

New

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (200 character maximum)

Requested Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value**Job Purpose and Organizational Context**

Why the job exists:

The Community Development Unit (CDU) supports the broader non-profit /voluntary sector (NPVS) and community organizations by:

- Building the human and social capital of the non-profit voluntary sector (NPVS) and community organizations.
- Building awareness of the critical role of the non-profit sector in building a strong Alberta economy and healthy and vibrant communities.
- Building the management, leadership, operational, and adaptive capacity of organizations through facilitation and training.

This Role:

Reporting to the Senior Manager, Learning and Development (L&D) in the CDU, this position is responsible

for full life cycle development and delivery of learning materials and opportunities. The role focuses on the skills and knowledge of individuals. The L&D team is focused on the curation, creation and delivery of learning opportunities and materials that will assist Albertans in running a successful non-profit organization. A key outcome of the L&D team is Albertans have easy access to information, resources and training that enhances their ability to successfully govern and operate non-profit organizations.

The Digital Transformation Instructor enables members of the general public working in non-profit organizations --including staff, leaders, and volunteers --to successfully transition their work into secure, cloud-based digital environments. The role focuses on practical, applied instruction in **Microsoft 365** (SharePoint Online, Microsoft Lists, Power Apps, Teams, OneDrive) and **Google Workspace** (Google Drive, Docs, Sheets, Forms, and shared collaboration tools) as well as other relevant applications.

You'll bridge the gap between complex research & technology and engaging education, collaborating with Instructional Designers to turn raw information into high-impact webinars, online courses, and other learning products.

The training will help a wide range of organizations transition and adapt their digital environments through accessible learning experiences, the role improves collaboration, information management, transparency, cybersecurity and operational efficiency across the non-profit sector.

If you are an enthusiastic facilitator who loves developing and presenting, your work here will reach tens of thousands of learners annually via the Non-Profit Learning Centre on Alberta.ca.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

Outcome: Seamless Learning Delivery- Learners experience enjoyable, high quality learning opportunities and content.

- Teach engaging live webinars, facilitate participatory learning activities, and moderate discussions and answer questions. All while managing both the technical platform and the public-facing delivery.
- Enthusiastically deliver applied online and in-person instruction on Microsoft 365, Google Workspace tools, and other applications. .
- Apply adult-learning principles, accessibility standards, and real-world non-profit scenarios.
- Monitor learner data and feedback to improve delivery, identify content gaps and perform quarterly audits to perform continuous improvement and keep the digital library current.

Outcome: Expert Knowledge Mobilization- Learners receive accurate, up-to-date, and legally sound guidance on non-profit operations.

- Guide organizations in designing and implementing cloud-based workflows
- Support learners to map current-state processes and redesign them using Microsoft 365 and Google Workspace tools.
- Teach how to use SharePoint, Microsoft Lists, and Google Forms/Sheets for structured information management and intake.
- Introduce Power Apps and comparable low-code/no-code approaches to replace manual or paper-based processes.
- Emphasize sustainable design patterns that non-technical users can maintain.
- Demonstrate best practices for permissions, version control, shared ownership, and lifecycle

management.

- Identify knowledge and competency gaps within their organization
- Plain Language Toolkit development. Design a library of “how to's” and quick starts
- Content Adaptation. Translate complex technical information to user-friendly materials.
- Advise on minimum value or best options for software and hardware considerations
- Modularity. Consider and advise for agility and modularity to help organizations avoid being boxed in.
- Guides on compliance with Canadian regulatory environment

Outcome: Multi-Modal Content Production- Learners have access to a variety of engaging, professional, and accessible digital assets.

- Conduct literature reviews and deep-dive research into academic journals, papers, provincial regulations, governance models, and business/non-profit best practices to produce content that is practical and technically accurate.
- Translate complex ideas and concepts into plain language for presentations, scripts, written guides, and checklists for the general public.
- Create progressive learning pathways (Foundations → Intermediate → Applied Digital Transformation).
- Adapt training approaches to meet diverse organizational sizes, mandates, and digital maturity levels.
- Design and produce high-quality visual content using digital tools (such as Canva, Adobe, or other) ranging from short-form animations to comprehensive webinar slide decks.

