**COLUMBIA COLLEGE**
**Position Description**
**Department Manager and Assistant Manager, Department Chairs**
**and Assistant Chairs, Program Managers and Coordinators**
**Supplement**

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| **NOTE:** | **Clarification of Terms** |
| **Must; Shall; Will:** | These words or phrases indicate actions or activities that are *essential* or *mandatory.* |
| **Should:** | This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory. |
| **May or Could; Can:** | These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document. |

## INTRODUCTION

The roles and responsibilities of management at Columbia College (which includes managers and assistant managers/assistant chairs and coordinators in Columbia College) are broad and unique to this organization. Each manager must on the one hand be a subject specialist from an educational or training perspective, and on the other hand, be an effective business manager with a high degree of knowledge and skill in modern marketing and personnel management, as well as basic accounting skills.

Managers realize that the primary goal of any non-profit organization is to make a surplus and therefore their primary responsibility is to make sure they manage a cost effective program or department. At Columbia our managers further understand that their long-term success is achieved when they are able to meet the needs of four distinct customer groups. These groups are referred to as the Four Pillars of Success. They understand that they must constantly balance the needs of all four groups to be successful. These groups are the learners, employers, licensing/sponsoring bodies, and employees. The effective manager is able to attend to the needs of all customer groups simultaneously and not over-attend to one group at the cost of the others. Each of these pillars is referred to throughout this document.

To achieve success, an effective manager will approach their work from several perspectives:

* Personal Perspective
* Program Advancement Perspective
* Program Operation Perspective

It is recognized that the manager will spend the majority of their time ensuring effective (1) student selection, (2) program delivery and, (3) graduate placement support. A proper and balanced allocation of time must be established to ensure sufficient attention is allocated to each area. Excessive concentration in one area could have negative ramifications on the other two. For example, a team that spends all its time concentrating on the delivery of the program at the cost of selection and placement may find it is delivering a program to students who are not properly prepared or qualified to enter the program or who are not sufficiently knowledgeable and skilled, or who do not have the right attitudes to be successfully employed.

Each program's mandate is to graduate individuals who are rated by their employers or receiving institutions as among the most knowledgeable, skilled, and professional individuals who quickly understand their roles and responsibilities and in a short period of time become efficient and effective members of their work team or classroom.

This mandate is challenging to achieve especially when one considers the diverse needs of industry, the rapidly changing nature of the marketplace and the unique population of adults the college was designed to serve. It is therefore imperative that each program manager understands the broad, complex and demanding nature of their role. It is a role that requires an individual who, as a team leader, constantly challenges him/herself to remain in touch with industry and to keep up to date with its changing nature.

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## PERSONAL PERSPECTIVE

### Professionalism

Managers act in a professional manner when approaching their work and when dealing with others.  As professionals, they act as a role model to others and encourage them to adopt similar behavior.

As professionals, managers seek to know and understand the various elements of their job.  They attempt to be highly informed with regard to the various research findings or trends, as well as, political, and economic forces affecting their work.  They do their best to learn about these forces, and analyze, assess and, where it is considered beneficial, try out, adopt or modify their environment in order to make the best use or application of these changing trends or new knowledge/theory.

They do their best as professionals to approach their work and others in an equal, fair and just manner.  They attempt to understand the heart of an issue or situation and deal with its causes, not symptoms.  They are honest, honourable, moral, and ethical.  They respond to issues or situations quickly, and use good sound judgement based on facts not rumours or innuendo to solve challenges. They recognize as a professional that some decisions are made incorrectly and therefore quickly acknowledge mistakes and do their best to effectively correct the situation.  They also learn from the situation so it doesn't occur again.  They realize that at Columbia it is accepted, in fact encouraged, to stretch oneself.  It is also understood that stretching will result in making mistakes but it will also result in increased knowledge, skills and better performance in the long run.

### Leadership

Managers, like all of Columbia staff, are encouraged to be leaders within their program and throughout the College.  If the College is to succeed then all members of the organization must challenge themselves to become effective leaders regardless of position.

They understand their roles and responsibilities and try to effectively perform them.  However, they also understand that it is not the list of responsibilities and duties that makes a leader but how they approach their work and life.  For example, an effective leader tries to be a visionary who looks beyond their current activities and attempts to see or anticipate how their actions will affect others and how other's actions (or world events) will affect him/her, the areas for which they are responsible, and Columbia as a whole.  An effective leader tries to understand what is happening around them and then, after careful investigation and consideration of all the options, tries to identify and choose (along with their team members) the most viable solution or alternatives and then assists and encourages others to implement and support it.

