



JOB DESCRIPTION REPORT	Work Context
ODCTE – Industrial Coordinator	1/26/99 Page 1



WORK PROFILING SYSTEM
JOB DESCRIPTION REPORT

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Industrial Coordinator

Area Technology Schools

JOB DETAILS

Organization: Oklahoma Department of Career and Technology Education
Location: Oklahoma
Salary Range: Open
Reports to: BIS Directors

MAIN PURPOSE OF JOB

Coordinate resources required to address training needs of district business and industry clients.

JOB OBJECTIVES

- Assess and determine business and industry client needs using appropriate tools and processes.
- Recommend interventions that are technically accurate and appropriate to client's business objective.
- Recruit, select, evaluate, and develop human resources to support delivered services to meet or exceed customer requirements.
- Market business and industry training services and support economic development activities to increase client activity and tax base.
- Coordinate development and/or selection of curricula, equipment and facilities to support training interventions that meet or exceed customer expectations.
- Manage delivery of TIP, industry specific training and other services to satisfy customers and stakeholder requirements (i.e., monitoring, budgeting, scheduling, contracting, and evaluating).
- Establish and maintain client relationships and participate in civic and economic development activities to increase and enhance exposure to the community.
- Establish and coordinate collaboration and networking of industry partners to use resources effectively.
- Develop, complete, and submit reports to provide accurate data in a timely manner.



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- Work collaboratively to promote short-term and full time programs that meet client needs.
- Prepare and present training proposals targeted to client objectives with accurate and complete information.

SPECIAL REQUIREMENTS

Level of education: College degree: BA, BS - Preferred
Job related formal training: 1-3 months
Job related work experience: 4-6 years
Other requirements: Business and Industry Coordinator Certification
Industrial Coordinator Certification

____ IMPORTANT NOTICE ____

This report was generated using the Work Profiling System module of the SHL® Human Resource Management System. The report is computer-generated from the results of one or more job analysis questionnaires answered by subject matter experts and substantially reflects the answers provided by them. Due regard of this must be taken in the interpretation of this data. This report has been generated electronically - the user of the software can make amendments and additions to the text herein - SHL cannot accept any liability for the consequences of the use of this report and cannot guarantee that the contents are the unchanged output of the computer system.

ESSENTIAL WORK ACTIVITIES

Essential activities are defined as task statements with ratings equal to or greater than 60 on a 100 point scale of task criticality. Criticality ratings take into account the importance of the task in meeting job objectives and the time spent performing the task. These ratings were provided by people who know this job well. See WPS Technical Report for details.





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F6: PUBLIC RELATIONS / DEVELOPING RELATIONSHIPS

Maintaining good public relations

- Coordinate client networks (CEO networks)
- Participate as members of service organizations
- Business and Industry Councils
- Manufacturing Councils

Working well with others in team or unit

- Maintain rapport with day-time and night instructors
- Participate as a team member with shared vision
- Other Coordinators
 - Program Directors
 - Adult Coordinators
 - Small Business Management
 - Support Staff
 - Part-time Staff

Establishing a network of contacts

- Liaison activities
- Chambers of Commerce
- Community economic development activities
- Manufacturing Councils
- Other state agencies
- Existing Clients

Establishing rapid rapport with a new contact

- Visit/call regularly to identify training needs

Making polite conversation not directly job relevant

Gaining access to busy people

- Schedule lunch meetings
- Contacting right people
- Networking within organization

Establishing relationships with antagonistic individuals

Attending trade fairs, shows, displays

Speaking publicly for organization or department

- Address chambers of commerce meetings
- Speak for graduation ceremonies, etc.
- Superintendent's Meetings
- Toastmasters
- Business & Professional Organizations

Advising members of the general public

Officiating at public ceremonies



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F5: REPRESENTING / SELLING

Picking up cues to satisfaction from personal contact

Provide general information and referral as needed

Answering inquiries verbally about product or service

Selling: known customer – customer makes contact

Selling: known customer – seller makes contact

Selling: no previous contact – customer makes contact

Selling: no previous contact – seller makes contact

Contacting a customer to check on satisfaction

Contacting a potential customer to arrange a meeting

Making inquiries in writing about product or service

Making inquiries verbally about product or service

Answering inquiries in writing about product / service

Selling: no previous contact – seller makes contact

Negotiating price with customers

- Consulting services
- Quantity discounts
- Supplier discounts
- Training and delivered services



