

Job Description

Post Title:	Programme Manager
Faculty/Department:	Executive Education
Reports to:	Senior Programme Manager /Head of Delivery or his/her designated authority
Responsible for:	N/A

Purpose

To implement and supervise the efficient and effective delivery of programmes across hybrid learning platforms within Executive Education in line with Henley quality standards.

Responsible for the successful managing and execution of programmes from pre to post-delivery as well as consistent client management. Effective management of programme coordinators to ensure the successful implementation and maintenance of programmes, work plans and the implementation of process developments within each programme cycle.

Ensure client (including client sponsor and delegates) receives a positive Henley experience throughout all aspects of the programme by building effective relationships with programme delegates, academics and other key internal and external stakeholders.

Manages day-to-day operational aspects of a project and scope with programme coordinators, such as planning and coordination of programme logistics, faculty, and quality assurance of workshops and support for programme delegates.

Responsible for management of programme budgets/expenditure.

MAIN DUTIES AND RESPONSIBILITIES

1. Operational Management

- Manage day-to-day operational aspects of programmes based on best practices within the team:
 - Manage programmes in collaboration with Programme Directors and Programme Coordinators
 - Collaborate with relevant stakeholders to ensure effective implementation and execution of internal processes
 - Monitor adherence to relevant rules, regulations and procedures specific to each programme
- Oversee end-to-end logistical arrangements for programmes including materials, scheduling, faculty, venues etc.
- Ensure that the correct programme content is loaded onto systems and that it is at an acceptable academic standard
- Ensure that relevant health and safety measures are in place for programmes
- Verify that all required delegate information is captured accurately on relevant systems

- Support Programme Director and students with in-class requirements
- Review consolidated evaluation reports after each block for issues and escalate to relevant stakeholders where necessary
- Identify and highlight potential risk factors and escalate to relevant channels

Success measures:

- Smooth implementation of programmes
- Customer satisfaction
- Risks pre-emptively managed
- Accurate student records
- Positive feedback
- Good rapport built with students

2. Financial Management

- Review and monitor financial data for various programmes to maintain and improve profitability while adhering to Henley quality standards
- Review monthly expenses report per programme with Senior Programme Manager
- Process and file all expenses related to programmes
- Provide reports and regular feedback on programme budgets with relevant stakeholders
- Assist with debtor management if necessary

Success measures:

- Justified variance between budget and actual
- Accurate allocation of relevant expenses against budget cost codes
- Timely processing of programme expenses
- Efficient planned processes adhered to and constructive engagement with Finance
- Relevant stakeholders are informed and up-to-date regarding programme budgets

3. Marketing and Branding Compliance

- Support sales and marketing activities for Executive Education department
- Review and provide feedback to the marketing team on design of material for programmes
- Ensure that all branding and marketing is consistent and up-to-date with current Henley brand policy as well as client requirements

Success measures:

- Henley branding policy and client guidelines adhered to
- Customer satisfaction

4. Stakeholder Relationship Management

- Build and maintain effective relationships with all key stakeholders to facilitate organisational effectiveness
- Anticipate and manage conflict, demonstrating an ability to resolve differences, particularly where these may be stalling the implementation of agreed plans
- Act speedily to resolve problems, queries and complaints and escalate where appropriate
- Initiate meetings with key stakeholders to track progress, manage expectations and ensure clients' needs are met proactively communicate and share information and encourage discussion and debate (share successes and highlight challenges). Read the cultural environment and adapt communication style to meet the needs of different audiences
- Develop a close collaborative working relationship with the relevant Programme Director

Success measures:

- Team buy-in to suggested solutions
- Quick, quality responses to stakeholders' needs, complaints and conflicts within 24 hours
- Problems are timeously identified, prioritised and resolved
- Relevant stakeholders are informed and up-to-date

5. Team Leadership and Personal Development

- Provide feedback to Senior Programme Manager on performance of relevant Programme Coordinators in relation to quality standards and agreed benchmarks and objectives
- Support Programme Coordinators with on-the-job training, coaching & mentoring where appropriate
- Ensure appropriate levels of management and accountability
- Motivate, delegate and empower appropriately, enabling
- Programme Coordinators to take responsibility and display appropriate creativity and initiative
- Support the wider team, building the culture of excellence in the Executive Education team and the wider HBS team and displaying a willingness to contribute and support where and when necessary.

