

COLUMBIA COLLEGE

Position Description

NOTE:

Must; Shall; Will:

Should:

May or Could; Can:

Clarification of Terms

These words or phrases indicate actions or activities that are *essential* or *mandatory*.

This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.

These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

RE: Application for English as a Second Language or Academic Upgrading Program

Because of fluctuations in enrollment, these departments recruit on an ongoing basis. If you are interested in facilitating courses for either of these programs please submit a resume and we will contact you as suitable positions become available.

The Department is also delivers a range of evening University Prep courses in English, Math, Biology and Medical Terminology. Candidates for these courses are also recruited on an ongoing basis

Please submit resume and cover letter to: Gerald Halabura (Program Chair) by email at geraldh@columbia.ab.ca or by fax to (403) 272-3805.

Position Title: Facilitator

Program Name: English as a Second Language and Academic Upgrading

Report To: Program/Department Manager

Position Summary: Under the supervision of their program/department manager, this professional will be responsible for keeping abreast of ongoing changes in their industry. They will reflect what they have learned through recommended changes to the course syllabus of each course they facilitate. They will be responsible for the effective delivery of assigned course(s). This will include out of class activities such as lesson plan research and development, as well as meeting with staff and students and marking assignments, tests, etc.

Organizational Structure: **This facilitator will work in a flat organization structure consisting of one** direct supervisor, a number of program peers and other organizational specialists.

Qualifications and Experience: This professional will normally have completed a four-year degree and/or professional training in their area of instruction. University transfer programs require at least a Masters degree or its equivalent. Their area of specialized education should be supplemented by certificates and diplomas in adult education. This individual will be a highly organized and experienced professional (at least five years work as a practitioner). They will be an effective team player and communicator with strong interpersonal skills. They will be detail oriented, have a keen desire to learn and grow, be open to change, and have a strong work ethic.

Introduction

For Columbia College to become successful, each of its customers (including staff and students) must succeed. To achieve this requires a clear understanding on everyone's part as to their roles and responsibilities as well as a commitment to fulfilling said responsibilities.

As you will note in reviewing the list of roles and responsibilities below they consist of two distinct parts. First is a set of generic roles and responsibilities. This is followed by a list of specific roles and responsibilities. The generic roles and responsibilities are included in every position description at the College. The specific roles and responsibilities are specific to this position.

Employees are expected to conduct themselves in a manner commensurate with their list of roles and responsibilities that follow. Employee performance reviews will be based on their roles and responsibilities.

Our facilitators are encouraged to do all they can to help each individual student succeed in their course. We believe that when our students succeed, we succeed. Therefore, the focus of our facilitators is to help our students to learn rather than to lecture to them.

The College's current student attrition rate is one-quarter that of traditional colleges and universities. At the same time our graduate employer's are very satisfied. Employment rates of graduates exceed 80% and is one of the highest among all colleges and universities in Alberta. We want to continue to create a win-win situation where the employer, student, facilitator and College all succeed.

Columbia's goal in education is to produce graduates that are rated by employers as above average to excellent performers in their field of training.

All responsibilities below will be carried out under the general direction and supervision of your supervisor. In consideration of this, each facilitator:

Generic Roles and Responsibilities

1.0 Positive Approach

- 1.1 Approaches work in a pleasant, cooperative, and positive way.
- 1.2 Views negative experiences as learning opportunities.
- 1.3 Recovers quickly and positively from bad experiences.
- 1.4 Tries to be constructive, pro-active and acts as a protagonist.
- 1.5 Is accommodating, flexible, understanding and supportive.
- 1.6 Believes people are basically good, intelligent, honest and hard working.
- 1.7 Is positive, polite, personable and tries to help others.
- 1.8 Encourages others to work in a positive manner.
- 1.9 Helps others to view problems and concerns as challenges and opportunities.

2.0 Professional Approach

- 2.1 Contributes to the success of the student, program/department and organization.
- 2.2 Approaches work in an honest, moral, ethical, honorable and trustworthy manner.
- 2.3 Dresses in a neat and clean professional manner (e.g. suit, tie, sweater, dress, skirt, dress pants).
- 2.4 Keeps informed about changes to his/her industry and specific profession.
- 2.5 Is active in the local chapter of his/her professional association (where appropriate).
- 2.6 Keeps informed about political, economic and social changes affecting their students, program/department and the organization.
- 2.7 Seeks input, assistance and help from others.
- 2.8 Is personable and humble.

