	C	ND	C	B	ND	C	ND	C	ND	B	C	ND	ND	C	C

What is the Commonly Referred Job Title for Someone in this Role?

Commonly referred job title for someone in this role is that of the Learning Coordinator, when grouping the title of “Administrator” for “Coordinator” and “Training” for “Learning” ($n = 42, 64.62\%$), followed by Learning and Development Coordinator or Administrator, when grouping “Training” for “Learning”, such as in Training and Development Coordinator or Administrator ($n = 14, 21.54\%$). There were a few postings that had a novice practitioner and expert stated with the use of the job title, often proceeded by the wording of Senior or Junior.

Table 20

Commonly referred job title

Job Title	<i>n</i>	%
Training Administrator/Coordinator	42	64.62
Training and Development Administrator/Coordinator	14	21.54
Other	9	13.85
	65	100

This concludes the section of results in this chapter where the main goals of this study identified the most frequently required main accountabilities, education, experience, technical and superior-level soft skills for the role of the Training administrator derived from job announcement postings. In summary, the results show that Training administrators:

1. Have five main responsibilities categorized as: (1) LMS administration, (2) Logistical support, (3) Data analytics, (4) Design and development and (5) Learning communication.
2. Have attained a minimum diploma, ideally in a department of education, with a minimum of two to five years of working experience, and a nice-to-have technical knowledge of an LMS.
3. Superior-level oral and written soft skill was considered the most frequently mentioned competency in job announcements, followed by interpersonal, multi-tasking, detail-

oriented, time management, adaptability and collaborating effectively with stakeholders (stakeholder management).

4. Most frequently used job title for this role was found to be that of a Learning Coordinator.

The next section will highlight the discussions, implications, limitations, and future research recommendations of the study.

Chapter Five. Conclusions

This chapter provides conclusions about the study. It first describes the implications of this study to practice followed by implications to research and theory. Next, the chapter closes with identifying the limitations of the study and suggestions for future research.

Implications to Practice

The research presented in this study suggests several implications to better inform practice from multiple perspectives: beginning with the creation of the position, followed by the hiring of qualified applicant(s), and finally, in the development of a job performance evaluation.

From the perspective of the employer, the studies five most frequently recorded competencies of:

1. LMS administration (100%)
2. Logistical support (85.71%)
3. Data analytics (66.67%)
4. Design and Development (58.73%), and
5. Learning communication specialist (57.14%).

serves as a solid framework by which the creation of an industry-standardized specific work tasks can be established. Moreover, the breadth of responsibilities solidifies to the employer that not only are the contributions significant but can impact the strengths that this role can lend to in a Training and Development group. According to Klein & Kelly (2018), soft skills such as communication and interpersonal skills are not always easily measured from a resume, as they are better assessed during a job interview. As such, following the job requisition approval process of the administrator and its subsequent job posting, the creation of interview questions for the hiring process can be based on the eight (8) most frequently mentioned soft skills with a focus on the superior-level and dominant cited oral and written skills found in this study required to function successfully on the job. Once a qualified applicant is selected for the role, or

for those already employed in the role, it becomes essential to then identify and address any gaps between an employer's expectation of the role's contribution in a job performance evaluation process. Specifically, compelling evidence in this study identified work tasks related to the design and development process to an administrator-level position which also overlapped with work tasks established from the literature and industry of an Instructional Designer. IBSTPI (2012) cited comparable competencies with respect to an Instructional Designer by establishing effective communication as a requirement, while this study recorded a dominant pattern of requiring oral and written skills as a requirement for the Training Administrator. ISPI (n.d.) cited working in partnership with clients and stakeholders as essential requirements for the Instructional Designer, including ATD (2023) emphasizing collaboration and leadership as foundational competencies, while this study showed strong mentions in job postings of interpersonal and stakeholder management skills for the role of Training Administrator. Additionally, ATD (2023) defined instructional design in its developing professional capability requirement, like the studies finding on the frequently mentioned responsibilities required of Training Administrator to design and develop curricula.

From the perspective of the job seeker, one of the goals of this study was to inform applicants as to what skills employers look for the most in the field of Training and Development considering the literature lacked its specific definitions. This vast gap in information from researchers is answered by this study. The results of this study showed employers perspectives are primarily to cast a wider and broader net of required expertise, in acting as "the jack of all trades" in the profession. Moreover, implications to practice can be seen with the expectations surrounding job seekers knowledge and skills in the technical domain. This study reported on the current trend in the field regarding technical skillset with 15 specific mentions of different instructional design authoring tools (e.g., Articulate360) and LMS's (e.g., Absorb) which can be regarded as an advantage to further develop amongst the pool of applicants in the field. According to Domeyer (2005) it was noted that general administrative professionals across all

industries by 2020 would handle new and more complex responsibilities within the workplace with greater specialization expected. Foxon et al (2003) defined a challenge shared with all Administrators, including those in Training, for the requirement to deliver what is needed by the organization, to produce results and to do it in the fastest and most cost-effective manner possible. This is accomplished with the expectation of Training Administrators to be action-oriented, proactive, and not reactive. Frequently mentioned soft skills in this study of adaptability and self-motivation are some examples where Administrators are expected to be proactive and action-oriented in their work tasks. In summary, many established competencies from this study can be used by job seekers in a personal gap analysis assessment allowing them to appeal to specific skills and knowledge for development to function successfully on the job.

Implication to Research and Theory

The research presented in this study suggests several implications to research and theory mainly derived from the perspectives of professional associations and related academic programs. The ability to use the industry-perspective of required competencies from a Training and Development field in this study would assist in establishing the baseline of future competency models, related certifications and improving current academic program goals and course objectives. Specifically, this study provides insights into competencies needed by as many as 20% of all Training professionals from communication, interpersonal, multi-tasking, being detail-oriented, managing time, adapting, and to being self-motivated. Many of the generalized competency models used by professional associations to-date do not consider some of the cited emerging competencies to guide professional development through credentialing.

In addition, while the study was able to record only a small sample of job postings with salary ranges, mainly due to a government's obligation to public disclosure, further implications from this study may lead to assessing whether a fair and comparable compensation is being reflected based on the contributions of the Administrator.

The literature review in this study established that there is limited research pertaining to a competency framework specifically for the role of the Administrator. As such, one can assume that the absence of both an established competency model, as well as the roles positioning in the Training and Development group, may be contributing to a lack of career advancement opportunities for the position in the field. According to Kenny (1979), one problem identified in the 1960s when members of the OSTD were first tasked to create a certification program of the Training profession, was that a vast majority of trainers were short-term people then who used the Training function as a steppingstone to higher managerial roles. Moreover, by the late 1970s, most of the Instructional Design professionals entering the workforce received their training from work settings, compared to others who entered the field through graduate-level academic programs. As such, theory for the new field at the time emerged from a broad range of disciplines with professional associations beginning the process of mapping key essential questions to the identity for the role (Richey et al., 2001). Many competency models from professional associations in the role of Instructional Designer today may have allowed for academic programs to offer degrees specific to the field, while data supports this stream which does indeed establish a degree as a minimum requirement and current trend in the industry.

With respect to the role of the Administrator, this study recorded the most frequently mentioned minimum educational-level requirement to be at a diploma-level. One may derive that the requirement of a diploma rather than a bachelor's (or graduate) degree in the field may be explained by the absence of a standardized competency modelling for the role, as was seen in the 1960s with the Training professional's practice in Canada. Finally, educational programs could still benefit from this research overall by also setting expectations of their graduates with the jobs they could qualify for today when entering the workforce with a bachelor or graduate-level degree in adult education or educational technology departments.

Limitations and Future Research Suggestions

One of the limitations of this study was found to be primarily in the collection of the data. First, the amount of time taken to collect the data during a period of five months in 2021 within a rapidly evolving industry may deem the collection of job announcements for that period to vary as of today. Second, the collection of job postings considered those in the Canadian region only, and a suggestion for future research is to extend the study to other geographical areas, mainly in the US and UK following the professional associations established in the industry. Finally, while the intent and design of the study was to collect data from both 1) job descriptions directly from employers and 2) job announcements posted publicly and online, the latter method collected 63 job announcements and data saturation was achieved for the studies purpose. Nonetheless, future research suggestions may be in comparing data between the two sources, that of job descriptions and job announcements, in search of common trends that might emerge for the role and responsibilities including competencies sought for the profession. Further, adding another source of data could be considered as well with the collection through semi-structured interviews from Training Administrators and employers in the field, with results comparing the data found in job announcements for the role to be another limitation of the studies design. Another limitation of the study is with the analysis of the data by extending to other comparative methods such as crosstabulations and the Chi-square Test of Independent to determine whether there is a significant difference between expected and observed frequencies in one or more categories, as was conducted in Byun's study of 2000. For instance, the expected competencies from government or not-profit settings varied considerably in seeking for instructional design skillsets, compared to the corporate settings which did not expect them. Future research suggestion may be required to understand this phenomenon suggesting perhaps that job classifications for the Training Administrator by governments, as paraprofessionals, are at a higher level compared to job classifications by corporate sectors who may deem the roles focus only on the coordinating-level work tasks. Moreover, the question of

career advancement opportunities for the Training Administrator role within different settings may also be considered as future research questions to assess regarding turnover. Additionally, the most frequently mentioned educational requirement for the position was at a diploma-level and future research considerations could examine if career advancement is dependant on attaining a higher level of education specific to the field.

The term of “Unsung Hero” became known to the researcher around 2015 while being employed in the corporate sector. The Director General (DG) at the time announced to staff that he believed we had an overshadowed employee, who led with quiet efficiency for over 20 years and then called him the “Unsung Hero”. This steadfast employee led the bridge between government and industry stakeholders, often doing so while blending into the background and still perceived by many as the “glue” of the organization’s ability to sustain in a domain of complex constituencies. He was a “silent powerhouse”, consistently performing above and beyond, and doing so unnoticed and unappreciated. He was eventually recognized for his exemplary impact. Similarly, the role of the Training Administrator, or the paraprofessional in the field, has been overlooked in the literature and perhaps by their own employers too for their important contributions. These paraprofessionals are the Unsung Heroes of Learning and Development. More and more, organizations have thus come to the realization the need to invest in the intangibles, the knowledge, and skills of its people capital (Hazan & Smit, 2021). As the Administrator’s role continues to evolve without a shared competency framework to build from in the literature and practice, they do so while contributing invisibly to the world’s knowledge economies of today.

References

- Appana, S. (2008). A review of benefits and limitations of online learning in the context of the student, the instructor, and the tenured faculty. *International Journal on eLearning*, (7)1, 5–22.
- Association for Talent Development. (2023). *Talent development capability model*. Association for Talent Development.
https://capability.td.org/?_gl=1*_56ty6*_ga*MTg5NTA5ODY1OC4xNjY0NTQzOTU1*_g_a_7K8E29WLBj*MTY2NDU0Mzk1NC4xLjEuMTY2NDU0NTQwNS40Ny4wLjA.#/.
- Berge, Z., de Verneil, M., Berge, N., Davis, L., & Smith, D. (2002). The increasing scope of Training and Development competency. *Benchmarking: An International Journal*, (9)1, 43– 61. <https://doi.org/10.1108/14635770210418579>
- Boettger, R. K., & Palmer, L. A. (2010). Quantitative content analysis: Its use in technical communication. *IEEE Transactions on Professional Communication*, (53)4, 346–356.
- Brill, J. M., Bishop, M. J., & Walker, A. E. (2006). The competencies and characteristics required of an effective project manager: A web-based delphi study. *Educational Technology, Research and Development*, 54(2), 115–140.
- Byun, H. (2000). *Identifying job types and competencies for instructional technologists: A five-year analysis* (Publication No. 9993525) [Doctoral dissertation, Indiana University]. ProQuest Dissertations & Theses Global (PQDT).
- Carliner, S., Castonguay, C., Sheepy, E., Ribeiro, O., Sabri, H., Saylor, C., & Valle, A. (2015). The job of a performance consultant: A qualitative content analysis of job descriptions. *European Journal of Training and Development*, (39)6, 458–483.
<https://doi.org/10.1108/EJTD-01-2015-0006>
- Carliner, S., & Driscoll, M. (2019). *An overview of Training and Development: Why Training matters*. Lakewood Media Group LLC.

Chartered Institute of Personnel and Development. (2023). *Core knowledge*. CIPD.

<https://www.cipd.org/en/the-people-profession/the-profession-map/explore-the-profession-map/core-knowledge/>

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Domeyer, D. (2005). The office of the future presents a world of opportunity for administrative professionals. *Office Pro*, 65(6), 12–16.

