Manager, Career Services & Experiential Learning

Overview of Position

Purpose of Position (2 or 3 sentences about why this role exists and how it contributes to the mission and goals of the unit)

The Manager, Career Services & Experiential Learning provides leadership for the development, implementation and monitoring of activities of the Career Services team, including a unique and wide range of career services and career development programs for undergraduate and graduate students in the Faculty of Engineering. The role will support the Director of Engineering Experiential Learning and Student Support in the development, implementation and monitoring of activities aimed at enhancing and integrating academic and experiential learning opportunities within the Faculty, and increasing the involvement and engagement of students. The Manager will continually monitor programs and processes to identify opportunities for improvement, and to ensure adherence with University policies and procedures and relevant regulations. The role will lead and direct the work of others, including providing support and guidance to career services, community and industry relations, and student orientation, events, clubs, groups and teams, ensuring appropriate controls are in place to manage risks. The Manager will coach and train staff, and provide comprehensive and strategic consultation on a variety of processes to ensure the University community is served effectively.

Unit Overview

Unit's Mission (2 or 3 sentences about the overall purpose or role of the unit):

The Faculty of Engineering at Western University is a vibrant teaching and research faculty that consists of six academic units: Chemical & Biochemical Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, Mechanical & Materials Engineering, The School of Biomedical Engineering, and the John M. Thompson Centre for Engineering Leadership & Innovation. It is also home to several outstanding centres and research institutes including the Boundary Layer Wind Tunnel Laboratory (BLWTL), The Wind Engineering, Energy and Environment Research Institute (WiindEEE), the Institute for Chemicals and Fuels from Alternative Resources (ICFAR), University Machine Services (UMS), and the Fraunhofer Project Centre (FPC). Approximately 2400 undergraduate students are enrolled in one of our nine undergraduate programs and close to 850 graduate students are completing degrees at the master's or doctoral levels.

Key Goals of the Unit:

(1) To provide students with high quality enriched undergraduate and graduate programs;
(2) To become one of the leading Canadian research-intensive Engineering Faculties, internationally recognized for the excellence and impact of its research;
(3) To develop global minded leaders through internationalization and enriched education outside the classroom.

Key Accountabilities
(a) Summarize, in point-form, the work to be performed. (b) As applicable, indicate with whom the role collaborates to perform the work, and to whom the work is provided. (c) Indicate relevant metrics to indicate the scope of the work e.g. size of budget managed, payroll administered, or research funding administered, number of direct reports, number of students served by role, square footage of facilities managed by role, etc.

- Manages and oversees the day-to-day operations of the Career Services team and aligns resources to the goals, strategies and desired outcomes (directly supervises 5 PMA staff members, 1 UWOSA staff member, 2 contract staff; in addition, oversees the Career Mentors volunteer program staff)
  - Oversees day-to-day experiential activities and provides support in the areas of career services, community and industry relations, student orientation, events, clubs, groups and teams, to facilitate the achievement of results and objectives
- In collaboration with the Director of Engineering Experiential Learning and Student Support, develops and implements strategic plans for Career Services aimed at increasing the success and experiential experience for students (approx. 2400 undergraduate students and 850 graduate students; numerous community/industry partners)
- Provides support for the development and implementation of strategic initiatives in the design and delivery of a vibrant suite of experiential learning opportunities and support for student success in collaboration with the Director of Engineering Experiential Learning and Student Support
  - Supports the enhancement of the profile of the Experiential Learning and its integration with the core curriculum
- Provides managerial direction to staff and establishes priorities, distributes work and resources, and assigns project teams
- Coordinates staff functions and human resources processes impacting staff in adherence with University policies and procedures and relevant legislation and provides support to the Director of Engineering Experiential Learning and Student Support related to the budgets and expenditures based on knowledge of the goals and priorities of the unit
- Works with other campus partners to further EDI within experiential learning initiatives
- Responsible for updating and implementing new policies and procedures for the Career Services Team under the direction of the Director, Experiential Learning and Student Support as part of the continuous improvement process within the unit
- Acts as an advisor, providing communication, consultation and sound judgment regarding issues, and precedent setting or unusual situations, and ensuring effective Career Services expertise and oversight (including providing career development and coaching for students and to employers for urgent/crisis/sensitive situations), escalating to the Director of Engineering Experiential Learning and Student Support as required
- Participates in research to provide data to improve service delivery, and to implement new approaches to ensure best practices are utilized and to achieve the highest level of performance from staff
- Recommends opportunities for students, faculty, and external partner engagement to increase experiential learning opportunities within the Faculty of Engineering
• Responsible for the collection, compilation, and analysis of data for reports on co-op placements, curricular and co-curricular experiential learning opportunities and other related data for the Director of Experiential Learning and Student Support and other key stakeholders including the Dean and Associate Deans

• Supports the Director of Engineering Experiential Learning and Student Support in the development of experiential learning curriculum in collaboration with various stakeholders to expand experiential learning and work integrated opportunities for the students in the faculty of Engineering

