Columbia College
Position Description

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.

Position Title:	Facilitator
Program/Department Name:	Employment Training – Accounting Assistant
Reporting to:	Maria Chisamore, Manager Student Employment Services
Position Summary:	Under the supervision of the Manager Student Employment Services, this professional will be responsible for the effective delivery of assigned course(s) and keeping abreast of ongoing changes in the accounting industry. Classes may be live, blended, and/or virtual

They will engage and encourage students to achieve excellence, provide prompt feedback and extra assistance as needed, while adapting and improving the courses to meet student and industry needs. In keeping abreast of industry developments, they will reflect what is learnt through recommending changes to the syllabus of each course he/she facilitates.

The Employment Training program is designed to develop the essential skills, attitudes and behaviours that individuals need to become a successful team member in the accounting industry. The facilitator should be comfortable using digital technology and be able to provide individualized program planning. Facilitators who are able to provide competent and enthusiastic support are best suited to this position. |
| **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:** | • Valid Alberta Teaching Certificate and Bachelor of Education Degree preferred from a recognized post-secondary institution; however, 5+ years of industry experience in Finance/Accounting may be considered
• Familiarity with CTS Credentialed Pathways (Alberta Education - Information Processing and Financial Management) curriculum and resources considered an asset
• Strong knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition and grammar. TESOL Certification and/or previous experience with Canadian Language Benchmarks considered an asset |

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	- Excellent knowledge, training, and experience in the use of computer technology to deliver courses in blended learning and distance education - Ability to work effectively and develop creative and engaging lessons and activities for adults from diverse populations - Competently provide instructions and support to students in a computer-based classroom environment - Knowledge of the labour market, job search and job retention techniques - Strong working knowledge in Microsoft Excel - Comfortable learning and using educational software - Strong organizational skills and initiative - Creative problem-solving skills Must have legal authorization to work in Canada
Roles and Responsibilities:	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. There are two sets of roles and responsibilities connected to this position. First, is the College's Professional Code of Conduct. This is followed by a list of specific roles and responsibilities. The Professional Code of Conduct is 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 roles and responsibilities that follow. Employee performance reviews will be based on these roles and responsibilities. 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. The College's current student attrition rate is approximately half 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. 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.

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

COLUMBIA COLLEGE CALGARY

PROFESSIONAL BEHAVIOUR

The first two groups of individuals to be recognized as professionals were doctors and lawyers. To become a member of one of these notable groups, in the past, an individual had to be trained (on-the-job) by one or more mentors who were already a member of the profession. Each profession required its new members to adopt a group of professional behaviours. These included such behaviours as abiding by the laws of the land and being honest, moral, and ethical. Members were also expected to help fellow members and to help those outside their profession who sought their service (i.e. patients and clients).

Over the last two hundred years several other groups of individuals adopted similar codes of conduct. In the last fifty years, a large number of leadership, management, business, and professional/personal development books have added both breadth and depth to this group of behaviours. However, rather than describing these behaviours as belonging to a certain group, they ascribe them to 'all individuals' working in an organization from data entry clerk to director. These writers believe such behaviours are essential to the success of each individual in the organization.They further believe these behaviours are essential to the success of the organization itself.

The following list of professional behaviours are drawn from the above sources. They are provided to help ensure that 'all' members of the organization, regardless of their education, position, or title, are aware of the behaviours they should demonstrate as professionals. The more effective each individual demonstrates these behaviours, the more successful they will become as respected and valued professionals within the organization.

Further, the more actively and collaboratively each individual engages with other professionals, within the organization, the more successful the organization will become. And the more success the organization achieves, the more job security each professional will have.

1. **Professional Approach and Ethical Behaviour**

   1.1. **Approach to Work**

   1.1.1. Is a positive individual
   1.1.2. Is cheerful, smiles, and works with enthusiasm
   1.1.3. Is focused, engaged, and works diligently
   1.1.4. Acts in a reliable and responsible manner
   1.1.5. Is proactive in their approach to work
   1.1.6. Finds meaning in their work regardless of their position
   1.1.7. Demonstrates pride in their work and yet remains humble
   1.1.8. Shows loyalty to the organization
   1.1.9. Takes responsibility for one's errors by apologizing and correcting them
   1.1.10. Is constructive in what they say
   1.1.11. Contributes to a safe and secure workplace

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1.2. Relationship With Others