Success measures:

- Positive feedback from team
- Appropriate escalation of performance challenges

6. Self-Management and Teamwork

- Follow through to ensure that personal quality and productivity standards are consistently and accurately maintained
- Provide appropriate resolutions for tasks or deadlines not met
- Proactively anticipates potential problems and continually monitors progress to ensure small details are not missed – and escalates to senior management where necessary in a timeous manner
- Makes an effort to stay relevant and up-to-date with legislation, new developments, etc. and informs others
- Understands and implements organisational systems, structures, policies and procedures to achieve positive results
- Takes ownership of own career development and meets performance objectives
- Continuously strives to develop own skills and knowledge
- Continually supports colleagues, shares, debates and communicates learnings
- Maintains a positive attitude and responds openly to feedback
- Continually supports and models Henley's values
- Handles stress in ways that do not negatively impact on other
- Takes accountability for the achievement of objectives within area of control
- Flexibility to manage change and manage multiple programme demands as a service oriented team.

Success measures:

- Responsibilities fulfilled timeously
- Appropriate resolutions are provided
- Relevant parties are informed and kept up-to-date
- Business' core values are recognised and supported
- Plans and prioritises appropriately
- 100% adherence to procedures
- Positive formal and informal feedback from stakeholders
- Regular attendance and/or offering of 'teach-ins' to colleagues

7. Other

Reports inconsistencies and critical information to SPM/HoD

Contacts

Internal Stakeholders

Programme Director, Academic Staff, Academic Director, Programme Coordinators, Business Development, Marketing, Operations, Finance, HR, Executive Education Director, Head of Delivery, Dean, Head of Sales and Senior Programme Managers

External Stakeholders

Suppliers, clients, delegates and faculty

Terms and conditions

A full-time post located at Henley Business School, SA. Working hours are 40 hours per week. Due to the nature of the role, after hour work may also be required. Overtime is not payable. Core office opening hours are 8:30 to 17:00 Monday to Friday. This is a full time position.

This document outlines the current duties required for this post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed. As such the postholder will be required to grow his/her career and take on new responsibilities.

Person Specification

Job Title: Programme Manager – Executive Education		
Criteria	Essential	Desirable
Skills Required General Pre-requisites	<ul style="list-style-type: none"> • Understanding of the Education and Training landscape in the higher education sector • Confidence in being able to successfully build and develop professional relationships • Promote a collegiate and collaborative learning environment in the department • Innovative mindset that contributes to the continuous improvement and development of the Executive Education department • Strong organisational and planning skills • Ability to prioritise and complete multiple tasks to agreed timescales • Sound judgement and decision-making skills • Energetic and flexible approach • Able to work with minimal supervision • High attention to detail and analytical mindset • Recognises high standards of customer-focused service delivery • Contribute to conflict resolution with relevant stakeholders • Ability to present and speak in front of large groups • Ability to communicate proficiently with stakeholders at all levels • Able to interpret and adhere to budgets • Ability to influence on selling opportunities • Proven track record in successfully managing the logistics of events and/or learning interventions • Proficient in Microsoft Office applications (Word, Excel, Outlook, PowerPoint) • Proficient in a student automated system • Keep abreast of: <ul style="list-style-type: none"> ○ Higher education requirements and standards ○ Henley UK and UoR guidelines and requirements ○ Changing client requirements and expectations ○ Trends in the education sector ○ Internal technological changes ○ Henley's product offering 	<ul style="list-style-type: none"> • Experience in providing a professional service to customer groups from varying backgrounds • Experience of automated student records and financial systems e.g. RISIS
Cognitive Competencies	<ul style="list-style-type: none"> • Problem solving <ul style="list-style-type: none"> ○ Understands the potential consequences of operational problems ○ Diagnoses root causes of problems ○ Breaks down complex problems into manageable parts to address root causes ○ Escalates problems that have a greater impact than own area of specialisation • Analysis <ul style="list-style-type: none"> ○ Uses data to diagnose and establish trends ○ Conducts analysis and interpretation of information that impacts the business in the next 6 months to 1 year ○ Monitors data gathering to ensure consistency and accuracy ○ Provides recommendations for offering a better service or product based on own interpretation of data gathered • Judgement and Decision Making <ul style="list-style-type: none"> ○ Identifies key information and data needed to support decision-making 	