• Develops and maintains a plan to increase domestic and international co-op opportunities, industry partnerships and experiential learning opportunities for students in collaboration with the Director, Engineering Experiential Learning and Student Support

• Oversees and manages the preparation and distribution of creative and informative communications, and ensures updates to websites and other documentation are completed

• Builds and manages relationships, collaborates with programs and departments within and outside of Engineering, and a variety of external stakeholders aimed at enhancing the student experiential experience

• Participates in the development and implementation of marketing plans to increase awareness of the program/service offerings and to meet the needs of students

• Oversees program/service evaluations, seeks continuous feedback, and stays informed about research related to program development and delivery

Outcomes the role is to Achieve

Client Services

• The University community is served by an engaged and motivated team focused on delivering excellent customer service

• Skillful and calm management of crisis situations

Leadership

• Skilled and collegial leadership of the Career Services team including appropriate performance management and training and development plans

• Staff members have the required skills, and are properly deployed on top-priority projects

Management

• Implementation of best practices with a focus on continuous quality improvement

• Unit goals and work plans are aligned with Science’s strategic directions

• Consultative practices that identify required resources for the unit supported by appropriate facts and information

• Risk is mitigated and monitored and Western’s compliance with legislation is maintained

Problem Solving

• Sound decisions based on a mixture of analysis, wisdom, experience and judgment
Project Management

- Project plans are well-developed with clearly identified tasks, milestones, and resource requirements

Relationships

- Relationships are strengthened, new partnerships are developed with current industry partners, and relationships are enhanced through immediate responses, regular outreach and responsive support to increase the number of opportunities for students

Student Experience

- An increase in the number of experiential learning components in Engineering courses
- Overall satisfaction of Engineering students is increased by valuable career development opportunities and job skills training
- Engineering’s reputation is elevated in industry through maintenance and development of relationships with corporate partners through visits and presentations
- Enhanced programs and relationships with students and employers
- Students feel supported and satisfied with the quality and timeliness of support and coaching they receive, and appropriate and confidential records are maintained
- Academic success and student experiential experience is enhanced

Problem Solving & Authority for Decision

(List a few examples of complex or challenging issues regularly encountered in this role where it requires the incumbent to identify or recommend a solution e.g. issues with respect to service delivery, planning, human resources, students, facilities, or other areas. For each example, indicate who is affected by the solution e.g. clients, colleagues, Department, Faculty, University)

a) Examples of issues that the incumbent is expected to resolve independently and who is affected

Administrative

- Developing and implementing administrative processes and standard operating procedures in compliance with Senate and Western policies and guidelines

Communication

- Communicating information regarding programs, policies or procedures
- Developing print and online materials to support student success

Management

- Day-to-day supervision of support staff, setting priorities, reviewing processes and resolving issues
- Aligning resources to support administrative and departmental strategic goals, as well as special projects
• Identifying and acting on opportunities to improve current processes and practices
• Operationalization of departmental strategic plans and priorities

Problem Solving

• Research into resolutions to newly presented issues, identifying and recommending solutions where appropriate

b) Examples of issues where the incumbent requires approval and/or consultation with supervisor or others to resolve and who is affected:

Finance and Budgeting

• Commitment of significant financial resources for major purchases
• Department annual budget planning

Human Resources

• Hiring new full and part-time staff
• Staff issues including discipline, performance issues, grievances, attendance management, and return to work considerations

Leadership

• Establishing departmental strategies and prioritizing initiatives and projects

Management

• Introducing significant changes in established priorities and processes, or adjusting processes that impact other departments

Student

• Academic Offense and Student Code of Conduct issues

Marketing

• Making major changes to the methods for delivering information

c) Pre-established Guidelines for Decisions (e.g. List key University policies, Western collective agreement articles, Legislation, professional or other standards that specify the way the role must perform certain tasks or make certain decisions)

University Wide

• Manual of Administrative Policies and Procedures
• Academic Calendar
• Faculty Academic Policies and Procedures
Support and Resources

a. Leadership: Who provides the incumbent with work expectations, coaching, development support, formal performance feedback and evaluation?

The Manager, Experiential Learning will work with the Director of Engineering Experiential Learning and Student Support to establish priorities and work assignments. The Director will provide performance feedback and coaching regularly, and more formal reviews annually through the PDG process to collaboratively design and oversee their professional development plan.

b. Colleagues and Key Resource People: With whom does the incumbent regularly collaborate to receive or share information and engage in problem-solving relevant to their role?

- Director of Engineering Experiential Learning and Student Support
- Dean, Associate Deans and Leaders in the Faculty of Engineering
- Engineering Career Services Officers and administrative staff
- Faculty, staff, undergraduate and graduate students in the Faculty of Engineering
- Student clubs, groups and teams in the Faculty of Engineering
- Support Departments (Student Experience, Office of the Registrar, SGPS, President’s Office, HR, Finance)
- Industry partners, employers and Western Engineering Alumni
c. Other: List any specialized training, equipment, resources, or other supports required for success in this role (e.g. PeopleSoft training, lab safety, mobile devices, private space, protective equipment, etc.).
  - Private office location
  - Computer/Laptop
  - System access to databases and information relevant to the accountabilities of the role
  - Leadership Training

Work Context
*ATTACH an organization chart that shows to whom the role reports, key peer relationships and whom the role supervises if applicable.

