



# **Onboarding Framework**

**Executive Coordinators**

**MCP 01 – 03**

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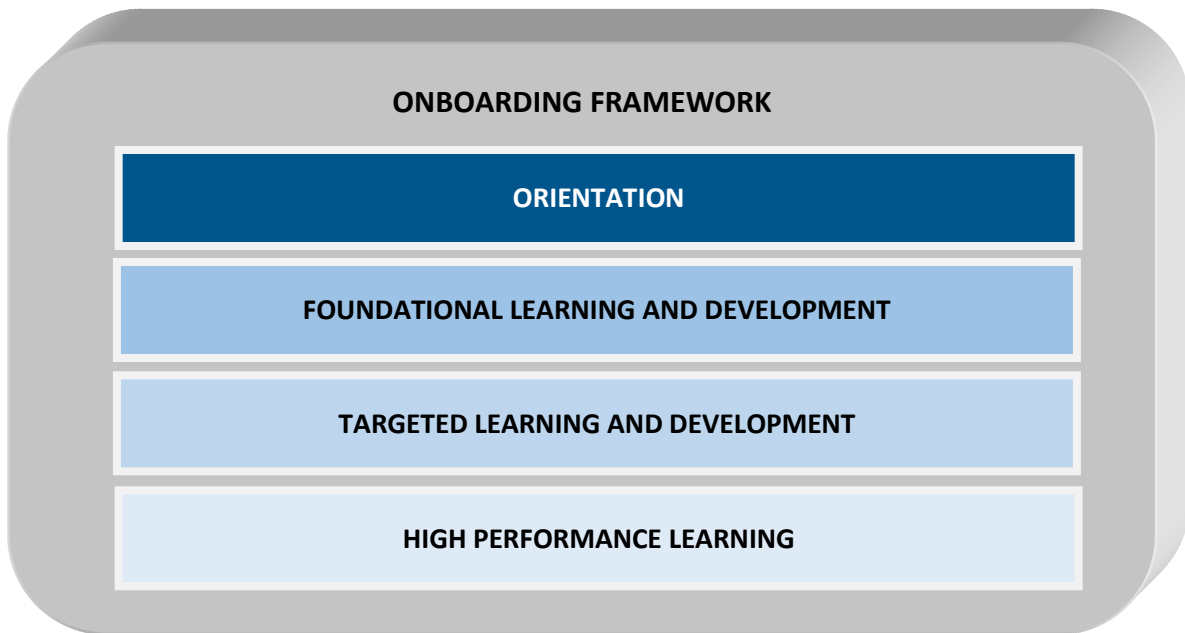
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## Introduction

The Executive Coordinators' Onboarding Framework models the Government of Saskatchewan's Commitment to Excellence. The framework is meant for both new and existing Executive Coordinators to develop and demonstrate knowledge, skills, and attributes in order to contribute to a dynamic and service-oriented public service. It can also be used as a competency development resource for existing employees who are interested in becoming an Executive Coordinator.

Learning and development plays a crucial role in supporting Executive Coordinators to leverage their talents and skills. The onboarding framework consists of required and supplemental learning that supports Executive Coordinators' scope of work, as well as areas for targeted improvement and growth.



## Common Job Description (CJD) Overview

The following common job descriptions have been created for the Management Support Group (MSG). Common job descriptions are embedded as PDF documents in the [Introduction to Executive Coordinator Learning Path](#) e-learning module that can be accessed through Learn.

**CJD #05084 – MCP 01 (1/1/1/1)**

Executive Coordinator/Executive Administrative Assistant to the Executive Director – no finality of documentation and no direct staff

**CJD #05087 – MCP 02 (1/2/1/1)**

Executive Coordinator/Executive Administrative Assistant to the Executive Director – no finality of documentation but has direct staff

**CJD #05088 – MCP 02 (2/1/1/1)**

Executive Coordinator/Executive Administrative Assistant to the Executive Director – finality of documentation but no direct staff

**CJD #05089 – MCP 02 (2/2/1/1)**

Executive Coordinator/Executive Administrative Assistant to the Executive Director – finality of documentation and direct staff

**CJD #05090 – MCP 02 (2/2/1/1)**

Executive Coordinator/Executive Administrative Assistant to the Assistant Deputy Minister – impact across a division

**CJD #05091 – MCP 03 (2/3/1/1)**

Senior Executive Coordinator/Senior Executive Administrative Assistant to the Deputy Minister – impact across a ministry

### **Executive Coordinator MCP 01:**

MCP 01 (1-1-1-1) Executive Coordinators report to the Executive Director (ED) and they provide services for a branch. These roles are represented by Common Job Description (CJD) #05084.