As an effective leader, managers are positive professionals who act as a coach, advisor, mentor, aide, and counsellor.  They try to encourage and motivate others to become excited, enthusiastic, and energized to take action.

### Team Leader/Team Member/Team Coach

As a team leader a manager is responsible for the leadership and management of a group of professionals. They seek input and advice from all members of their group. Ideally, they identify department/program related issues that the group must address and through investigation, analysis and discussion find the most efficient and effective solutions.  They strive to reach group consensus (100% agreement) on as many items as possible.  However, they realize they must make the final decision on each issue.

Although formally the manager is the official team leader they do all they can to encourage other team members to also be active leaders within the team and College.  There, in fact, may be many times when the team leader encourages or appoints other team members to act as the program's leader in dealing with selected issues or areas of responsibility.

Effective managers realize that they are team members even though they have different roles and responsibilities than other team members.  They further realize that they will be more effective, and therefore their program will be more successful, when they view all members of the team as peers and work with them as co-leaders.

### Educator/Facilitator

Managers of educational programs as well as their team members continually develop their knowledge and skills as educators and facilitators.  These include assessing learner needs, designing effective

curriculum, facilitating the learning process, assessing learner outcomes, developing learner support tools, systems, and methods, evaluating the learning process, and evaluating and developing more effective ways to improve the learning environment.

## Subject Specialist

Educational managers continually develop their knowledge and skills as subject specialists and encourage other subject specialists to develop their knowledge and skills. Managers help other team members understand that industry needs continuous change and it is therefore critical for subject specialists to remain highly informed of the changing needs in their field of expertise and instruction.

## Interpersonal Skills

Each manager understands that one of the most important things about their job is how they approach, deal with, and relate to other individuals inside and outside of the department/program and Columbia. A manager understands that to be knowledgeable, skilled and hardworking will not lead to success unless one's interpersonal skills are also highly developed. They know it is important to approach and deal with all individuals (internal and external customers) in a polite courteous manner. They show others respect, understanding, dignity and support as equal human beings.

## Personal Performance Review and Professional Development

Managers recognize that, as the needs of industry change, so must their department/program and those involved in the department/program. Therefore they are constantly involved in evaluating their performance and the performance of their team members. To help improve performance, teams will formally and informally ask for evaluative feedback from supervisors, peers, subordinates, employers, professional associates, mentors, students, graduates and anyone else they feel could help him/her assess their strengths and areas needing improvement. Feedback from constituents provides them with an objective and broad based profile of their abilities and skills. This profile is then used to develop a professional development plan for team members in their subsequent year. They use Columbia's documents related to performance review to assist staff members develop their professional skills.

## PROGRAM ADVANCEMENT PERSPECTIVE

### Board of Advisors

Each educational manager will establish a Board of Advisors for each distinct program. The Board of Advisors, as a group, will normally meet with them once or twice per year to provide input, feedback, and advice on ways to improve the quality, efficiency, and effectiveness of the program.

Each board member also understands that their role includes acting as a consultant, advisor, and mentor on an individual basis throughout the year to assist the manager and team on matters specific to that board member's knowledge, background, and expertise.

The board would normally consist of five to fifteen experts, professionals, employers, and previous students.

Board members may be asked to represent the program to other groups, professional associations, and the community.

Board members will normally have their name listed in the calendar and other program related materials given to government, professional bodies, employers, prospective students, and other interested parties.

### Accreditation and Licensing

In addition to government licensing, managers and team members assess the value and benefits of the program gaining professional accreditation or licensing from professional bodies. They prepare for accreditation, licensing, etc. when required or when they feel the benefits of such an association would be of definite value to the reputation of the program and therefore to the success of its students and graduates.

The manager is responsible to submit in a timely manner all reports and documents and adhere to all standards and requirements of accreditation, licensing board(s) (organization[s]), and contracting authorities.

**Contract Host**

Where applicable, the program/department manager and team members contact and work with representatives of the contract host (government or industry).

Department/program managers and team members prepare and submit proposals to representatives of industry or government and, where designated by the President (or his designate), negotiate the terms of the agreement on behalf of Columbia. They prepare all required documents and present them to the President (or his designate) for approval and signing.

Department/program managers administer contracts or portions of them as assigned and as required. They also report on proposal progress and outcomes to both their supervisor and contract host.

