

NOTES

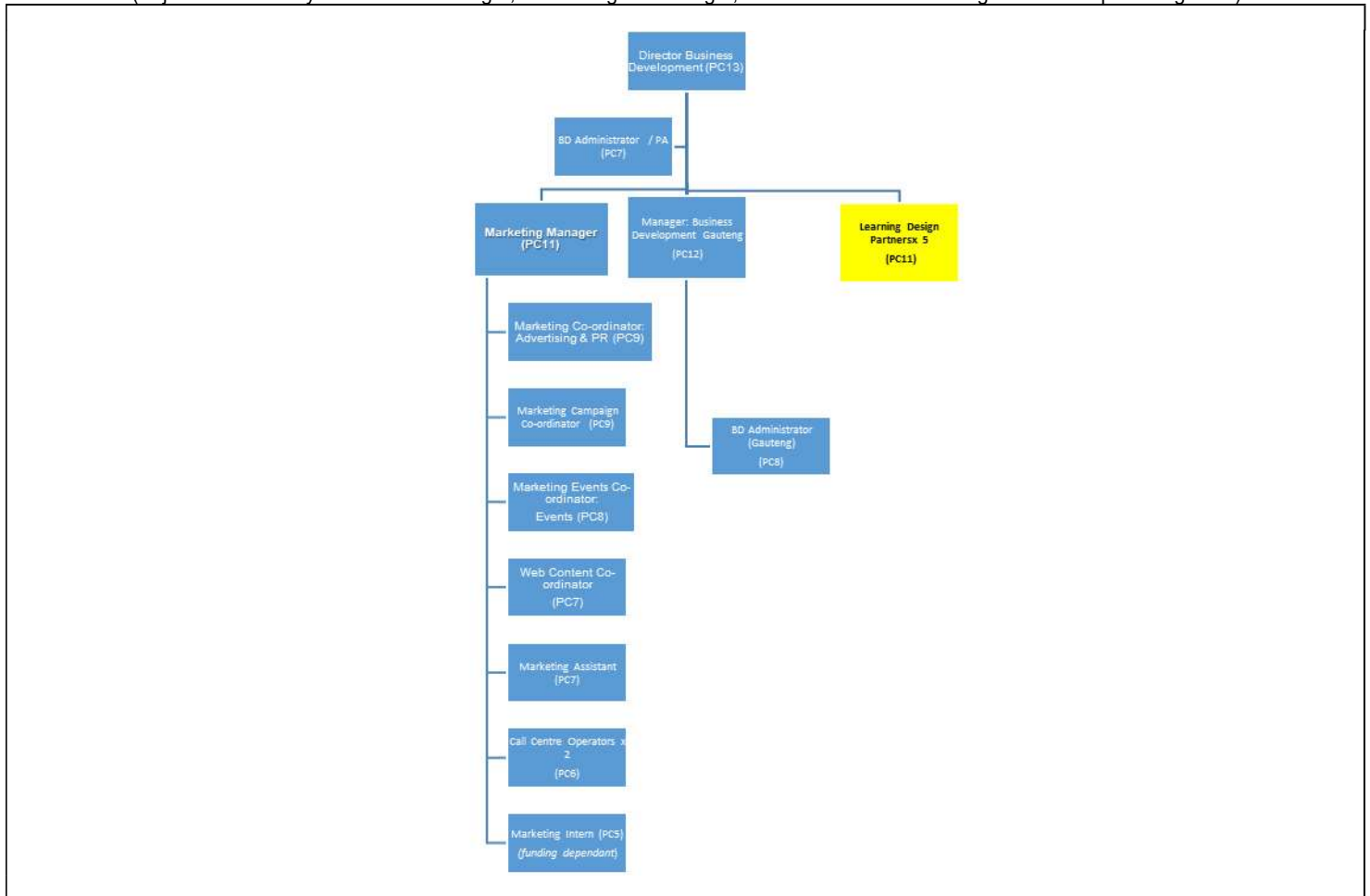
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Learning Design Partner		
Job title (HR Practitioner to provide)			
Position grade (if known)	PC 11	Date last graded (if known)	6 December 2019
Academic faculty / PASS department	GSB		
Academic department / PASS unit	GSB		
Division / section	Business Development		
Date of compilation	27/09/2013 (originally); updated May 2019; New Grade confirmed 6 December 2019		

ORGANOGRAM

(Adjust as necessary. Include line manager, line manager's manager, all subordinates and colleagues. Include position grades)



PURPOSE

The main purpose of this position is to develop long-term, mutually beneficial partnerships with corporates / entities and deliver a competitive advantage to the UCT GSB. The role requires the successful candidate to significantly increase revenue and market share for the GSB through relationship management, instructional design and sales of customized Executive Education programmes.