### **Executive Coordinator MCP 02:**

MCP 02 Executive Coordinators report to either an Executive Director (ED) where they provide services for a branch, or an Assistant Deputy Minister (ADM) where they provide services for a division. MCP 02s are represented by four (4) different CJDs. The primary duties of each CJD are identical to the MCP 01 CJD (CJD05084) with the exception of the following:

1. CJD05087: Executive Coordinator/Executive Administrative Assistant to the Executive Director
  - responsible for administrative functions across a branch; **AND**
  - responsible for direct supervision of staff
2. CJD05088: Executive Coordinator/Executive Administrative Assistant to the Executive Director
  - responsible for administrative functions across a branch; **AND**
  - responsible for finality of documentation to elected officials; **OR**
  - responsible for independent daily administration of a program or project
3. CJD05089: Executive Coordinator/Executive Administrative Assistant to the Executive Director
  - responsible for administrative functions across a branch; **AND**
  - responsible for direct supervision of staff; **AND**
  - responsible for finality of documentation to elected officials; **OR**
  - responsible for independent daily administration of a program or project
4. CJD05090: Executive Coordinator/Executive Administrative Assistant to the Assistant Deputy Minister
  - responsible for administrative functions across a division
  - responsible for finality of documents to elected officials
  - may have responsibility for staff.

### **Senior Executive Coordinator MCP 03:**

MCP 03 (2/3/1/1) Senior Executive Coordinators report to the Deputy Minister (DM), and provide support to the Deputy Minister and other senior staff within the Deputy Minister's Office (DMO). This role is represented by CJD #05091.

## Core Competencies

Due to job duty differences, as outlined in the CJDs, the competencies will differ slightly between positions and levels. For the most part, a set of core competencies will be required for successful performance in all positions, however, variation will occur where there are differences of duties (i.e. technical, supervisory, and administration of a program or project competencies). There are competencies that are the same for all positions, but the level at which that competency is assessed should differ based on the level.

Generally, there is an overall high propensity of organizational, interpersonal and communication skills required for success in these roles. The following competencies, therefore, represent the knowledge, skills and attributes required of an individual to be able to successfully perform the primary responsibilities of a variety of Executive Coordinator (EC) roles. The recommended competencies in the following pages suggest both the core competencies for all MCP 01-03s, as well as competencies that reflect the differentiating duties as per the classification factors.

COMPETENCIES	DESCRIPTION
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Office management and administrative procedures and protocols (all levels)</li> <li>- Relevant government acts, regulations, policies, procedures, protocols, structures and/or documents such as Cabinet Decision Items, Order-in-Councils, Treasury Board Submissions, briefing books, etc. (<i>positions reporting to an ED, ADM/DM, as applicable</i>; MCP 02-03)</li> <li>- Budget preparation, expenditure and fiscal forecasting processes and procedures (MCP 02-03)</li> <li>- Other internal/ministry knowledge competency areas may require formal training after hire to develop other required knowledge competencies (all levels)</li> </ul>
<b>Technical</b>	<ul style="list-style-type: none"> <li>- Accurately, clearly, and concisely compose, edit, format, and proofread a variety of documents (if applicable; all levels)</li> <li>- Accurately collect, compile, code, record, monitor, verify, calculate, forecast, and report on financial and/or statistical information (if applicable; MCP 01-03)</li> <li>- Create, format, and edit presentable documents, and update, retrieve, maintain, and transmit information/data using a variety of software applications and/ or electronic systems (if applicable; all levels)</li> <li>- Design, establish, update, archive, and maintain electronic and manual filing systems to preserve, locate, and easily retrieve up-to-date information (if applicable; all levels)</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>- Assumes responsibility for personal actions, behaviours and results (all levels)</li> <li>- Takes personal responsibility for fulfilling own commitments and the commitments of the team (all levels)</li> </ul>
<b>Building Organizational Community</b>	<ul style="list-style-type: none"> <li>- Works independently, interdependently and participates as a contributing member across work teams (Corporate Value – “One Team”) (all levels)</li> <li>- Builds rapport and ensures others are informed (Corporate Value – “One Team”) (all levels)</li> <li>- Acts to promote a diverse, friendly, and respectful environment conducive to employees’ sense of belonging; and uses strategies to promote team morale and productivity (Corporate Value – “One Team”) (MCP 03)</li> </ul>

<b>Communication</b>	<ul style="list-style-type: none"> <li>- Presents relevant information in a timely, logical, clear and consistent manner (all levels)</li> <li>- Seeks to understand through facts and information prior to drawing conclusions or taking action (all levels)</li> <li>- Customizes and adapts communication and discussion to appeal to the specific interest, need, and level of the audience (MCP 03)</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>- Scans the environment for opportunities to improve, analyzes work to increase efficiency, and utilizes new work practices and technologies (Corporate Value – “Innovation”) (all levels)</li> <li>- Adapts to change as required (all levels)</li> <li>- Uses a needs-based approach to understand and find solutions for issues while focusing on client service experience (all levels)</li> <li>- Able to communicate the vision for a change or innovation to those affected (MCP 03)</li> </ul>
<b>Personal Leadership</b>	<ul style="list-style-type: none"> <li>- Demonstrates integrity, openness, and inclusiveness by treating self and team members with respect, trust, dignity, and empathy (Corporate Value – “Respect”) (all levels)</li> <li>- Demonstrates self-awareness by knowing oneself and the impact of one’s behaviours on others (MCP 02-03)</li> <li>- Listens and influences others to generate enthusiasm and commitment to the organization’s direction (MCP 02-03)</li> </ul>
<b>Strategic Orientation</b>	<ul style="list-style-type: none"> <li>- Prioritizes work in alignment with organization, ministry goals, and priorities (all levels)</li> <li>- Understands organizational goals, priorities and strategies, and how they relate to citizens and stakeholders (MCP 02-03)</li> <li>- Solicits input and helps others understand how their work goals and activities relate to the organization’s vision, mission, and strategic direction (supervisory positions; MCP 02-03)</li> </ul>
<b>Performance Management</b>	<ul style="list-style-type: none"> <li>- Achieves quality work on a consistent basis (all levels)</li> <li>- Strives for service excellence (Corporate Value – “Service Excellence”) (all levels)</li> <li>- Provides guidance and constructive feedback to colleagues and branch (MCP 01-02)</li> <li>- Works with people to set challenging and achievable goals with clear accountability for results (supervisory positions; MCP 02-03)</li> <li>- Coaches and motivates employees to strive to be the best and achieve quality results (supervisory positions; MCP 02-03)</li> </ul>
<b>Planning and Risk Management</b>	<ul style="list-style-type: none"> <li>- Organizes and prioritizes work to implement the work plan (all levels)</li> <li>- Exchanges information and ideas with colleagues and team members that will assist in achieving plans (all levels)</li> <li>- Assumes responsibility for work plans and projects/programs and delegates tasks where appropriate (<i>Factor #2: supervisory positions and/or Factor #3: program and/or project responsibility positions only</i>) (MCP 02-03)</li> </ul>
<b>Process Management</b>	<ul style="list-style-type: none"> <li>- Demonstrates a thorough understanding of structures and processes within own work group (MCP 01-02)</li> <li>- Ensures policies and processes are up-to-date and most efficient (all levels)</li> <li>- Develops and uses informal and formal relationships beyond own work group to get things done (MCP 02-03)</li> <li>- Manages expenditures, ensuring established procedures, checks and balances are employed (MCP 02-03)</li> </ul>

## **Continuum of Development**

Learning and development supports all facets of an employee's career lifespan, from orientation to technical skills training, to development of leadership skills.

**Orientation** covers the basic information required to begin working for the Government of Saskatchewan, from the Oath of Office and Privacy Training to decision making processes.

**Foundational Learning and Development** covers the foundational training and development required for employees to perform in their positions. Orientation and Foundational learning and development should be prioritized in an employee's probationary period.

**Targeted Learning and Development** helps to bridge the gap between what an employee brings to the position and what needs to be learned. All employees are expected to learn and develop the specific competencies for their position. These are not necessarily critical at the onset of employment, but their development contributes to employee effectiveness.

**High Performance Learning** focuses on developmental learning that expands expertise for effective employees. It can be the most difficult to measure, as its primary focus is the development of leadership-based competencies. Leadership competencies are based predominantly on behavioural skills and attitudes as opposed to foundational competencies for service delivery.

## Executive Coordinator Development



**Orientation and Onboarding MCP 01-03**

*Onboarding and orientation programming is considered **required** for all new Executive Coordinators*

- Branch Overview
- [Commitment to Excellence](#)
- Conferencing and Collaboration tools – Skype, Zoom, WebEx, MS Teams (Taskroom, external)
- Designate a Senior Executive Coordinator to coach and mentor a new Executive Coordinator
- [Employee Information](#)
- Government of Saskatchewan Orientation for New Employees
- [Government of Saskatchewan Visual Identity Guidelines](#)
- [Government Photo ID Card](#)
- Microsoft Office (Word, Excel, Outlook, PowerPoint) advanced features training (external)
- Adobe Pro and SharePoint advanced training (external-MicroAge, Saskatchewan Polytechnic)
- [MIDAS Knowledge Centre](#)
- Ministry Orientation for New Employees
- [New Employee Orientation Online Learning Path](#)
- [Onboarding for New Employees Learning Path](#)
  - [Aboriginal Awareness Training](#)
  - [Access and Privacy in the Government of Saskatchewan](#)
  - [Anti-Harassment](#)
  - [Attendance Policy](#)
  - [Government of Saskatchewan's Corporate Conflict of Interest Training](#)
  - [In-scope Work Planning and Review](#)
  - [Incident Reporting Policy Training](#)
  - [Leadership and Management Competencies](#)
  - [Respect in the Workplace](#) (cannot register until you have an Employee ID)
  - [Security Awareness 2020](#)
  - [Substance Use and the Workplace Policy](#)
  - [WHMIS 2015: An Introduction](#)
  - [Work Planning for Out-of-Scope Employees](#)
- [Executive Coordinator Learning Path](#)
- [Out-of-Scope Benefits Information](#)
- [Payroll Schedules](#)
- [PSC Client](#)
- Saskatchewan Government IBC Telephone Directory Administration (Central Services)
- Self & Manager assessment-determine the training plan necessary for Executive Coordinator
- The Archives Act
- The Health Information Protection Act (if applicable)
- [Work Planning](#) (Taskroom)
  - [Individual Performance Plan – PFS Form \(Ministries\)](#)
  - [Individual Performance Plan – PFS Form \(PSC uses a different form\)](#)
  - [Out-of-Scope Work Planning \(Planning for Success\)](#)



## Executive Coordinator Development



Foundational Learning and Development (subject to self and manager assessment)

**Required Learning:**

- ARMS/ORS training (internal or Provincial Archives of Saskatchewan)
- [Budgeting and Forecasting](#) (internal)
- Correspondence Routing Process – Escalation seeking approval (internal)
- [Creating Positive \(Safe\) Spaces](#)
- [Disability Awareness](#)
- [Employee and Family Assistance Program \(EFAP\)](#)
- [Financial Administration Manual \(FAM\); FAM Awareness](#)
- [Human Resources Manual](#) (understanding and implementing the relevant sections)
- [Incident Reporting and Investigation \(IRI\) App – For Employees](#)
- [Inclusion Toolkit](#)
- [Inclusion and You](#)
- [IT Acceptable Usage](#)
- [Making Payments in Government](#)
- [Mental Health Crisis](#)
- Mental Health First Aid (Ministry specific)
- [Office Ergonomics](#)
- [Planning and Accountability Management System \(PAMS\)](#)
- [Planning and Accountability](#)
- [PSC Client Training](#)
- [Public Interest Disclosure Act \(PIDA\)](#)
- [Recognition Matters](#)
- [Records and Information Management Path](#)
- [Reframing Our Biases](#)
- [ServiceNow](#) (internal)

**Supplemental Learning:**

- [Accounts Payable Processes](#)
- [Archibus](#) (internal)
- BMO Training (internal)
- Case Management System (internal)
- [Central Accounts Payable](#) – focus on [MIDAS MarkView](#)
- [Financial Management Resources](#)
- Insuperity Org Plus 100 (internal)
- [MIDAS Training](#)
- Ministerial Logging System (MLS) (internal)
- Resolving Conflict Constructively (internal)
- [Taleo Training](#) (internal)
- Preparing Briefing Notes/Written and Business Communication/Key Messages Training (Communications)

**Foundational Learning and Development MCP 01-03**

*What an Executive Coordinator needs to know in order to perform effectively.*

## Executive Coordinator Development



<p style="text-align: center;"><b>Targeted Learning and Development</b></p> <p style="text-align: center;"><i>Before an Executive Coordinator moves to the targeted development mastery of the basic skills is necessary</i></p>	<p>Executive Coordinator would choose appropriate learning activities based on current position, developmental needs and prior learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Communicating for High Performance</a> – two-day class that explores how people communicate and the positive impact that understanding how you communicate can have on performance and communication within teams and with the public (MCP 01-03)</li> <li><input type="checkbox"/> <a href="#">Customer Service Training – Service Best for Frontline</a> provides practical and effective tools that help you adopt a pro-active, solution-focused approach to customer service (MCP 01-03).</li> <li><input type="checkbox"/> <a href="#">Developing High Performing Teams</a> – one-day class designed to help managers examine dynamics of their teams (MCP 03)</li> <li><input type="checkbox"/> <a href="#">Effective Supervision</a> – two-day class designed to enhance and develop the supervisory skills of new and existing leaders (MCP 03)</li> <li><input type="checkbox"/> <a href="#">Expedition Coaching</a> – two-day class designed to equip supervisors with examples, models and skills to coach people at all levels through the everyday challenges and opportunities faced in today’s changing environment (MCP 02-03)</li> <li><input type="checkbox"/> <a href="#">Johnson Shoyama Graduate School Policy Workshop Series (JSGS PWS) Innovation</a> (Ministry specific Innovation training as well)</li> <li><input type="checkbox"/> <a href="#">Leadership Development Program</a> – teaches leadership practices and skills (MCP 03)</li> <li><input type="checkbox"/> <a href="#">Managing Change</a> – one-day class that will help employees deal with systemic and organizational changes (MCP 01-03)</li> <li><input type="checkbox"/> <a href="#">Office Administration</a> training (delivered by Saskatchewan Polytechnic) (MCP 01-03)</li> <li><input type="checkbox"/> <a href="#">Onboarding for New Managers</a> – learning path for new and existing employees who are new to management (MCP 01-03)</li> <li><input type="checkbox"/> <a href="#">Project Management Certificate</a> - delivered by University of Regina - comprehensive coverage of the principles and techniques necessary for successful project management (MCP 03)</li> <li><input type="checkbox"/> <a href="#">Strategic and Systems Thinking</a> – delivered by University of Regina (MCP 02-03)</li> <li><input type="checkbox"/> <a href="#">Supervisor’s Guide to In-Scope Work Planning and Review</a> – provides an overview of the manager and supervisor’s role in the In-Scope Work Planning Process (MCP 01-03)</li> <li><input type="checkbox"/> <a href="#">Supervisor Development Program</a> (MCP 02-03)</li> </ul> <p><i>Disclaimer: Targeted learning and development activities are corporate paid offerings and require management approval.</i></p>
<p style="text-align: center;"><b>High Performance Learning</b></p> <p style="text-align: center;"><i>Mastery of Targeted Learning and Development required</i></p>	<p>Employee’s Personal Development (self and manager assessment)</p> <ul style="list-style-type: none"> <li>- Reaching mastery level of targeted learning required</li> <li>- Long-term career goals discussion with manager</li> <li>- Access learning based on professional and personal interests</li> </ul>

## Implementation

### 1. Foundational Learning and Development

Based on an employee's initial assessment of skills upon hiring, the manager and employee will determine the required training for onboarding/orientation.

### 2. Learning Identification Process

Learning and development needs should be identified at the time of hire and the beginning of each fiscal year in consultation and collaboration between the employee and their manager and included in the employee's annual Planning for Success (PFS) document in order to determine the priority needs for the year. It should be modified throughout the year as development areas are identified or priorities change.