**Professional Bodies and Associations**

The department/program manager and team develop formal and informal relations with relevant professional bodies/associations that could have a positive effect on the quality/recognition of the department/program and therefore success of its graduates.

Some of these bodies or associations address the professional development, skills and recognition of staff, while others focus on the program, instruction, and graduates. Each body or association should be investigated and assessed as to its importance and value to the success of the program and students. Once it is determined that an association or membership would be of value, steps shall be taken to develop a formal relationship.

**Employers and Industries**

Managers understand that the fundamental purpose in any program at Columbia College is to produce what industry recognizes as highly effective and competent graduates.

Therefore, department/program managers and team members constantly question employers and receiving institutions regarding the competencies and skills of Columbia's graduates.

Department/program managers ask employers to be members of their Board of Advisors, instructors, guest speakers, interviewers, field trip hosts, student advisors, and cooperative education contacts.

Department/program managers and team members should develop formal and informal relations with as many employers as possible and constantly seek their input and advice on the changing needs of industry. The manager understands that without the continuous input of employers and industry the program could lose focus and direction. As a result program personnel could make improper assumptions and become self-serving.

**Research and Development**

Managers constantly evaluate and assess every aspect of the program in order to identify and determine ways to improve it.

Managers assist the President or his designate in developing tools that are used by inside or outside consultants to objectively evaluate the effectiveness and success of each program and service area.

Managers and team members understand that evaluations performed on behalf of the President's office are designed to complement what the department/program is already doing on a formal and informal basis. The manager understands that College evaluations are normally made public and shared with government, industry, and professional bodies. Managers also understand that the President's evaluations will normally be performed by independent qualified professionals and as a result their reports will receive more validity and credibility by individuals and groups outside the College.

## PROGRAM OPERATION PERSPECTIVE

**Program Delivery**

Department/program managers work with other managers and their supervisor in developing the overall approach Columbia will take to marketing the College's programs and services to prospective students. Managers are engaged in selecting, instructing, counselling, and placement support of students. This may take as much as seventy-five percent of their time in smaller programs or as little as twenty-five

percent in larger programs where program assistant chairs will be provided by other qualified team members.

## Marketing

Each manager identifies and develops their specific program's overall business and marketing plan with fellow team members as well as other individuals inside and outside Columbia (i.e. personnel, student services personnel). They then execute and assess their plan on a continuous basis to ensure effectiveness.

- Managers and team members continually assess industry's changing needs. They identify the changing training needs and educational requirements of industry. They then identify required changes to program structure and content. They incorporate minor changes in the program and seek approval to incorporate major changes.

- Managers and team members also assess the changing nature of prospective students. They try to determine the most cost-effective method to contact prospective students. They develop and propose an annual Marketing Plan. They then execute the approved annual marketing campaign. Once approved they monitor, on a monthly basis, the number of inquiries and their method of learning about the program. They continually modify their marketing campaign as needs dictate.

- Managers and team members evaluate and assess their Marketing Plan and determine more cost effective methods of marketing in the future.

- From an outcome perspective they also formally and informally assess the level of satisfaction the graduates/alumni had with their program. They also assess the level of satisfaction employers and receiving institutions have with graduates.

- They compile a list of names and phone numbers of satisfied graduates that may be provided to prospective students, so they can contact and get first-hand feedback from an independent source.

## Staff Hiring

Managers assess staff needs and hire required staff according to their approved budget plans through applying the College's Staff Selection documents. Managers ensure new staff are properly oriented to the College, department and program by reviewing relevant College and program policies, rules and regulations.

## Facilitator Knowledge and Skills

Managers do their best to hire facilitators who are well educated and trained in the field they are responsible to facilitate. They make sure facilitator's qualifications meet requirements or standards established by the College, government, industry professional bodies and other institutions to which the student may transfer or seek recognition. Further, they make sure facilitators receive and adhere to the College Facilitators Handbook.

In addition to formal qualifications, managers ensure facilitators are highly experienced professionals who, as practitioners, are highly respected by their peers in industry. Facilitators are up-to-date, knowledgeable and skilled practitioners. They are able to teach theory as well as apply it.

Ideally, managers will hire facilitators who are not only well educated and experienced in their field, but who possess proven, effective facilitating skills. Managers will provide them with an orientation identifying materials that are available to review and assist them in becoming more skilled. Facilitators must be effective communicators. They must be effective in sharing their knowledge with students.

