

Columbia Training Center Position Description

<p>NOTE: Must; Shall; Will: Should: May or Could; Can:</p>	<p>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.</p>
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Position Title:	Career Advisor
Program/Department Name:	Job Search Strategies Program
Reporting to:	Program Coordinator
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, job placement, and follow-up.
Organizational Structure:	This Career Advisor 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 two year diploma or professional training in the field their department specializes in. This should be supplemented with on going training in student financing processes, business and adult education. They will be a highly organized and experienced leader and team player, an effective communicator, possess strong interpersonal skills, be detail oriented, have a keen desire to learn and grow professionally, be open to change and have a strong work ethic
Roles and Responsibilities:	<p>For Columbia College to become successful, each of its customers (including staff and clients) 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.</p> <p>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.</p>

<p>Roles and Responsibilities:</p>	<p>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.</p> <p>Our Advisors are encouraged to do all they can to help each individual client succeed in their course. We believe that when our clients succeed, we succeed. Therefore, the focus of our Advisors is to help our clients 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 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, client, advisor and College all succeed.</p> <p>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.</p> <p>All responsibilities below will be carried out under the general direction and supervision of your supervisor. In consideration of this, each advisor.</p>
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Professional Code of Conduct

Our success in the workplace is based on how proficient we are at utilizing our knowledge and skills and how effectively we conduct ourselves each day as professionals in satisfying the needs of our internal and external customers, and the goals of our organization. The following list describes many professional behaviours that can help us become more effective. The more skilled we become at applying each of these behaviours, regardless of our position in the organization, the more successful we will become.

1.0 Professional Approach and Ethical Behaviour

- 1.1 As a professional, demonstrates pride in their work and is honest, moral, ethical, honorable, trustworthy, and acts with integrity
- 1.2 Is pleasant, polite, punctual, positive, friendly, smiles, and asks how they may help others
- 1.3 Is reliable, responsible, accountable, loyal, engaged, and enthusiastic about their work
- 1.4 Is compassionate, caring, and finds meaning and fulfillment in their work
- 1.5 Tries to be constructive, pro-active, and acts as a protagonist
- 1.6 Contributes to a safe, secure, and environmentally-friendly workplace and world
- 1.7 Views adverse experiences as learning opportunities and recovers quickly from such experiences
- 1.8 Keeps personal bias out of the workplace, does not use profanity, and respects cultural differences

- 1.9 Dresses appropriately for the workplace in a neat, clean, and well-groomed manner
- 1.10 Contributes to the organization via volunteering, coaching, and mentoring others
- 1.11 Is active in their professional association (where appropriate)

2.0 Interpersonal Relations and Teamwork

- 2.1 Treats all individuals in an equal, fair, and just manner (does not label, or discriminate against others)
- 2.2 Is a good role model and synergistic team member who is personable, sociable, cooperative, collaborative, has a sense of humor, and is well mannered
- 2.3 Is considerate and sensitive to others needs and uses tact and diplomacy when required
- 2.4 Is respectful, courteous, and sincere (does not belittle, intimidate, or insult others)
- 2.5 Views each client, patient, student, customer, and coworker as a valued customer whose needs must be satisfied before they or their organization can succeed
- 2.6 Is available, approachable, and may develop close personal relations (avoids romantic situations)
- 2.7 Offers support, assistance, is flexible, and helps build a positively connected team and organization
- 2.8 Makes allowances for others mistakes by showing empathy, understanding, and forgiveness
- 2.9 Is open to constructive criticism, and takes responsibility for one's errors by apologizing, and correcting them
- 2.10 Avoids conflicts of interest and respects others' workspace and privacy (e.g. FOIP)
- 2.11 Seeks help from others and offers help to others to become more efficient and effective

3.0 Self-Concept and Confidence

- 3.1 Projects a positive self-concept and feels internally confident, yet does not dominate interactions
- 3.2 Functions well in ambiguous situations
- 3.3 May assume responsibility and leadership when required yet remains humble and gracious at all times
- 3.4 Demonstrates self-efficiency by following through on commitments in order to achieve outcomes
- 3.5 Considers themselves equal to others and demonstrates such in their interactions