3.0 Interpersonal Relations

- 3.1 Treats others in an equal, fair and just manner.
- 3.2 Is sociable, cooperative, outgoing, and has a good sense of humor.
- 3.3 Is considerate and sensitive to others.
- 3.4 Treats others in a friendly courteous manner.
- 3.5 Speaks to others in a sincere and respectful manner.
- 3.6 Is consistent in day-to-day approach to others.
- 3.7 Is available and approachable.
- 3.8 Is respected by others.
- 3.9 Offers support, assistance, and help to others.

4.0 Self Esteem

- 4.1 Demonstrates a willingness to take calculated risks.
- 4.2 Functions well in ambiguous flexible environments.
- 4.3 Assumes responsibility and leadership when required.
- 4.4 Follows through on commitments.
- 4.5 Demonstrates confidence in areas of responsibility.
- 4.6 Recognizes and acknowledges others when they complete a job/assignment.
- 4.7 Acknowledges others for their specific knowledge and skills.
- 4.8 Recognizes others for acquiring new knowledge and skills.

- 4.9 Creates opportunities for others to engage in activities that are more satisfying.

5.0 Communication

- 5.1 Communicates effectively in writing.
- 5.2 Demonstrates effective speaking skills.
- 5.3 Demonstrates effective listening skills.
- 5.4 Keeps team members and students informed of changes in the course, program department and organization.
- 5.5 Develops more effective ways to improve communication.
- 5.6 Attends and actively participates at program/department and where requested college meetings.

6.0 Learning to Learn and Professional Development

- 6.1 Continues to increase their knowledge and skills. (e.g. credit courses, professional books, journals, articles).
- 6.2 Reads, and shares relevant information.
- 6.3 Identifies more effective ways to deliver courses, programs and services.
- 6.4 Monitors changes and makes or recommends needed adjustments.
- 6.5 Is open to constructive criticism.
- 6.6 Is open to change.
- 6.7 Acknowledges mistakes and learns from them.
- 6.8 Acknowledges when they don't know something but tries to find out.

7.0 Problem Solving/Decision Making

- 7.1 Identifies issues, concerns and problems before they get too serious.
- 7.2 Seeks input from those affected when solving problems.
- 7.3 Is effective at identifying actual problems and not symptoms.
- 7.4 Identifies and thoroughly reviews several solutions to each problem.
- 7.5 Objectively determines the most appropriate solution to each problem.
- 7.6 Attempts to turn problems into opportunities.
- 7.7 Effectively implements solutions in a timely manner.
- 7.8 Monitors solutions and takes corrective action.

8.0 Creative Thinking

- 8.1 Assesses situations from a variety of viewpoints or perspectives.
- 8.2 Analyzes situations by using such techniques as brainstorming, reframing, forcefield analysis, and lateral thinking.
- 8.3 Where appropriate resolves situations by identifying innovative or creative solutions.
- 8.4 Encourages others to be creative and innovative when finding solutions to situations.
- 8.5 Monitors solutions and takes corrective action.

9.0 Negotiating or Conflict Resolution

- 9.1 Identifies issues before they become a conflicting situation.
- 9.2 Effectively uses conflict avoidance or informal discussion and problem solving techniques.
- 9.3 Effectively negotiates and helps others resolve issues in conflict.
- 9.4 Coaches and helps others learn to resolve issues in conflict.

10.0 Organizational and Time Management Skills

- 10.1 Productively and efficiently manages their time.
- 10.2 Effectively uses planning tools such as a daytimer, monthly planner and yearly planner.
- 10.3 Maintains an organized office, desk, files, documents and working environment.
- 10.4 Is punctual with appointments, meetings and classes.
- 10.5 Is dependable and reliable.
- 10.6 Completes assignments and reports in a timely manner.
- 10.7 Helps others to become more efficient and effective in completing their work.

11.0 Stress Management

- 11.1 Maintains composure under pressure.
- 11.2 Effectively deals with change and helps others deal with change.
- 11.3 Deals with negative situations in a positive manner.
- 11.4 Maintains a balance between personal and professional life.
- 11.5 Maintains a relaxed and low stress environment, thus increasing everybody's performance.
- 11.6 Helps others manage their stress effectively.

12.0 Leadership Style

- 12.1 Effectively promotes college/program and department directions and vision.
- 12.2 Encourages others to adopt a positive leadership style.
- 12.3 Stimulates interest and enthusiasm on the part of others.
- 12.4 Coaches, advises, mentors, and counsels others.
- 12.5 Acknowledges, recognizes, rewards, and praises others.
- 12.6 Seeks new opportunities and takes initiative.
- 12.7 Recommends new ideas and direction.
- 12.8 Brings out the best in others and helps them channel their energy.

