



Benchmark Job (Role) Profiles Manual



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INTRODUCTION AND BACKGROUND

The Community Disability Services sector (formerly Community Rehabilitation) worked to create a labour market initiative, 'Workforce 2010' with the vision: "By the year 2010, the Province of Alberta will have a well-trained and stable community disability workforce recognized as professionals providing valued service". The Workforce Classification System was designed to develop "comprehensive and valid job competency data" in support of this vision. This manual is the culmination of an extensive information gathering and analysis process:

- Reviewing the existing Community Disability Careers Project materials (developed and published in 1997).
- Direct input from a province-wide panel of experienced and knowledgeable professionals in the field to define an initial framework of jobs that could serve as **common benchmark*** jobs within the community disability field, including both adult and children's services.
- Preparing an initial, draft role profile for each job defined in the benchmark framework;
- Participating in focus groups involving over 70 individuals representing a broad cross section of agencies, service providers, parents, academic institutions and self-advocates to review and provide input and advice relative to job content, preferred qualifications and profile language.
- Re-drafting the role profiles to incorporate the most common themes from the various information sources.
- Vetting the re-drafted profiles with the Workforce 2010 Steering Committee and Advisory Group.
- Preparing the job (role) profiles that you will read in this manual.

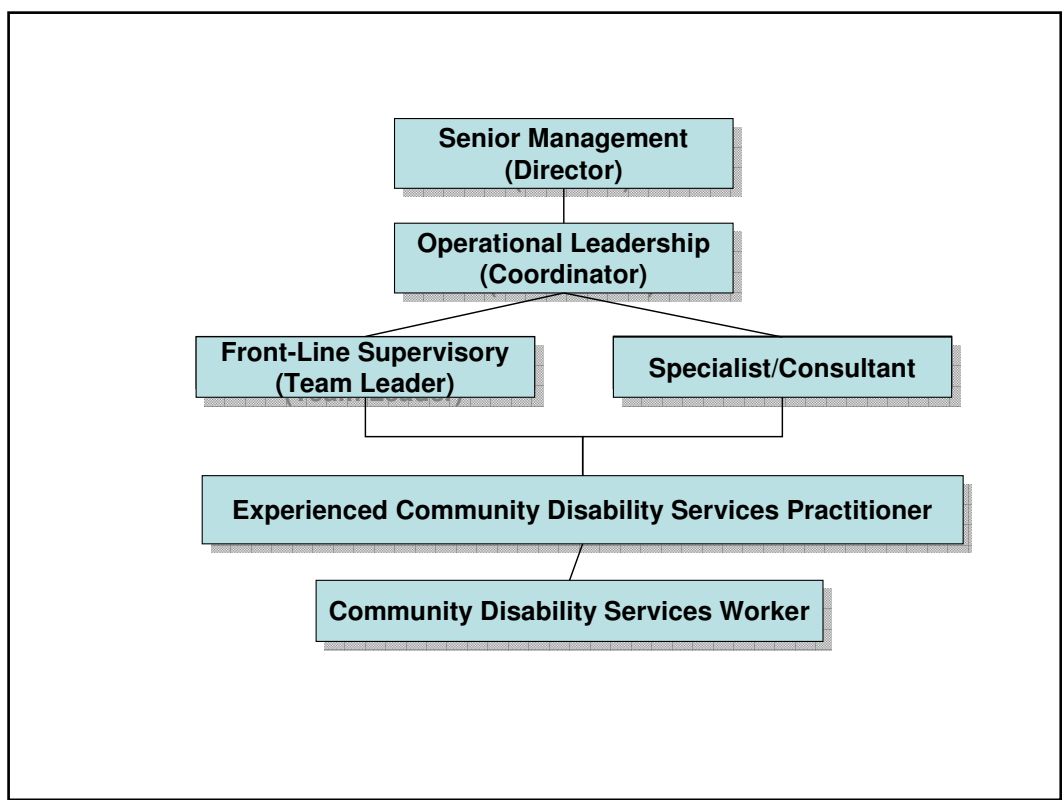
* A common benchmark job is a familiar bundle of work tasks, highly recognizable in the rehabilitation field, and typically with a recognizable title. They are designed to provide a reference point for other jobs ("bundles of work") that an agency or other employer may have or want to create. While organizations may have jobs that have responsibilities that are very similar to the common benchmark, it is not the intent for the common benchmarks to be prescriptive; but rather, they are guides to localized job definition and development to enable consistency across within the field.