Outcome: Continuous Quality Improvement & Content Evolution

- Unit's learning resources remain a key resource for the non-profit sector, characterized by its relevance, competitive quality, and alignment with modern best practices.
- Incorporate learner feedback to continuously improve programs and materials.
- Maintain learning materials in cloud repositories and ensure content remains current as platforms evolve.
- Conduct needs assessments and trends analysis to incorporate best practices
- Pattern recognition: Identify common and recurring issues learner's and organization have and source solutions

Outcome: Improve Internal Efficiency within the CDU

- Apply knowledge to design, develop and implement internal processes and systems to support the CDU's workflows, operational efficiency and reporting.
- Conduct internal training to empower staff with new tools and processes, including AI.

Problem Solving

Typical problems solved:

In this role, the individual is expected to be a proactive problem solver. They will navigate challenges that sit at the intersection of technology, communication, and education.

Types of Everyday Problems to Resolve:

- The "Knowledge Gap" Problem: the general public has a wide-range of digital literacy, generational differences, and willingness to change how they work. The CDO must figure out how to "chunk" the information into a variety of learning modalities, formats, lengths that makes the complex simple.
- The "Technical Friction" Problem: A segment of the public is struggling to navigate the digital tools taught due to varying levels of digital literacy. The CDO creates intuitive "bridge" content (like a short navigation video) to lower the barrier to entry.
- The "Overwhelm" Problem: Helping individual learners and organizations overcome resistance to digital change through applied learning and clear value. Assist on how to manage and structure "option overwhelm". Related to too many to many options, something on fragmentation across various systems
- The "Engagement" Problem: Data shows that learners are dropping off halfway through a long-form asynchronous course. The CDO analyzes the drop-off point, identifies if the content is too dry, or the format is stagnant, and redesigns that section with more interactive elements or a more compelling narrative.
- The "Format Fit" Problem: A topic is too nuanced for a short video but too dry for a 60-minute webinar. The CDO must decide on the most effective "modality mix" --perhaps a short introductory video followed by a downloadable deep-dive toolkit.
- The "Outdated" Problem: Manages change velocity by addressing the speed of change and outdated content. For example, a popular asynchronous course on a software tool contains a user-interface, tool, or software update that was recently amended. The CDO identifies the discrepancy through their review cycle, pulls the content for a "rapid update," and issues a "What's New" notification to the LMS user base to maintain trust.

Types of guidance available for problem solving:

- The role will work with Senior Manager for Learning and Development as well as Instructional Designers and other colleagues to independently complete curriculum development projects, fulfill duties and address issues. This includes following Operating Procedures and tracking hours and progress.
- The role will use industry best practices for curriculum development to produce and deliver high-quality learning assets.
- The role will have a high degree of independence in "live" scenario's where they will need to have strong situational analysis, content knowledge and judgment especially when dealing with the general public, and sensitive matters like legal governance and finance.
- The person in this role has a unique and uncommon knowledge set, at a level beyond what their peers possess. They will need to seek solutions from technical experts in other Ministries or from work outside the organization to find answers and support peers to produce cutting-edge for the "digital content" .

Direct or indirect impacts of decisions:

- The role will understand and operate within the scope of their duties and competencies and avoid responding in a manner that could be interpreted as the provision of legal or government advice. Delivers webinars and in-person training to audiences of 30-200+ people.
- Develops curriculum with accurate, detailed information, that is specific to Alberta, in order to empower learners while and mitigating the risks of confusing or misinforming them. Utilizes technologies, such as AI, to increase efficiency, effectiveness and quality, while properly verifying

the outputs.

- Is able to pro-actively minimize and mitigate the risks of potential financial and human costs for non-profits as a result of the training, advice and decisions made in this role. The autonomy afforded to this position impacts the public or government due to organizational effects of the systems, strategy and workflows taught and implemented.