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F3: INFORMING / DISCUSSING / INTERVIEWING

Answering critical questions about activities

Informing workers or staff about management policies

Discussing issues for clarification or explanation

Challenging instructions or orders

- Instructor salaries
- Policies
- Purchase orders
- Processes

Making a verbal report to a supervisor or manager

- Customized training status
- TIP project status
- Committee, project, client reports

Making constructive written criticism

- Instructor evaluations

Making constructive verbal criticism

- Instructor or client

Interviewing formally to establish facts

Interviewing formally using an unstructured guide

Interviewing formally using structured questionnaire

- Needs analyses
- Hiring practices

Providing spoken information about a problem / issue

Providing written information about a problem / issue

A2: IMPLEMENTING / COORDINATING

Allocating resources in emergencies

- Locating training space, curriculum, instructors, etc.

Initiating action in emergency

- Ensuring school emergency procedures are communicated

Ensuring efficient coordination of activities

- Project management

Allocating resources (people, materials) between jobs

Arranging formal events

Allocating duties to others

- Part-time instructors
- Support/facilities personnel

Organizing resources to meet an objective

- Classroom, curriculum, instructors, media



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D2: PROBLEM SOLVING / DESIGNING

Designing a new service

- Curriculum development
- Delivery system

Designing questionnaires or forms

- Evaluations
- Surveys

Designing machinery or equipment for specific purpose

- Test equipment
- Simulations (ACME Basket, work samples)

Thinking up new systems or procedures

- ISO
- Selection processes
- Manufacturing/Technology processes

Brainstorming for new ideas

Suggesting new solutions to production problems

Finding ways to improve efficiency of an operation

Generating solutions to problems with equipment

- Manufacturing processes
- Quality processes
- Plant Layout
- Reports
- Training and Development Operation

Originating processing or equipment design

- Consulting services



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E1: ASSESSING / EVALUATING

Evaluating quality of output of a production system

- Training evaluation
- Capability study (CPK)

Evaluating alternatives prior to choice

Evaluating information for purposes of recommendation

- Assessing curriculum to meet specific training objectives

Evaluating the written work of others

Assessing items prior to acquisition

- Assessing curriculum, tools, and equipment to meet specific training objective

Testing a system for correct functioning

- Student accounting system
- Budgeting
- Performance agreement
- Testing against specifications
- Instrumentation and controls

Identifying points of danger, fire or crime risk

- ISO audits
- Safety audits
- Maintaining safe environment

Evaluating quality of an inanimate physical object

- Safety audits
- Training rooms
- Equipment

Assessing probability or likelihood of an event

- Safety Training
- Strategic Planning
- Succession Planning

Evaluating the implications of research findings

- Needs analysis/assessment

Evaluating content of written material for style

- Policy and procedure manuals
- Training manuals
- Job aids

Making a logical evaluation of new ideas

- New service
- Delivery method
- Internal work/processes

Critically examining information for accuracy / quality

Evaluating quality of an animate object (not people)

- Needs assessment



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G2: USING TOOLS / MACHINERY

Using a computer for information storage or retrieval

- Project management
- Word processing
- Curriculum development
- Presentation materials (Power Point)

Using a computer for calculations

- Excel
- Access
- AutoCad

Using a computer for generating graphics or art forms

- Presentation and reporting documents

Using a computer for design preparation or review

Personally operating electronic or other machinery

- Precision machining
- IETV

Examine machinery/equipment to check working order

- Audio-visual and various media equipment
- Shop equipment and tools

Using a computer for reasons not elsewhere specified

Using a computer for modeling



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F4: WRITING / ADMINISTRATING

Writing formal correspondence or memoranda

- Prepare training proposals targeted to client objectives

Maintaining detailed records

- Tip claims by line item
- Purchase orders
- Requisitions
- Travel
- Resale inventory
- Training hours
- Payroll records for consultants