Each profile is designed as a reference or benchmark that individual agencies can use as a guide to designing and defining jobs. While each agency will develop its own specific organizational arrangements, the job profiles included in this manual provide a guide for career progression from entrance to the field to senior management, with an option for non-managerial specialization. The generic benchmark roles (job profiles) are as follows (NOTE: All job titles shown are for illustration and example only; agencies will decide upon their own job titles to fit their structure and culture.):

1. An **initial front-line role** (Community Disability Worker) with the essential training and relevant experience to provide proficient service in relatively straightforward situations. This represents the baseline role as a true Community disability Worker.
2. An **experienced front-line role** (Community Disability Practitioner) that typically will have additional specialized education and training, and more extensive experience to provide service in more complex circumstances, as well as cover a broader range of service options. While not a true supervisor, this role may have some responsibilities for coordination of other less experienced service providers.
3. A **front-line supervisory** (Team Leader) role that has front-line supervisory leadership responsibilities for a team of service providers, plus direct service responsibilities. This is a combined direct service – supervisory role and represents that first step into broader leadership. A key aspect of the role is training and support for direct service staff.
4. An **operational leadership** (Coordinator) role with responsibility for coordinating a set of services or programs within an agency. While there may be some direct service contacts dealing with service coordination issues, the role is primarily administrative. Key aspects of the role include the development and implementation of process guidelines, service monitoring and evaluation, service delivery coordination and intervention, budget administration and management, funding proposal development, and community liaison. This role will take on various responsibilities depending upon the size of the agency and scope of services provided.
5. A **senior management** (Director) role with broader program and service area responsibility. While not at the chief executive/executive director level, this role has responsibility for input to the organizations strategic agenda and direct leadership responsibility for a significant aspect of the organization's business/service plan. There is a key role in community liaison, and greater scope of responsibility for service planning and funding. The financial management responsibilities tend to be towards a group of services, rather than a particular services area.

6. A **specialist** or consultant role, that is yet to be defined in detail, designed as a resource to the direct service providers. This role may be a consultant-type resource versus a direct service provider role. It is not clear that this role will be a formal part of the hierarchy but it is included in concept to ensure that there is recognition of the need for specialized resources, and an essential requirement for staff training and development as the scope of service expands and the complexity and diversity of support needs increase. This role may also be a step on the path to more senior supervisory leadership.

The career progression is illustrated in the following graphic:



HOW TO USE THIS MANUAL

This manual is designed as a guide to designing and developing actual jobs within the Community Disability Services sector. It is NOT designed to prescribe how jobs should be developed or how organizations should be defined. The six job profiles included in this manual illustrate the main types and levels of work that are common in the sector. Community Disability Services organizations have agreed to use the benchmark profiles as a reference for:

- Defining jobs within their organization that reflect the different types of work and specific responsibilities that tend to be common in the field;
- Language and ways to describe work that aligns with the perceptions of the sector in 2010; and
- Job evaluation and classification processes.

Section Four of this manual contains a Job Evaluation Handbook that illustrates an approach to comparing the relative size and scope of jobs within the sector. The Job Evaluation Handbook not only includes a complete job evaluation plan specific to the Community Disability Services sector, but also illustrates detailed evaluations of the six jobs profiled in this manual.

The six benchmark job (role) profiles are illustrated in detail in the next section.

BENCHMARK ROLE PROFILES

- **Community Disability Services Worker**
- **Community Disability Services Practitioner**
- **Team Leader**
- **Coordinator**
- **Director**
- **Specialist/Consultant**

JOB PROFILE ONE
COMMUNITY DISABILITY SERVICES WORKER

TYPICAL JOB TITLE:

COMMUNITY DISABILITY SERVICES WORKER

TYPICALLY REPORTS TO:

Coordinator or Team Leader; may be task/activity specific reporting to a more experienced support provider; may report directly to a family member or guardian in situations when a family hires its own supports.

OVERVIEW PROFILE:

The **Community Disability Services Worker** is a front-line community disability services role that has responsibility to support and facilitate the development of skills and competencies that will assist persons with disabilities to pursue and fulfill their goals, objectives and aspirations.

The primary activities and tasks of the role are as follows:

1. Implementing person-centered plans designed to support and assist adults, youth and children with individual development, community disability/development, behaviour management and/or personal care.
2. Assisting and supporting individuals to participate in a meaningful way in their personal life planning, in the identification and definition of personal goals and aspirations, and in the definition and expansion of opportunities for personal growth, and meaningful and valued roles within the community. This includes following the individual's leads, and/or the leads of the family - particularly for minor children, to accommodate and support the individual's personal goals and aspirations to the extent possible.
3. Assisting and supporting individuals in the establishment and maintenance of shared, respectful relationships within the community, with a view to meaningful participation and inclusion. This includes assisting and encouraging individuals to participate effectively in employment, volunteer, recreational and other social settings.
4. Being aware of the individual's physical, social and recreational environments, and taking action to minimize risks and maximize participation/inclusion; and, referring more complex situations to more experienced resources when appropriate.
5. Being aware of and adhering to established policies, practices and operational protocols; this includes being aware of and adhering to medical protocols and standing orders relative to medication and other remedies.
6. Understanding community issues and opportunities, and assisting and supporting the individual with general access to and participation in the community.