Exceptional Admin. (n.d.). *The history of being an executive assistant*. Exceptional Admins.

<https://www.exceptionaladmins.com/blog/adminprofessionhistory>

Foxon, M., Richey, R. C., Roberts, R. C., & Spannaus, T. W. (2003). *Training manager competencies: The standards* (3rd ed.). Eric Clearinghouse on Information and Technology.

Freifeld, L. (2021, November 19). 2021 Training industry report. *Training*.

<https://pubs.royle.com/publication/?m=20617&i=727569&p=20>

Glass, M. (2020, September 20). *Indeed vs. LinkedIn: A guide for employers*. MoneyWise.

<https://moneywise.com/managing-money/how-to-earn-money/indeed-vs-linkedin-a-guide-for-employers#:~:text=LinkedIn's%20job%20board%20isn't%20quite%20as%20massive%20as.It's%20a%20fluid%20and%20holistic%20ecosystem%20for%20hiring.>

Government of Canada. (2023). *Labour market information: Instructional assistant – primary and secondary school in Canada*. Job Bank.

<https://www.jobbank.gc.ca/marketreport/requirements/26536/ca>

Hazan, E., & Smit, S. (2021, July 13). *How defining intangible investments can help grow the knowledge economy*. McKinsey Global Institute.

<https://www.mckinsey.com/mgi/overview/in-the-news/how-defining-intangible-investments-can-help-grow-the-knowledge-economy#/>

- InformIT. (2002, February 1). *Now what? – Becoming an IT Training and the CTT+ certification*. Pearson Education.
<https://www.informit.com/articles/article.aspx?p=25140&seqNum=5>
- Institute for Performance and Learning. (n.d.). *About us*. ISPI.
<https://performanceandlearning.ca/page/I4PLAboutUs>
- International Association of Administrative Professionals. (n.d.). *About IAAP*. IAAP.
https://www.iaap-hq.org/general/custom.asp?page=about_iaap
- International Board of Standards for Training, Performance and Instruction. (2021, April 2). *Instructor competencies*. IBSTPI. <https://ibstpi.org/product/instructor-competencies/>
- International Society for Performance Improvement. (n.d.). *Performance standards*. ISPI.
<https://ispi.org/page/CPTStandards>
- Kang, Y., & Ritzhaupt, A. D. (2015). A job announcement analysis of educational technology professional positions: Knowledge, skills, and abilities. *Journal of Educational Technology Systems*, (43)3, 231-256. <https://doi.org/10.1177/0047239515570572>
- Kenny, J. B. (1979). Core competencies of a trainer. *Industrial and Commercial Training*, 11(1), 12–15.
- Klein, J. D., & Kelly, W. Q. (2018). *Competencies for instructional designers: A view from employers*. *Performance Improvement Quarterly*, 31(3), 225–247.
<https://doi.org/10.1002/piq.21257>
- Klein, J.D., & Jun, S. (2014). *Skills for instructional design professionals*. *Performance Improvement*, 52(2), 41-46. <https://doi.org/10.1002/pfi.21397>
- Koszalka, T., Russ-Eft, D., & Reiser, R. (2013). *Instructional design competencies: The standards* (4th ed.). Information Age Publishing.
- Lanier, C. R. (2009). Analysis of the skills called for by technical communication employers in recruitment postings. *Technical Communication*, 56(1), 51–61.

- Larson, M. B., & Lockee, B. B. (2004). Instructional design practice: Career environments, job roles, and a climate of change. *Performance Improvement Quarterly*, 17(1), 22–40.
<https://doi.org/10.1111/j.1937-8327.2004.tb00300.x>
- Maher, C., Hadfield, M., Hutchings, M., & de Eyot, A. (2018). Ensuring rigor in qualitative data analysis: A design research approach to coding combining NVivo with traditional material methods. *International Journal of Qualitative Methods*, 17 (1), 1–13.
<https://doi.org/10.1177/1609406918786362>
- Martin, F., Chen, Y., Oyarzun, B., & Lee, M. (2022). Learning and development roles and competency domains in higher education: A content analysis of job announcements. *Journal of Computing in Higher Education*, (34)2, 297–320.
<https://doi.org/10.1007/s12528-021-09290-2>
- Mattice, C. (2019). *Know the difference: Job descriptions vs. job announcements*. Civility Partners. <https://civilitypartners.com/know-the-difference-job-descriptions-vs-job-announcements/>
- McLagan, P. A., & Bedrick, D. (1983). Models for excellence: The results of the ASTD Training and Development competency study. *Training and Development Journal*, 37(6), 10–19.
- McLagan, P. A. (1997). Competencies: The next generation. *Training and Development*, 51(5), 40.
- North, C., Shortt, M., Bowman, M. A., & Akinkuolie, B. (2021). How instructional design is operationalized in various industries for job-seeking learning designers: Engaging the talent development capability model. *Association for Educational Communications & Technology*, (65), 713–730, <https://doi.org/10.1007/s11528-021-00636-2>
- nrcp_s3ymb2. (2018, February 14). National Resource Center for Paraeducators.
<https://nrcre.org/paranews/whats-in-a-name-2/>

Project Management Institute. (2004). A guide to the project management body of knowledge:

PMBOK Guide (3rd ed.). Project Management Institute, Inc.

Reiser, R. A. (2001). A history of instructional design and technology: Part I: A history of instructional media. *Educational Technology Research and Development*, (49)1, 53–64.

<https://doi.org/10.1007/BF02504506>

Reiser, R. A., (2001). A history of instructional design and technology: Part II: A history of instructional design. *Educational Technology Research and Development*, (49)2, 57–67.

<https://doi.org/10.1007/BF02504928>

Richey, R. C., Fields, D. C., & Foxon, M. (2001). *Instructional design competencies: The standards* (3rd ed.). ERIC Clearinghouse on Information and Technology.

Ritzhaupt, A., Martin, F., & Daniels, K. (2010). Multimedia competencies for an educational technologist: A survey of professionals and job announcement analysis. *Journal of Educational Multimedia and Hypermedia*, (19)4, 421–449.

Ritzhaupt, A. D., & Martin, F. (2014). Development and validation of the educational technologist multimedia competency survey. *Education Technology Research and Development*, (62)1, 13–33. <https://doi.org/10.1007/s11423-013-9325-2>

Robinson, D.G., & Robinson, J.C. (2008). *Performance consulting – A practical guide for HR and learning professionals* (2nd ed.). Berrett-Kohler, San Francisco, CA.

Robinson, P. A., Stojanovic, M., Robinson, Z. Z., & Russo Lyons, R. (2021). Pandemonium, panic and the pandemic: Implications for human resource development from an unplanned shift to online learning. *European Journal of Training and Development*, (46), 5-6,

667–681. <https://doi.org/10.1108/EJTD-01-2021-0015>

Statistics Canada. (n.d.). *Statistics Canada homepage*. Statistics Canada.

<https://www.statcan.gc.ca/en/start>

Statistics Canada. (2021, October 27). *National Occupational Classification (NOC) 2021*

Version 1.0: All examples - 43100 - elementary and secondary school teacher assistants. Government of Canada.

<https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getAllExample&TVD=1322554&CVD=1322870&CPV=43100&CST=01052021&CLV=5&MLV=5&V=403183&VST=01052021>

Sugar, W., Hoard, B., Brown, A., & Daniels, D. (2012). Identifying multimedia production competencies and skills of instructional design and technology professionals: An analysis of recent job postings. *Journal of Educational Technology Systems, (4)3*, 227–249.

<https://doi.org/10.2190/ET.40.3.b>

Surrency, M., Churchill, C., Sanchez, M., & Scott, J. L. (2019). Content analysis of higher education instructional design job postings: Required and preferred qualifications. In S. Carliner (Ed.), *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1060-1074). Association for the Advancement of Computing in Education (AACE).

U.S., Bureau of Labor Statistics. (2023, September 6). Occupational outlook handbook: Training and Development specialists. U.S. Department of Labor.

<https://www.bls.gov/ooh/business-and-financial/Training-and-development-specialists.htm#tab-2>

Van Rooij, S. W. (2012). The career path to instructional design project management: an expert perspective from the US professional services sector. *International Journal of Training and Development, (17)1*. 33-53. <https://doi-org/10.1111/j.1468-2419.2012.00414.x>

- Vieira, P. (2022, April 8). Canada's unemployment rate hits record low of 5.3% in March: Jobs report cues bank of Canada for half-percentage point rate rise next week, economists say. *WSJ Pro Central Banking*. <https://lib-ezproxy.concordia.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Ftrade-journals%2Fcanadas-unemployment-rate-hits-record-low-5-3%2Fdocview%2F2648104132%2Fse-2%3Faccountid%3D10246>.
- Villachica, S.W., Marker, A., & Taylor, K. (2010). But what do they really expect? Employer perceptions of the skills of entry-level instructional designers. *Performance Improvement*, (22)4, 33-51. <https://doi.org/10.1002/piq.20067>
- Wang, W., Chen, Y., Ritzhaupt, A. D., & Martin, F. (2021). Examining competencies for the instructional design professional: An exploratory job announcement analysis. *International Journal of Training and Development*, (25)2, 95–123. <https://doi.org/10.1111/ijtd.12209>

Appendices

Appendix A – Call for Job Description Submissions

SUBJECT: Call for Ed-Tech Job Description Submissions

Dear Valued Ed-Tech Alumni Member

Are you currently working in the field of Ed-tech and would like to contribute to research which aims to further enrich the industries employment opportunities?

If so, a Master's Student in Ed-Tech would like for you to participate in a research project.

I am conducting a brief study to better understand the required competencies of people who serve as Coordinators and/or Administrators of an internal Training Unit. This would be someone with job titles such as:

- "Training Administrator"
- "Training Coordinator"
- "Learning Management System (LMS) Coordinator or Administrator"

Specifically, I am interested in examining job descriptions for these positions, in order to get an idea of the required competencies and qualifications sought by employers.

To facilitate this study, please provide me with a detailed job description for the aforementioned positions in your organization. Please kindly note to remove all identifying information, including your company name and the names of specific individuals that might appear in those job descriptions prior to your submission. Please respond directly to nora.amer@gmail.com by Friday, January 29th, 2021.

Thanking you in advance for your time and support.

Nora Amer
Principal Investigator
M.A. Educational Technology (candidate)
Department of Education
Concordia University

Appendix B – Reminder: Call for Job Description Submissions

SUBJECT: Reminder: Call for Ed-Tech Job Description Submissions

Dear Valued Ed-Tech Alumni Member:

Thank you to those who have already submitted job descriptions with job titles of:

- “Training Administrator”
- “Training Coordinator” or
- “Learning Management System (LMS) Coordinator or Administrator”

This is a friendly reminder for those who have yet to submit the job descriptions requested to help a fellow master’s Student of Ed-Tech further her research study. As noted in the earlier email, please remove all identifying information, including your company name and the names of specific individuals that might appear in those job descriptions prior to your submission.

Please do so by **Monday, February 15, 2021**, to nora.amer@gmail.com

Thanking you in advance for your time and support.