1.2.1. Acts with honesty and integrity (is trustworthy)
1.2.2. Is honorable, moral, and ethical
1.2.3. Is pleasant, polite, courteous, and well mannered
1.2.4. Helps others succeed regardless of their position
1.2.5. Shows concern and caring for others
1.2.6. Contributes to a friendly workplace
1.2.7. Contributes to the organization and/or their community through volunteering, coaching, or mentoring others

1.3. Respect for Others

1.3.1. Shows respect for cultures and perspectives different than their own
1.3.2. Shows interest in actively learning about other cultures
1.3.3. Keeps personal bias out of the workplace
1.3.4. Shows respect for individuals' right for gender and other forms of identification
1.3.5. Shows support for language and policies that support gender identification rights

1.4. Customer Focused

1.4.1. Views each client, patient, student, supervisor, and team member as a highly valued internal/external customer
1.4.2. Recognizes that their success as a professional is only achieved when internal and external customers' needs are satisfied
1.4.3. Recognizes that customers' needs continually change
1.4.4. Seeks new opportunities or approaches that will increase internal and external customer satisfaction, respect, and loyalty
1.4.5. Believes that the needs of customers (internal and external) must be satisfied before their organization will succeed

1.5. Response to Bad Experiences

1.5.1. Views adverse experiences and/or failures as learning opportunities
1.5.2. Recovers quickly from adverse experiences and/or failures by adopting new behaviours
1.5.3. Is resilient to adversity while challenges are occurring
1.5.4. Supports others to help them cope with adversity

1.6. Adherence to Policies and the Law

1.6.1. Adheres to all government laws
1.6.2. Adheres to all organizational policies, procedures, and regulations
1.6.3. Follows their position duties and responsibilities
1.6.4. Respects their supervisor's directives

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<pre>
        1.6.5.   Dresses appropriately for the workplace
        1.6.6.   Is neat, clean, and well-groomed
        1.6.7.   Is cognizant of the workplace culture and norms
        1.6.8.   Avoids conflicts of interest
        1.6.9.   Helps others to understand and adhere to laws, regulations, and policies
</pre>

2.   Teamwork and Interpersonal Relations

2.1.   Respects Self and Others

<pre>
        2.1.1.   Helps build an emotionally balanced workplace
        2.1.2.   Treats all individuals in an equal, fair, and just manner
        2.1.3.   Is respectful to others
        2.1.4.   Is sincere when interacting with others
        2.1.5.   Demonstrates an interest in learning from others
        2.1.6.   Uses active listening to better understand others' feelings and points of view
        2.1.7.   Seeks help from others when needed
        2.1.8.   Respects others' workspace and privacy
        2.1.9.   Respects others' personal and professional boundaries
        2.1.10. Serves as a role model for others
</pre>

2.2.   Interpersonal Behaviour

<pre>
        2.2.1.   Is personable and sociable with others
        2.2.2.   Develops a close rapport and tries to develop a long-term relationship with
                 others, both inside and outside the organization
        2.2.3.   Has a good sense of humor
        2.2.4.   Choses to assume the best intentions in others, and resists being offended
</pre>

2.3.   Sensitive to Others

<pre>
        2.3.1.   Is considerate, gentle, and sensitive to others (is empathetic)
        2.3.2.   Uses tact and diplomacy when expressing differences of opinion
        2.3.3.   Offers support and assistance to others when appropriate
        2.3.4.   Shows patience, tolerance, and forgiveness to others
</pre>

2.4.   Team Relations

<pre>
        2.4.1.   Interacts with others in a patient and cooperative manner
        2.4.2.   Actively looks for synergistic opportunities, or "win-win" situations
        2.4.3.   Helps build a positively connected team where individuals work hard, have
                 fun, and enjoy working together
        2.4.4.   Is open to constructive criticism from others
        2.4.5.   Recognizes their personal success is the result of working collaboratively and
                 cooperatively with others
        2.4.6.   Helps build an emotionally balanced team and organization
</pre>

3.   Performance

3.1.   Behaviour at Work

3.1.1. Is hard working
3.1.2. Adjusts quickly and smoothly to changes in work routines and schedules
3.1.3. Finds their work challenging, rewarding, and meaningful
3.1.4. Feels satisfied, fulfilled, and successful when internal and external customers' needs are met
3.1.5. Seeks out opportunities to work "smarter, not harder" to improve

