New

Ministry

Arts, Culture and Status of Women

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Community Development Officer

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 delivery of the 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.

As a Community Development Officer (CDO) within our Learning & Development team, you will design and deliver transformative learning experiences for Alberta's nonprofit sector. By collaborating with Instructional Designers and conducting rigorous secondary research, you'll transform complex topics into accessible curriculum and opportunities for a diverse range of adult learners. You are a dynamic instructor, comfortable leading large-scale, interactive Zoom webinars, in-person training, and creating digital content for the Non-Profit Learning Centre on Alberta.ca and YouTube.

As a Community Development Officer (CDO) on our Learning & Development team, you won't just be "training"—you'll be building the capacity of the organizations that make Alberta thrive. From board members to frontline volunteers, your work directly enhances the skills of those serving our communities.

You'll bridge the gap between complex research and engaging education, collaborating with Instructional Designers to turn raw information into high-impact webinars, online courses, and other learning products. 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 present learning materials and produce video and audio recordings to create content for publicly available online courses.
- 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.

- 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.
- Collaborate with internal and external Subject Matter Experts (SMEs), when available, to validate content and align learning objectives with Unit priorities.

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

- 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.
- Develop synchronous and asynchronous e-learning content including "micro-learning" content that cater to different learning styles and time constraints.
- Ensure all content transfers seamlessly across different media modalities such as in person, online, synchronous, asynchronous, long form and short form.

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.

- Environmental Scanning & Benchmarking: Regularly audit learning resources from other provinces, federal agencies, learning institutions and leading non-profit organizations to ensure the team's content remains competitive and demonstrates high quality delivery methods.
- Cyclical Content Review: Lead systematic reviews and continuous improvement of the existing digital library, comparing internal documents against relevant content, new legislative updates or business/non-profit trends to identify and rectify outdated information.
- Feedback Integration & Iteration: Analyze learner performance data and public feedback surveys to identify "friction points" in current courses, proactively re-designing modules to improve clarity and user satisfaction.

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: A new piece of legislation is passed that is dense and confusing for the average non-profit volunteer. The CDO must figure out how to "chunk" that information into a 2-minute animation or a 1-page "Top 5 Changes" infographic that makes the complex simple.

- The "Technical Friction" Problem: A segment of the public is struggling to navigate the LMS or access a live webinar 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 "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 Authority" Problem: A popular asynchronous course on "Board Governance" contains references to a provincial act 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.

- The "Relevancy Gap" Problem: External organizations are releasing high-quality videos or animations on topics the team currently only covers in long, dry PowerPoints or PDFs. The CDO proposes and executes a format "refresh," converting the high-value text into the more modern, engaging modalities used by peers in the sector. This could include using animation software or AI.

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 in Microsoft Planner, Lists and Sharepoint.

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.

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 providing 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.

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)	Education	Other	

If other, specify:

other relevant experience and 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.
- LMS Administration: Proven experience managing the "back-end" of a Learning Management System (e.g., Moodle, Docebo, or D2L Brightspace), including SCORM/xAPI uploads and user data reporting.
- Digital Fluency: Advanced skills in MS Office 365, Sharepoint, Teams for document collaboration and data tracking.

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:

- 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 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 A B C D E	Level Definition	Examples of how this level best represents the job
Develop Self and Others	○ ◉ ○ ○ ○	Seeks out learning and knowledge-sharing opportunities: •Reflects on performance and identifies development opportunities • Takes initiative to stay current • Shares with the team even when not asked • Actively coaches and mentors direct reports	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.
Drive for Results	○ ◉ ○ ○ ○	Works to exceed goals and partner with others to achieve objectives: • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations	Internally motivated to create high-quality learning products and enthusiastically delivers training to maximize impact and retention through effective adult-education. Partners with internal team members & external parties to develop & deliver innovative training.
Systems Thinking	○ ○ ◉ ○ ○	Takes a long-term view towards organization's objectives and how to achieve them: • Takes holistic long-term view of challenges and opportunities • Anticipates outcomes and potential impacts,	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