The key responsibilities of this position will involve:

1. Business Development

- Client identification, qualification and acquisition
- Client retention, cross and up-selling
- Revenue, geographic and market share growth
- A client-centric approach to engagement with senior managers and executives

2. Instructional Design

- Discover and analyze client needs and translate to desired learning outcomes based on appropriate instructional design theory
- Apply appropriate programme design methodology to co-create (with client, faculty and subject matter experts) a coherent, attractive and meaningful programme design
- Identify, secure and brief faculty and subject matter experts on programme design and required outcomes
- Ensure Learning Management System environment complements programme design and delivery
- Develop appropriate ROI and M&E mechanisms

3. Relationship Management

- Gain client confidence in order to become trusted learning partner / advisor for learning and development / talent development needs in organisations
- Negotiate appropriate commercial and legal terms with respect to programme content, delivery, price and related
- Provide regular pipeline updates based on well-maintained CRM system
- Handover to Executive Education for programme execution
- Remain visible to clients through selective high-touch engagements

4. Co-ordination, monitoring, evaluation and communication

- Debrief programme effectiveness back to clients, as required
- Re-evaluate and redesign programme, as required

5. Finance and operational

- Ensure programme viability
- Accurate quote preparation

CONTENT

Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
1 1) Business development	35%	<ul style="list-style-type: none"> • Working closely with Business Development Director, Executive Education Director, Marketing and other stakeholders to develop and execute a business development strategy. • Identify (market segmentation), secure, retain and grow key Executive Education customized accounts • Develop clear action plans and tactics to grow client portfolio • Manage and perform high-touch, complex consultative processes from identifying suitable opportunities, to finalizing client contracts. • A thorough understanding of all GSB offerings and resource capabilities – including GSB delivery capabilities. • Ability to engage with Faculty experts and interpret and summarize their areas of specialization coherently and accessibly. • Engage with Senior Management and Executives asking appropriate and probing questions to uncover client needs. • Identify open programme (Executive Education and Academic Programmes) leads and nurture to conversion with appropriate stakeholders • Engage with key alumni for ongoing business opportunities. • Ability to present the proposed design in a coherent and appealing manner to the client demonstrating an understanding of client needs matched to proposed interventions. • Present proposal to Senior and Executive Management of target clients 	<ul style="list-style-type: none"> • An approved Customised Executive Education Business Development Plan • Meet set revenue / profit targets for Executive Education • Present winning proposals • Increased GSB market presence / market share • Having a well-developed portfolio of active clients • Detailed programme proposals that match identified client needs, appropriate design theory and Faculty expertise
2 2) Instructional design and project management	25%	<ul style="list-style-type: none"> • Discover and analyze client needs and translate to desired learning outcomes based on appropriate instructional design theory • Apply appropriate programme design methodology to co-create (with client, faculty and subject matter experts) a coherent, attractive and meaningful programme design • Accurately interpret requirements for complex tenders / RFP's and complete submissions within tight time-frames • Identify, secure and brief faculty and subject matter experts on programme design and required outcomes • Ensure Learning Management System environment complements programme design and delivery • A keen understanding of the role of online learning to support and enhance programme impact and experience for adult learners • Contribute to the conceptualisation and scoping of online education course development projects including budgeting and scheduling • Develop appropriate ROI and M&E mechanisms. • Translate programme design into a coherent timetable. • Appraise delivery team of programme objectives and requirements for delivery 	<ul style="list-style-type: none"> • Produce compelling client proposals and responses to tenders / RFP's • Client programmes are delivered to contracted specification • Client satisfaction with outcome • Delegate / student satisfaction with learning outcomes • Client retention of 75%+ • Positive relations with delivery team, faculty and subject matter experts • Demonstrate ROI to clients