With kind regards

Nora Amer
Principal Investigator
M.A. Educational Technology (candidate)
Department of Education
Concordia University

Appendix C – Figures for the Coding Procedure

Figure C1

The 7 Phases of the Coding Procedures

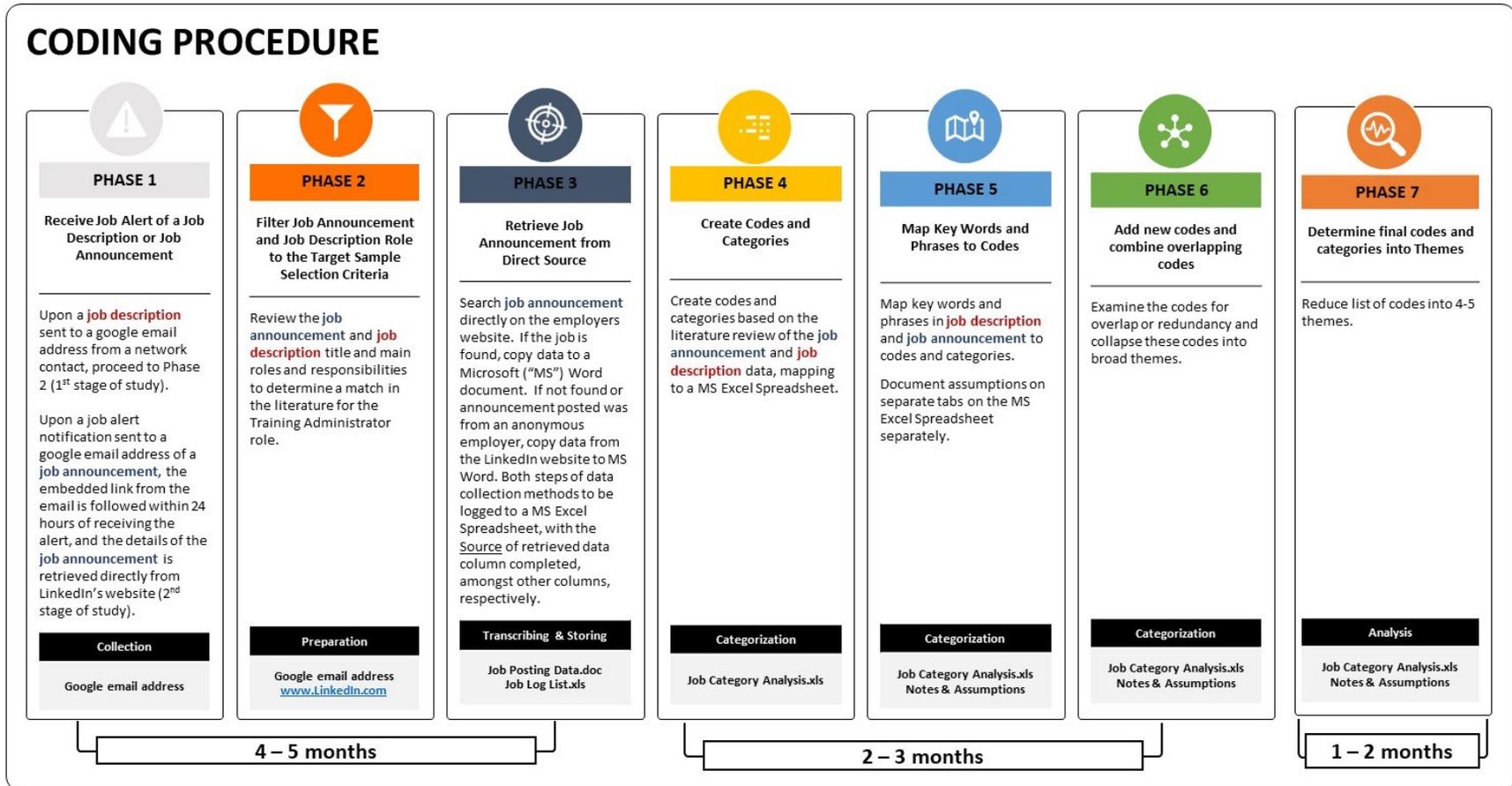


Figure C2

Creating Codes and Categories for Job Roles and Responsibilities

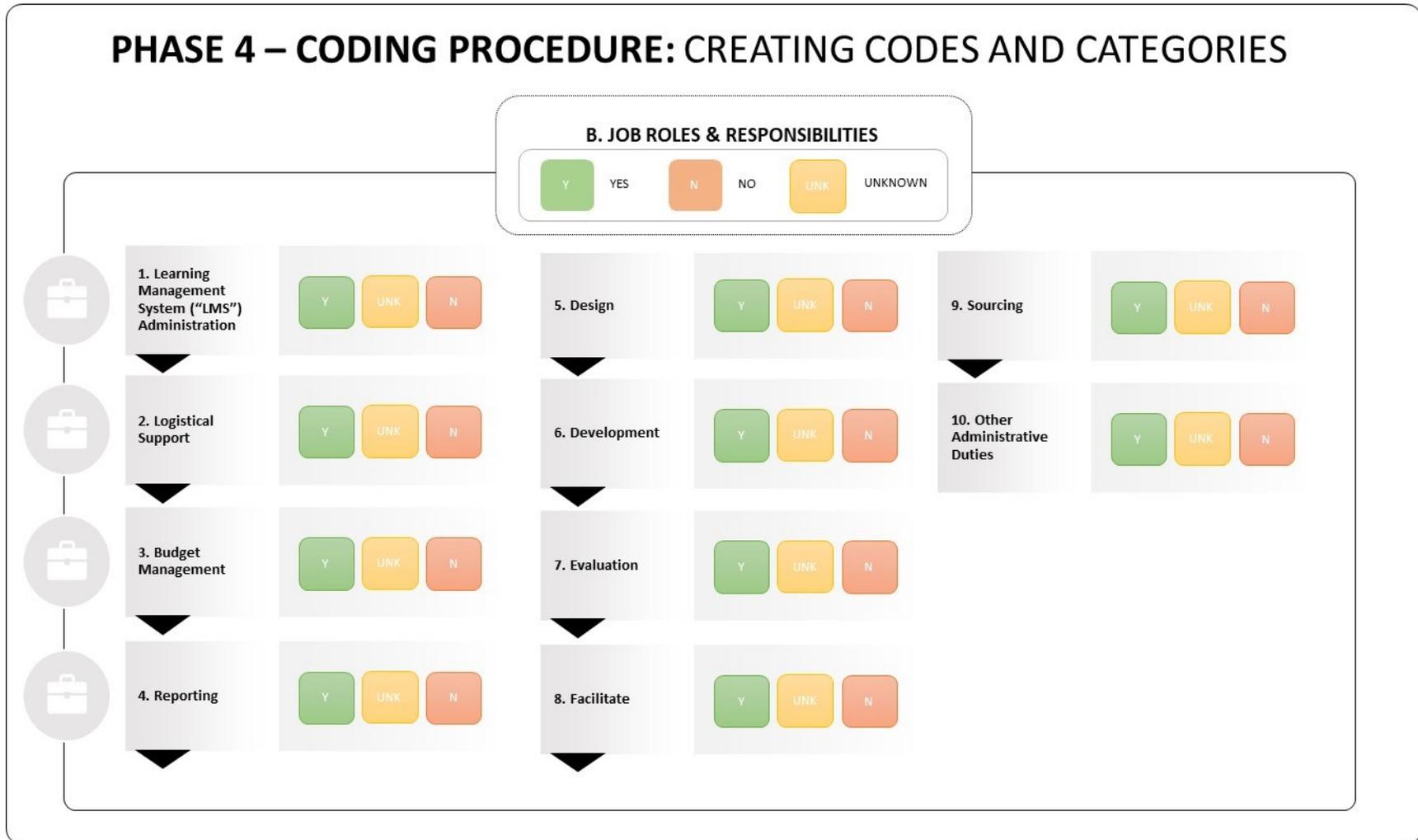


Figure C3

Creating Codes and Categories for Job Qualification Requirements

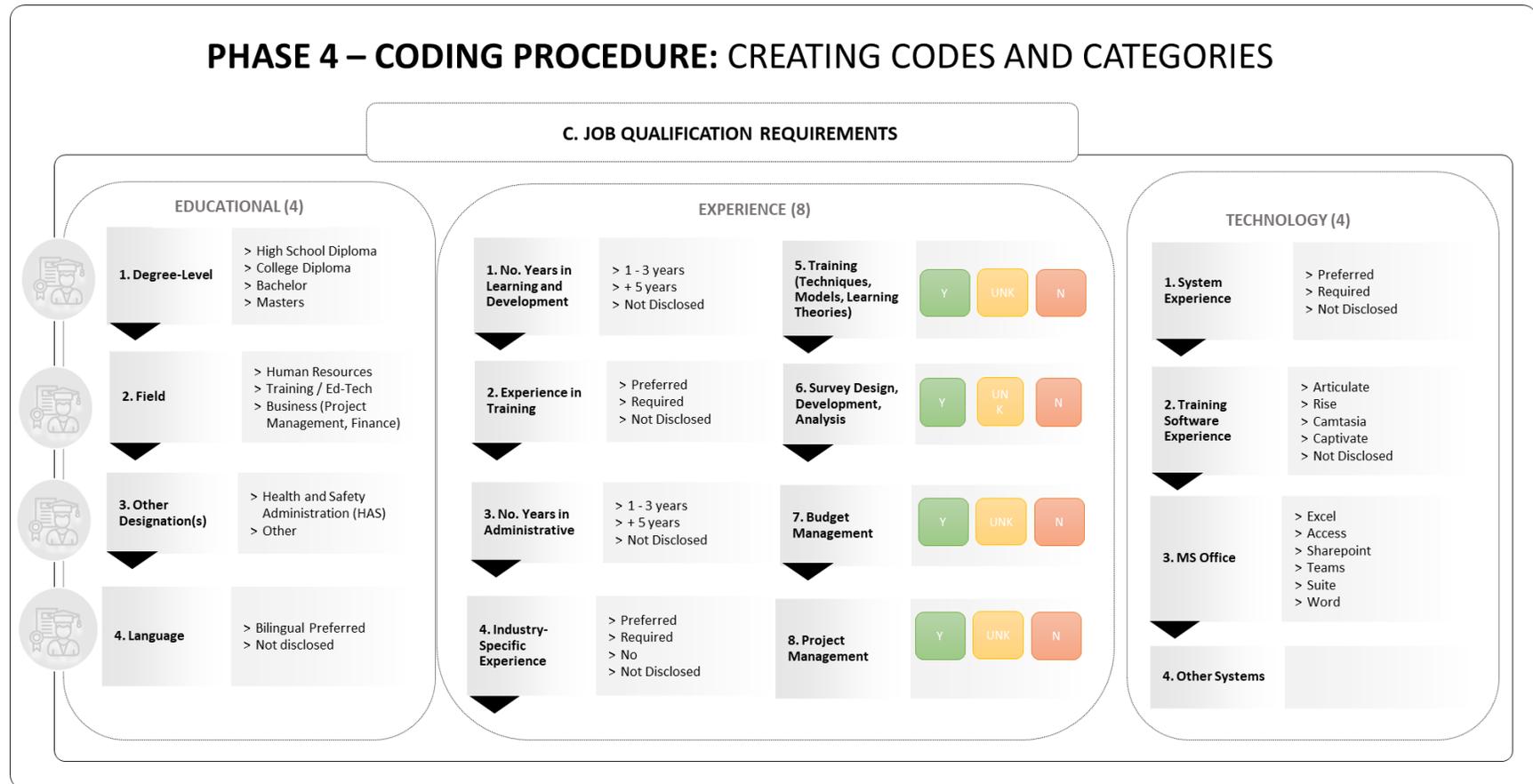


Figure C4

Creating Codes and Categories for Job Soft Skill Requirements

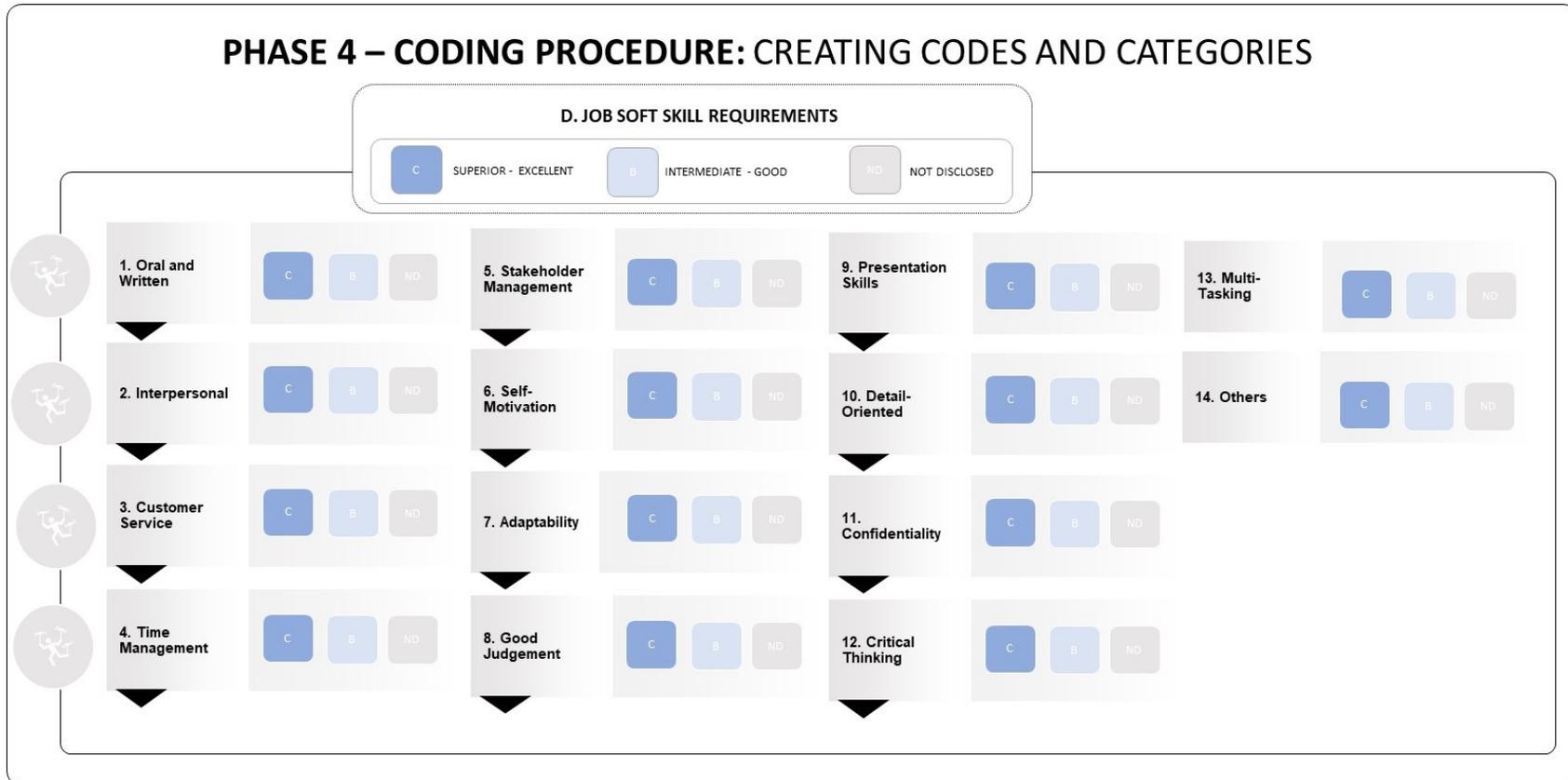
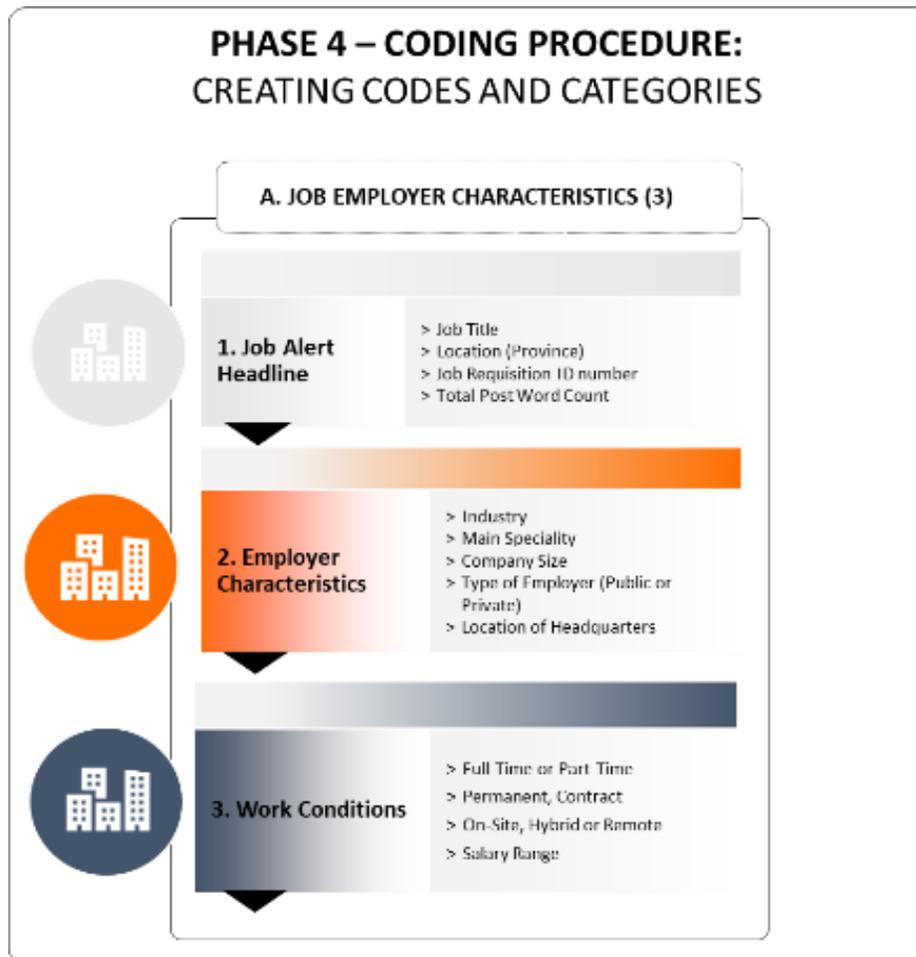


Figure C5*Creating Codes and Categories for Job Employer Characteristic*

Appendix D – Key Tasks for the LMS Administration Role and Responsibilities

Table D1

LMS Administration Role and Responsibility Detailed Task by Category

Category	Sub-category	Role and Responsibility Description
System	Data	<ul style="list-style-type: none"> • Add accounts
Administration (213)	Management Process (119)	<ul style="list-style-type: none"> • Add onboarding content • Administer Training information • Archiving content • Archive Courses • Assign learning content assets • Build class lists • Collect data • Content audits resulting in updates, vendor contracts or archiving content • Contract Setup • Coordination of staffing • Create and maintain content • Create courses • Customize Training agreements for workshops • Data collection • Data entry • Data entry and requests in LMS • Data input into LMS (2) • Data maintenance • Data retrieval into LMS • Delete accounts • Deploy technical documentation • Develop database of existing courses, course references and resource materials • Document Training deliverables and outcomes • Drive content accuracy and consistency • Editing learning objects in the LMS (2)

-
- Ensure agreements are signed and on file
 - Ensure data collected at onboarding stage in system
 - Ensure on-going maintenance
 - Ensure Training is up to date
 - Ensure updates to system
 - Entering programs in CRM
 - Input learning materials into the LMS
 - Keep learning portal content up to date
 - Keep trainers tasks up to date
 - Keep up to date the roadmap of upcoming courses modifications
 - Maintain accuracy of data within LMS
 - Maintain and review Training records management systems
 - Maintain class lists
 - Maintain contracts
 - Maintain data entry
 - Maintain database
 - Maintain database of Training records
 - Maintain existing Training procedures
 - Maintain existing Training programs
 - Maintain export control status log
 - Maintain integrity of system records
 - Maintain inventory
 - Maintain learning tools
 - Maintain lessons, handouts, workbooks and multimedia presentations
 - Maintain material, make updates
 - Maintain or update Training content
 - Maintain planning documentation
 - Maintain records and documentation (3)
 - Maintain records of learning event metrics (attendance, supply levels, etc.,)

-
- Maintain skills capability matrix
 - Maintain supporting documents such as job aids, FAQ's or checklists
 - Maintain technical documentation
 - Maintain technical knowledge
 - Maintain Training database
 - Maintain Training database and systems
 - Maintain Training matrix, curriculums, learning plans, Training catalog
 - Maintain Training pages
 - Maintain Training records (3)
 - Maintain Training records
 - Maintain Training workflow and pages
 - Maintaining accurate Training records
 - Maintaining learning objects in the LMS (2)
 - Maintaining personnel files
 - Maintains Training data
 - Maintains Training library resources and distributes materials
 - Maintenance of Training records
 - Manage and maintain up to date information on website
 - Manage and update enrollment processes and completions
 - Manage and update enrollment processes and completions
 - Manage document submittals in System
 - Manage learning profiles
 - Manage Training course
 - Manage Training records and data
 - Manage Training records into LMS
 - Manage workflow documentation
 - Modify and update Training material

-
- Monitor users
 - Monitor workplans
 - Monitoring Training completions
 - Organize and controls data and records for Training
 - Organize and file Training records
 - Organize Training documents
 - Process access to Training to systems
 - Provide course management (setting up, editing, maintaining courses and programs)
 - Publish and maintain learning assets
 - Publish courses
 - Publishing courseware
 - Record management systems
 - Record onsite Training through LMS
 - Report on issues
 - Review and maintain Training materials
 - Setup learning objects in the LMS
 - Set-up of new courses in LMS
 - Support learning content uploads
 - Timely entry of Training documents into systems
 - Track and maintain new information
 - Track compliance of onsite Training through LMS
 - Track registrant database and program metrics
 - Track skills gaps in Training completion
 - Track Training completion
 - Track, manage class information and completion of tasks
 - Tracking of class completions
 - Update course catalogue via website and intranet
 - Update course materials
 - Update Training workshops and resources

- LMS (76)
- Act as LMS Administrator (4)