7. Modeling socially appropriate behaviours (for both the individual and the community), and assisting and encouraging the individual to make and maintain appropriate community connections. This may include acting as a social and/or employment role model and support “coach” in prescribed situations.
8. Working in the community to open doors and provide access/ participation opportunities, as well as being alert to alternate avenues for generic services that may be available to the individual.
9. Assisting, supporting and encouraging individuals to achieve their personal goals through the development of basic living and related skills, with a view to enhancing the individual's confidence, competence and participation within their social network (community, social, recreational, etc.). This includes both supporting the individual's life skill development and, particularly in the case of service to children, academic skill development; and, modeling the desired actions and behaviours.
10. Assisting individuals to develop personal home living skills and, when required, participating directly in the care and maintenance of the individual's home living environment.
11. Assisting with the direct care of high needs and/or medically fragile individuals, as required.
12. Assisting and supporting individuals to advocate on their own behalf, when necessary and appropriate, to have their needs met; and, advocating on behalf of the individual when required and appropriate. In the case of services to children, this may focus on the development and application of basic socialization skills and assisting individuals to stand-up for themselves in social, recreational and educational settings.
13. Maintaining clear and objective records and preparing required reports and other documentation.
14. Communicating in a professional, timely, accurate and respectful manner with individuals, families, guardians, staff and community representatives.
15. Working effectively in a collaborative, team-oriented environment.

PREFERRED QUALIFICATIONS:

The **Community Disability Services Worker** role is critical to the success of the individuals supported, and requires: a positive attitude that acknowledges the gifts, talents and passions of persons with disabilities; an aptitude for service and support; and, a relevant knowledge and skill base. The preferred qualifications include the following:

1. A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
2. An understanding of the opportunities and options available to persons with disabilities; plus, demonstrated cultural and ethnic sensitivity.
3. The equivalent of basic secondary school education from a recognized institution, supported by additional relevant training/education; preference is for individuals who have some specialized training and/or demonstrated successful experience in a relevant setting.
4. Basic awareness of the stages and norms relative to childhood development, socialization and recreation (play), as well as childhood related issues and conditions (e.g., FASD, etc.), if providing service to children.
5. A basic understanding of relevant general and organization specific policies, procedures, operational protocols, legislation, professional codes of ethics and guidelines, contract terms and conditions, and other practice guidelines.
6. Demonstrated ability to work effectively in a collaborative, team-oriented work environment. In the case of service to children, in particular, this includes that ability to function effectively within the broader family environment.
7. Basic observation and interpretive skills to support judgments about issue resolution and required actions; this includes knowing when it is appropriate to ask for assistance or refer to a more experienced person.
8. Basic coaching and mentoring skills, with the ability to employ various approaches.
9. Effective communication skills.
10. Effective time and priority management skills, and the ability to balance competing demands/priorities and deal with competing opinions. This includes knowing when it is appropriate to ask for assistance or refer to more experienced staff.

11. Relevant knowledge and ability to demonstrate and support the development of basic living and other relevant personal and social skills.
12. First Aid and CPR certification, and possibly other additional training to support specific individuals' needs.
13. Knowledge of basic health and safety rules and guidelines for personal health and safety, as appropriate.
14. Basic computer literacy, in accordance with the specific role and agency/service requirements.
15. A basic understanding of the broader range of community resources available to support the individual's participation and inclusion, and an understanding of how and when they may be accessed.
16. The ability to work various shift schedules and in physically challenging situations, if required. In the case of services to children, this includes the ability to work shorter, varied shift blocks to accommodate the child's school and other schedules.

Over time, it is expected that those employed in the Community disability Worker role will require/acquire a broader skill base and/or specialty education and training to deal with the more demanding situations.

JOB PROFILE TWO
COMMUNITY DISABILITY SERVICES PRACTITIONER

TYPICAL JOB TITLE:

COMMUNITY DISABILITY SERVICES PRACTITIONER

TYPICALLY REPORTS TO:

Coordinator or Team Leader

OVERVIEW PROFILE:

The **Community Disability Services Practitioner** is an experienced direct support role in the field, providing direct support to individuals with disabilities, as well as participating in assessment, person-centered planning, and plan implementation. While many of the core activities are similar to those of a Community Disability Services Worker, their application is typically relative to more complicated and/or specialized individual situations or environments. The role typically requires additional specialized education/training and more extensive experience to provide support in more complex circumstances, as well as cover a broader range of service and support options. In some cases, the Community Disability Services Practitioner will focus activities within a particular area of service/support and/or coordination of other less experienced service providers, but without full supervisory responsibility. The primary activities and tasks of the role are as follows:

1. Participating with the individual and the individual's support network as appropriate to facilitate and support the development and documentation of individualized, person-centered plans to provide a framework for ongoing support and assistance. In general terms, the plans will focus on individual development, community disability/development, behaviour management and/or personal care. This includes following the individual's leads, and/or the leads of the family - particularly for minor children, to accommodate and support their personal goals and choices to the extent possible.
2. Facilitating, in more complex situations, without full supervisory accountability and authority, the implementation of support plans and facilitating intra-group communication. This includes working collaboratively with school resources in the case of service to children.
3. Assisting, supporting and encouraging individuals to exercise their right and responsibility to make life choices and participate actively in meaningful, respectful and authentic relationships that align with and support their goals and aspirations.
4. Being aware of the individual's physical, social and recreational environments, and taking action to minimize risks and maximize participation/inclusion; and, when it is appropriate, requesting assistance and/or referring to more experienced resources.
5. Being aware of and adhering to established policies, practices and operational protocols; this includes being aware of and adhering to ethical standards and guidelines, and medical

protocols and standing orders relative to medication and other remedies.