Specific Roles and Responsibilities

1. Contributes to the positive image and general well being of Columbia; and supports the achievement of the mission, goals and principles of the College.
2. Contributes in a constructive and supportive manner to the well being and professional development of your peers, colleagues, and other staff members.
3. Attends program and course-related orientation, in-service training, transitional meetings and program meetings.
4. Helps update the course syllabus that will be distributed on a predetermined date to each student. The syllabus includes:

- Course description and delivery dates
- Course reading assignments
- Important dates (e.g., final exam, assignment deadlines, presentation dates and holiday dates)
- Required course text(s)
- Recommended readings
- Other materials required for the course
- The assignment due to be completed prior to the first class

Students should be provided with the instructor's home and/or business phone number, as well as what time they will be available before and/or after class to address individual student's needs. Students should be given an updated bibliography and/or resource materials that they may refer to in order to do extra research or to prepare some assignments. They should also be advised as to where to get this material (e.g., borrow from facilitator, U of C Library, Columbia Resource Centre).

The recommended changes to the course syllabus should be provided to your supervisor on a date specified several weeks prior to the first class.

5. Dresses appropriately and conduct yourself as a professional member of the business, professional and educational communities.
6. Begins each class punctually with a fully developed lesson plan and related materials. The lesson plan should be openly displayed during the class period. See the Columbia College Facilitator Handbook for samples. A copy of each lesson plan is to be given to your supervisor prior to entering the classroom.
7. Maintains records of student achievement and attendance. Communicates student progress and results on the document provided.
8. Develops lesson plans that include at least the following:
 - Course title and number
 - Title and/or number of lessons
 - Goal and possible objectives
 - Identifying how the objective is relevant to students
 - Media or learning aids/tools
 - Equipment and/or materials needed (including handouts)
 - Steps or process to be followed
 - Assess where students are at the beginning of the lesson
 - Assess learning achieved at the end of the lesson
 - Estimated time required for each step
9. Uses a variety of course delivery methods. Chooses the delivery method that will best enhance the learning process. Methods may include, but are not limited to, the following: case studies, role playing, discussion groups, individual or group presentations, team work, panels or debates, guest speakers, field trips, demonstrations, simulations or lab work. Refers to the facilitation techniques section of the handbook for a more detailed list of instructional strategies.

10. Uses a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., blackboard, overhead projection, VCR, slides, projectors, panels, displays, apparatus).
11. Uses a variety of methods to evaluate the student's level of acquired competencies and/or skills. These normally include daily quizzes of short tests, papers, presentations, demonstrations, observations, final exams or assignments. This may also include peer evaluation and feedback. Columbia's students should be given a quiz early in each lesson to assess their acquisition of homework knowledge.
12. Uses appropriate, relevant and current examples or elicit examples from students to effectively reinforce topics or points.
13. Remains current in the subject area and new methods of delivering course related material.
14. Displays genuine interest in students, as well as enthusiasm and excitement related to the subject.
15. Ensures students have adequate time during class to question, comment or express their opinion. Listens to students and provide appropriate and respectful comments or feedback.
16. Ensures each topic is properly summarized or concluded before going on to the next topic.
17. Provides an appropriate level of homework to ensure that students are reading, researching, investigating, discovering and spending adequate time to prepare for tests, discussions or complete assignments. Normally homework or assignments per course will equal as many hours of out-of-class work per night as hours of instruction per course per day. For example, if you facilitate for three hours at a time, then you should assign at least three hours of homework for your next class.
18. Assists, counsels, advises and tutors any student who is having difficulty acquiring the appropriate level of knowledge and skills necessary to pass the course, even if they do not approach you for help.
19. Develops, states and consistently applies a course policy which will allow students the opportunity to write a makeup exam, or complete extra assignments, papers, etc. in order to raise their mark in the course.
20. Treats each student as a customer, with respect, courtesy and sincerity. Creates and fosters a positive learning environment that promotes a co-operative relationship. Treats each student as an adult, not a child.
21. Remains familiar with and follows the College and department/program mandates, missions, philosophy, goals, policies, rules and regulations.
22. Ensures all assignments, tests, papers, etc. are corrected, graded and returned to students normally the next day. Uses the program and College grading system. Hands in final grades, course marks and any other course reports within seven days of the last class.
23. Makes sure that their assigned course(s) are delivered by them according to their assigned course delivery schedule. They further ensure that no scheduled class is canceled, rescheduled, started late, or released early by them, without the formal written authority of their program/department manager.