 - Address system issues from identification through resolution
 - Administer and support sites and LMS
 - Administration and maintenance of LMS
 - Administration and reporting of LMS
 - Administration of licenses
 - Administration of technology
 - Applying software licenses
 - Assist upload and test course content into LMS
 - Assist with review, testing and implementation of LMS upgrades or patches/fixes
 - Assist with the development of programs within LMS
 - Backup materials hosted on LMS
 - Coordination of Training requirements with LMS
 - Course and class submission in LMS
 - Create and maintain system
 - Create and update practices in system
 - Develop and setup custom communications to participants on the LMS
 - Developing procedures of the LMS
 - Document LMS system processes
 - Document, maintain and update releases
 - Documentation management in LMS
 - Ensure efficient and effective operation of LMS
 - Ensure LMS is primary source of Training records
 - Establish and maintain links to systems
 - Improve available tools and internal processes
 - LMS
 - LMS Administration (2)
 - LMS Messaging and Branding
 - LMS SME (2)

- Maintain LMS, policies and processes
- Maintain system (onboarding website)
- Maintain system parameters
- Manage and maintain LMS
- Manage as the primary administrator for the LMS
- Manage information in LMS
- Manage LMS
- Manage LMS through validating course setup, preparing for upgrades
- Manage look and feel of LMS
- Manage maintenance of LMS
- Manage org. structures, content standards, workflows and content management strategy in LMS
- Manage releases in System
- Monitor licenses
- Optimize existing tools, technology and processes
- Perform end-user testing
- Prioritize issues
- Program development of LMS
- Provide advice on LMS usage and tools
- Provide operational support on LMS
- Provide opportunities and process improvement in the technology
- Provide support and maintenance with LMS
- Provide support to ensure consistent design of materials into LMS
- Resource setup into LMS
- Respond to LMS questions
- Service and support LMS
- Set system parameters
- Stay current on system specifications
- Stay current on system updates
- Stay current on trends and technology updates

- Support the governance of LMS system
- Support users of system
- System enhancement
- System maintenance (2)
- Tracking license activations
- Train other staff on LMS, as required
- Understand learning measurement tools
- Understand product and system
- Update deployment readiness plan
- Utilizing the LMS
- Writing and execution of test cases

Technical
Support (18)

- Act as front line technical support
- Address technical bugs
- Adjust system parameters
- Assist designers with technical issues
- Backup support to local administrators
- Coach staff on LMS
- Participate on calls for service line
- Provide customer service regarding use of software and data management tools
- Provide technical and functional support
- Provide technical guidance on LMS
- Respond to technical questions
- Support troubleshooting system issues
- Troubleshoot on LMS
- Troubleshoot on LMS
- Troubleshoot with Tech Team
- Troubleshooting
- Troubleshooting on LMS

Learner Administration (228)	Learning Strategies (52)	<ul style="list-style-type: none">• Advises on opportunities• Analyze trends from participants• Approve/Decline employee-initiated Training requests• Attend Trainings to stay informed about current trends• Communicate Training gaps• Continually improve on learning event implementation processes and systems• Coordination and administration of 3rd party programs• Document priorities• Engage in ongoing research• Enhance learning experience of participants• Ensure obligations of Training event are met• Ensure organizational needs are met• Ensure Training catalog is applicable• Ensure understanding of Training tools• Escalate improvement opportunities• Evaluate existing Training programs to identify opportunities for modification• Follows guidelines, standards, best practices on learning experience• Follow-up with participants who have attended courses• Gather information and feedback to keep Training valuable• Identify and implement solutions• Identify and recommend for improvement• Identify existing gaps• Identify gaps in documentation• Identify learners• Identify Training gaps
------------------------------	--------------------------	---

- Improve program effectiveness
- Keep current on Training design and methodology
- Launch learning to appropriate audiences
- Lead change processes
- Learning assignments (2)
- Learning strategies
- Maintain quality service
- Observe and assess experience to identify opportunities
- Participate in best practice calls
- Plan and implement strategies
- Plan and prioritize actions to meet needs
- Provide input and recommendations
- Provide solutions and improve user experience
- Recommend improvement
- Recommend improvements to learning plans and Training catalog
- Research and analyze new solutions and technology
- Research best practices, industry trends
- Research new Training tools, methodologies and trends in adult education field
- Stay current with new technologies and products
- Understand current business structure, strategy and news
- Understands and supports development of internal Training

Compliance
(21)