6. Assisting, supporting and encouraging individuals to advocate on their own behalf, when appropriate and necessary, to have their needs met; and, when appropriate, assisting and supporting the individual's desires, aspirations and life choices through interaction and advocacy within the individual's social network. In the case of services to children, this may focus on the development and application of basic socialization skills and assisting individuals to stand-up for themselves in social, recreational and educational settings.
7. Assisting, supporting and encouraging individuals to achieve their personal goals through the development of basic living and related, with a view to enhancing the individual's confidence, competence and participation within their social network (community, social, recreational, etc.). This includes both supporting the individual's life skill development and, particularly in the case of service to children, academic development; and, modeling the desired actions and behaviours.
8. Assisting individuals to develop personal home living skills and, when required, participating directly in the care and maintenance of the individual's home living environment.
9. Developing and implementing marketing approaches for employment, recreational and other social interaction opportunities, with a view to creating a broader spectrum of options and natural supports within the community.
10. Acting as a social, recreational and/or employment role model and coach to assist the individual participate and contribute effectively within the community and/or in an employment or volunteer setting. This includes assisting and being a role model for employers and others within the social network.
11. Assisting employers and others in the individual's social network to create and maintain a safe and open environment for maximum participation.
12. Maintaining clear and objective records, and completing required reports and other documentation.
13. Communicating in a professional, timely, accurate and respectful manner with individuals, families, guardians, staff and community representatives.
14. Working effectively in a collaborative, team-oriented environment.
15. Undertaking special tasks, projects and/or other assignments, including representing the agency/organization on province-wide committees.

PREFERRED QUALIFICATIONS:

The **Community Disability Services Practitioner** role requires qualifications and experience that position the person to provide a broad range of general and often specialized services to individuals with disabilities, and requires: positive attitude that acknowledges the gifts, talents and passions of persons with disabilities; an aptitude for service and support; and, a relevant knowledge and skill base. The preferred qualifications include the following:

1. A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
2. An understanding of the opportunities and options available to persons with disabilities; plus, demonstrated cultural and ethnic sensitivity.
3. In addition to the basic qualifications required for an entry-level service provider, a Diploma or equivalent formal education in a relevant discipline; preferably, augmented by specialized training and progressively more responsible experience in a relevant discipline/setting.
4. A practical awareness of the stages and norms relative to childhood development, socialization and recreational (play), as well as childhood related issues and conditions (e.g., FASD, etc.), if providing service to children.
5. A practical, working understanding of relevant general and organization specific policies, procedures, operational protocols, legislation, professional codes of ethics and guidelines, contract terms and conditions, and other practice guidelines.
6. Demonstrated ability to work effectively in a collaborative, team-oriented work environment.
7. Basic computer literacy and well developed writing/reporting skills in accordance with the specific role and agency/service requirements to support delivery of services; and, basic internet search skills, and the use of basic database and analysis tools.
8. Well-developed observation and interpretive skills to support judgments about issue resolution and required actions; this includes the ability to identify observable changes in behaviour and attitude, and knowing when it is appropriate to ask for assistance or refer to a more experienced person.
9. Well developed coaching and mentoring skills, as well as emerging supervisory/coordinating skills.
10. Effective communication skills.

11. Effective time and priority management skills, and the ability to balance competing demands/priorities and deal with competing opinions. This includes knowing when it is appropriate to ask for assistance or refer to more experienced staff.
12. Relevant knowledge and the ability to demonstrate and support the development of basic living and other relevant personal and social skills.
13. First Aid and CPR certification, plus additional training and experience to support specific individuals' needs.
14. Knowledge of basic rules and guidelines for personal health and safety, as appropriate.
15. A general understanding of the broader range of community resources available to support the individual's participation and inclusion, and an understanding of how and when they may be accessed; and, the ability to interact effectively with others in the individual's social network.
16. An understanding of basic marketing and sales techniques as they may apply in the development of community opportunities and options for individuals being served.
17. The ability to work various shift schedules and in physically challenging situations, if required by the specific situation. In the case of services to children, this includes the ability to work shorter, varied shift blocks to accommodate the child's school and other committed schedules.

