

1. IDENTIFICATION

| Position No. | Job Title | Supervisor's Position | Financial Code | |
|--------------------|-------------------------------------|---|--------------------------------|-------------|
| 08-15209 | Manager, Language Training Programs | Director, Official Languages (08-04244) | 08100-01-1-235-0810020-04-???? | |
| Department | | Division/Region | Community | Location |
| Culture & Heritage | | Official Languages (08100-01) | Iqaluit | Qikiqtaaluk |

2. PURPOSE

| Main reason why the position exists, within what context and what the overall end result is. |
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| <p>The Manager, Language Training Programs (Manager) is responsible for the overall administration, logistics, and monitoring of the Government of Nunavut's (GN) Language Training Programs. The Language Training Program is a critical part of the GN's commitment to fulfill its obligations under the <i>Inuit Language Protection Act</i> (ILPA) to make Inuktitut the working language of the government.</p> <p>The position will oversee a team responsible for coordinating and delivering a variety of language training initiatives across the GN and the territory. The Manager will be responsible for working with GN Departments, Public Agencies, and language delivery partners to ensure the language programming meets GN employee needs.</p> <p>The Department of Culture and Heritage was created to safeguard and promote Nunavut's culture, heritage, and language. In response to Uqausivut 2.0 (2018-2023), a key component of this work is providing opportunities for GN employees to learn and use Inuktitut. The Manager is expected to ensure language, culture, and Inuit societal values are the basis of their work by providing the overall management of the Language Training Unit.</p> |

3. SCOPE

| Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact? |
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| <p>The <i>Inuit Language Protection Act</i> (ILPA) legally obligates the GN to facilitate and not prevent access to language training programs by its public service employees. To address this obligation, the Department of Culture and Heritage is mandated for overseeing language training for the entire territorial public service. The Department is committed to building internal capacity, including developing the resources and materials needed to meet the territorial public service employee training needs.</p> <p>The Manager, Language Training Programs is accountable for the efficient and effective implementation of the GN's language training obligations. The Manager leads the GN's language training obligations as set out in ILPA and OLA and helps fulfill the goals of Uqausivut 2.0 and GN's Mandate(s) by working towards making Inuktitut the working language of the GN and building capacity to provide services to members of the public in the Official Language of their choice. The Manger is responsible for developing a vision for the implementation of comprehensive language training programs while working collaboratively with other divisions within the</p> |

Department of Culture and Heritage, along with internal and external stakeholders and language training partners. Effective planning and leadership skills are required to translate that vision into achievable goals and actions.

4. RESPONSIBILITIES

Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers *why* the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.

Manages Inuktitut Language Training Programs by:

- ◆ Overseeing the identification and development of short and long-term Inuktitut Language Program goals;
- ◆ Providing leadership to develop and implement language training programs, both Inuktitut and/or French;
- ◆ Developing and maintaining a Language Training Program action plan for staff implementation;
- ◆ Developing and implementing Language Training Program policy and guidelines; and
- ◆ Directing the research, monitoring, and evaluation of first and second language training data for baseline data tracking and reporting.

Manages Collaboration with GN Departments and Language Partners by:

- ◆ Overseeing and leading consultation with Departments and language partners on language training needs;
- ◆ Directing the development of internal and external relationships to create language training targets and measures;
- ◆ Providing leadership to support and direct staff in working with Departments and language delivery partners;
- ◆ Providing support and advice to Departments on developing Language Learning Plans; and
- ◆ Working with language partners on employee language assessments for training level placements.

Manages Language Training Logistics and Operations by:

- ◆ Overseeing and aligning the financial and human resources to meet the Language Training Program goals;
- ◆ Developing, monitoring, and tracking the Language Training budget based on course requirements and program intake;
- ◆ Oversees training course scheduling, registration, and administration for delivery across the GN; and
- ◆ Overseeing and assisting with course content development for various training levels.

Manages Inuktitut Language Training Communications by:

- ◆ Directing the development of course and training promotional materials;
- ◆ Overseeing course registration needs and other information technology (IT) requirements;
- ◆ Supervising the collection and analysis of course training reports for the Department; and
- ◆ Developing a monitoring and evaluation plan and resources for staff implementation.

Manages the Language Revitalization Team by:

- ◆ Developing, maintaining and implementing team workplans and training plans;
- ◆ Holding regular meetings with staff to communicate language training goals and objectives, expectations, and timelines;

- ◆ Developing staff objectives and standards and monitoring staff performance and completing annual performance evaluations;
- ◆ Advising the Director, Official Languages on the appropriate training and development needed for the team;
- ◆ Imposing disciplinary action when necessary; and
- ◆ Building and contributing to a strong team environment within a safe and respectful workplace.