- Assist in development of policies, strategies and resources
- Assure permit applications are requested
- Audit Training records
- Contributes to revision of policies, procedures and programs

- Drive compliance
- Ensure accuracy, consistency
- Ensure compliance to continuing education in LMS
- Ensure compliance with learning standards
- Ensure compliance with regulatory
- Ensure compliance with system requirements
- Ensure consistency throughout Training materials
- Ensure policies are followed
- Ensure records in compliance with policies and procedures
- Ensure Training valid with applicable regulations
- Ensures learners meet graduation requirements
- Ensures proper Training
- Follow-up to verify quality of Training delivered
- Oversee Training to align on policies and legislation
- Plan, manage and monitor progress of Training program
- Review accuracy of Training compliance reports
- Support internal audits

Support

Training (155)

- Ability to automate and reduce costs
- Ability to streamline processes
- Acquire new Training topics and classes
- Act as company ambassador and SME across offerings
- Actively participate as part of HR team
- Administration of SharePoint
- Administrative assistance with meetings and committees
- Administrative support
- Apply corporate document stands and rules (formats, storage and numbering protocols)

- Assist in creating digital imagery, video, audio, still images and effects
- Assist in creating learner curriculums for Training
- Assist in development (Administration)
- Assist in development of manuals
- Assist in development of methodologies to improve Training processes
- Assist in editing digital imagery, video, audio, still images and effects
- Assist in gathering information
- Assist in the development of curriculum
- Assist in the development of Training budget
- Assist with developing marketing tools
- Assist with development of employee Training profiles
- Assist with reviewing content
- Assist with revising/editing/reformatting content
- Assist with Training and projects'
- Assists to develop and evaluate Training plans and programs
- Assists with orientation process for new employees
- Business expansion opportunities
- Collaborate to create visuals (Training posters, job aids, learning materials)
- Collaborate with other Training units and departments
- Complete Training courses and programs
- Connect Training clients with customized Training solutions
- Contract Renewals
- Contribute to design activities
- Contribute to development of portfolio and succession plans

- Coordinate accreditation submissions and follow-up
- Coordinate content and keep communication up to date on SharePoint
- Coordinate program implementation
- Coordinate resolutions
- Coordinate team social activities
- Coordinate, update and retrieve content from SharePoint and other online sites
- Create and maintain internal SharePoint
- Create communications
- Send communications"
- Cross-functional alignment with other departments
- Day-to-day management of Service Now (system)
Training requests
- Determine feasibility of implementation for improvements
- Develop and maintain network list
- Developing draft communication
- Develops promotional materials
- Distribute communication templates
- Document and maintain standard operating procedures
- Document meeting minutes
- Draft communication templates
- Drafting of other information
- Editing of other information
- Embed understanding of relevance and interconnectedness
- Engage staff in learning projects
- Ensure quality processes are followed
- Ensures investigation of safety issues
- Establish and maintain an interest list

- Establish and maintain relationships with external Training suppliers
- Explore opportunities for simplification/continuous improvement
- Facilitate maintenance of Training plans
- First line support to contacts
- Help non-service personnel as backup
- Identify and escalate issues
- Identify opportunities to enhance course development process
- Lead planning, organizing and executing conferences and tradeshow
- Liaise and form relationships with Training partners
- Maintain and upgrade professional skills
- Maintain relationships with various stakeholders
- Maintain reporting responsibilities
- Maintain requirements and documentation on scheduling, recalls, transfers
- Manage learning requests
- Manage project day-to-day activities
- Manage trainers and consultants (outsourced)
- Monitor for industry trends
- Negotiate and finalize contracts
- Organize meetings
- Other Administrative Duties (22)
- Other duties as required (2)
- Participate in development of Training program
- Participate in meetings
- Participate in planning calls
- Participates in the administration of workers compensation program
- Partner with comms to develop communication and marketing plans

- Plan and coordinate team building social activities
- Plans and conduct meetings
- Plans and conducts store visits
- Preparation of materials for lawsuits
- Prepares communications for internal portal and newsletter
- Prepares promotional materials for internal portal and newsletter
- Produce new and updated materials to address identified gaps
- Promote healthy work environment
- Promote platform and sponsors
- Promote understanding to requirements
- Proof-reading of other information
- Provide administration support on Training activities
- Provide basic administrative support
- Provide customer service
- Provide information on scheduling matters
- Provide project management support
- Provide support on learning projects
- Provide support on project, Training programs, mentoring programs
- Provides information, signs, posters, barriers
- Purchases PPE supplies
- Remain current and informed of companies products
- Represents the organization in community
- Respond to and approve Training requests
- Respond to clients requests or concerns
- Review existing Training tools/modules
- Review feedback from program
- Reviewing agreements

- Reviewing of other information
- Reviews course material for feedback
- Role-model company purpose
- Stays up to date with companies marketplace
- Support design and development of online learning
- Support development
- Support development in instructional design project phases with the ID team
- Support development of timelines, deliverables and updates
- Support development of Training
- Support evaluation and maintenance instructional design project phases with the ID team
- Support implementation in instructional design project phases with the ID team
- Support initiatives related to Training, development and education
- Support operational needs
- Support strategic goals of teams
- Support team function using administrative skills
- Support Training initiatives
- Support with groups
- Supports Training curriculum
- Take meeting notes
- Update work schedules for staff
- Upgrade personal knowledge of specific company expertise
- Work with translation vendors to translate Training materials

Appendix E - Key Tasks for the Logistical Support Role and Responsibilities

Table E1

Logistical Support Role and Responsibility Detailed Task by Category

Category	Role and Responsibility Description
Logistics Planning and Scheduling (123)	<ul style="list-style-type: none"> • Administer collateral items • Align participants on learning operation processes • Assisting with planning of activities • Book Training to setup • Booking medicals • Budget Tracking • Collaborates to create, maintain and coordinate calendar • Communicate and plan for attendance • Communicate program schedules with learners • Communicate schedule for creation in LMS • Conducts inspections of facilities • Confirm Facilitators for each Training workshop • Coordinate logistics for conferences and other external learning events • Coordinate all aspects of Training events (2) • Coordinate and maintain course schedules (2) • Coordinate classroom and electronic learning • Coordinate facilitation and delivery with external providers • Coordinate facilitators for Training events • Coordinate follow-up communications • Coordinate interaction and workflow to ensure deliverables are on-time • Coordinate requirements from Training classroom • Coordinate schedule • Coordinate the operation of a Training center • Coordinate Training across sites

-
- Coordinate Training and Development programs and activities
 - Coordinate Training events
 - Coordinate Training operations, facilities and equipment
 - Coordinate Training schedule
 - Coordinate venues, vendors, internal resources for learning events
 - Coordinates and produces detailed planning in support of venues
 - Coordinates Catering
 - Coordinates programs at site
 - Coordinating Training and education courses
 - Coordination of courses
 - Coordination of learning events
 - Coordinator for Training activities
 - Create and maintain Training calendar
 - Create systems for event implementation workflows
 - Create Training schedule
 - Development and monitoring of project plans for effective execution of Training projects
 - Discuss, obtain and provide feedback related to best practices on event requirements
 - Ensure access to workstations
 - Ensure all logistics are setup (meeting rooms, photocopying)
 - Ensure classrooms, equipment and facilities are available for Training
 - Ensure key milestones are met
 - Ensure participants are notified of Training
 - Ensure proper equipment/product is reserved and shipped
 - Ensure schedules are kept current of any changes

-
- Ensure Training assets and documentation have been scheduled with Training
 - Ensure Training facilities are fully equipped for Training sessions
 - Ensure Training is scheduled and conducted
 - Ensures Training is scheduled
 - Ensures Training is scheduled
 - Ensuring provisions
 - Establish Training schedule
 - Execute logistical tasks with planning a Training program
 - Forecast classes, participants, timing, session and general course planning
 - Generate Training schedule
 - Identify topics and instructors
 - Identifying and sequencing work activities
 - Keep up to date contacts
 - Maintain Training and meeting schedule
 - Manage and keep Training schedule up to date
 - Manage logistics of delivery
 - Manage other Training projects
 - Manage Training programs
 - Mitigate issues that could impact execution of Training event
 - Monitor Training schedule
 - Notify learners of Training requirements
 - Notify learners of Training schedules
 - Order required equipment
 - Organize course
 - Organize schedule for Training
 - Phone support
 - Plan and implement Training
 - Plan and manage various Training rollouts

-
- Plan and prepare logistics for deployment
 - Plan travel logistics
 - Plan, execute and manage back-end production
 - Plan, execute and manage pre-and-post Training tasks
 - Prepare agenda
 - Prepare and send participant communications
 - Process information on Training activity
 - Production and coordination of learning initiatives
 - Provide deliverables of Training plans
 - Recruit facilitators
 - Responsible for hotel and car arrangements for speakers
 - Responsible for speaker agreements
 - Schedule accommodations
 - Schedule agenda for meetings
 - Schedule and manage Training
 - Schedule caterer
 - Schedule catering
 - Schedule classes
 - Schedule courses
 - Schedule courses on LMS
 - Schedule hotel
 - Schedule instructors
 - Schedule logistics
 - Schedule logistics for calendar invites
 - Schedule logistics for Training materials
 - Schedule logistics for virtual meetings
 - Schedule logistics Training rooms
 - Schedule materials
 - Schedule print reproduction
 - Schedule trainers
 - Schedule Training
 - Schedule Training rooms (2)

-
- Schedules and communicates Training events in LMS
 - Secure space
 - Seek input and share information
 - Select facilitator
 - Send Calendar invitations
 - Send reminders to participants prior to course
 - Setup facilities for Training and workshops
 - Setup workstations and software required for Training
 - Sourcing of venues
 - Speaker contracts
 - Training Plan
 - Training Plan/Calendar
 - Verify and book Training location (local and remote activities)

On-Site Logistics (86)

- Act as logistical contact for planning and executing learning sessions
- Answer trainees questions (on-site)
- Assistance with class exercises and interactions
- Assisting with execution of activities
- Be accessible for troubleshooting and support (on-site)
- Collect feedback
- Communicate with participants
- Communicate with participants (on-site)
- Coordinate and support induction Training
- Coordinate course logistics
- Coordinate effective execution
- Coordinate learning events
- Coordinate logistics
- Coordinate orientations
- Coordinate provision of Training breaks
- Coordinate requests and delivery

- Coordinate Training logistics
- Coordinate Training workshops (in-person and virtual)
- Coordination of in-person Training delivery
- Coordination of virtual Training delivery
- Course evaluations
- Customer requests
- Delivery of Training online or in-house
- Document questions for trainers during Training
- Ensure all details are handled while providing feedback on events during programs (on-site)
- Ensure completion of tasks during Training
- Ensure delivery of in-person and online learning events and resources
- Ensure effective delivery against timelines
- Ensure execution of strategies
- Ensure work progresses on track
- Execution of learning programs
- Execution of Training plan, programs, campaigns
- Facilitate Training processes
- Facilitate virtual and in-person Training sessions
- Facilitator remuneration
- Focal point-of-contact (specific)
- Follow all onsite safety rules and regulations
- Hand-outs of certificates
- logistical support for virtual and in-person classes
- Logistics and administration of Training event
- Logistics to attendees
- Logistics, booth layout, graphics
- Maintain and support a Training event
- Maintain on-site presence
- Maintain safe and healthy Training environments
- Manage execution of initiatives

- Manage networking events
- Manage ongoing logistics
- Manage polls, breakout rooms and whiteboard
- Manage Training event
- Meet instructors at start of class
- Monitor chat
- Observe trainees in classroom to ensure knowledge transfer
- On-site course support
- Perform logistical tasks
- Project manage tasks, strategies and projects
- Provide advice on learning delivery
- Provide classroom support (in-person or virtual)
- Provide end-to-end logistics for Training (local and remote)
- Provide facilitation support during live and remote classes
- Provide instructors with support prior and during event
- Provide operational/tactical support
- Provide support for trainers during Training
- Recording issues by trainer and resolving
- Resolve course-related issues before and during course
- Responsible for coordination and delivery
- Run virtual meetings
- Set up meetings for all new hire classes virtual
- Set-up MS Teams breakout rooms
- Set-up Survey Links
- Supervise Training event effectivity
- Support and moderate virtual classes
- Support and moderate workshops
- Support event through LMS
- Support implementation and execution of learning strategy

- Support instructors for onsite issues
- Support logistics to participants
- Support onsite process Training
- Support Training events
- Support Training workgroup to meet project deliverables
- Support virtual platforms (i.e. Zoom, Teams)
- Support virtual Training and workshops as moderator
- Supporting delivery logistics (2)
- Training classes in-office or virtual
- Work to deliver Training in offices as backup