During their orientation facilitators are advised by Managers that the most effective facilitators are those that follow an andragogical approach to teaching rather than a pedagogical approach. Facilitators are advised that an andragogical approach is a teaching style that treats the learners as mature, respected, and responsible adults who have a rich set of life experiences that will assist them in understanding, retaining, responding and applying what they are learning. Facilitators understand that people learn best by integrating relevant activities and experiences rather than listening to lectures. Therefore, learners need to be engaged in sharing, questioning, offering opinions, presenting, debating, role playing, simulating, working in labs, being challenged by case analysis, resolution and discussion.

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Managers further advise facilitators that learners desire constant feedback on their progress. In order to do this facilitators need to perform several measures (assessments, assignments, tests, presentations, etc.) each week and continually report to each learner on their progress.

**Student Selection**

Managers ensure that all members involved in student selection do their best to follow the College's documents that outline the steps that need to be followed in the proper selection of students.

Managers and team members provide input into the continued development of student selection documents and recommend changes to those document(s).

**Course Delivery**

Managers, along with team members develop a course delivery schedule in consultation with the Registrar, Student Services Manager, and Facility Manager to ensure classrooms and labs are booked and properly furnished and equipped to suit students, instructors and program needs.

**Individualized Student Plan (ISP)**

Managers Academic Upgrading, English as a Second Language, and Employment Training develop individual learning plans for each student. These documents are set up when each student begins the program and are reviewed at least once a month by program staff in consultation with each student. The ISP identifies what the student's career goal is and outlines their educational/training/experiential path to achieving that goal. The ISP also identifies exactly where each student initially stands from an academic perspective as noted from formal assessment. The ISP then lists what educational courses the student will receive while attending Columbia College that will assist them in moving toward achieving their career goal. Once a student has completed all the relevant education listed in their ISP they will graduate from their program and be assisted in achieving the next step in their career path.

**Cooperative Education/Practicum**

Managers and team members will provide the students with the documents and program procedures to engage in a program practicum or work experience. They know this will allow and encourage students to apply their job search skills before graduation. Students will also be able to identify, choose and make contact with employers they would be more interested in working for. The manager and team try to set up the cooperative education experiences as early in the program as possible since they know this will allow the students to start seeing the application of what they are learning in the classroom. Managers also try to establish classroom time, for the staff member visiting each site and students, to identify issues and concerns related to their field experience. This classroom time will allow for exchange of information and ideas that will hopefully enhance the total learning experience.

The manager/team members will monitor the students during practicums according to the guidelines agreed upon by the practicum personnel and the program personnel.

The program managers and team members will follow College related documents in delivering cooperative education - especially the College Cooperative Education/Practicum Work Agreement or Contract. Staff recognize this not only sets up the boundaries for cooperative education with each employer, but also addresses issues related to insurance liabilities and other legal matters.

Managers ensure that contact is made with employers. Employers are asked to assess and evaluate the strengths and weaknesses of the practicum students in comparison to other new employees or students involved in similar duties or functions. Managers and team members then analyze and assess this feedback. They determine what changes need to be made to the program to further improve the success of future graduates.

**Student Progress and Graduation Records**

Managers and team members monitor, assess and document the progress of students throughout the program to graduation.  Where applicable, this includes assessing student results on regional, national, or international exams.

Managers and team members constantly assess the strengths and weaknesses of students' knowledge and skills in order to determine more effective ways to facilitate learning and graduate students that employers and receiving institutions rate as very competent.  Managers and team members utilize this information to help them redesign the program courses in order to improve student outcomes.

Graduation certificates and final grades are prepared and distributed to students who meet or exceed all program requirements.  Copies of final grades are maintained on file indefinitely and distributed to student services as permanent records.

**Student Placement Support**

Managers and team members know that student acceptance into a further educational program or employment in their field of training is <u>ultimately what the program was designed to do</u>, and therefore pay considerable attention to this area.

Wherever possible, managers and team members assist students in identifying potential employers or programs.  They do their best to help prepare students to make proper contact and presentation to an employer or future program.  They normally teach this in the job search portion or related course early in the program.

Managers will ensure the provision of employment/educational counselling, guidance, and support to students who have successfully completed the program.  Managers ensure student progress in this area primarily through counsel and advice.  If necessary, direct support and assistance is provided to individual students in order to ensure success.

Managers assist with reports on the status of graduates. This is accomplished through reports to their supervisor and other applicable recipients (i.e. government).