Provides support to the Official Languages division by:

- ◆ Developing briefing notes, reports, press releases and other submissions to update the Deputy Minister regarding Inuktitut training programs, services, statistics, and other relevant information;
- ◆ Drafting and processing of divisional correspondence;
- ◆ Participating in appropriate Inuktitut language working groups and committees; and
- ◆ Performing other duties as requested by the Director.

5. KNOWLEDGE, SKILLS AND ABILITIES

Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.

Knowledge identifies the acquired information or concepts that relate to a specific discipline. *Skills* describe acquired measurable behaviors and may cover manual aspects required to do a job. *Abilities* describe natural talents or developed proficiencies required to do the job.

These requirements are in reference to the *job*, not the incumbent performing the job.

Contextual Knowledge:

- ◆ Knowledge of the *Inuit Language Protection Act, Official Languages Acts, Uqausivut 2.0;*
- ◆ Government structures and processes;
- ◆ Current Inuktitut Language Training practices;
- ◆ Procedures and protocol of Nunavut training employees and vendors;
- ◆ Adult Learning theories, principles, and practices;
- ◆ Fundamental GN financial management procedures; and
- ◆ Government of Nunavut Inuit Employment Planning.

Skills:

- ◆ Financial Management – (budgeting, tracking, forecasting, processing of program budgets);
- ◆ Computer Applications (PowerPoint, Access, Excel, Word, Outlook, Internet);
- ◆ Research and Analysis;
- ◆ Writing Communication (including reports, proposals, letters, manuals, guidelines);
- ◆ Verbal Communication (presentations, meetings, explaining complex issues, policies, procedures, legislation or other information);
- ◆ Good interpersonal skills (relationship building);
- ◆ Facilitation (large and small group processes, training sessions, information sessions);
- ◆ Program and project management;
- ◆ Time management and organizational skills;
- ◆ Strategic thinking; and
- ◆ Problem solving.

Abilities:

- ◆ Working in a team and cross-cultural environment;
- ◆ Creativity;
- ◆ Leadership, motivation and effectively resolving conflicts; and
- ◆ Decision Making.

These skills and knowledge are normally acquired through:

- ◆ Completion of an undergraduate degree in Public or Business Administration, HR, Education or Social Sciences or related field; and
- ◆ Minimum three (3) years of management experience including human resource management and financial management, preferably within the public sector, and experience in policy, management, or program evaluations, preferably in a northern environment; and
- ◆ Minimum of two (2) years of experience supervising a team of staff, preferably in a cross-cultural setting.
- ◆ Bilingual and proficient in at least two of Nunavut's official languages is required.

An acceptable combination of education and related work experience may be considered.**Assets:**

- ◆ Experience teaching or delivering Inuktitut language programs or other adult training programs would be considered an asset.
- ◆ Knowledge and fluency in Inuktitut is a definite asset.

6. WORKING CONDITIONS

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).

Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.

- ◆ Most of the incumbent's time is spent sitting in front of a computer with frequent opportunity to get up and move about.
- ◆ Extended work hours may be necessary on occasion to complete work and to address immediate concerns: fatigue may result.

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that disrupt regular work schedules and travel requirements, and conditions that increase the risk of accident, ill health, or physical discomfort.

- ◆ The surrounding environment of the department is constantly busy, and more time will be spent reacting to the needs of departments, boards, agencies and the public. This type of environment will have some impact on the ability to concentrate and being able to handle several tasks at a time.
- ◆ The incumbent may have to travel irregularly within Nunavut to conduct orientations, meet with other departments, boards, agencies, employers to set up training programs and to attend or deliver training workshops.

Sensory Demands

Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details though one or more of the incumbents' senses.

- ◆ Most of the incumbent's time is spent sitting in front of a computer. Time spent at the computer can lead to eyestrain and fatigue.
- ◆ Spends considerable amount of time on the telephone and in face-to-face meetings working with staff, and making presentations or conducting facilitations, where concentration and attention to detail is needed.

Mental Demands

Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.

- ◆ The incumbent works in an environment where there are high public expectations, diverse client needs, and numerous program responsibilities that require constant attention and action.
- ◆ Pressure to meet deadlines and provide quality client services places considerable mental fatigue on the incumbent.
- ◆ The incumbent must be able to concentrate for long periods of time in order to deal with large volumes of work required in short periods of time.

7. CERTIFICATION

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| <hr/> <p>Employee Signature</p> <hr/> <p>Printed Name</p> <hr/> <p>Date</p> <p>I certify that I have read and understand the responsibilities assigned to this position.</p> | <hr/> <p>Supervisor Title</p> <hr/> <p>Supervisor Signature</p> <hr/> <p>Date</p> <p>I certify that this job description is an accurate description of the responsibilities assigned to the position.</p> |
| <hr/> <p>Deputy Minister</p> <hr/> <p>Date</p> <p>I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.</p> | |

8. ORGANIZATION CHART

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

“The above statements are intended to describe the general nature and level of work being performed by the incumbent of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position”.