Prepare and/or Distribute
Training Materials (30)

- Assists in pre-delivery functions for Training, setup Training material and distributing Training material
- Certificate Preparation
- Compile participant material
- Coordinate shipping of Training materials
- Coordinate and ensure delivery of workbooks and supplies
- Coordinate and oversight of material at site
- Course brochures
- Deliver documentation
- Disseminate material (instructional notes, etc.)
- Distribute new and updated Training materials to employees
- Ensure facilitators have materials (slides, handouts)
- Ensure resources and workbooks are sent in advance of each module
- Ensure Training material is available
- Facilitate paperwork and processing
- Handle technical manual print orders
- Manage Mural boards (duplicate, archive, etc.)
- Order course materials

- Order Training materials and supplies
- Other Participant Material Preparation
- Packaging course DVDs
- Prepare and disseminate material
- Prepare material (instructional notes, etc.,)
- Prepare Training materials and documentation
- Prepare/Order materials
- Printing of Training certificates
- Produce course materials
- Providing participants with materials needed for event
- Submit courses and classes
- Upload Training and live sessions
- Verify related documentation is booked for Training activities

Manage Registration (52)

- Manage enrollment process
- Add new learners
- Address late registrations/cancellations
- Administer registration in LMS
- Admit participants, track and monitor attendance
- Assign required Training (2)
- Assign Training
- Assist with onboarding process
- Assists in recruiting new subscribers to LMS
- Attendance (2)
- Class registration
- Coordinate and maintain attendance sheets
- Coordinate registration for Training, programs and courses
- Coordinates Participant data
- Enrollment
- Ensure attendance
- Ensure learners have access to courses in LMS

- Ensure onboarding
- Ensure participation/attendance
- Ensure Training is assigned and tracked
- Ensures Training is assigned and prepared
- Enter registration data in LMS
- Export class attendee list at end of session
- Fill customer orders (registration)
- Generate potential participant lists
- Learner support (maintaining registration system, ensure learners have access to designated courses)
- Manage cancellations
- Manage event registrations and attendance (specific)
- Manage list of required Training
- Manage registration
- Manage waitlists
- Managing attendance
- Managing cancelations
- Managing Participant lists
- Mark attendance upon completion
- Onboarding
- Onboards new subscribers into platform
- Prepare attendance sheets
- Provide sign-in sheet, collect, verify completeness
- Registration and administration of users and courses
- Registration in LMS
- Registration of Learners into LMS
- Registration processing
- Schedule and work with LMS team to create events for registration
- Scheduling attendees
- Setup new employees on portals with proper access levels
- Take attendance of Training classes

- Training registration
 - Update and manage rosters
 - User Accounts
-

Appendix F – Key Tasks for Data Analytics Role and Responsibilities

Table F1

Data Analytics Role and Responsibility Detailed Task

Category	Role and Responsibility Description
Data Analytics (69)	<ul style="list-style-type: none"> • Analyze feedback taking action to enhance experience • Assist and run reports • Compile reports and dashboards • Compiles and submits reports • Complete reporting • Conduct data analysis • Create custom reports and graphs • Create reports • Create Training reports • Deliver reporting inquiries • Design and develop reports • Design reporting inquiries • Develop and run reports • Develop reports and dashboards • Develop statistical and narrative reports • Develop Training metrics • Developing and sending status reports • Ensures all Training report is accurate, complete and distributed • Establish and manage Training completion metrics and reporting • Extract and format/clean-up reports • Gather info to compile and generate reports • Generate assessment results • Generate reports (4) • Generate Training reports • Maintain reporting of the Training system • Maintain Training gap reports

-
- Maintain Training metrics
 - Manage reports
 - Monitoring/Reporting of initiatives
 - Prepare dashboards
 - Prepare Training status updates
 - Prepare, process, format documents and reports
 - Produce reports (2)
 - Produce reports
 - Identify trends in data
 - Produce reports, dashboards and/or analytics
 - Produces statistic reports
 - Provide ad-hoc reports
 - Provide data and analysis
 - Provide first level data analysis for enhancements
 - Provide reports (3)
 - Report on course completion
 - Report on event ROI
 - Report on feedback data
 - Report on visualize trends
 - Report on learning efforts
 - Report on Training effectiveness
 - Report on Training efforts and outcomes
 - Report on Training progress
 - Report on Training progress: KPI's
 - Report statistics/metrics
 - Report Training status
 - Report Training survey and evaluation responses
 - Reporting
 - Run needed reports
 - Run reports (5)
 - Analyze data
 - Running reports

-
- Submit reports
 - Supply Training related statistics
 - Tracking and reporting results
 - Troubleshoot reporting inquiries
 - Update documents
-

Appendix G – Key Tasks for the Learning Communication Specialist Role and Responsibilities

Table G1

Learning Communications Specialist Role and Responsibility Detailed Task

Category	Role and Responsibility Description
General Communication (20)	<ul style="list-style-type: none"> • Communicate information to learners • Communicate progress and setbacks • Communicate system updates and changes • Communicate updates and changes • Communicate value of Training to clients • Communicate with facilitators about upcoming opportunities • Communication of learning events • Coordinate and manage communications • Coordinate exchanges with clients • Coordinate follow-up communications • Coordinate mass email communications to learners • Coordinate region-wide on initiatives • Coordinates learner accommodations and dispute resolution processes • Creation and deployment of newsletter • Develop and deploy communications • Prepare and post communications, learning and reference materials on SharePoint • Publicize sessions • Respond to inquiries related to policies and processes • Respond to status inquiries • Responsible for communications
Focal point of contact (41)	<ul style="list-style-type: none"> • Act as customer-service representative for questions (ongoing)

- Act as first line SME on processes and practices
- Act as first point of contact for L&D inquiries
- Act as focal point of contact between user and technical team
- Act as point of contact (2)
- Assists with e-learning platforms
- Communicate upon arrival of new hires
- Communicate with participants
- Coordinate communications on program inquiry or requests
- Direct learner to resources
- First point of contact (2)
- Help requests from trainees
- Liaison between teams
- Main point of contact
- Manage and respond to incoming emails
- Manage as the site owner
- Manage central mailbox
- Manage enrolments and employee notifications
- Manage incoming emails in Training inbox (ongoing)
- Manage mailbox, portal, repository
- Managing enrolment
- Monitor and respond to requests
- Monitor for ongoing questions and concerns
- Onboard and support participants
- Primary point of contact (ongoing)
- Provide support of the Learning Center
- Respond to email inquiries
- Respond to learner non-subject matter questions
- Respond to learning inquiries
- Respond to Training inquires
- Responding to learners' questions

- Responds to inquiries
 - Support for ongoing questions and concerns (ongoing)
 - Support on-boarding activities
 - Support questions
 - Supports subscribers
 - Training inquiries on email, phone or in-person (ongoing)
 - Welcome new employees
-

Appendix H - Key Tasks for the Design & Development Role and Responsibilities

Table H

Design & Development Role and Responsibility Detailed Task

Category	Role and Responsibility Description
Design (79)	<ul style="list-style-type: none"> • Adapt current processes and procedures to meet Training objectives • Analyze needs, design and present proposals • Analyze Training requirements • Apply instructional design principles to create e-learning • Apply instructional design to manage learning programs throughout lifecycle • Assemble courses based on learning needs • Assess and design learning materials • Assess learning plan • Assess Training learning and development needs • Assess Training needs and recommend Training solutions • Conduct needs assessment (2) • Coordinate development of Training plans • Create content or resources • Create courses and content • Create creation of content for online learning portal • Create online technical documentation • Create or curate courses • Create Training documentation updates (i.e. step by step instructions for virtual class participants) • Create Training programs • Creative abilities in way of design and layout • Deploy new Training content to technical trainers • Design in-class and virtual Training solutions based on needs

-
- Design instructional materials (course Training standards, lesson plans, resources, instructor guides and student manuals)
 - Determine Training needs
 - Determine Training objectives
 - Develop content to eliminate gaps in user knowledge
 - Develop custom curriculum
 - Develop new processes and procedures to meet Training objectives
 - Develop strategy, goals, objectives for Training programs
 - Diagnose Training-related problems
 - Disseminates and adapts content
 - Draft, maintain and create preliminary analysis of Design Consultation tool
 - Drafting of learning materials
 - Editing of learning materials
 - Ensure personnel have skills and knowledge required to perform
 - Ensure quality of course content
 - Ensure Training adheres to ID principles
 - Ensure Training needs analysis
 - Evaluate and define Training needs
 - Evaluate business and operational activities to assess Training needs
 - Forecast Training requirements
 - Gather and analyze information to design course content
 - Gather feedback
 - Guide resources for learning needs
 - Identify learning needs
 - Identify learning objectives
 - Identify new Training needs

-
- Identify skills gaps
 - Identify suitable external development based Training courses
 - Identify, assess and analyze gaps in learning solutions
 - Incorporate existing evidence-based workforce practices into Training curriculums
 - Instructional Design
 - Integrate new skills, knowledge into current Training based on changing trends
 - Integrate observation, review and analysis into workflow
 - Involve users with Training content development and delivery
 - Know current learning and change management methodologies
 - Learn and understand what Training is required
 - Make changes to Training content, activities and initiatives
 - Manage curricula including e-learning content delivery
 - Needs assessments, design
 - Plan and create Training courses and materials
 - Plan and implement the learning plan
 - Plan and manage evaluation plans, design, development and delivery
 - Plan and manage learning project components
 - Plan and manage needs assessment, learner engagement strategies
 - Plan contextual learning solutions
 - Plan Training activities to identify learning objectives and create valuable content

-
- Planning Training and education courses, methods and techniques
 - Prepare Training material for SCORM configuration
 - Prepare, support and document outcomes of workshops
 - Prepping attendees
 - Proof-reading of learning materials
 - Provide input to update Training materials
 - Recognize and analyze needs and challenges
 - Responsible for planning learning strategies and initiatives
 - Reviewing of learning materials
 - Structure program to be long term to change behaviors over time
 - Use photos, drawings, diagrams, charts in Training material

Development (60)

- Adapt current processes and procedures to meet Training objectives
- Apply learning methodologies in development of course content
- Build new Training modules (2)
- Build technical Training
- Create and update Training videos, presentations and documentation
- Create mixed media into eLearning Training platform
- Create processes, tools, templates and assessments to document and track content delivery processes
- Creation of visual aids and other educational materials
- Curate Training content from sources to include in development
- Develop and capture video content of technical material
- Develop and create instructional materials (course Training standards, lesson plans, resources, instructor guides and student manuals)
- Develop and implement activities (2)
- Develop and implement Training activities
- Develop existing Training procedures
- Develop knowledge articles and other documentation
- Develop L&D material
- Develop learning content (measurable learning objectives, facilitator and participant materials and tools, experiential scenarios and simulations, assessment and evaluation strategy and tools)
- Develop learning materials

- Develop lessons, handouts, workbooks, multimedia presentations
- Develop new processes and procedures to meet Training objectives
- Develop relevant materials
- Develop Training curricula
- Develop Training documents
- Develop Training forms
- Develop Training manuals
- Develop Training materials
- Developing Training and education courses, methods and techniques
- Development and delivery of Training
- Development and maintenance of Training documents and procedures
- Development of course content
- Development of Training program
- Develops procedures
- Drive programs toward maturity
- Execute contextual learning solutions
- Implement and maintain a Training methodology throughout development and delivery of Training program
- Implement custom curriculum
- Implement solutions (create job aids, modify existing Training materials)
- Implement Training courses and materials
- Integrate behaviours into Training programs
- Map course schedules
- Map Training plans
- Oversee development of Training programs
- Plan and implement development activities

- Produce content through user-centered design principles (audio, video, activities)
- Produce documents
- Provide editing, audio and text overlay and processing
- Research and write Training courses
- Responsible for development and delivery of learning strategies and initiatives
- Revise Training materials to drive process improvements
- Source content for course development
- Source SMEs for course development
- Test online learning content within LMS
- Use technology to provide online Trainings
- Use various authoring tools
- Write copy, instructional text and audio/video scripts
- Write Training outline, manuals, handouts and presentation
- Write Training programs (3)

Appendix I -Soft Skill Job Text Descriptions in the Dominant to Strong Categories

