

COLUMBIA COLLEGE

CAREER OPPORTUNITY

INTERNAL/EXTERNAL POSTING

NOTE: Must; Shall; Will: Should: May or Could; Can:	Clarification of Terms These words or phrases indicate actions or activities that are <i>essential or mandatory</i> . 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.
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POSITION: Adjunct Facilitator

PROGRAM/DEPARTMENT: Human Services Professional Programs

REPORTING TO: Director - Human Services Professional Programs

DEADLINE TO RECEIVE APPLICATIONS: After Selection of Suitable Candidate

DATE POSITION IS TO COMMENCE TBD

Description

See attached sheet for a current position description.

Salary: According to a grid that recognizes the number of students you will be teaching in your class. Hourly wage increases with the number of students in the class: \$51 - \$105 per hour

Schedule: Our classes are taught on evenings on Mondays & Wednesdays or on Tuesdays & Thursdays (5:30 p.m. - 9:30 p.m. per course) and a second course on Saturdays (8:30 a.m. - 5:00 p.m.); our semester period is 5 weeks long. Your commitment is to facilitate for 9 classes per semester. Please note that this is casual work depending on course assignments.

Qualifications

The ideal candidate for this position will have completed a master's degree specializing in humans services/social work/psychology or related field. The ideal candidate will be a highly organized team player and effective communicator. They will possess strong interpersonal skills, have a keen desire to learn and grow, be open to change and have a strong work ethic. They will be a career oriented professional who focuses on continuous improvement, customer satisfaction, and excellent results. This highly motivated individual is sincere in their desire to help others succeed and works well with limited supervision.

The ideal candidate should possess the following: minimum of basic computer skills

Other skills and experience that are highly desired for this position include:

- Experience in working in a post-secondary environment
- Experience in working with individuals with barriers and facilitating coursework to adults
- Excellent communication and leadership skills
- Knowledge and interest in the use of computer technology to deliver programs
- Demonstrated ability to work effectively with cultural and socially diverse student populations
- Knowledge of curriculum design and adult education practices

Interested candidates should submit a resume to Kris McNab at krism@columbia.ab.ca. They should include a cover letter stating their date of availability, four work-related references including their current and past supervisor(s), and their (hourly or yearly) salary expectation.

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Position Description

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Position Title:	Adjunct Facilitator
Program/Department Name:	Human Services Professional Program
Reporting to:	Director – Human Services Professional Programs
Position Summary:	Under the supervision of his/her department chair/manager, this professional will be responsible for keeping abreast of ongoing changes in his/her industry. He/she will reflect what he/she has learned through recommended changes to the course syllabus of each course he/she facilitates. He/she 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 his/her area of instruction. University transfer programs require at least a Masters degree or its equivalent. His/her 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). He/she will be an effective team player and communicator with strong interpersonal skills. He/she will be detail oriented, have a keen desire to learn and grow, be open to change, have a strong work ethic, and have highly developed computer skills.
Roles and Responsibilities:	<p>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 his/her roles and responsibilities as well as a commitment to fulfilling said responsibilities.</p> <p>As will be noted in reviewing the list of roles and responsibilities below, it consists 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.</p> <p>Employees are expected to conduct themselves in a manner commensurate with their roles and responsibilities that follow. Employee performance reviews will be based on these roles and responsibilities.</p> <p>Our facilitators are encouraged to do all they can to help each individual student succeed. 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.</p>

	<p>The College's current student attrition rate is one-quarter that of traditional colleges and universities. At the same time our graduate employers are very satisfied. Employment rates of graduates normally exceed 90% and our rate 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.</p> <p>Columbia's goal in education is to produce graduates who are rated by employers as above average to excellent performers in their field of training.</p> <p>All responsibilities below will be carried out under the general direction and supervision of your supervisor. In consideration of this, the facilitator will:</p>
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Generic Roles and Responsibilities

1.0 Positive Approach

- 1.1 Approach work in a pleasant, cooperative, and positive way.
- 1.2 View negative experiences as learning opportunities.
- 1.3 Recover quickly and positively from bad experiences.
- 1.4 Try to be constructive, pro-active and act as a protagonist.
- 1.5 Be accommodating, flexible, understanding and supportive.
- 1.6 Believe people are basically good, intelligent, honest and hard working.
- 1.7 Be positive, polite, personable and try to help others.
- 1.8 Encourage others to work in a positive manner.
- 1.9 Help others to view problems and concerns as challenges and opportunities.