JOB PROFILE THREE TEAM LEADER

TYPICAL JOB TITLE:

TEAM LEADER

TYPICALLY REPORTS TO:

Program Director or Coordinator

OVERVIEW PROFILE:

The **Team Leader** role typically incorporates front-line supervisory functions and direct support/service responsibilities. It is designed in the career progression as first step into broader operational and/or organizational leadership. A key responsibility is training and support for other, less-experienced direct service staff. The primary activities and tasks of the role are as follows:

1. Supervising staff resources at potentially different levels and in various situations to ensure the effective and efficient implementation of agreed upon plans; this includes project related staff/service requirements planning, recruitment, orientation/training, work assignment/prioritization, reporting and documentation requirements/ protocols, evaluation and appraisal, and on going coaching.
2. Acting as the team resource for relevant policies, procedures, legislation and regulations, service protocols, budgets and funding arrangements, ethical codes and guidelines, and agency or contract specific employment arrangements and agreements. This may include being an “on-call” resource (possibly part of the on-call rotation) for emergency and off-hour coverage, and individual and staff support.
3. Acting as the principal liaison between staff and senior agency leadership, as well as between the team members and other service/support providers.
4. Leading delegated risk assessments and, typically in collaboration with other direct service/support providers, developing and/or facilitating the development and documentation of person-centered plans; and, ensuring their alignment or integration with other service providers and plans/supports.
5. Contributing to the development and management of team scheduling and budgets. This includes adherence to both financial and service terms and conditions within assigned contracts.
6. Contributing to the development of funding and service proposal, as appropriate.

7. Working/collaborating with other service providers on behalf of the individual to facilitate and coordinate services/supports; and, may intervene on behalf of the team or the individual in complex and/or sensitive situations to ensure clear and consistent understanding of issues and service requirements. This may include mentoring and/or coaching other service providers and/or staff to ensure team understanding and effectiveness.
8. Participating in the community to encourage and support community options, bridges and connections, and through liaison with other organizations, groups and agencies expand not only the paid options available, but also the natural supports within the community.
9. In some situations, this role will have a designated case load; in others, the case load may not be formally assigned, but created as a result of back-up or fill-in for other direct support staff.

When acting in a direct service capacity the Team Leader role includes the typical responsibilities of a Community disability Practitioner:

10. Participating with the individual and the individual's support network as appropriate to facilitate and support the development and documentation of individualized, person-centered plans to provide a framework for ongoing support and assistance. This includes following the individual's leads and/or the lead of the family or guardian to accommodate and support their personal goals and choices to the extent possible.
11. Assisting, supporting and encouraging individuals to exercise their right and responsibility to make life choices and participate actively in meaningful, respectful and authentic relationships that align with and support their goals and aspirations.
12. Being aware of the individual's physical, social and recreational environments, and taking action to minimize risks and maximize participation/inclusion; and, referring to more experienced resources when appropriate.
13. Being aware of and adhering to established policies, practices and operational protocols; this includes being aware of and adhering to ethical standards and guidelines, and medical protocols and standing orders relative to medication and other remedies.
14. Assisting, supporting and encouraging individuals to advocate on their own behalf, when appropriate and necessary, to have their needs met; and, when appropriate, assisting and supporting the individual's desires, aspirations and life choices through interaction and advocacy within the individual's social network.

15. Assisting, supporting and encouraging individuals to achieve their personal goals through the development of basic living and related skills (e.g., personal hygiene/grooming, behaviour, household tasks, meal preparation, grocery shopping, banking, appropriate dress, care and maintenance of personal care equipment, etc.), with a view to enhancing the individual's confidence, competence and participation within their social network (community, social, recreational, etc.). This includes both supporting the individual's life skill development and modeling the desired actions and behaviours.
16. Assisting individuals to develop personal home living skills and, when required, participating directly in the care and maintenance of the individual's home living environment.
16. Developing and implementing marketing approaches for employment, recreational and other social interaction opportunities, with a view to creating a broader spectrum of options and natural supports within the community.
17. Acting as a social and/or employment role model and coach to assist the individual participate and contribute effectively within the community and/or in an employment or volunteer setting. This includes assisting and being a role model for employers and others within the social network.
18. Assisting employers and others in the individual's social network to create and maintain a safe and open environment for maximum participation.
19. Maintaining clear and objective records, and completing required reports and other documentation.
20. Communicating in a professional, timely, accurate and respectful manner with individuals, families, guardians, staff and community representatives.
21. Working effectively in a collaborative, team-oriented environment.
22. Undertaking special tasks, projects and/or other assignments, including representing the agency/organization on province-wide committees.

PREFERRED QUALIFICATIONS:

The **Team Leader** role requires qualifications and progressive experience that position the person to provide direct supervisory leadership to a team of direct service/support staff, as well as provide a broad range of services to individuals with disabilities. The role requires: a positive attitude that acknowledges the gifts, talents and passions of persons with disabilities; an aptitude for service and support; and, a relevant knowledge and skill base. The preferred qualifications include the following:

1. A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
2. An understanding of the opportunities and options available to persons with disabilities; plus, demonstrated cultural and ethnic sensitivity.
3. A Diploma (undergraduate degree preferred) in a relevant discipline, from a recognized institution, augmented by progressive direct service experience to a senior practitioner level.
4. Knowledge of the stages and norms relative to childhood development, socialization and recreational (play), as well as childhood related issues and conditions (e.g., FASD, etc.), if providing service to children.
5. An operational knowledge and understanding of relevant general and organization specific policies, procedures, operational protocols, legislation, professional codes of ethics and guidelines, contract terms and conditions, and other practice guidelines.
6. Demonstrated supervisory leadership, team-building and related skills and aptitudes, including strong coaching and mentoring skills, and the ability to employ effective conflict resolution and mediation techniques.
7. Demonstrated ability to work effectively in a collaborative, team-oriented work environment.
8. Well-developed computer and writing/reporting skills in accordance with the specific role and agency/service requirements; and, basic internet search skills and the use of basic financial/budget management, database and analysis tools.
9. Well-developed observation and interpretive skills to support judgments about issue resolution and required actions; this includes the ability to identify observable changes in behaviour and attitude, and provide advice and support to others as required.
10. Effective communication skills.