3.2. Delivering Results

3.2.1. Increases personal job security by performing their work more efficiently and effectively (continuous improvement)
3.2.2. Contributes to the long-term growth of the organization by continuing to improve the quality of services and/or products
3.2.3. Contributes to the success of the organization by satisfying the changing needs of internal and external customers
3.2.4. Provides such an outstanding quality of customer service and/or product delivery that current customers refer new customers on an ongoing basis
3.2.5. Works on goals/projects/tasks without prompting
3.2.6. Puts forth extra effort when needed to complete goals/projects/tasks more quickly
3.2.7. Offers to complete additional unassigned work/goals/projects/tasks (when possible)

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4. Life-Long Learning and Professional Development

4.1. Personal Development

4.1.1. Acknowledges when they do not know something
4.1.2. Seeks to acquire knowledge in order to be more competent and to help others
4.1.3. Develops new skills by adopting new methods, techniques, and tools
4.1.4. Pursues a path of personal development that will lead to a more relevant, meaningful, and enjoyable life (self-actualization)
4.1.5. Is active in their professional association and/or networks with other professionals in their field (where appropriate)

4.2. Organizational Development

4.2.1. Stays informed of ongoing external (social, economic, or governmental) changes that may affect their position, department, and/or organization
4.2.2. Recommends changes to the department or organization
4.2.3. Shares newly acquired technical/professional knowledge and skills that would benefit others

5. Communication

5.1. Communication Skills

5.1.1. Consistently utilizes effective listening skills (eg. listens twice as much as they speak)
5.1.2. Helps to keep team members informed of changes
5.1.3. Consistently utilizes effective writing skills
5.1.4. Adapts their style of communication to better suit the needs of the individual they are attempting to communicate with

5.2. Communication Methods/Processes

5.2.1. Contributes to group discussion by sharing ideas
5.2.2. Encourages others to share their ideas
5.2.3. Respects others privacy and confidentiality
5.2.4. Follows the organization's technology use policy
5.2.5. Demonstrates effective verbal communication skills
5.2.6. Demonstrates effective non-verbal communication skills

6. Negotiating or Conflict Resolution

6.1. Identifies customer or employee issues when a conflict first arises by listening to and trying to understand their specific wants, needs, and concerns

6.2. Helps others to resolve issues in conflict by focusing on facts and not emotions

6.3. Mentors others to help them resolve issues (when appropriate)

6.4. Seeks assistance from qualified professionals, such as a supervisor or human resources specialist, to resolve situations involving harassment, bullying, violence, and other serious matters

6.5. Respects privacy, confidentiality, and personal boundaries

7. Self-Concept and Confidence

7.1. Self-Concept

7.1.1. Projects an objective view of self

7.1.2. Has a healthy regard for self and others

7.1.3. Effectively manages their personal emotions

7.1.4. Considers themselves equal to others

7.2. Confidence

7.2.1. Acknowledges one's own strengths and weaknesses

7.2.2. Functions well in ambiguous situations by maintaining composure and self-control

7.2.3. Assumes responsibility and/or leadership when required

7.2.4. Remains humble when acting in a formal or informal position of leadership

8. Problem Solving/Decision Making

8.1. Views work-related problems as challenges

8.2. Helps others to view problems as challenges and even opportunities

8.3. Uses effective problem-solving techniques to find safe and suitable solutions to work-related challenges

8.4. Seeks input from others to solve work-related or customer-based challenges

8.5. Effectively identifies the root problem as opposed to the symptoms of a problem

8.6. Describes a challenge in its simplest and clearest terms

8.7. Assesses and analyzes a problem by using various techniques such as six thinking hat, Kepner Tregoe method, and six sigma

8.8. Engages in research (using experts as needed) to determine the most efficient and effective solution(s) to a problem

8.9. Avoids impulsive behaviour when working on solution(s) to a problem

8.10. Accommodates people's different preferences in the process of making decisions

8.11. Makes fair and just decisions that contribute to the common good

8.12. Effectively implements solutions in a timely manner

8.13. Works with others (inside and outside of the organization) to achieve success

8.14. Monitors and evaluates solutions and takes further corrective action as needed

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9. Innovative and Creative Thinking

9.1. Is inquisitive and continually asks 'why', 'what if', and 'why not' questions
9.2. Continuously seeks to improve programs, products, and/or services in innovative and creative ways
9.3. Adopts new technological innovations to develop 'new' programs, products, processes, and services
9.4. Utilizes knowledge of industry, inspiration, and imagination to come up with innovative, unconventional, radical, and/or revolutionary ideas

10. Managing Responsibilities

10.1. Maintains an organized and clutter-free work area
10.2. Sets personal goals and develops a plan to complete projects and assignments in a timely manner
10.3. Works with others to set team goals in order to complete projects and assignments in a timely manner
10.4. Conducts research prior to and after setting goals
10.5. Uses time management and project management tools to schedule activities, projects, and meetings
10.6. Regularly monitors progress and status of goals/projects, and when needed, adjusts schedule and informs stakeholders
10.7. Compares the progress of current goals/projects with that of previous similar goals/projects
10.8. When needed, adopts alternative tools/means/procedures in order to complete a goal/project on time or ahead of schedule
10.9. Maintains a high level of engagement even when tasks are tedious, highly challenging, and/or extend over a period of time
10.10. After being distracted, quickly returns to their work in order to remain on task
10.11. Prepares in advance for appointments and meetings
10.12. Lets others know as soon as possible if unable to meet a commitment, change a priority, or need help from others
10.13. Consistently arrives to work early or on time
10.14. Is rarely absent

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11. Managing Stress

    11.1. Maintains composure while under pressure and/or during difficult times
    11.2. Remains positive, hopeful, and resilient when experiencing a difficult situation
    11.3. Maintains a balance between personal and work life
    11.4. Ensures that personal issues have minimal impact on work performance
    11.5. Minimizes negative stress during challenging times in order to remain productive
    11.6. Helps others remain in emotional control

12. Leadership Style

    12.1. Effectively contributes to the organization's vision, mission, and goals
    12.2. Adopts a positive leadership style and encourages team members to do the same
    12.3. Encourages interest and enthusiasm on the part of others
    12.4. Coaches, advises, mentors, and/or counsels others
    12.5. Motivates others through recognition, praise, and empowerment
    12.6. Promotes a healthy work environment
    12.7. Encourages others to be engaged and excited about their work
    12.8. Helps team members experience greater satisfaction in their work
    12.9. Networks with others outside of the organization in order to build long-term relationships that will benefit the organization
    12.10. Contributes to a sense of shared values that unite others to a common good
    12.11. Encourages and promotes a culture based on trust, respect, transparency, and authenticity, where no member(s), regardless of position, are treated any better or worse than other member(s)

<u>Specific Roles and Responsibilities</u>

13. Course Facilitation

    13.1. Distribute course syllabi that include course title and number, course description, objectives, delivery dates, required textbook(s) and other materials.
    13.2. Provide students with the instructor's e-mail, as well as what time they will be available before and/or after class to address individual student's needs.
    13.3. Begin each class on time with a fully developed lesson plan, daily agenda, and related materials. The daily schedule should be shared with the class ex. uploaded to meeting chat, class files, online whiteboard etc.. See the Columbia College Facilitator Handbook for lesson plan samples. An electronic copy of each lesson plan should be saved in a determined location prior to entering the classroom. Lesson plans should include:
- Time, date and title of course
- Media and learning aids/tools
- Equipment and/or materials needed (including handouts)
- Content/skills being taught

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13.4. Maintain up-to-date records of student achievement and attendance in Moodle; communicate student progress, concerns and results to manager and or designate in a timely manner.

13.5. Use a variety of course delivery methods that will best enhance the learning process. Methods may include, but are not limited to role playing, discussion groups, individual or group presentations, teamwork, panels or debates, guest speakers, demonstrations, or simulations. Refer to the facilitation techniques section of the handbook for a more detailed list of instructional strategies.

13.6. Use a variety of learning aids, equipment or tools to assist in the facilitation of learning (e.g., online whiteboard, interactive websites, YouTube).

13.7. Use a variety of methods to evaluate students' level of acquired competencies and/or skills. These normally include daily quizzes, presentations, observations, final exams or assignments. This may also include peer evaluation and feedback.

13.8. Use appropriate, relevant and current examples or elicit examples from students to effectively reinforce topics or points.

13.9. Display genuine interest in students, as well as enthusiasm and excitement related to the subject. Create positive relationships and establish rapport.

13.10. 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.

13.11. Ensure each topic is properly summarized or concluded before going on to the next topic.

13.12. Provide an appropriate level of homework to ensure that students are reading, researching, investigating, discovering and spending adequate time internalizing and practicing the learning.

13.13. 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.

13.14. Ensure all assignments, assessments, tests, etc. are reviewed with written feedback provided and returned to students in a timely manner (normally the next day) using the program and College grading system.