2.0 Professional Approach

- 2.1 Contribute to the success of the program/department and organization.
- 2.2 Approach work in an honest, moral, ethical, honorable and trustworthy manner.
- 2.3 Dress in a neat and clean professional manner (e.g. suit, tie, sweater, dress, skirt, dress pants).
- 2.4 Keep informed about changes to his/her industry and specific profession.
- 2.5 Be active in the local chapter of his/her professional association (where appropriate).
- 2.6 Keep informed about political, economic and social changes affecting his/her program/department and the organization.
- 2.7 Seek input, assistance and help from others.
- 2.8 Be personable and humble.
- 2.9 Be dependable and reliable.

3.0 Interpersonal Relations

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

4.0 Self Esteem

- 4.1 Demonstrate a willingness to take calculated risks.
- 4.2 Function well in ambiguous flexible environments.
- 4.3 Assume responsibility and leadership when required.
- 4.4 Follow through on commitments.
- 4.5 Demonstrate confidence in areas of responsibility.

- 4.6 Recognize and acknowledge others when they complete jobs/assignments.
- 4.7 Acknowledge others for their specific knowledge and skills.
- 4.8 Recognize others for acquiring new knowledge and skills.
- 4.9 Create opportunities for others to engage in activities that are more satisfying.

5.0 Communication

- 5.1 Communicate effectively in writing.
- 5.2 Demonstrate effective speaking skills.
- 5.3 Demonstrate effective listening skills.
- 5.4 Keep team members informed of changes in the department and organization.
- 5.5 Develop more effective ways to improve communication.
- 5.6 Attend and actively participate in program/department and where needed college meetings.

6.0 Learning to Learn and Professional Development

- 6.1 Continue to increase his/her knowledge and skills. (e.g. credit courses, professional books, journals, articles).
- 6.2 Read and share relevant information.
- 6.3 Identify more effective ways to provide programs and services.
- 6.4 Monitor changes and make or recommend needed adjustments.
- 6.5 Be open to constructive criticism.
- 6.6 Be open to change.
- 6.7 Acknowledge mistakes and learn from them.
- 6.8 Acknowledge when he/she doesn't know something but try to seek out answers.

7.0 Problem Solving/Decision Making

- 7.1 Identify issues, concerns and problems before they get too serious.
- 7.2 Seek input from those affected when solving problems.
- 7.3 Be effective at identifying actual problems and not symptoms.
- 7.4 Identify and thoroughly review several solutions to each problem.
- 7.5 Objectively determine the most appropriate solution to each problem.
- 7.6 Attempt to turn problems into opportunities.
- 7.7 Effectively implement solutions in a timely manner.
- 7.8 Monitor solutions and take corrective action.

8.0 Creative Thinking

- 8.1 Assess situations from a variety of viewpoints or perspectives.
- 8.2 Analyze situations by using such techniques as brainstorming, reframing, forcefield analysis, and lateral thinking.
- 8.3 Where appropriate resolve situations by identifying innovative or creative solutions.
- 8.4 Encourage others to be creative and innovative when finding solutions to situations.
- 8.5 Monitor solutions and take corrective action.

9.0 Negotiating or Conflict Resolution

- 9.1 Identify issues before a conflicting situation arises.
- 9.2 Effectively use conflict avoidance or informal discussion and problem solving techniques.
- 9.3 Effectively negotiate and help others resolve issues in conflict.
- 9.4 Coach and help others learn to resolve issues in conflict.

10.0 Organizational and Time Management Skills

- 10.1 Productively and efficiently manage his/her time.
- 10.2 Effectively use planning tools such as a daytimer, monthly planner and yearly planner.
- 10.3 Maintain an organized office, desk, files, documents and working environment.
- 10.4 Be punctual with appointments and meetings.
- 10.5 Complete assignments and reports in a timely manner.
- 10.6 Help others to become more efficient and effective in completing their work.