11. Effective time and priority management skills, and the ability to balance competing demands/priorities and deal with competing opinions. This includes knowing when it is appropriate to ask for assistance or refer to more experienced staff.
12. Relevant knowledge and the ability to demonstrate and support the development of basic living and other relevant personal and social skills.
13. First Aid and CPR certification, plus additional training and experience to support specific individual's needs.
14. Knowledge of basic rules and guidelines for personal health and safety, as appropriate.
15. A well-developed understanding of the broader range of community resources available to support the individual's participation and inclusion, and an understanding of how and when they may be accessed. This includes the ability to develop and maintain an effective community network, and the ability to interact effectively with others in the individual's social network.
16. An understanding of basic marketing and sales techniques as they may apply in the development of community opportunities and options for individuals being served.
17. The ability to work various shift schedules and in physically challenging situations, if required by the specific situation.

JOB PROFILE FOUR COORDINATOR

TYPICAL JOB TITLE:

COORDINATOR

TYPICALLY REPORTS TO:

Executive Director, Program Director or Human Resources

OVERVIEW PROFILE:

The **Coordinator** role has responsibility for operational leadership for a set of services or processes within an agency/organization. While there may be some direct service contacts dealing with service coordination issues, the role is primarily operational oversight. Key aspects of the role include the development and implementation of process guidelines, service monitoring and evaluation, service delivery coordination and intervention, budget administration and management, funding proposal development, and community liaison. This role may take on various other responsibilities depending upon the size of the agency and scope of services provided. The primary activities and tasks of the role are as follows:

1. Leading and participating in the development of operational and service delivery plans and budgets relative to a particular service area or group of related services, in accordance with the organization's strategic mandate and priorities.
2. Preparing, in collaboration with others as appropriate, operational procedures and guidelines, communication plans, implementation/initiation strategies; this includes ensuring that accreditation standards are met.
3. Ensuring that service evaluation criteria are developed and communicated effectively, and that services are monitored, evaluated and managed in a manner that optimizes opportunities for the individuals being served and deployment/utilization of agency resources.
4. Developing and implementing effective invoicing and financial management procedures and processes.
5. Leading and coordinating staffing/human resource planning relative to a particular service area or group of related services.
6. Ensuring that policies, processes and procedures are in place and operating effectively to facilitate staff recruitment, orientation, performance planning, assessment/evaluation, and professional development; this may include assisting directly with the recruitment, training and evaluation of staff if required/appropriate.
7. Providing leadership and support to team leaders, direct service staff and associated administrative staff to facilitate effective staff deployment and service delivery.

8. Developing and presenting comprehensive funding and service delivery proposals relative to the introduction of new or changed services and/or the continuation of existing services. In larger organizations, the Coordinator's role may be limited to providing input to proposals within the existing funding framework.
9. Establishing and maintaining a resource network that may be accessed to support and enhance service development and delivery, and to enhance the profile and acceptance of the agency and the profession within the community.
10. Promoting and advocating on behalf of the agency, agency services, the direct service/support resource team and the individuals supported. This may include issue and conflict management and resolution between and among agency staff, as well as between the organization and other service providers, funders, families/guardians, and other community and government stakeholders.
11. Participating in the community to encourage and support community options, bridges and connections, and through liaison with other organizations, groups and agencies expand not only the paid options available, but also the natural supports within the community.
12. Maintaining appropriate documentation and records. This includes coordinating, analyzing and integrating required case load documentation, and reporting results and actions in an objective and timely manner
13. Communicating in a professional, timely, accurate and respectful manner with individuals, families, guardians, staff and community representatives.
14. Working effectively in a collaborative, team-oriented environment.
15. Undertaking special tasks, research, projects and/or other assignments, including representing the agency/organization on province-wide and other professional/community committees.