	<ul style="list-style-type: none"> ○ Identifies relevant information to diagnose problems and inform important decisions ○ Uses relevant organisational rules and guidelines in organising information ○ Carefully weighs information for its ability to contribute to operational efficiency 	
Personal Competencies	<p>Drive (Results and Solution-Focused - Passion, Energy and Follow-through) Attacks everything with energy (highly self-motivated). Takes ownership and accountability for achieving results Takes steps to initiate personal professional development for growth within the organisation Takes immediate action when confronted with a problem; proactive in suggesting ways to meet current and anticipated needs Volunteers for additional tasks and assignments beyond expectations of own role Excellence orientation Leads by setting an example of hard work and follow-through in accordance with quality standards Sets clear quality standards for team and motivates people to perform Monitors the work of subordinates and/or peers to identify errors and omissions. Provides feedback to improve performance Seeks to improve team performance by finding ways to enhance standards of quality and efficiency</p>	
Interpersonal Competencies	<p>Building relationships Reads body language and social cues to engage appropriately Uses techniques or systems to proactively build relationships Adapts interpersonal style to different people and situations Engages with people on the basis of strong personal confidence Customer Service Orientation / Customer Responsiveness Actively seeks information to understand customers' circumstances, problems, expectations and needs Remains calm and respectful if clients become challenging or demanding Finds ways to exceed the expectations of customers Coaches others about the importance and application of customer and client service Teamwork Demonstrates and demands personal commitment to team's goals Participates in creating a strong spirit of teamwork and co-operation Friendly and approachable; treats others with courtesy and respect</p>	

	Provides constructive feedback to team members to improve team performance	
Communication	<p>Verbal and Written Communication</p> <p>Reads people and situations well, adapting the content and tone of his/her communications accordingly</p> <p>Displays a clear understanding of the purpose of the communication (considers timing and level of importance)</p> <p>Encourages participation and mutual understanding</p> <p>Detects and responds appropriately to non-verbal clues</p>	
Professional/ Technical Competencies	<p>Programme and Project Management</p> <p>Consults with stakeholders to determine time and resource requirements</p> <p>Applies principles and techniques of sound project management</p> <p>Communicates project goals, progress and completion to relevant parties</p> <p>Continuously monitors progress to ensure that project goals will be met</p>	
Leading/ Managing	<p>Monitoring</p> <p>Gives people clear guidelines, structure and direction</p> <p>Ensures that team members tasks are completed according to agreed time-frames and quality standards</p> <p>Takes corrective action when deadlines and quality standards are not met</p> <p>Implements systems to ensure that tasks are completed according to agreed quality standards and time-lines</p> <p>Supportive orientation</p> <p>Makes an effort to understand peoples' context and dynamics, as well as their strengths and weaknesses</p> <p>Invites, listens to and builds on other's input</p> <p>Shows appropriate caring and understanding but also knows when to be objective and hold the boundary</p> <p>Frequently acknowledges and praises good performance</p>	
Attainment	<ul style="list-style-type: none"> • Appropriate Bachelor's Degree or equivalent qualification (NQF 7) 	<ul style="list-style-type: none"> • ODETDP (Occupationally Directed Education Training and Development Practices) • NQF Level 8 qualification (Honours) advantageous
Knowledge	<ul style="list-style-type: none"> • Strong understanding of Microsoft Office applications – Word, Excel, Outlook, PowerPoint 	<ul style="list-style-type: none"> • An understanding of the administrative requirements in the HE sector • Knowledge of current customer management practices
Relevant Experience	<ul style="list-style-type: none"> • 3 – 5 years' experience in a learning programme management and coordination role • Strong administrative and management background • Experience of working in a customer-facing role and evidence of providing a high quality service • Experience of administration in a busy office environment 	<ul style="list-style-type: none"> • Experience in working with minimal supervision

	<ul style="list-style-type: none"> • Experience of successfully organising events and/or workshops 	
Disposition	<ul style="list-style-type: none"> • Confident to speak/present to a group • Recognises high standards of customer-focused service delivery • Patient, friendly and welcoming manner • Energetic and flexible approach 	<ul style="list-style-type: none"> • Remains calm under pressure • Comfortable dealing with a diverse, mature mix of customers
Other	<ul style="list-style-type: none"> • Willingness to work at weekends • Own transport 	