

IDENTIFICATION

<i>Position Number</i>	<i>Position Title</i>	<i>NOC/Dept. Code</i>
63-14044	Park Interpreter & Event Planner	
<i>Department</i>	<i>Division/Region</i>	<i>Location</i>
Industry, Tourism & Investment	Tourism & Parks	Inuvik, NT.

PURPOSE OF THE POSITION

(The main reason as to why the position exists, in what context, and the overall end result.)

Reporting to the Regional Manager, Tourism & Parks and in collaboration with headquarters staff, park partners, and volunteers, the position is responsible for the development, delivery and evaluation of regional parks programming to park visitors. The successful application of the responsibilities of this position will ensure that visitors have an appreciation of the natural environment and cultural diversity of the area.

SCOPE

(Describe in what way the position contributes to and impacts on the organization)

The position is a key supporting member of the Regional Parks Unit. This position makes an added value contribution to the existing operation of regional parks and visitor centers by providing interpretive and event planning services. A professional manner reflects well on the organization and the Northwest Territories and contributes to increased use of publicly owned parks and visitor centres.

RESPONSIBILITIES

(Describe major responsibilities and target accomplishments expected of the position. For management positions, indicate the subordinate position(s) through which responsibilities are accomplished)

1. Research program topics to either build on an existing program, or develop new programs and events.
2. Facilitate and collaborate with other stakeholders in the development and delivery of interpretive programs and events.
3. Budget and track the expenditures associated with the delivery of the programs and events.

4. Hire, train and supervise a summer casual to assist in the delivery of programs and events.
5. Organize, schedule and present natural history features, aboriginal cultural heritage and recreational opportunities in the parks through informative and entertaining youth and family programs.
6. Promote the park's interpretive programming and events to the public.
7. Inform park visitors about park conservation values, safe and appropriate behavior in the outdoors, and about other attractions in the area.
8. Encourage local stewardship activities.
9. Act as a roving interpreter and encourage campers to attend programs.
10. Act as a local resource for tourist attractions and services in the vicinity.
11. Accurately record statistics on public perception of and participation in interpretive programs and events.

KNOWLEDGE, SKILLS AND ABILITIES

(Describe the level of knowledge, experience and abilities that are required for satisfactory job performance)

1. Knowledge:

- a) Regional aboriginal culture
- b) Recreational and ecological interests of visitors to parks.
- c) Outdoor recreation activities such as hiking and camping.
- d) Tourism related to parks and other types of parks attractions.
- e) Interpretation methodologies and practices
- f) Event planning.

2. Skills:

- a) High level of writing skill (English) is important to communicate with parks contacts, contractors and volunteers.
- b) High level of verbal skills (English) is critical to communicate in a variety of settings and to a variety of audiences. The skills are especially important while delivering cultural interpretive programs to the public.
- c) Excellent organizational skills and attention to detail
- d) High level of confidence interacting with park visitors on a day to day basis.

3. Abilities:

- a) Ability to plan, budget, organize, coordinate and deliver interpretive programs and events
- b) Work independently, or with teams, within fixed time and resource constraints and to monitor progress and evaluate results.
- c) Ability to train and supervise staff.
- d) Ability to use a personal computer including Microsoft Word, internet and email applications.
- e) Ability to operate audio-visual equipment and a digital camera.
- f) Class 5 driver license.
- g) Ability to speak and write in a regional aboriginal language would be an asset.

Typically, the above qualifications would be attained by:

(Years of experience does not necessarily directly correlate to years of learning. Experience is one way of learning. It is possible to have ten years of work experience but not have equivalent amount of learning. It is not what one **does** that counts, it is what one **learns** from what one does that counts.)

These knowledge, skills and abilities are usually acquired with completion of Grade 12, and postsecondary education in the field of Interpretation, Communications, Recreation, Tourism/Hospitality, and /or Event Planning.

WORKING CONDITIONS

(List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency and duration of occurrence of physical demands, environmental conditions, and demands on one's senses and mental demands)

Physical Demands

(Indicate the nature of physical effort leading to physical fatigue.)

	Frequency	Duration	Intensity
Hauling and lifting	2x week	2 hrs	Low
Hiking	2 x week	3 hrs	Low
Sitting for extended periods of time	Daily	4 hrs	Low

The incumbent is subject to minimal physical requirements including necessity to travel to remote parks, minor lifting, hiking in the wilderness and extended periods of sitting at a desk or in a meeting.

Environmental Conditions

(Indicate the nature of adverse environmental conditions to which the incumbent is exposed)

	Frequency	Duration	Intensity
Adverse weather	1 x month	1 hr	Low
Wildlife encounters	1 x month	1 hr	Medium

The incumbent is subject to frequent travel throughout the region to parks, inclement weather and disruptions caused by travel requirements. Conducting outdoor interpretive programs may lead to the occasional unplanned encounter with wildlife.

Sensory Demands

(Indicate the nature of demands on the incumbent's senses to make judgments through touch, smell, sight and hearing and judge speed and accuracy).

	Frequency	Duration	Intensity
Eye and tendon strain	Daily	1-2 hrs	Low
Noise from display equipment and visitors	Daily	7.5 hrs	Low

Demands include high concentration and attention to detail when planning, designing and interpretive programs while using computer equipment. Noise and distractions can be taxing when delivering interpretive programs and events to large groups of people.

Mental Demands

(Indicate conditions that may lead to mental or emotional fatigue. See User Guide for examples)

	Frequency	Duration	Intensity
Disgruntled customers	As and When	1 hr	Moderate
Absent presenters/suppliers	Weekly	4-5 hrs	Low

The incumbent is subject to mental demands through deadline pressures, organizing presenters/volunteers, as well as maintaining ongoing coordination responsibilities. Patience and flexibility are the keys to success.

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