4.0 Communication

- 4.1 Demonstrates effective listening, speaking, and writing skills
- 4.2 Helps to keep team members informed of changes in the department and/or organization
- 4.3 Develops more effective ways to improve verbal and non-verbal communication (e.g. tone of voice)
- 4.4 Respects others privacy and confidentiality (does not engage in gossip)
- 4.5 Maintains emotional control and encourages others to do the same

- 4.6 Deals with difficult situations and sensitive issues in a professional manner

- 4.7 Avoids engaging in disagreements and arguments in public. Seeks assistance when necessary.
- 4.8 Follows the organization's technology use policy

5.0 Life-Long Learning and Professional Development

- 5.1 Continues to increase their knowledge and skills to become more competent (e.g. credit courses, workshops, seminars, conferences, professional books, journals)
- 5.2 Shares newly developed approaches based on leading edge research
- 5.3 Monitors changes and makes or recommends needed adjustments
- 5.4 Keeps informed about changes affecting their profession, department, organization, and industry
- 5.5 Acknowledges when they do not know something and seeks to increase their competence

6.0 Problem Solving/Decision Making

- 6.1 Either individually or within a team, identifies work-related and customer-based problems/challenges
- 6.2 Helps others to view problems and concerns as challenges and even opportunities
- 6.3 Seeks input from those affected by work-related or customer-based problems
- 6.4 Is more effective when they actually identify the problem as opposed to a symptom
- 6.5 Assesses and analyzes problems by using such techniques as brainstorming, nominal group technique, Delphi technique, reframing, and lateral thinking
- 6.6 Objectively determines the most efficient and effective solution to each problem/challenge
- 6.7 Tries to make fair and just decisions that contribute to the common good
- 6.8 Effectively implements solutions in a timely manner
- 6.9 Monitors and evaluates solutions and takes further corrective action as needed

7.0 Creative Thinking and Innovation

- 7.1 Is more creative by asking 'why' and more innovative by asking 'what if'
- 7.2 Takes calculated risks and is willing to recommend and/or initiate change

8.0 Negotiating or Conflict Resolution

- 8.1 Identifies customer or employee issues when a conflict first arises by listening to and determining their wants, needs, and concerns.
- 8.2 Effectively uses conflict resolution and problem solving techniques
- 8.3 Effectively negotiates and helps others resolve issues in conflict by focusing on facts and not emotions
- 8.4 Turns to qualified professionals to resolve situations involving harassment, bullying, or violence

9.0 Organizational and Time Management Skills

- 9.1 Practices one-touch policy by taking immediate action to solve simpler challenges (e.g. does not put paper, emails, etc. in piles) and develops a plan to take action on more complex challenges
- 9.2 Uses electronic calendar to plan regularly occurring daily, monthly, and yearly meetings and activities
- 9.3 Maintains an organized office, desk, files, documents, and working environment
- 9.4 Is prepared in advance for appointments and meetings (meeting etiquette)

- 9.5 Sets SMART individual and/or team goals by completing assignments, reports, etc. in an accurate and timely manner (does not procrastinate)
- 9.6 Lets others know if they are unable to meet a commitment, must change a priority, or needs help

10.0 Stress Management

- 10.1 Maintains composure under pressure and draws on their internal strength to succeed during difficult times
- 10.2 Effectively deals with negative situations in a positive manner
- 10.3 Maintains a balance between personal and professional life
- 10.4 Maintains a positive, focused, and more productive environment by reducing negative stress

11.0 Leadership Style

- 11.1 Effectively contributes to the organization's vision, mission, directions, goals, and Code of Conduct
- 11.2 Encourages others to adopt a positive leadership style (does not use threats or punishment)
- 11.3 Stimulates interest and enthusiasm on the part of others and contributes to positive employee morale
- 11.4 Coaches, advises, mentors, and counsels others where appropriate
- 11.5 Motivates others to achieve their intrinsic and extrinsic rewards through recognition, praise, and where possible through empowerment
- 11.6 Brings out the best in others which helps them channel their energy and experience greater satisfaction
- 11.7 Seeks new opportunities or approaches that will increase customer satisfaction, respect, and loyalty
- 11.8 Networks with others outside the organization and builds relationships that will benefit the organization
- 11.9 Bases leadership practice on collective vision, beliefs, as well as professional attitude and values
- 11.10 Builds a sense of shared values that bind others to a common cause and/or direction
- 11.11 Encourages and promotes a culture based on trust and respect