Completing routine administration

Writing copy to create interest in a product / service

- Marketing

Writing for a public audience

- Presentations (Chamber of Commerce meetings, etc.)
- Newsletters

Writing proposals for action

- Prepare training proposals targeted to client objectives

Writing a description of a situation or case

- Accident reports
- Case study

Writing instructions for procedures to be followed

- Classroom procedures
- Equipment operation procedures

Drawing up legally binding documents



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E7: DECIDING

Making decisions after thorough evaluation

- Curriculum selection
- Needs assessment

Making quick decisions under time pressure

- Responding to Chamber questions
- Committing to client and then working out details

Mentally reacting quickly to emergency situations

Deciding a course of action in conjunction with others

- Rescheduling training sessions
- Adding a service to BISC team

Deciding a course of action on own initiative

- Scheduling and coordinating training

Decisions affecting employment or welfare of people

- Selection/hiring decisions

Contract trainees

Making judgments on costs, damages, disputes, etc.

- Cost benefits
- Shipping charges

Ruling on questions of procedure

- Payroll
- Student accounting
- Cancellation of classes

B2: APPRAISING / EVALUATING

Evaluating the work of others on completion

- Instructors
- Internal team members
- Curriculum development

Evaluating the work of others in progress

Assessing individuals for recruitment or promotion

Appraising the past performance of individuals

Developing learning or training exercises

Creating confidence among those learning new skills

Demonstrating procedures to help others

Appraising the personal development of individuals

Helping others to produce ideas

- Brainstorming/Problem Solving
- Internal clients, stakeholders

Undertaking on the job training of others

Considering appropriate staff development action



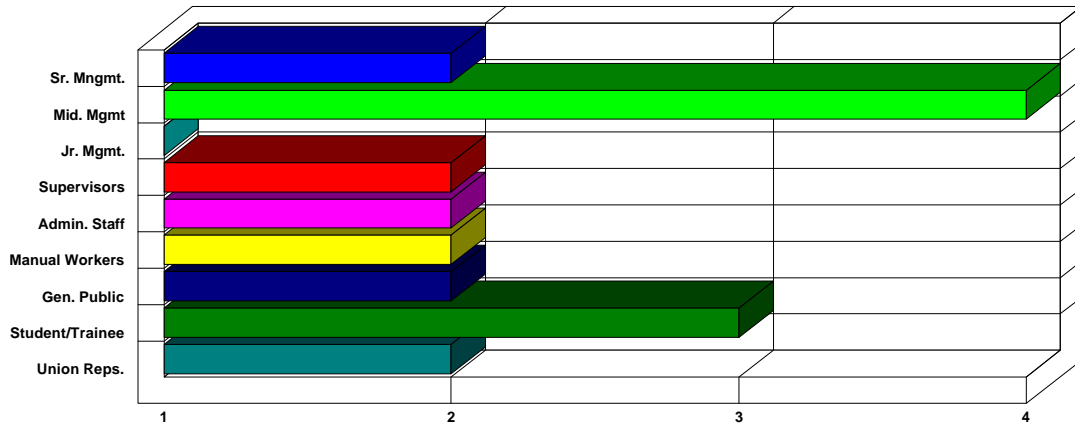
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INTERPERSONAL CONTACT

The graphs below show the nature, type and frequency of interpersonal contact required.

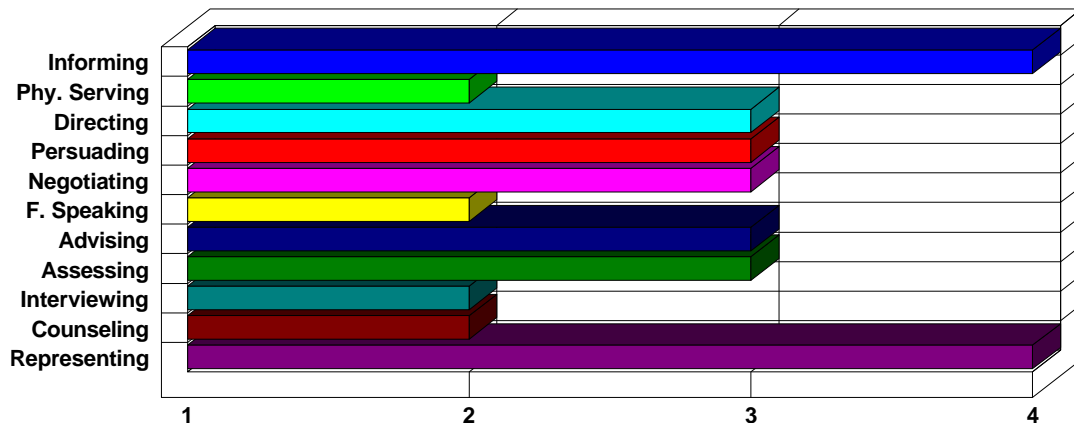


CONTACT WITH WHOM?



<u>Key</u>	
1:	None
2:	Occasional (1-9 % of time)
3:	Moderate (10-20 % of time)
4:	Frequent (21% + of time)

TYPE OF CONTACT





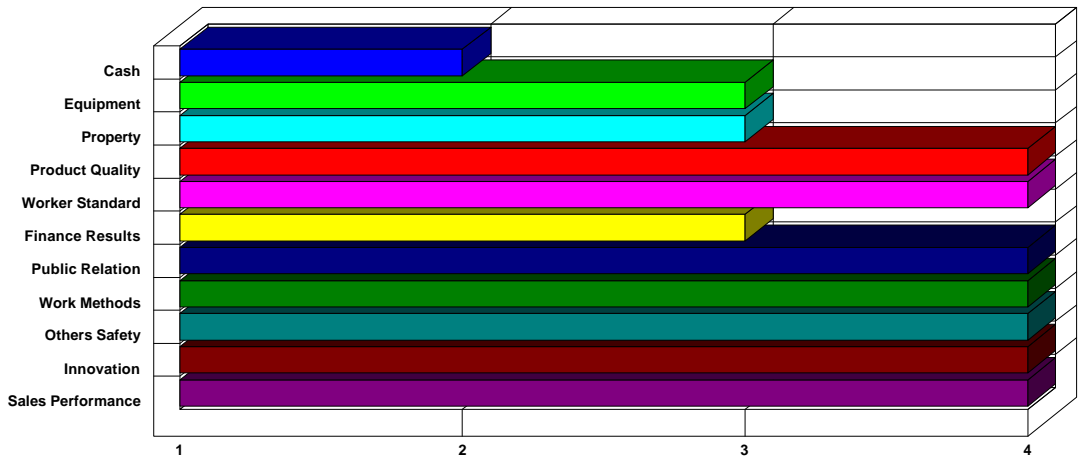
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RESPONSIBILITIES

Responsibility for Resources: \$100,000-\$499,000
Financial Impact: Large, \$10,000s
Functional Impact: Manages major non-routine ops
Breadth of Job Knowledge: Substantial across functions
Demands of Change: New situations occur constantly
Time Span of Impact: Almost immediate - 1 to 6 days

SPECIFIC ACCOUNTABILITIES

The graph below shows the level of specific accountabilities for this job.



Key	
1:	None
2:	Low
3:	Moderate
4:	High



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WORK CONTEXT AND ENVIRONMENT

Type of Working Hours



Irregular
Usually a mix of day and night working

Working Hours



Normal weekly hours 40
Paid overtime hours..... 0
Unpaid overtime hours..... 15
Total weekly hours..... 55

Travel



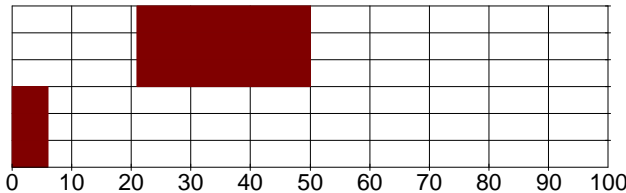
Time spent travelling (excl. from/to work) 11-25%

Time Away from Home



Nights within home country..... 1-10
Nights in other countries..... None

Posture: Percent Time Spent ...