Requirements to Perform Successfully
a. Education
Minimum Required:
  - Undergraduate Degree in a relevant field
Preferred:
  - Master’s Degree
  - Career Development Practitioner Certificate would be an asset
  - Completion or working towards Canadian Institute of Management Certification
b. Experience

Minimum Required:
- 5 years of experience in experiential/cooperative education or supporting students (e.g. counselling services, career services, community relations, industry relations, student clubs and teams) and implementing curriculum development and experiential learning programming aimed at enhancing the student academic and experiential experience
- 2 years’ experience managing staff and projects

Preferred:
- Experience designing/developing experiential learning programming and opportunities and/or providing career counselling to students in an academic institution including providing comprehensive career and job search counselling, résumé development and interview skills would be an asset
- Experience managing relationships with internal and external stakeholders and liaising and building strong relationships with industry and corporate partners

Knowledge, Skills, Abilities and Attributes
- Familiarity with coaching and mentoring approaches (particularly career and job search coaching, résumé development and interview techniques)
- Knowledge of program development and policy review and implementation
- Knowledge of engineering programs and courses and their applicability to the labour market and ability to match this to the needs of students/industry
- Familiarity with best practices for maintaining, seeking out and developing business relationships and partnerships with the ability to generate additional work opportunities
- Knowledge of best practices for handling sensitive and confidential information
- Knowledge of best practices in building a strong collaborative team and leading people
- Project management skills to ensure team roles are clear, milestones are communicated and deadlines are met
- Familiarity with Human Resources principles and practices
- Ability to effectively drive and manage change initiatives that align with organizational strategies and/or provide opportunities to increase efficiency
- Ability to establish effective routines for excellent communication with all members of the team to maximize productivity
- Ability to draw on diversity of skills, backgrounds and knowledge of people to achieve more effective results
- Ability to make decisions and recommendations that are clearly linked to the organization’s strategy and goals
- Ability to handle details with a high degree of accuracy and to organize and prioritize a high volume of work to meet deadlines
- Ability to promote individual growth by encouraging others to learn new skills and develop themselves
- Ability to identify and respond to contentious or politically sensitive issues with discretion
- Ability to quickly re-allocate resources and adjust priorities in response to unexpected events or changing circumstances
- Ability to provide guidance to assist others in solving complex problems
- Intermediate computer skills in Microsoft Office Suite (Word, Excel, Outlook, Access), and with database applications (such as Customer Relationship Management applications)
• Influential interpersonal skills that build positive and strong relationships at all levels of the organization
• Results-oriented with the ability to motivate and coach employees to meet high performance standards, while working effectively as a member of the leadership team
• Ability to search within and outside the formal boundaries of the organization for innovative ways to improve work
• Ability to develop strategies that are in line with the University's mission and which balance competing priorities

Background Checks Required
☑ Education Verification
☐ Driver Abstract
☐ Police Criminal Record Check
☐ Police Information Check
☐ Credential Verification
☐ Credit Inquiry
☐ Police Vulnerable Sector Check
☐ Other:

Working Conditions

Physical Effort:
☑ Computer workstation
☐ Extensive walking
☐ Lifting/pushing heavy objects
☐ Squatting/awkward positions
☐ Climbing
☐ Highly repetitive movements
Other Physical Effort:

Physical Environment:
☑ Normal administrative office environment
☐ Driving on behalf of employer
☐ High noise level
☐ Exposure to welding equipment and fumes
☐ Extremes of temperatures
☐ High dust concentrations
☐ Potential exposure to hazardous substances
☐ Exposure to contagious illnesses
☐ Exposure to chemical or biological agents
☐ Exposure to occupational injuries
Other Physical Environment:

Sensory Attention:
☑ Prolonged periods of listening/reading/watching/observing
☐ Smelling, tasting, touching
☐ Monitoring video displays
☐ Auditing
☐ Technical troubleshooting

Other Sensory Attention:

Mental Demands:
☐ On-call responsibilities outside of normal schedule
☑ Odd and irregular schedule of hours
☐ Requirement to travel out of town
☑ Unpredictable workload
☐ Isolation or boredom
☐ Ongoing interruptions
☑ Multiple/simultaneous deadlines
☐ Exposure to the suffering of others

Other Mental Demands:
- May be required to attend meetings and events outside of regular business hours (many events run on evenings and weekends)

---

<table>
<thead>
<tr>
<th>Reason for Submission to Human Resources (Type a Y to the left of the reason):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation and recruitment of a new role</td>
</tr>
<tr>
<td>Evaluation and recruitment of an updated or redesigned role</td>
</tr>
<tr>
<td>Evaluation of a redesigned role that is currently filled</td>
</tr>
</tbody>
</table>

Distribution of Completed Document: