Position Description

Title: Global Leadership Program (GLP) Coordinator

HEW Level: 7

Faculty/Office: Pro Vice-Chancellor, Learning and Teaching

Position Number:

Department/Team: PACE/GLP

Date: August 2019

Position Purpose: To coordinate the planning and delivery of the day to day operations of the Global Leadership Program in consultation with the GLP Manager.

ORGANISATIONAL CONTEXT

The Pro Vice-Chancellor (Learning and Teaching) is responsible for strengthening learning and teaching at Macquarie through developing academic staff capabilities, developing and maintaining a suite of quality academic programs, creating and maintaining flexible and innovative physical and virtual learning spaces and enhancing our student learning experience.

The Global Leadership Program (GLP) is an extracurricular program which is fully funded by the University and open to any enrolled Macquarie student. The program is designed to equip Macquarie graduates with cross-cultural competencies, an understanding of international issues, practical experience and community engagement through a series of workshops, keynote events and experiential activities. A record of successful completion of the program is included on students’ official transcript at graduation.

The GLP Coordinator is responsible for planning and implementing all operational aspects of the Program and works primarily with Macquarie students and program contributors.

ORGANISATION CHART

Academic and Programs Director, PACE

Manager, GLP

GLP Advisor x 2

GLP Co-ordinator

GLP Advisor x 1

GLP student equity casuals
## KEY ACCOUNTABILITIES

- Plan and coordinate all phases of the day-to-day operations and delivery of the GLP, ensuring alignment with the University's Learning and Teaching Strategic Framework.
- Build and maintain strong relationships with internal and external program contributors and stakeholders to ensure the sustainability of the program and to build its reputation.
- Identify and manage program-specific innovations, to ensure the GLP remains best practice in extracurricular program delivery.
- Research and evaluate international trends to inform the selection of contributors and to ensure the diversity and relevance of program offerings.
- Monitor and perform financial processes, providing regular reports to the GLP Manager.
- Consult with central IT staff and external providers to ensure the correction of system defects and the implementation of required changes.
- Promote the GLP through presentations to students, MQ staff and other relevant stakeholders.
- Collect, coordinate and evaluate GLP student data and stakeholder feedback, to inform decisions about the GLP.
- Draft reports as required, including the GLP annual report.
- Advise on, and respond to, enquiries from internal and external stakeholders and current and prospective students.
- Review, develop and update GLP protocols and processes, ensuring compliance with University governance and policy frameworks.
- Supervise and provide direction to the GLP Officer and casual administration assistants.
- Comply with relevant EEO and WHS regulations
- Perform any other duties as required and as appropriate for the incumbent’s level of competence. evelopment and responsibility for perfows and feedback.

## POSITION CONTEXT

### Reports to:
GLP Manager

### Positions Reporting to:
- Direct: 1 GLP Officer
- 4 Administration Assistant/s (casual equity students)

### Key Direct Clients:
- GLP staff
- Current and future students in the GLP
- Academic staff contributing to the GLP
- External contributors and providers to the GLP

### Other Key Relationships:
- PACE staff
- GLP prospective students and parents
- Faculties and Departments
- PACE Systems Manager
- External contributors and presenters to the GLP

### Budget Accountability:
Nil

### Role-specific Conditions:
- International and interstate travel may be required
- Out of hours and weekend work may be required
- Drivers licence

### Scope and autonomy
Develops and modifies processes, procedures, systems and/or techniques for the work area and/or contributes to the development of University-wide systems, processes and procedures.

### Problem solving
Analyses, designs and develops a range of alternatives and then uses expertise to decide on or recommend the best course of action.
# CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

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<th>COMPETENCIES</th>
<th>ATTRIBUTES</th>
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**Analysis and Judgement:** Evaluating information and data to solve problems and make decisions.

**Implementing Systems:** Adopting a systematic and organised approach, and developing and utilising guidelines and procedures.

**Delivering Outcomes:** Holding high expectations for and pushing self and others to achieve at high levels.

**Planning and Execution:** Managing time and resources to complete tasks and achieve objectives.

**Communication:** Effectively grasping and conveying ideas and concepts to others.

**Service Focus:** Making students, staff, key contacts and their needs a priority.

**Relationship Management:** Establishing effective working relationships with others.

**Quality Focus:** Ensuring accuracy and quality when completing tasks.

**Teamwork:** Working in collaboration with others to achieve shared goals.

**Resilience:** Dealing effectively with and recovering quickly from setbacks or pressure.

**Perseverance:** Persevering despite obstacles to ensure tasks are completed.

**Flexibility:** Responding effectively to unexpected or changing circumstances.

**Reliability:** Meeting commitments and responsibilities.

**Initiative:** Taking action, on own accord, to address problems and prevent them from reoccurring.

**Interpersonal Impact:** Making a positive impression on others in a range of interpersonal contexts.

**Accountability:** Assuming responsibility for making decisions and delivering agreed outcomes.
### REQUIRED KNOWLEDGE
Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- A Bachelor’s degree or an equivalent combination of education/training and experience
- Knowledge of contemporary global issues
- Demonstrated understanding of the concepts of leadership, globalisation and professional skills
- Cross-cultural awareness and sensitivity
- Experience in mentoring or managing others
- Understanding of the higher education sector
- Knowledge of project management principles and practice
- Knowledge of events management principles and practice

### ACQUIRED KNOWLEDGE
Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Sound understanding of the Global Leadership Program
- Detailed knowledge of the GLEP strategic initiative
- Knowledge of GLP policies, systems, processes and procedures.
- Knowledge of University operational and governance frameworks
- An understanding of the University’s strategy on internationalisation
- A sound understanding of the University’s governance and regulatory frameworks.

### KEY EXPERIENCES
Practical experiences and exposure to specific environments or activities related to successful performance.

- Project and events management
- Coordination of administration and client services
- Communicating with a range of key internal and external stakeholders and influencing decision making
- Experience in the tertiary education sectors
- Experience in delivering presentations
- Experience with youth leadership and development activities, locally or internationally
- Developing or building a strong service based team culture