PREFERRED QUALIFICATIONS:

The **Coordinator** has an important operational leadership role within the field. The role requires: a positive attitude that acknowledges the gifts, talents and passions of persons with disabilities; an aptitude for service and support; and, a relevant knowledge and skill base. The preferred qualifications include the following:

1. A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
2. An understanding of the opportunities and options available to persons with disabilities; plus, demonstrated cultural and ethnic sensitivity.
3. A particular understanding of planning, development and delivery of services for persons with disabilities, and the political environment in which these services are delivered.
4. An undergraduate degree in a relevant discipline (a graduate degree is preferred), augmented by progressive experience to a middle management/administrative level.
5. An in-depth knowledge and understanding of relevant general and organization specific policies, procedures, operational protocols, legislation, professional code of ethics and guidelines, contract terms and conditions, and other practice guidelines.
6. Demonstrated operational leadership skills relative to planning, implementation, evaluation and management.
7. Demonstrated supervisory leadership, team-building and related skills and aptitudes, including strong coaching and mentoring skills, and the ability to employ effective conflict resolution and mediation techniques.
8. Demonstrated ability to work effectively in a collaborative, team-oriented work environment.
9. Well-developed computer and writing/reporting skills in accordance with the specific role and agency/service requirements to support delivery of services; and, internet search skills and the use of financial/budget management, database and analysis tools.
10. Well-developed observation and interpretive skills to support service integration and delivery, and operational review and analysis; this includes the ability to identify variances and formulate appropriate action plans.
11. Effective communication skills.

12. Effective time and priority management skills, and the ability to balance competing demands/priorities and deal with competing opinions.
13. First Aid and CPR certification, plus additional training and experience to support specific service or case specific needs.
14. A well-developed understanding of the broader range of community resources available to support the individual's participation and inclusion, and an understanding of how and when they may be accessed. This includes the ability to develop and maintain an effective community network, and act as an advocate for the profession in the community.

**JOB PROFILE FIVE
PROGRAM DIRECTOR**

TYPICAL JOB TITLE:

PROGRAM DIRECTOR

TYPICALLY REPORTS TO:

Executive Director or Chief Executive Officer or Chief Operating Officer

OVERVIEW PROFILE:

The **Program Director** is a senior management role with broader strategic, operational and service area responsibility. While not at the chief executive/executive director level, this role has responsibility for input to the organization's strategic agenda and direct leadership responsibility for a significant aspect of the agency's business/service plan. There is a heightened role in community liaison and overall scope of service planning and funding. The financial management responsibilities tend to be towards a group of services or organizational segment, rather than a particular service or area of service. The primary activities and tasks of the role are as follows:

1. Participating, as a member of the senior leadership team, in the overall strategic planning and priority setting for the organization, typically with specific responsibility for a particular aspect of the organization's business or service plan.
2. Leading particular aspects of the strategic agenda; this includes ensuring that policies, procedures and enabling systems are in place and operating effectively to support key aspects of overall organizational performance, and that accreditation standards are met.
3. Ensuring that fiscal management and administrative processes are in place and operating effectively to facilitate financial stewardship.
4. Ensuring that human resource plans are developed and communicated so appropriately qualified staff resources are available when required to meet the organization's strategic mandate and priorities; this includes providing leadership and support to ensure staff have required resources to effectively fulfill their roles.
5. Ensuring that recruitment, selection, training and development and other human resource programs and processes are in place and operating effectively to support staff attraction, retention and satisfaction.
6. Developing or leading the development and presentation of funding/grant proposals relative to significant organizational priorities and/or services.
7. Negotiating or leading the negotiation of significant funding and other multi-lateral agreements; and subsequently, managing the agreements.

8. Ensuring that processes are in place and operating effectively to facilitate timely and appropriate communication within the functional area, and between the functional area and other stakeholders.
9. Establishing and maintaining a community access and resource network.
10. Promoting and advocating on behalf of the profession, the agency, agency services, the direct service/support resource team and the individuals supported. This may include issue and conflict management and resolution between and among agency staff, as well as between the organization and other service providers, funders, families/guardians, and other community and government stakeholders.
11. Maintaining appropriate documentation and records. This includes coordinating, analyzing and integrating required service area documentation, and reporting results and actions in an objective and timely manner, and ensuring a line of sight with the organization's strategic agenda/priorities.
12. Communicating in a professional, timely, accurate and respectful manner with individuals, families, guardians, staff and community representatives.
13. Working effectively in a collaborative, team-oriented environment; this includes effective delegation of authority and responsibility.
14. Undertaking special tasks, research, projects and/or other assignments.
15. Representing the agency/organization and/or the profession on province-wide and other professional/community committees.

PREFERRED QUALIFICATIONS:

The **Program Director** is a senior management role and is included to illustrate the career progression within the field. While there may not be direct service contacts, the role does illustrate the progression in responsibilities and qualifications. The role requires: a positive attitude that acknowledges the gifts, talents and passions of persons with disabilities; an aptitude for service and support; and, a relevant knowledge and skill base. The preferred qualifications include the following:

1. A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
2. An understanding of the opportunities and options available to persons with disabilities; plus, demonstrated cultural and ethnic sensitivity.
3. An undergraduate degree in a relevant discipline (a graduate degree is preferred), augmented by progressive general management experience to a senior leadership level.
4. In-depth knowledge and understanding of the broader community disability field, including children, youth and adult support services.
5. A particular understanding of public sector leadership in the social/community disability services field, service planning and delivery, and the political environment in which services for persons with disabilities are delivered.
6. An operational and theoretical (i.e., the background principles) understanding of relevant general and organization specific policies, procedures, operational protocols, legislation, professional code of ethics and guidelines, contract terms and conditions, and other practice guidelines.
7. Demonstrated business administration and operational leadership skills, and the ability to manage and implement integrated strategies, with a clear understanding of their applicability in the community disability field.
8. Demonstrated supervisory leadership, team-building and related skills and aptitudes, including strong coaching and mentoring skills, and the ability to employ effective conflict resolution and mediation techniques.
9. Demonstrated ability to work effectively in a collaborative, team-oriented work environment.
10. Well-developed computer and writing/reporting skills, internet search skills and the ability to use financial/budget management, database and analysis tools.