3	3) Relationship management (Clients & stakeholders)	20%	<ul style="list-style-type: none"> Negotiate appropriate terms with clients as pertains to the design, delivery and price of training programmes Liaise with Contracts office in drafting client contract/confirmation and quotation Handover to Executive Education for programme delivery Remain visible to clients through selective high-touch engagements such as on assessment panels, launches, graduation and facilitation to ensure quality delivery Develop customized client relationships to identify cross selling open programme opportunities. Proactively follow up on all potential leads directing them to the relevant functional area. Provide regular pipeline updates based on well-maintained CRM system Maintain up to date records of all conversations with prospective/current clients on the CRM Seek, develop and maintain good relationships with GSB staff, Faculty, Associate Faculty, corporate clients and alumni. Be brand ambassador in every interaction. 	<ul style="list-style-type: none"> Appropriate programmes are delivered by GSB Appropriate contractual terms in place to protect UCT GSB Signed contract + SLA's in place Growth and retention of a portfolio of clients Extended cohort of associate faculty Positive feedback/ User rating Schedule and attend regular client meetings Attend internal GSB meetings Regular meetings with Executive Education
4	4) Managing, monitoring, evaluation and communication	15%	<ul style="list-style-type: none"> Ensure the quality delivery of the programme as designed though appropriate monitoring and evaluating mechanisms. Debrief programme effectiveness back to clients, as required. Re-evaluate and redesign programme, as required. Set, administer and provide feedback on appropriate delegate assessments and assignments, as required. Provide client reports post programme, as required and agreed (report may include, for example, impact, engagement, ROI and further learning opportunities.) Track market and competitor activity by keeping abreast of market changes and develop strategies to mitigate risk to GSB. 	<ul style="list-style-type: none"> Positive delegate feedback Positive client feedback Regular client / program reports Monthly measuring and reporting on achievement of strategic objectives Regular market and competitor feedback and risk management.
5	5) Finance and Operations management	5%	<ul style="list-style-type: none"> Accurately prepare customized programme quotations ensuring margin targets adhered to. Continuously identifying opportunities to leverage and maximize business development spend. Put in place processes and tools to effectively and efficiently manage the business development operations and quality. 	<ul style="list-style-type: none"> Ensure programme financial viability Meet set margin targets Financial management according to budget plan Course development projects have a realistic budget and timeline Strategic objectives achieved

6	6) GSB Values	100%	<ul style="list-style-type: none"> • Integrate the GSB values in every decision, execution and interaction. • Provide back-up support within the business development team as required. 	<ul style="list-style-type: none"> • Awareness of how values impact everything we do and actively/visibly incorporating in daily operations as well as meeting strategic objectives. • According to values measurements.
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MINIMUM REQUIREMENTS

Minimum qualifications	Post graduate degree in adult learning or equivalent			
Minimum experience (type and years)	Background in Executive Education and/or organisational training development and/or CPD At least 3 – 5 years' experience in course / instructional design and facilitation that includes proposal writing, responding to Tenders /RFP's Proven experience in engagement and successfully fostering relationships with private/public sector leading to new business			
Skills	<ul style="list-style-type: none"> • Strong networking and people skills, cross-cultural sensitivity and an ability to respond quickly to changing situations • The ability to work across different business disciplines and establish credibility with senior executives, faculty and participants. • Strong people skills, cross cultural sensitivity and an ability to respond quickly to changing situations. • Sound understanding of adult learning principles and the ability to translate these into coherent visually attractive and innovative course design proposals in response to client needs. • Excellent communication, presentation, proposal writing and project management skills. • Strong negotiation and influencing skills supported by an in-depth understanding of customer relationship management / key account management and deal closure skills • Highly motivated self-starter with an ability to identify new business opportunities with a strong follow through to close business deals. • Strong time management skills with the ability to multi-task and work with minimal supervision. • Ability to be decisive and focused whilst working in a dynamic and fast paced environment. • Ability to pay close attention to detail while still keeping track of the larger strategic picture. • Financial awareness and an ability to be entrepreneurial • Creativity and problem solving abilities 			
Knowledge	<ul style="list-style-type: none"> • Insight into the challenges faced at executive levels of an organization as well as strong business acumen • Programme design methodologies • Understanding of qualification based learning and professional development learning • Higher education and business school landscape (local and international) - Demonstrates market and competitor awareness • HR Development and training evaluation methodologies 			
Professional registration or license requirements	<ul style="list-style-type: none"> • Registered coaching / facilitation certification would be an asset 			
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Honesty to handle cash or finances'.)	<ul style="list-style-type: none"> • Discretion and honesty essential – required to sign UCT GSB and client NDA's (non-disclosure agreements) • Honesty to handle finances / business credit card • Must have a valid drivers license and own transport • Must have a valid passport and a willingness and ability to travel locally and internationally • Willingness to travel locally and at times, internationally. 			
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Communication	2	Professional Knowledge & Skill	2
	Impact / Influence	2	Negotiation	2
	Building Partnerships	2	Adaptability / Flexibility	2
	Planning and organizing / work management	2	Persuasiveness / sales ability	3
	Initiating action / initiative	2	Result focus	2
	Analytical thinking / Problem solving	2	Client / Student Service and Support	3