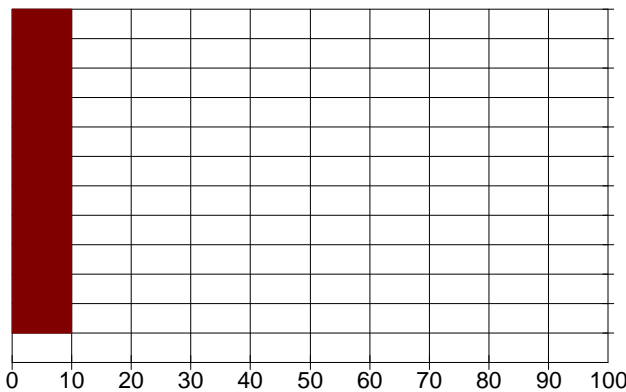
sitting
standing
walking
running
stooping/kneeling
climbing

Physical Danger



Minor physical injury Small risk
Serious physical injury Small risk

Physical Environment: Percent Time Spent ...



out of doors
at high temperature
at low temperature
in contaminated air
in noisy conditions
in dirty environment
in a restricted space
with inadequate lighting
with machine vibration
with ear protection
with eye protection
with breathing apparatus



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PROJECT DETAILS SECTION

DESCRIPTION

The Project Details Section contains the most important details of this WPS Project, including the List of JAQs and any applicable project caveats. This information is important for documentation purposes.

PROJECT DETAILS

Project Name	Oklahoma Department of CareerTech Education
Project Id. Number	1
Project Description	Vocational Technology Education
Job Title	Industrial Coordinator
Questionnaire Type	101
Created by WPS User	1
Created on	4/15/98 9:42:55 AM
Last Edited on	4/15/98 9:42:55 AM
Task Sections Reranked	Reranked (default)

ANALYST CONTEXT VARIABLES

Type of Organization	Other services (hospitality, social, medical, public, education, etc.)
Size of Organization	50 to 99
Ease of Finding Qualified Staff	Ample supply of qualified people
Regional Availability	Small regional variations in availability
Site Locations	Multiple site locations

JOB PURPOSE & OBJECTIVES

Listed below are the Job Main Purpose and up to 10 Job Objectives

<p>Main Purpose Job Objectives</p>	<p>Not provided ...</p> <ul style="list-style-type: none"> - Assess and determine business and industry client needs using appropriate tools and processes. - Recommend interventions that are technically accurate and appropriate to client's business objective. - Recruit, select, evaluate, and develop human resources to support delivered services to meet or exceed customer requirements. - Market business and industry training services and support economic development activities to increase client activity and tax base. - Coordinate development and/or selection of curricula, equipment and facilities to support training interventions that meet or exceed customer expectations. - Manage delivery of TIP, industry specific training and other services to satisfy customers and stakeholder requirements (i.e., monitoring, budgeting, scheduling, contracting, and evaluating). - Establish and maintain client relationships and participate in civic and economic development activities to increase and enhance exposure to the community. - Establish and coordinate collaboration and networking of industry partners to use resources effectively. - Develop, complete, and submit reports to provide accurate data in a timely manner.
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- Work collaboratively to promote short-term and full time programs that meet client needs.
- Prepare and present training proposals targeted to client objectives with accurate and complete information.

_____ JAQS IN THIS PROJECT _____

Total JAQs in this Project: 1			
JAQ Id.	Respondent Name	Respondent Job Title	Last edit:
1	Goodrich, M.	Industrial Coordinator	4/15/98
2	Milroy, J.	Industrial Coordinator	4/15/98
3	Jackson, B.	Asst. Supt.. for BIS	4/15/98
4	Welch, T.	Industrial Coordinator	4/15/98
5	Collins, B.	TIP Coordinator	4/15/98
6	Crusoe, W.	Industrial Coordinator	4/15/98
7	Little, S.	Mfg. & Quality Engineer	4/15/98
8	Lynch, E.	Industrial Coordinator	4/15/98

_____ QUESTIONNAIRE STRUCTURE _____

Below are the Activity Categories of this Questionnaire, Task Categories are grouped according to this structure.

1	SECTION A: MANAGING TASKS
2	SECTION B: MANAGING PEOPLE
3	SECTION C: RECEIVING INFORMATION
4	SECTION D: THINKING CREATIVELY
5	SECTION E: WORKING WITH INFORMATION
6	SECTION F: COMMUNICATING
7	SECTION G: ADMINISTERING

_____ SYSTEM INFORMATION _____

Report generated on:	01/26/99 2:12:01
WPS User:	SuperUser
WPS Systemdatabase ID:	101

_____ END OF REPORT _____