11. Well-developed observation and interpretive skills to support service integration and delivery, and operational review and analysis; this includes the ability to identify variances and formulate appropriate action plans.
12. Effective communication skills.
13. Effective time and priority management skills, and the ability to balance competing demands/priorities and deal with competing opinions.
14. A well-developed understanding of the broader range of community resources available to support the individual's participation and inclusion, and an understanding of how and when they may be accessed. This includes the ability to develop and maintain an effective community network, and act as an advocate for the profession in the community.

**JOB PROFILE SIX
SPECIALIST/CONSULTANT**

TYPICAL JOB TITLE:

SPECIALIST/CONSULTANT

TYPICALLY REPORTS TO:

Coordinator or Other Senior Manager or Professional/ Certified Specialist; or, may be a third-party consultant.

OVERVIEW PROFILE:

The **Specialist/Consultant** is a consultant-type resource role that provides specialist services, training, research and related support, often as part of an interdisciplinary team, within the community disability field. It is viewed as an important part of the overall resource base within the profession. This role profile has not been defined in specific detail because of the diversity of areas of possible specialization; however, it is a recognized need within the profession not only as a resource, but also as a non-supervisory, professional career step. The primary activities and tasks of the role are as follows:

1. Participating as a specialist resource in assessment of individual requirements and support options, and the development and documentation of “person-centered” support/action plans; the specialty plan may require formal approval/authorization from a certified individual in a registered profession.
2. Supporting specific aspects of an individual’s support activities, in collaboration with the primary support provider
3. Arranging and/or providing training, coaching and/or consultation relative to the specialty area and the specific services/supports, either as part of the plan or at the request of the primary support provider.
4. Undertaking special, assigned research and/or projects or other assignments both to further the knowledge base of the agency or profession, and relative to specific individual or service requirements/requests
5. Participating as a specialist (expert) resource on taskforces and committees.
6. Ensuring that processes are in place and operating effectively to facilitate timely and appropriate communication relative to the specialty area generally (e.g., professional notes/bulletins, journal articles, etc.) and specifically within the service/support resource team. This includes not only providing information, but also preparing professional training, resource bulletins, articles and other communiqués.

7. Establishing and maintaining a professional resource network within the professional and general communities.
8. Promoting and advocating on behalf of the profession, the agency, agency services, the direct service/support resource team and the individuals supported. This typically relates to advancements and issues within the specialty area, and the broader community capacity development that will positive the profession more favourably.
9. Maintaining appropriate documentation and records. This includes coordinating, analyzing and integrating required specialty area documentation, and reporting results and actions in an objective and timely manner, and ensuring a line of sight with the organization's strategic agenda/priorities. This is an essential element in the interdisciplinary teams.
10. Working effectively in a collaborative, team-oriented environment.

PREFERRED QUALIFICATIONS:

The Specialist/Consultant is an important professional/technical resource within the field. While there may be limited or no direct service/case load responsibilities, the role does illustrate the progression in non-supervisory responsibilities and qualification. The role requires: a positive attitude that acknowledges the gifts, talents and passions of persons with disabilities; an aptitude for service and support; and, a relevant knowledge and skill base. The preferred qualifications include the following:

1. A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
2. An understanding of the opportunities and options available to persons with disabilities; plus, demonstrated cultural and ethnic sensitivity.
3. An undergraduate degree in a relevant, specialty discipline (a graduate degree is preferred), augmented by progressive direct service experience to a senior practitioner/specialist level. The role typically requires specific, specialized training following initial academic qualification.
4. In-depth knowledge and understanding of the broader community disability field, including children, youth and adult support services, and the application of the specialty within this broader framework.
5. An operational understanding of relevant general and organization specific policies, procedures, operational protocols, legislation, professional code of ethics and guidelines, contract terms and conditions, and other practice guidelines.
6. Demonstrated ability to work effectively in a collaborative, team-oriented work environment, supported by well-developed consultative, mentoring and teaching skills.
7. Well-developed computer and writing/reporting skills in accordance with the specific role and agency/service requirements to support delivery of services, as well as research skills and database/analysis tools.
8. Well-developed observation and interpretive skills to support judgments relative to consultations and specialty-driven interventions; this includes the ability to identify issues and strategies, and provide advice and support to others as required.
9. Effective time and priority management skills, and the ability to balance competing demands/priorities and deal with competing opinions.

10. First Aid and CPR certification, plus additional training and experience to support specific individuals' needs.
11. Knowledge of basic rules and guidelines for personal health and safety, as appropriate.
12. The ability to be on-call as a resource to direct service providers and/or the agency management/team.