Key Relationships

Major stakeholders and purpose of interactions:

- Daily check-ins with Senior Manager. Weekly interactions with non-profit organizations, including charities. Public institutions, such as post-secondary and governmental. As well as Professional associations and technical societies. Internal stakeholders within the Ministry of Arts, Culture and the Status of Women, as needed.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Science	Other	

If other, specify:

Computer Science, Business Intelligence, Data Science/Analytics, other relevant degrees will be considered

Job-specific experience, technical competencies, certification and/or training:

Technical Proficiency (The "Maker" Skills)

- Online Instruction and Facilitation: Experience using professional streaming or meeting tools (e.g., Zoom Events, MS Teams Live) to deliver high-stakes public presentations. Some in-person teaching opportunities in the community.

- Creative Suite Expertise: Intermediate proficiency in Canva and Adobe Creative Cloud (specifically Premiere Pro, After Effects, or Illustrator) to produce professional-grade video and animations.

Technical Competencies:

- Strong practical experience with Microsoft 365 and Google Workspace collaboration tools.
- Applied experience using Power Apps or other low-code/no-code tools to build simple business solutions.
- Digital transformation, instructional design, or train-the-trainer credentials
- Relevant post-secondary or continuing-education certificates (e.g., SAIT or University of Calgary digital programs)

Research & Instructional Design (The "Architect" Skills)

- Information Synthesis: A demonstrated ability to conduct secondary research into complex topics (legal, financial, or regulatory) and translate them into clear, instructional content specific to Alberta.

- Adult Learning Principles: Knowledge of how to design content for the general public ensuring it is engaging for various age groups, diverse cultural backgrounds and levels of prior knowledge.

- Writing Excellence: Strong command of plain-language writing, with the ability to draft scripts, white papers, and instructional guides that explain and illustrate concepts clearly.

Experience:

- Technical expertise: 3-5 years of experience in the design, development and implementation of technical,

software and workflow solutions

- Relevant Background: 3 -5 years of experience in a teaching, adult-education, corporate training, Learning & Development, communications, or digital content creation role.

- Instructional Design: Basic understanding of Instructional Design including writing learning outcomes using Bloom's Taxonomy.

- The "Non-Profit" Asset: While not essential, a background in Non-Profit Governance, volunteer management, accounting, or charitable law is a significant advantage. Volunteer experience and a passion for empowering the community to improve the lives of Albertans.

Public Sector Experience: Familiarity with the tone and standards of government communications (accuracy, neutrality, and accessibility).

Soft Skills & Work Style:

- 100% In-Office Collaboration: A desire to work in a high-touch, collaborative team environment (team of 7) where ideas are brainstormed and critiqued in real-time.

- Public Presence: A professional and empathetic "screen presence" when hosting live sessions for a diverse public audience. Acceptance that one's image, video, audio and first name will be recorded for public distribution indefinitely.

- Detail Orientation: A "finisher" mindset --ensuring that every link works, every caption is accurate, and every document is perfectly formatted before it goes live to the province.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Develop Self and Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<p>Champions development and learning in all groups:</p> <ul style="list-style-type: none"> Actively learns about the broader organization Brings others together to identify issues and successes, and takes a systems thinking approach Champions development and leadership building 	<p>Lifelong learner who is passionate about personal & professional growth so that they may have a greater impact on learners and the community. Embraces new technology, such as AI, while ensuring it enhances the quality learning products, not just saves time and effort. Provides constructive and critical feedback to help team members improve their teaching & learning skills.</p>
Drive for Results	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> Uses variety of resources to monitor own performance standards Acknowledges even 	<p>Internally motivated to create high-quality learning products and enthusiastically delivers training to maximize impact and retention through effective adult-</p>

		indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals consistent with APS direction	education. Partners with internal team members & external parties to develop & deliver innovative training.
Systems Thinking	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	Integrates broader context into planning: • Plans for how current situation is affected by broader trends • Integrates issues, political environment and risks when considering possible actions • Supports organization vision and goals through strategy • Addresses behaviours that challenge progress	Seeks out best practices and the latest research, then applies them to develop curriculum to fill skills and competency gaps of today, and the anticipated needs of tomorrow. Collaborates with professional Subject Matter Experts to develop intermediate and advanced levels of training beyond their personal scope of practice.

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name	Date yyyy-mm-dd	Employee Signature
Supervisor / Manager Name	Date yyyy-mm-dd	Supervisor / Manager Signature
Director / Executive Director Name	Date yyyy-mm-dd	Director / Executive Director Signature