

# CAAT Job Evaluation System for Non-Bargaining Unit Employees

## Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire(JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College=s recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position=s Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

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### 1. POSITION IDENTIFICATION

Position Title: Talent Acquisition Specialist  
Position Number: AC0079  
Pay Band: 9  
Incumbent: vacant  
Location/Campus: Sutherland  
Division/Department: Employee Success & Organizational Development  
Immediate Supervisor (title): Director, Employee Success & Organizational Development  
Date of JFS: July 22, 2019  
Last Evaluated: July 30, 2019

#### Type of Position:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrative (Temporary) April 202 | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic                              | <input type="checkbox"/> Part-Time Academic       |
| <input type="checkbox"/> Part-Time Support                               | <input type="checkbox"/> Other                    |

**I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):**

Incumbent: \_\_\_\_\_

Date: \_\_\_\_\_

#### Recommended by:

Position's Manager: \_\_\_\_\_

Date: \_\_\_\_\_

#### Approved by:

Senior Manager: \_\_\_\_\_

Date: \_\_\_\_\_

## POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Reporting to the Director, Employee Success & Organizational Development and working in collaboration with the broader Organizational Effectiveness and Human Resources (OE&HR) divisional team, the HR Recruiter & Job Developer supports full cycle recruitment and selection activities during all phases of attracting top talent including job development, creation of job postings, candidate screening, interviewing, assisting with selection decisions and facilitating employment offers. The incumbent will work collaboratively with client managers and HR Consultants to ensure timely and effective recruitment support is provided to a diverse population of Academic and Service Leaders for staffing activities across all three employee groups (academic; support staff; administrative) and in compliance with all collective agreements and College policies/procedures.

The HR Recruiter & Job Developer plays a critical role in assisting managers in effectively developing jobs (support staff and/or administrative) by conducting job market analysis. The incumbent may also compose first drafts of the Position Description Form (PDF) for support staff positions or, Job Description Form (JFS) for administrative positions for review and refinement by the hiring Leader and/or HR Consultant.

## KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

### Key Duties

- 1 **Full Cycle Talent Acquisition Support – 55%**
  - Provides HR support and advice to client managers during the outreach, recruitment and selection cycle, ensuring a thorough understanding of competency requirements, position specifications and fill timelines
  - Ensures the required complement management forms/budget approvals, as required, are obtained prior to posting job opportunities.
  - Ensures all provisions of the applicable collective agreement (Academic; Support Staff) are adhered to for job postings and subsequent selection processes
  - Assist with the updating of job descriptions by providing timely HR review and feedback
  - Drafting of job postings using established systems, processes and tools
  - Liaise with HR Assistants to enable online job postings
  - Maintains accurate recruitment data within internal tracking tools to facilitate effective reporting
  - Coordinating the development of appropriate selection criteria and materials
  - Facilitating the electronic permissions for client managers and selection panel members to enable online review of resumes
  - Screens resumes along with client managers to develop a short-list of candidates
  - Ensures final listing of candidates selected for interview is conveyed to HR Assistants to schedule interviews and room bookings
  - Ensures new Managers and selection panel members are trained in the established recruitment and selection procedures for Fleming College
  - Presents a polished and professional front-facing point of contact for Fleming College's talent acquisition processes and maintains an active professional network within the talent acquisition field.
  - Participates on selection panels for union and non-union recruitment activities, providing effective HR guidance and counsel for client managers towards hiring decisions

- Assists client managers with reference checking procedures by providing templates and input
- Liaises with other OE&HR divisional staff to coordinate all post-interview processes including appointment letters, academic step calcs, and other related new hire documents

**2 Job Development– 40%**

The HR Recruiter & Job Developer provides assistance to hiring Leaders during the pre-recruitment phase by facilitating effective job development services including but not limited to conducting relevant industry research to ensure alignment with job market analysis. The incumbent may also assist by composing preliminary first drafts of the Position Description Form (PDF) for support staff positions or, the Job Description Form (JFS) for administrative positions. The incumbent will work collaboratively with other members of the OE&HR division to assist in establishing effective maintenance procedures within the OE&HR division for all PDF/JFS records.

**3 Departmental and College Committees - 5%**

As an integral part of the OE&HR divisional team, the incumbent may be asked to participate on a variety of standing committees (e.g. HR Leaders Team; Service Leaders Team; Deans & Chairs), functional teams (e.g. Support Staff Job Evaluation Committee; Orientation/Onboarding Team), and other project teams, as required. Integrates with other functional areas of the OE&HR division to deliver effective employee-related programs and services (e.g. Orientation/Onboarding; PDF Writing Workshops).

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**TOTAL:**

**100%**

## 1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

**Complexity** refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

**Judgement** refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

- **providing input and support to client managers for effective staffing and outreach options, relevant job development strategies, and accurate PDF and/or JFS content**
- **providing functional guidance to client managers on final selection decisions**
- **ensuring client managers and selection panels undertake recruitment activities in accordance with College policy/procedures, employment-related legislation and collective agreements**

## EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

### Non-Post Secondary

Partial Secondary School

Secondary School Completion

### Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify:

Other

Specify: \_\_\_\_\_

Specify and describe any program speciality, certification or professional designation necessary to fulfill requirements of the position.

**A diploma/degree in a relevant discipline such as Human Resource Management or, equivalent is required at point of hire. Certification in Human Resource Management (CHRP/CHRL), would be considered an asset.**

Specify and describe any special skills or type of training necessary to fulfil the requirement of the position (e.g. computer software, client service skills, conflict resolution, operating equipment)

**Solid working knowledge of general recruitment and selection systems and processes including job development, authorization processes, job postings, advertising and outreach sources, candidate screening, interviewing, selection methods, job offers and related HR documentation best practices. Prior experience working directly with writing and/or providing guidance to others on writing effective PDF/JFS documents. Expertise and prior experience in job evaluation processes is considered an asset.**

**Demonstrated knowledge of behavioural and competency based interviewing approaches and the ability to effectively guide and advise client managers in this regard.**

**Knowledge of legislation and collective agreements as they relate to the recruitment and selection process.**

**Well developed interpersonal skills and finely tuned communication skills, both written and verbal. Ability to relate well to all kinds of people at various levels in the organization, build rapport, listen, use diplomacy and tact. Proven ability to establish and maintain effective relationships with a variety of stakeholders.**

**Ability to build consensus and resolve occasional conflicts is a requirement.**

**Demonstrates initiative and flexibility. Is proactive and self-starting, seizing opportunities and acting upon them. Is adaptable, receptive to new ideas, responds and adjusts easily to changing work demands and circumstances.**

**Ability to manage high quality, high volume, multi-location recruitment activity across diverse client areas and multiple employment contexts.**

**Must have excellent time management and organizational skills with the ability to set deadlines and adhere to critical path milestones.**

**Tech savvy in terms of computer literacy with typical office desktop applications (e.g. Microsoft Word; Excel), electronic talent management systems, email, web applications, and other related research tools. Proficient in the professional use of social media platforms for the purpose of supporting talent acquisition activities.**

### 3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent=s actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College=s recruitment requirements.

#### Experience required at the point of hire. Up to and including:

<input type="checkbox"/> 0 - no experience	<input type="checkbox"/> 3 years
<input type="checkbox"/> 1 month	<input checked="" type="checkbox"/> 5 years
<input type="checkbox"/> 3 months	<input type="checkbox"/> 7 years
<input type="checkbox"/> 6 months	<input type="checkbox"/> 9 years
<input type="checkbox"/> 1 year	<input type="checkbox"/> 12 years
<input type="checkbox"/> 18 months	<input type="checkbox"/> 15 years
<input type="checkbox"/> 2 years	<input type="checkbox"/> 17 years

Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

**Minimum of 5 years related work experience specifically focused on core recruiting and job development activities, ideally within a medium size unionized workplace setting. Experience managing high volume recruitment activity, multiple competing deadlines, and changing priorities. Demonstrated enthusiasm and professional competency with social media platforms in support of talent acquisition strategies and initiatives. Solid awareness and understanding of relevant employment legislation, collective agreements and human resources policies/procedures.**

### 4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent=s ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- ensure recruitment activities are in compliance with the College's authorization process (e.g. Complement Management Process), respective collective agreements, and/or College policy, as applicable
- proactively plan and manage scheduling considerations to effectively and efficiently coordinate high volume recruitment activity, selection panels, development of selection materials, etc.
- prepare job postings for client managers to facilitate timely postings upon approval
- ensure details contained within written offers of employment are accurate and meet with all relevant compliance requirements (e.g. statutory; collective agreements; College policy)
- supports the timely and effective research and development of jobs, which may include developing first drafts of the PDF or JFS, after consultation with the hiring Leader or, providing functional guidance to the hiring Leader to assist them in writing the PDF/JFS

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- material deviations from College policy or established recruitment and selection processes
- contraventions of the collective agreements or employment legislation
- non-standard advertising/outreach strategies, budget impacts
- change to a standard PDF/JFS template design

## 5. **POTENTIAL IMPACT OF DECISIONS**

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

- Improper identification of candidate status (internal/external) would result in wrong candidates being considered for a posted job opportunity which could lead to grievances or other negative impacts to employee morale, transparency and trust in the recruitment processes etc.
- Incorrect information in job postings could lead to delays and the need to re-post/re-advertise
- Ineffectively managing electronic permissions within the Applicant Tracking System could lead to compromising the objectivity of the screening process (e.g. granting permissions to view resumes before selection criteria has been finalized) and creating bias within selection decisions
- Incorrect information in job offer letters could lead to unintended contractual obligations and/or misunderstandings regarding the job offer details and compensation; also could lead to re-work within the OE&HR division to generate corrected letters and adjustments within the HRMS
- Ineffective and/or inaccurate development of a PDF/JFS may lead to incorrect job evaluation rating and negative compensation impacts to the affected incumbent

## 6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	<i>Administrative Staff</i>	<i>Operational advice and guidance to client managers within the recruitment and job development functions. Interpretation of collective agreements and a variety of legislation as it relates to recruitment and selection. Conflict resolution and problem solving.</i>	Occasional	X
	<i>HR Operational Staff</i>	<i>Coordination of recruitment activities (e.g. postings; advertising; interview scheduling; testing; document packages; appointment letters; etc.) and PDF/JFS recordkeeping processes.</i>		X
	<i>Faculty and support staff</i>	<i>Debrief of recruitment results.</i>		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	<i>Human Resource staff in other colleges</i>	<i>Request sample PDF/JFS documents to support internal recruitment and job-development activities</i>	X	
<b>Occasional (O)</b> <b>Contacts are made once in a while over a period of time.</b> <b>Frequent (F)</b> <b>Contacts are made repeatedly and often over a period of time.</b>				



**7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE**

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(/) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:  
\_\_\_\_\_

\* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Administrative staff in the college; OE&HR divisional team.

**7b. SPAN OF CONTROL**

**Span of Control** is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	0
Non Full Time Staff (FTE) *	
Contract for Service **	
<b>Total:</b>	

**\* Full Time Equivalency (FTE) conversions for non full time staff are as follows:**

**Academic Staff**

Identify the total average annual teaching hours taught by all non full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non-post secondary teachers.

**Support Staff**

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

**Administrative Staff**

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

**\*\* Contract for Services**

When considering contracts for services, review the nature of the contractual arrangements to determine the degree of supervisory@ responsibility the position has for contract employees. This could range from no credit for supervising staff@ when the contracting company takes full responsibility for all staffing issues to prorated credit for supervising staff@ when the position is required to handle the initial step(s) when contract staffing issues arise.

## 8. PHYSICAL AND SENSORY DEMANDS

**Physical/Sensory Demands** considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

### PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Driving to other work locations . Varies depending on nature of issues	x				

### SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Considerable sensory concentration required with attention and sensitivity to the nuances of verbal, non-verbal and written communications.			X			
Lengthy periods of concentration in dealing with recruitment and job development processes, documents, and reporting tools.			X			

**FREQUENCY:**

<b>Occasional:</b>	Occurs once in a while, sporadically.
<b>Moderate:</b>	Occurs on a regular, ongoing basis for up to a quarter of the work period.
<b>Considerable:</b>	Occurs on a regular, ongoing basis for up to a half of the work period.
<b>Extended:</b>	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
<b>Continuous:</b>	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

**DURATION:**

<b>Short:</b>	Up to one hour at a time without the opportunity to change to another task or take a break.
<b>Intermediate:</b>	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
<b>Long:</b>	More than two hours at a time without the opportunity to change to another task or take a break.

**9. WORKING CONDITIONS**

**Working Conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

**Environment**

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

<b>Types of Activities That Involve Job Related Unpleasant Environmental Conditions</b>	<b>Frequency</b> (note definitions below)		
	<b>Occasional</b>	<b>Frequent</b>	<b>Continuous</b>
<i>Requires occasional exposure to disagreeable environmental conditions such as travel to other campuses in poor driving conditions</i>	X		
Occasional difficult employee conversations when debriefing recruitment decisions.	X		

## Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous

### Frequency:

<b>Occasional</b>	Occurs once in a while, sporadically.
<b>Frequent</b>	Occurs regularly throughout the work period.
<b>Continuous</b>	Occurs regularly, on an ongoing basis, throughout most of the work period.

### Additional Notes Pertaining to this Position:

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