SCOPE OF RESPONSIBILITY



Functions responsible for	Growing/ Developing client base; Proposal Writing; Develop appropriate ROI & M&E mechanisms; Responding to tenders / RFP's; Developing pool of adjunct faculty / Subject Matter Experts; Client handover to Executive Education delivery team; project management; reporting; effective CRM updating
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Amount and kind of supervision received	No day to day supervision, high level revenue and operational targets / KPI's set, expected to appraise Director BD on all client opportunities and progress. Proposal concepts and direction developed in team environment
Amount and kind of supervision exercised	Provides guidance to programme coordinators and managers to ensure effective programme delivery
Decisions which can be made	Strategy execution and formulation (e.g. what clients to target; why those clients; how to pursue and develop client relationships; how best to pitch for work; which academics / faculty / adjunct faculty are best to use in order to get business / deliver on business); Negotiating contractual delivery and financial terms – in line with GSB policy / targets; how best to deploy marketing resources to assist) Day to day management; time spent on tasks / projects etc.
Decisions which must be referred	Final sign-off on contracts with clients; when negotiating non-standard terms / prices with clients

CONTACTS AND RELATIONSHIPS

Internal to UCT	Executive Education; GSB Marketing, Alumni Relations and Careers Services; GSB-JHB; UCT Contracts Office; UCT + GSB Finance Depts – for Procurement and UCT Administrative information; GSB + UCT Faculty; other GSB Departments (notably IT; Directors Office; Case Writing Centre)
External to UCT	Corporate South Africa; State Owned Enterprises; Other Universities; external Subject Matter Experts; Conference Organizers (e.g. CFO Indaba / Future of HR; CHRO Summit; LeaderEx); accrediting bodies such as AACSB / AMBA / EQUIS)

AGREED BY

	PRINT NAME	SIGNATURE	CONTACT NO.	DATE
Position Holder				
Line Manager	RF Canning		021 406 1324	09/12/2019
HOD	RF Canning		021 406 1324	09/12/2019
Dean / ED				
HR Practitioner				

COMPLETING A POSITION DESCRIPTION

HR191

When do I use this form?

A position description is the basis of the employment contract between UCT and a staff member. It describes:

- the purpose of the position
- the position content
- where the position fits into an organisational structure
- the principal accountabilities, roles and responsibility of the position holder
- the minimum requirements needed of the position holder

A position description must be completed for all positions at UCT, both academic and PASS.

This form is completed, or reviewed and amended, when:

- a position is new, before recruitment
- substantive functions are added or removed from a position
- the position holder is new

This form is used as the basis for:

- recruitment
- performance management
- performance development



Note

- This position description informs many other human resources and people management processes.
- This position description is a living document and must be reviewed and updated regularly, preferably every 3-4 years.
- This position description is a summary of the typical functions of the position, but is not an exhaustive or comprehensive list of all possible position tasks and duties. UCT is entitled to instruct the position holder to carry out additional duties or responsibilities, which may fall reasonably within the ambit of the position description, or in accordance with operational requirements.

How do I complete this form?

- The position description indicates the requirements of the position in relation to the organisation, not the person. Describe the position, not the position-holder.
- The position description describes the position, not the performance required.
- The position description denotes a clear description of the position that is observable.
- Describe the position as is, not as imagined or as it could or should be done.
- Assume proper and competent performance of the position -holder.
- Examine typical incidents that occur in the position. Disregard any unlikely events or once-off incidents.
- Give careful consideration to employment equity legislation and take great care not include anything that could be deemed as discriminatory.

Complete all fields as follows:

Position title	The label or name of this position. Consideration is given to other titles in the department and to standard UCT position naming conventions. The latter are obtainable from your HR Practitioner , from the UCT Jobs Catalogue.
Job title (HR Practitioner to provide)	The SAP position title of this post. Obtainable from your HR Practitioner , from the UCT Jobs Catalogue.
Position grade	The current position grade of this position, if it exists (if known).
Date last graded	The date on which the position was last graded, if it has been graded (if known).
Academic faculty / PASS department	The academic faculty / PASS department in which the position sits.