Table I

Soft Skill Definition

Category	Soft Skill Description
Oral & Written (72)	<ul style="list-style-type: none"> • Ability to communicate across multiple stakeholders • Ability to communicate effectively orally and in writing • Ability to communicate effectively with understanding of the target audience • Ability to communicate effectively, both orally and in writing (2) • Ability to explain complex information in a clear and concise manner • Ability to manage multiple stakeholder needs, priorities and expectations through strong communication (oral and written) and interpersonal skills • Ability to work closely with the team by communicating clearly and with confidence • Ability to write concise, creative, and effective instructions in both English and French (asset). • An ability to communicate effectively, both verbally and written, through presentations, Subject Matter (SME) interviews, one-on-one meetings, e-mails and other correspondence. • Collaboration and communication skills in partnering well with others across departments • Comfortable communicating with leaders in Green Building (e.g., architects, engineers, builders, product manufacturers, government). • Comfortable with all levels of management and able to communicate (both orally and written) a vision

and present effectively to customers, team members, and leadership

- Communicate effectively both orally and in writing
- Communicate effectively with all levels across the site
- Communicates with honesty and kindness and creates the space for others to do the same
- Communication (2)
- Communication - Effectively delivers information in a transparent, honest and clear manner. It includes actively listening, comprehending and responding appropriately when interacting with people. It is about being respectful when expressing opinions and points of view.
- Current trends and development in communications industry and techniques
- Demonstrated ability to communicate effectively with others in a diverse environment.
- Effective communication tactics and techniques using traditional and web-based channels
- Effective verbal and written communication skills.
- Excellent communication and customer service skills, both verbally and in writing.
- Excellent communication skills and record keeping skill
- Excellent communication skills, both written and verbal
- Excellent communication skills; written and verbal with a focus on presentation skills
- Excellent communication, teamwork and presentation skills, and the ability to succeed in a fast-paced environment are essential.
- Excellent oral & written communication skills

-
- Excellent oral, written, interpersonal, and customer service skills, with the ability to deal with tact and diplomacy with all levels of the organization.
 - Excellent organizational, time management, communication & interpersonal skills (2)
 - Excellent verbal and written communication skills
 - Excellent verbal and written communication skills
Excellent facilitation skills.
 - Excellent verbal and written communication skills, as well as participant-facing presentation skills.
 - Excellent verbal and written communication skills.
 - Excellent written and spoken communication skills in English and French, with an ability to develop well-constructed messaging and communications.
 - Excellent written and verbal communication skills (2)
 - Excellent written and verbal communication skills in English (Spoken & Written French is an asset)
 - Exceptional communication skills both written and verbal
 - Exceptional written and verbal communication in English; French language skills would be an asset;
 - Exceptional written and verbal communication, with the ability to effectively facilitate new hire onboarding
 - Good Communication skills (able to interface in a professional manner with all contributing).
 - Have excellent organizational and communication skills with impeccable attention to detail
 - Management services - Communication (Level 2)
 - Must have at least a HS diploma or equivalent and possess strong written and verbal communication skills

-
- Must possess excellent communication skills (written and verbal) and time management skills;
 - Must possess excellent written and verbal business communication skills in French and English
 - Open and clear communicator
 - Phenomenal communication, presentation, and public speaking skills
 - Possess excellent interpersonal, communication and writing skills
 - Possess strong customer service and communications skills
 - Proven business writing skills
 - Proven strong organizational and administrative experience
 - Strong attention to detail and impeccable communication skills
 - Strong communication skills
 - Strong communication skills are needed to develop and revise safety Training courses and materials.
 - Strong communication, organizational, leadership and interpersonal skills.
 - Strong interpersonal and communication skills, including networking and facilitating skills.
 - Strong leadership, communications, facilitation, collaboration, and relationship management skills.
 - Strong oral and written communication skills.
 - strong organizational, administration, presentation, and communication skills (both verbal and written).
 - Strong teammate with exceptional interpersonal, collaboration and communication (verbal and written) skills.
 - Strong verbal and written communication skills
 - Strong written and verbal communication

-
- Strong written and verbal communication skills
 - Strong written, oral and presentation communication skills.
 - Success in this position requires consulting, research and problem-solving skills, and effective communication skills with a focus on relationship building to help coach and develop staff.
 - Superior business writing and editing skills
 - You are energetic and organized with an ability to effectively prioritize and manage projects within strict timeframes. You are an influential, creative team player with excellent communication skills and a desire to contribute positively in a cohesive environment.
 - You should be comfortable asking for clarification, understand how to prioritize requests, and be able to balance multiple workstreams simultaneously.

Interpersonal (71)

- Work cooperatively with others on a team.
- A demonstrated ability to work effectively with a variety of professional personnel
- A passion for learning, growing, and developing others.
- Ability to collaborate in a team environment
- Ability to communicate effectively with understanding of the target audience
- Ability to communicate with technical and non-technical users.
- Ability to influence processes while being approachable, hard-working, and enthusiastic
- Ability to manage multiple stakeholder needs, priorities and expectations through strong

communication (oral and written) and interpersonal skills

- Ability to meet tight deadlines and demonstrate a high level of professionalism.
- Ability to work closely with the team by communicating clearly and with confidence
- Ability to work collaboratively as part of a team
- Ability to work cooperatively with wide range of personalities, including staff and volunteers.
- Ability to work independently and as part of a team
- Ability to work independently and collaboratively within a fast-paced environment
- Ability to work independently and in a team environment in a highly matrixed organization.
- Able to follow defined processes, work independently or as a team with minimal oversight
- Able to work collaboratively and build consensus
- Act as a co-ordinator on internal and external projects
- Active team player, self-starter, and multitasker who can quickly adjust priorities.
- Be people first and embrace creativity
- Coaching/motivational techniques, team-building and conflict resolution
- Collaboration
- Collaboration and communication skills in partnering well with others across departments
- Collaborative approach in working with others and in delivering products and services
- Collaborative Team Player
- Communicates with honesty and kindness and creates the space for others to do the same.

- Demonstrated ability to manage multiple projects at any given time, while being able to work with a team and meet established deadlines.
- Demonstrates ability to communicate and collaborate with various peers and leaders across business functions and departments
- Excellent communication, teamwork and presentation skills, and the ability to succeed in a fast-paced environment are essential.
- Excellent interpersonal and facilitator skills to which employees respond positively
- Excellent interpersonal communication skills and proven ability to maintain successful working relations at all levels within the organization and with external stakeholders;
- Excellent interpersonal skills
- Excellent interpersonal skills to interact and successfully communicate with a variety of people with different levels of technological sophistication.
- Excellent interpersonal skills with an ability to handle multiple tasks and effectively balance priorities
- Excellent interpersonal skills with the ability to build cross-functional relationships
- Excellent oral, written, interpersonal, and customer service skills, with the ability to deal with tact and diplomacy with all levels of the organization.
- Excellent organizational, communication and interpersonal skills
- Excellent organizational, time management, communication & interpersonal skills
- Exceptional team player with strong customer service orientation.

- Great interpersonal skills and ability to build and maintain trusted relationships
- Interpersonal skills and sensitivity to interact effectively and build on-going relationships with small and large groups of volunteers, staff, and external partners.
- Management services - Teamwork (Level 2)
- Must possess excellent customer service and interpersonal skills
- Possess excellent interpersonal, communication and writing skills
- Prominent level of professionalism with excellent interpersonal skills.
- Proven ability to support and motivate others
- Proven ability to work independently, with minimum supervision and collaboratively as a team member
- Proven teamwork capabilities
- Respectful, Helpful & Caring: BE Open and Approachable. Help Others Succeed. Treat Everyone with Respect.
- Show initiative, thrive in a team-based environment, and have a can-do attitude
- Strong communication, organizational, leadership and interpersonal skills.
- Strong interpersonal and communication skills, including networking and facilitating skills.
- Strong interpersonal and team building skills
- Strong interpersonal skills and customer service orientation
- Strong leadership, communications, facilitation, collaboration, and relationship management skills.

- Strong teammate with exceptional interpersonal, collaboration and communication (verbal and written) skills.
- Success in this position requires consulting, research and problem-solving skills, and effective communication skills with a focus on relationship building to help coach and develop staff.
- Team player
- Team player with the ability to work collaboratively with other departments
- Team-oriented and flexible with the ability to work under pressure.
- Teamwork and Collaboration - Works collaboratively with others and addresses conflict in a win-win productive manner. This includes a mindset of sharing with others whether it is knowledge, recognition, information and skills. Working towards a common purpose for the good of OFIFC and the communities of people it serves.
- The ability to collaborate fluently with cross-functional partners.
- Track record of delivering and being productive in a team environment with a high sense of commitment
- Track record of strong relationship management and collaboration
- Willingness to work in a team environment
- Winning attitude; strong commitment to success; effective communicator amongst varied audiences and challenging circumstances
- You are energetic and organized with an ability to effectively prioritize and manage projects within strict timeframes. You are an influential, creative team player with excellent communication skills and

a desire to contribute positively in a cohesive environment.

- You have impeccable attention to detail, a collaborative working style, excellent critical thinking skills and sound judgment.

Multi-tasking (52)

- Ability to prepare, process, format documents and reports, obtain reviews and signatures as required;
- Analytic and problem-solving skills, ability to take initiative and think through next steps / prioritize items to complete and multitask with attention to details
- Ability to effectively organize and manage multiple Training initiatives simultaneously
- Ability to multi-task in a fast-paced environment
- Ability to organize and prioritize projects in a fast-paced, deadline-oriented and rapidly changing business environment
- Ability to organize and prioritize tasks
- Ability to plan and coordinate multiple activities and maintain appropriate records.
- Ability to prioritize and manage multiple tasks at one time with strong attention to detail.
- Ability to prioritize and self-manage work assignments in order to meet project deadlines, and cost expectations
- Ability to produce high quality and quantity of work, occasionally under tight timelines
- Ability to work across multiple shifts to meet the needs of a multi-shift operating environment
- Ability to work in a fast-paced environment while balancing multiple priorities and meeting deadlines.

- Ability to work in a fast-paced environment, ability to multitask; adaptable and flexible
- Ability to work under pressure and manage tight deadlines and competing priorities
- Attention to detail and deadlines; ability to multi-task
- Can handle multiple tasks, processes and programs in a fast paced environment.
- Demonstrated ability to manage multiple projects at any given time, while being able to work with a team and meet established deadlines.
- Enjoy managing a variety of tasks in a dynamic and fast-paced environment.
- Excellent interpersonal skills with an ability to handle multiple tasks and effectively balance priorities
- Excellent organization and multi-task skills which allow you to adapt in a rapidly changing environment
- Excellent organizational, time management, communication & interpersonal skills
- Excellent planning, organizational, implementation and follow-up skills
- Excellent planning, organizational, time management, and problem-solving skills are essential.
- Exceptional organizational skills with strong attention to detail
- Exceptional organizational skills, able to prioritize and time management is required;
- Experience coordinating multiple projects in a rapidly changing environment; and,

- Experience with working on multiple projects simultaneously with various timelines and budgets.
- Good coordination skills (able to organize and monitor several activities occurring at the same time, detailed oriented, and organized) (Training coordination essential).
- Have excellent organizational and communication skills with impeccable attention to detail
- Highly organized & strong attention to detail
- Highly organized and attention to detail and quality
- Highly organized, with the ability to multitask and prioritize;
- manage a diverse workload
- Must be flexible and able to manage multiple tasks
- Must be self-motivated with the ability to be proactive, handle simultaneous projects and work independently
- Organized with effective time-management and planning skills
- Planning and Organising
- Possess organizational skills and flexibility to plan, initiate, organize and prioritize own work and to deal effectively with multiple demands, conflicting priorities, pressures and deadlines
- Proven strong organizational and administrative experience
- Self-motivated with strong organizational skills, able to effectively prioritize a wide range of responsibilities, able to manage multiple projects simultaneously and work well under pressure.
- Strong analytical, organizational and project management skills

- Strong communication, organizational, leadership and interpersonal skills.
- Strong organizational / time management skills
- Strong organizational and time management skills.
- Strong organizational and time management skills; the ability to work independently and stay organized to manage multiple priorities
- Strong organizational skills, high level of detail orientation, and ability to multitask and prioritize conflicting deadlines.
- strong organizational, administration, presentation, and communication skills (both verbal and written).
- Well-organized and flexible with well-developed time management skills to handle a demanding workload and multiple/tight deadlines
- You are energetic and organized with an ability to effectively prioritize and manage projects within strict timeframes. You are an influential, creative team player with excellent communication skills and a desire to contribute positively in a cohesive environment.
- You should be comfortable asking for clarification, understand how to prioritize requests, and be able to balance multiple workstreams simultaneously.

Detail-Oriented (42)

- Analytic and problem-solving skills, ability to take initiative and think through next steps / prioritize items to complete and multitask with attention to details
- Meticulous in record keeping (maintains accurate records on all students and compiles statistics) (essential).

