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| Last updated: | 31 Jan 2022 |

**JOB DESCRIPTION**

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| Post title: | **Industrial Liaison Officer (CORMSIS)** | | |
| Standard Occupation Code: (UKVI SOC CODE) | TBC 242X – Depends on Specialist Area and Key Accountabilities | | |
| School/Department: | Southampton Business School | | |
| Faculty: | Faculty of Social Sciences | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | n/a | | |
| Posts responsible to: | Head of Department (with reporting lines to the Director of KEE as well) | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based/non-Office-based (see job hazard analysis) | | |

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| Job purpose |
| To lead in the development of the business-interface and partnerships agenda for the Centre for Operational Research (OR), Management Sciences (MS) and Information Systems (CORMSIS), in conjunction with the Director of CORMSIS, Director of Enterprise and colleagues based in the School of Mathematical Sciences.  To form and develop links and partnerships with external organizations that are potential users of Operational Research and Management Science (OR/MS) through different events and targeting new collaborators within UK/EU. The expected outcome of such links and partnerships will include acquiring MSc dissertation project placements, obtaining MSc/PhD studentships from organizations, generating collaborative research contracts as well as strengthen and gather new partnerships for existing projects and consultancy opportunities. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Establish relationships with key businesses, maintaining a high level of customer service. This will involve visiting businesses, briefing clients, and representing CORMSIS and the School in relevant meetings.  Acquire industrial based student projects for the summer placements on the MSc programmes within CORMSIS each year; projects should be oriented towards the interests of CORMSIS academics, should have a well-defined project brief, and should have realistic deliverables for a 3-month MSc project. | 40 % |
|  | Provide support to students on placement. This includes education sessions in preparation for placements and ensuring that the Faculty and University guidelines on governance, ethics and health & safety for student work placements are adhered to. | 15 % |
|  | Assist in organizing company seminar series for the CORMSIS MSc programmes. Finding and setting up the practitioner talks from industry during the first Semester and setting up the briefing sessions during the second semester.  Membership of the CORMSIS Business Advisory Board. Updating the Business Advisory members and meet the Board three times per year updating them on the status of the projects and students.  Conduct administrative duties to track relevant data related to these tasks, including updating the CORMSIS blackboard site, website, and social media. | 15% |
|  | Identify and promote the educational services offered by the School on a commercial basis to clients and customers external to the University. In particular, initiate and co-ordinate non-accredited short courses for the School.  Assist in coordinating student recruitment visits by companies that use OR/MS as well as organized by external societies such as The Operational Research Society. | 15% |
|  | Engage regionally, nationally, and internationally with institutions and bodies and represent the School on working groups and committees to promote impact, enhance reputation and create network opportunities.  Also represent CORMSIS in academic community events attracting potential students, such as the Career Day organized by the Operational Research Society, supporting sponsorship activities for events organized by CORMSIS such as prize giving for best MSc dissertations | 10% |
|  | Any other duties as allocated by the line manager following consultation with the post holder | 5% |

| Internal and external relationships |
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| Internal:  Director of CORMSIS  Director of KEE  Director of MBA programme  Director of CEPAR  Academic and Enterprise members of CORMSIS, PhD and MSc students; Industrial Relations Officer - School of Mathematical Sciences; All academic (Education, Research and Enterprise) members of Southampton Business School and Mathematics; the Heads of the two Schools, the Director of Enterprise.  The placement officers in the Faculty;  Colleagues in Research & Innovation Services  External organisations:  Commercial and public sector bodies, especially the Advisory Board members (https://www.southampton.ac.uk/cormsis/about/businessadvisory.page) *give examples* |