11.0 Stress Management

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

12.0 Leadership Style

- 12.1 Effectively promote college/program and department directions and vision.
- 12.2 Encourage others to adopt a positive leadership style.
- 12.3 Stimulate interest and enthusiasm on the part of others.
- 12.4 Coach, advise, mentor, and counsel others.
- 12.5 Acknowledge, recognize, reward, and praise others.
- 12.6 Seek new opportunities and take initiative.
- 12.7 Recommend new ideas and directions.
- 12.8 Bring out the best in others and help them channel their energy.

13.0 Occupational Health and Safety Management

- 13.1 All employees are responsible to be familiar with the College's Occupational Health and Safety policies and regulations and their responsibility related to said documents.
- 13.2 All employees are to become familiar and maintain familiarity with the College Emergency Response Plans and their roles and responsibilities when an emergency occurs.
- 13.3 Designated employees are responsible to maintain their training in such areas as First Aid and Cardio Pulmonary Resuscitation.
- 13.4 Each employee should be a participant in emergency response simulation, table top discussions, and/or team meetings related to the subject.
- 13.5 Employees are to take corrective action when they experience an incident or near miss and report this situation on an Incident Report form.
- 13.6 Each employee shall work in a safe manner, be safety conscious on the job and cooperate with other employees by following the health and safety rules of the College.

Specific Roles and Responsibilities

14.0 Course Facilitation

- 14.1 Contribute to the positive image and general well being of Columbia and support the achievement of the mission, goals and principles of the College.
- 14.2 Contribute in a constructive and supportive manner to the well being and professional development of his/her peers, colleagues, and other staff members.
- 14.3 Attend program and course-related orientation, in-service training, transitional meetings and program meetings.
- 14.4 Help 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

- 14.5 Students should be provided with the instructor's phone number and/or e-mail, as well as what time he/she 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).
- 14.6 The recommended changes to the course syllabus should be provided to his/her supervisor on a date specified several weeks prior to the first class.
- 14.7 Dress appropriately and conduct himself/herself as a professional member of the business, professional and educational communities.
- 14.8 Begin 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 his/her supervisor prior to entering the classroom.
- 14.9 Maintain records of student achievement and attendance; communicate student progress and results on the document provided.
- 14.10 Develop 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 (eg. quiz)
 - Assess learning achieved at the end of the lesson (informal)
 - Estimated time required for each step
- 14.11 Use a variety of course delivery methods; choose 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. Refer to the facilitation techniques section of the handbook for a more detailed list of instructional strategies.
- 14.12 Use a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., whiteboard, online, websites, You Tube.).
- 14.13 Use a variety of methods to evaluate students' level of acquired competencies and/or skills. These normally include daily quizzes or 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.
- 14.14 Use appropriate, relevant and current examples or elicit examples from students to effectively reinforce topics or points.
- 14.15 Remain current in the subject area and new methods of delivering course related material.
- 14.16 Display genuine interest in students, as well as enthusiasm and excitement related to the subject.
- 14.17 Ensure students have adequate time during class to question, comment or express their opinion; listen to students and provide appropriate and respectful comments or feedback.
- 14.18 Ensure each topic is properly summarized or concluded before going on to the next topic.
- 14.19 Provide 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 someone facilitates for three hours at a time, then he/she should assign at least three hours of homework for the next class.

- 14.20 Identify, assist, counsel, advise and tutor any student who is having difficulty acquiring the appropriate level of knowledge and skills necessary to pass the course, and inform your supervisor of such activities.
- 14.21 Develop, state and consistently apply a course policy which may allow students the opportunity to write a makeup exam, or complete extra assignments, papers, etc. in order to raise their mark to pass in the course.
- 14.22 Treat each student as a customer, with respect, courtesy and sincerity. Create and foster a positive learning environment that promotes a co-operative relationship; treat each student as an adult, not a child.
- 14.23 Remain familiar with and follow the College and department/program mandates, missions, philosophy, goals, policies, rules and regulations.
- 14.24 Ensure all assignments, tests, papers, etc. are corrected, graded and returned to students, normally the next day; use the program and College grading system; hand in final grades, course marks and any other course reports within seven days of the last class.
- 14.25 Make sure that his/her assigned course(s) are delivered by them according to their assigned course delivery schedule. He/she will further ensure that no scheduled class is canceled, rescheduled, started late, or released early by him/her, without the formal written authority of his/her program/department chair.