12.0 Performance

- 12.1 Continually seeks new ways to more efficiently and effectively perform their duties and responsibilities which contributes to the financial success of the organization, and as a result, also increases job security
- 12.2 Is committed to continuous improvement in the quality of goods/services their customer/patient/client/student experience
- 12.3 Contributes to the long-term growth and success of the organization by providing such outstanding customer service that current customers refer new customers on an ongoing basis
- 12.4 Firmly believes that only when each internal and external customers succeed, will they succeed

Specific Roles and Responsibilities

13.0 Facilitation

- 13.1 Contributes to the positive image and general well being of Columbia; and supports the achievement of the mission, goals and principles of the College.
- 13.2 Contributes in a constructive and supportive manner to the well being and professional development of your peers, colleagues, and other staff members.
- 13.3 Attends program and course-related orientation, in-service training, transitional meetings and program meetings.
- 13.4 Hold introductory session to introduce the modules to potential clients; assist them with filling out forms and completing the employability assessment.
- 13.5 Decide with the Program Coordinator the clients eligibility for the program and direct those not qualified to other agencies.
- 13.6 Begins each class punctually with a fully developed lesson plan and related materials. The lesson plan should be openly displayed during the class period. Clients should be provided with the Advisor's business phone number, as well as what time they will be available before and/or after class periods to address client's needs.
- 13.7 Maintains records of client achievement and attendance.
- 13.8 Provide one-on-one job coaching in job search as per the client's needs.
- 13.9 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. Refer to the facilitation techniques section of the handbook for a more detailed list of instructional strategies.
- 13.10 Uses a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., whiteboard, overhead projection, VCR, slides, projectors, panels, displays, apparatus).
- 13.11 Uses a variety of methods to evaluate the client's level of acquired competencies and/or skills. These normally include papers, presentations, demonstrations, observations, or assignments. This may also include peer evaluation and feedback.
- 13.12 Uses appropriate, relevant and current examples or elicit examples from clients to effectively reinforce topics or points.
- 13.13 Remains current in the subject area and new methods of delivering course related material.
- 13.14 Displays genuine interest in clients, as well as enthusiasm and excitement related to the subject.
- 13.15 Ensures clients have adequate time during class to question, comment or express their opinion. Listens to clients and provide appropriate and respectful comments or feedback.
- 13.16 Assists, counsels, advises and tutors any client who is having difficulty acquiring the appropriate level of knowledge and skills necessary to be successful in the course, even if they do not approach you for help.
- 13.17 Treats each client as a customer, with respect, courtesy and sincerity. Creates and fosters a positive learning environment that promotes a co-operative relationship. Treats each client as an adult, not a child.

- 13.18 Remains familiar with and follows the College and department/program mandates, missions, philosophy, goals, policies, rules and regulations.
- 13.19 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 Coordinator.
- 13.20 Assist with on-going review of program components of the workshops. The recommended changes to the course outlines should be provided to your supervisor on a date specified prior to the next course.

14.0 Advising

- 14.1 Demonstrate a genuine interest to assist clients in finding employment.
- 14.2 Demonstrate ongoing connection with the changing needs of employers and industry trends as they relate to and impact the effective management of activities.
- 14.3 Assist in the effective collection and recording of client placement information.
- 14.4 Assist in the building of relationships with industry members.
- 14.5 Provide one-on-one coaching/counseling assistance to students for all career related concerns.
- 14.6 Maintain job board; receive, review, and post all job postings and/or employment opportunities.
- 14.7 Provide on-going support involving telephone contact and advising.
- 14.8 Identify and meet with clients requiring additional job search assistance and support.
- 14.9 Provide on-going support to clients in resume and cover letter writing and review.
- 14.10 Follow up with clients on an ongoing basis and Input and update client's employment status using The Mobius system (Alberta Employment and Immigration Database).
- 14.11 Initiate regularly scheduled client follow-up calls.
- 14.12 Review follow up and/or after support services as well as job matching/placement services with clients.

15.0 Networking

- 15.1 Promote and advertise programs and services by networking with employers and other agencies.
- 15.2 Contact employers on behalf of the clients and forward their cover letters and resumes.
- 15.2 Assist in organizing and attending interagency meetings to promote our programs and services as well as gather information regarding other programs and services which are available for referring clients to.