| Special Requirements |
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| Non-standard hours will be required at times, including evening events and weekends in order to attend potentially relevant career events, the CORMSIS prizegiving or open days. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge, and experience | Skill level equivalent to professional qualification at degree level or equivalent professional experience, such as Experience in commercial business and managing significant projects.  Broad experience of forging and sustaining partnership working with commercial and public sector bodies.  Sound grasp of business, legal and financial considerations required to develop and sustain successful enterprise and partnership activities.  Understanding of relevant Health & Safety issues.  Ability to understand and apply governance in a complex organisation | BSc or higher degree in a quantitative discipline, containing some elements of OR/MS.  Broad understanding and knowledge of the Higher Education context.  Experience of planning and delivering business targets effectively to deadlines and within budget.  Experience of teaching in a class-based or virtual setting.  Basic computer skills MS Office, use of mail merge or other software.  Knowledge of University governance and ethics guidelines. | Application form and interview |
| Planning and organising | To be a self-starter and manage own workload to meet project deadlines.  Ability to plan and develop a range of high-quality business-development and partnership activities ensuring such plans complement overall strategic direction. | Ability to contribute to the implications of Business.  Development in the curriculum development and new teaching approaches in the School. | Application  form,  interview and  references |
| Problem solving and initiative | Ability to grasp and resolve complex problems using own initiative.  Ability to understand the needs of diverse audiences and find imaginative and creative solutions.  Ability to identify and solve problems by applying judgement to tackle some situations in new ways and by developing improved work methods. | Ability to identify commercial trends and developments and respond with decisiveness and agility. | Application  form,  interview and  references |
| Management and teamwork | Ability to proactively work with colleagues in other work areas to achieve outcomes.  Ability to solicit ideas and opinions to help form specific work plans.  Ability to positively influence the way a (matrix) team works together. | Experience of successfully managing and developing staff.  Able to formulate development plans for own staff to meet required skills.  Able to delegate effectively, understanding the strengths and weaknesses of team members to build effective teamwork. | Application  form,  interview |
| Communicating and influencing | Ability to communicate effectively with staff, students and external contacts, to persuade and influence to develop relationships and to represent the Centre (CORMSIS) and Schools at events.  Excellent interpersonal skills, both formal and informal, with a wide range of internal and external stakeholders.  Ability to produce focused, professional and persuasive written reports and presentations.  Ability to resolve tension and difficulties as they arise.  Ability to design and present information to students from a variety of international backgrounds. | Able to provide accurate and timely specialist guidance on complex issues.  Able to use influencing and negotiating skills to develop understanding and gain co-operation. | Application  form,  interview and  references |
| Other skills and behaviours | Ability to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1.  Ability to understand Equality, Diversity, and Inclusion as it relates to their role and activities. |  | Application  form, interview, and references |
| Special requirements | Non-standard hours may be required at times, including evenings and occasional weekends in order to attend potentially relevant career events, the CORMSIS prizegiving or open days. |  | Application  form, interview, and references |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  | X |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |

Appendix 1. Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

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| **All staff** | **Behaviour** |
| **Personal Leadership** | I take personal responsibility for my own actions and an active approach towards my development |
| I reflect on my own behaviour, actively seek feedback, and adapt my behaviour accordingly |
| I show pride, passion, and enthusiasm for our University community |
| I demonstrate respect and build trust with an open and honest approach |
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| **Working Together** | I work collaboratively and build productive relationships across our University and beyond |
| I actively listen to others and communicate clearly and appropriately with everyone |
| I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish |
| I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes |
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| **Developing Others** | I help to create an environment that engages and motivates others |
| I take time to support and enable people to be the best they can |
| I recognise and value others’ achievements, give praise and celebrate their success |
| I deliver balanced feedback to enable others to improve their contribution |
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| **Delivering Quality** | I identify opportunities and take action to be simply better |
| I plan and prioritise efficiently and effectively, taking account of people, processes, and resources |
| I am accountable, for tackling issues, making difficult decisions and seeing them through to conclusion |
| I encourage creativity and innovation to deliver workable solutions |
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| **Driving Sustainability** | I consider the impact on people before taking decisions or actions that may affect them |
| I embrace, enable, and embed change effectively |
| I regularly take account of external and internal factors, assessing the need to change and gaining support to move forward |
| I take time to understand our University vision and direction and communicate this to others |