- A commitment to quality and investing in results that add value to the business
- Ability to prioritize and manage multiple tasks at one time with strong attention to detail.
- Ability to understand detailed information is essential;
- Ability to work with high volumes of work productively and accurately
- Able to follow defined processes, work independently or as a team with minimal oversight
- Attention to detail & ability to manage timelines (2)
- Attention to detail and deadlines; ability to multi-task
- Attention to detail.
- Attentiveness to detail
- be accurate, precise, and attentive to detail.
- close attention to detail and data input.
- Detail orientation: ability to follow specific instructions & directions accurately.
- Detail oriented with the ability to meet deadlines;
- Detailed oriented to ensure accuracy with data entry
- Diligence
- Excellent attention to detail
- Excellent communication skills and record keeping skill
- Exceptional organizational skills with strong attention to detail
- Have excellent organizational and communication skills with impeccable attention to detail
- High attention to detail
- High attention to detail for a highly tailored participant experience.
- High regard for quality assurance.

- Highly organized & strong attention to detail
 - Highly organized and attention to detail and quality
 - Initiative and judgement to organize and maintain flow of work and accuracy of records;
 - Inquisitive mindset and detail-oriented
 - Monitor and coordinate Emergency Services Operations (ESO) employee Training activities and records;
 - Proven records management skills
 - Seek to understand the big picture and thrive in focusing on the smallest of details
 - Strong ability to attend to details, modify approaches in consideration of practical concerns, and accept and adapt to sudden changes in priorities
 - Strong attention to detail
 - Strong attention to detail and impeccable communication skills
 - Strong attention to detail and the ability to excel in a fast paced, high-pressure environment
 - Strong organizational skills and attention to detail
 - Strong organizational skills, high level of detail orientation, and ability to multitask and prioritize conflicting deadlines.
 - Strong organizational, prioritization skills; attention to detail
 - Thorough and attentive to detail
 - You have impeccable attention to detail, a collaborative working style, excellent critical thinking skills and sound judgment.
- Time Management (44)
- Demonstrated ability to follow-up with clients in a timely fashion to ensure solutions are achieved for reported problems.

- Ability to influence processes while being approachable, hard-working, and enthusiastic
- Ability to manage several competing priorities with the support of direct supervisor
- Ability to meet tight deadlines and demonstrate a high level of professionalism.
- Ability to prioritize and self-manage work assignments in order to meet project deadlines, and cost expectations
- Ability to work in a fast-paced environment while balancing multiple priorities and meeting deadlines.
- Ability to work under pressure and manage tight deadlines and competing priorities
- Ability to work with high volumes of work productively and accurately
- Attention to detail & ability to manage timelines
- Attention to detail & ability to manage timelines
- Attention to detail and deadlines; ability to multi-task
- Deadline-oriented and reliable
- Demonstrated ability to manage multiple projects at any given time, while being able to work with a team and meet established deadlines.
- Desire to meet and achieve goals and deadlines
- Ensure requests and data entry is timely and accurate
- Excellent interpersonal skills with an ability to handle multiple tasks and effectively balance priorities
- Excellent organizational, time management, communication & interpersonal skills
- Excellent planning, organizational, implementation and follow-up skills

- Excellent planning, organizational, time management, and problem-solving skills are essential.
- Exceptional organizational skills, able to prioritize and time management is required;
- Exceptional time management and follow up skills
- Experience in similar function in a fast paced and deadline-oriented environment.
- Experience with working on multiple projects simultaneously with various timelines and budgets.
- Management services - Results orientation (Level 2)
- Must be good at time management and be comfortable working remotely
- Must possess excellent communication skills (written and verbal) and time management skills;
- Organized with effective time-management and planning skills
- Outstanding time management skills, including the ability to juggle multiple projects simultaneously, prioritize effectively, and meet deadlines.
- Possess organizational skills and flexibility to plan, initiate, organize and prioritize own work and to deal effectively with multiple demands, conflicting priorities, pressures and deadlines
- Results Orientation - Accomplishes established goals, delivers the outcomes required and achieves the results. It includes the efficient and effective use of all resources (time, financial, people and technology).
- Strong leadership, communications, facilitation, collaboration, and relationship management skills.
- Strong organizational / time management skills
- Strong organizational and time management skills.

- Strong organizational and time management skills; the ability to work independently and stay organized to manage multiple priorities
- Strong organizational skills, high level of detail orientation, and ability to multitask and prioritize conflicting deadlines.
- Strong planning, organizational and time management skills
- Strong time management skills
- Team-oriented and flexible with the ability to work under pressure.
- Time management skills
- Well-organized and flexible with well-developed time management skills to handle a demanding workload and multiple/tight deadlines
- Works efficiently within restrictive timelines and can accurately account for timeline variances
- You are energetic and organized with an ability to effectively prioritize and manage projects within strict timeframes. You are an influential, creative team player with excellent communication skills and a desire to contribute positively in a cohesive environment.

Adaptability (44)

- Ability to adapt to a changing environment;
- Ability to adapt to changes in the work environment
- Ability to be resourceful and solutions-oriented
- Ability to deal with frequent change and work in a fast-paced environment
- Ability to identify and act quickly on opportunities
- Ability to learn new things quickly and help others navigate through complex processes

- Ability to manage multiple priorities independently during peak times
- Ability to move quickly and demonstrates flexibility in response to changing circumstances
- Ability to work flexible varied hours in order to meet customer requirements
- Ability to work in a fast-paced environment while balancing multiple priorities and meeting deadlines.
- Ability to work in a fast-paced environment, ability to multitask; adaptable and flexible (2)
- Ability to work independently and collaboratively within a fast-paced environment
- Able to follow defined processes, work independently or as a team with minimal oversight
- Able to work extended hours and off normal work shifts to support project needs, as required.
- Ambition to thrive in a fast-paced environment, under your own initiative
- Believe that skills and abilities are malleable and can be constantly expanded
- Can handle multiple tasks, processes and programs in a fast paced environment.
- Demonstrated ability to work autonomously and as part of a team.
- Demonstrated experience of viewing change as an opportunity to improve as someone who's flexible and adaptable
- Enthusiasm for a fast-paced, dynamic work environment.
- Excellent communication, teamwork and presentation skills, and the ability to succeed in a fast-paced environment are essential.

- Excellent organization and multi-task skills which allow you to adapt in a rapidly changing environment
- Experience coordinating multiple projects in a rapidly changing environment; and,
- Experience in similar function in a fast paced and deadline-oriented environment.
- Flexible and adaptable to deal with shifting priorities
- Flexible to working in different time zones based on needs
- Flexible, creative and adaptable to change
- Lead work groups and committees and ability to work with multi-disciplinary teams
- Must be flexible and able to manage multiple tasks
- Must be flexible to last minute changes/directions in a fast-paced environment
- Pro-active and able to work independently and with minimal guidance in a rapid and dynamic environment.
- Responds positively to organizational, departmental, and process change
- Strong ability to attend to details, modify approaches in consideration of practical concerns, and accept and adapt to sudden changes in priorities
- Strong ability to learn and adapt to new technologies
- Strong attention to detail and the ability to excel in a fast paced, high-pressure environment
- Strong leadership, communications, facilitation, collaboration, and relationship management skills.
- Team-oriented and flexible with the ability to work under pressure.
- Technically savvy with ability to learn new programs quickly

- The tasks are not intended to be an exhaustive list of responsibilities as the nature of our business requires all employees to be flexible, self-motivated and to think creatively when presented with challenges
- Well-organized and flexible with well-developed time management skills to handle a demanding workload and multiple/tight deadlines
- workload within a fast paced environment

Stakeholder Management (36)

- Demonstrated ability to follow-up with clients in a timely fashion to ensure solutions are achieved for reported problems.
- Ability to build and maintain relationships with internal and external stakeholders.
- Ability to develop and maintain effective stakeholder relationships.
- Ability to manage multiple stakeholder needs, priorities and expectations through strong communication (oral and written) and interpersonal skills
- Ability to work cooperatively with wide range of personalities, including staff and volunteers.
- Ability to work independently and as part of a team
- Ability to work with a cross-functional team to drive improved performance
- Additionally, we are seeking a team member who values and delivers excellent client service. This encompasses a proclivity towards developing strong partnerships, establishing trust and credibility, communicating clearly and thoughtfully, and taking ownership over one's work.

- build strong interpersonal relationships with internal and external stakeholders.
- Building Relationships and Strategic Partnerships - Builds, develops and sustains business relationships / strategic partnerships that are mutually beneficial, reciprocal and grounded in trust and respect. It is recognising we are all interdependent and working towards the common good of the organisation.
- Collaboration and communication skills in partnering well with others across departments
- Comfortable dealing with issues and people. Strong communication skills.
- Comfortable with all levels of management and able to communicate (both orally and written) a vision and present effectively to customers, team members, and leadership
- Comfortable working with multiple stakeholders in a deadline-driven environment.
- Excellent interpersonal and facilitator skills to which employees respond positively
- Excellent interpersonal communication skills and proven ability to maintain successful working relations at all levels within the organization and with external stakeholders;
- Excellent interpersonal skills with the ability to build cross-functional relationships
- Excellent oral, written, interpersonal, and customer service skills, with the ability to deal with tact and diplomacy with all levels of the organization.
- Fosters connection by putting people first and building trusting relationships.
- Great interpersonal skills and ability to build and maintain trusted relationships

- High degree of initiative, diplomacy, and discretion.
- Interpersonal skills and sensitivity to interact effectively and build on-going relationships with small and large groups of volunteers, staff, and external partners.
- Management services - Teamwork (Level 2)
- Possess sound judgment, discretion, tact and diplomacy
- Proven ability to establish and maintain effective working relationships with management, peers, trainers, trainees, and union officials
- Proven teamwork capabilities
- Strong interpersonal and communication skills, including networking and facilitating skills.
- Strong leadership, communications, facilitation, collaboration, and relationship management skills.
- Success in this position requires consulting, research and problem-solving skills, and effective communication skills with a focus on relationship building to help coach and develop staff.
- Team player with the ability to work collaboratively with other departments
- The ability to collaborate fluently with cross-functional partners.
- The role is responsible for working autonomously on assigned tasks and liaising with the appropriate team members and relevant business stakeholders
- Track record of strong relationship management and collaboration
- Winning attitude; strong commitment to success; effective communicator amongst varied audiences and challenging circumstances

- Work collaboratively with all levels of organization, shared services and other stakeholders
- You are energetic and organized with an ability to effectively prioritize and manage projects within strict timeframes. You are an influential, creative team player with excellent communication skills and a desire to contribute positively in a cohesive environment.

Self Motivation (35)

- Analytic and problem-solving skills, ability to take initiative and think through next steps / prioritize items to complete and multitask with attention to details
- A passion for learning, growing, and developing others.
- A self-starter with the ability to work autonomously
- Ability to take initiative and think through next steps / prioritize items to complete
- Ability to work independently
- Ability to work independently and as part of a team (2)
- Ability to work independently and collaboratively within a fast-paced environment
- Ability to work independently and in a team environment in a highly matrixed organization.
- Ability to work independently and take initiative
- Ability to work independently with minimal supervision
- Ability to work using own initiative and without close supervision
- Able to follow defined processes, work independently or as a team with minimal oversight

- Active team player, self-starter, and multitasker who can quickly adjust priorities.
- Ambition to thrive in a fast-paced environment, under your own initiative
- Comfortable working remotely
- Demonstrate behaviours that exhibit our organizational Values: Collaboration, Courage, Perseverance, and Passion.
- Enthusiastic self-starter
- High degree of initiative, diplomacy, and discretion.
- Highly motivated and able to work with minimal supervision; and
- Management services - Initiative (Level 2)
- Must be self-motivated with the ability to be proactive, handle simultaneous projects and work independently
- Possess initiative, maturity, patience, integrity
- Pro-active and able to work independently and with minimal guidance in a rapid and dynamic environment.
- Proactive, self-directed, and highly motivated.
- Proven ability to work independently, with minimum supervision and collaboratively as a team member
- Relish developing technical and interpersonal skills for self and others
- Seek out new knowledge of contemporary learning and capability methodologies
- Self-driven
- Self-motivated with strong organizational skills, able to effectively prioritize a wide range of responsibilities, able to manage multiple projects simultaneously and work well under pressure.

- Self-starter who is proactive, takes initiatives and works independently with minimal supervision
- Strong organizational and time management skills; the ability to work independently and stay organized to manage multiple priorities
- The role is responsible for working autonomously on assigned tasks and liaising with the appropriate team members and relevant business stakeholders
- The tasks are not intended to be an exhaustive list of responsibilities as the nature of our business requires all employees to be flexible, self-motivated and to think creatively when presented with challenges
- Work independently