

-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 JF will be provided to the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION:

Position Title: Project Manager (Funded Projects)
Position Number: AC0090
Pay Band: 9
Incumbent: Vacant
Location/Campus: Sutherland
Division/Department: Contract Training
Immediate Supervisor (title): Academic Chair-Continuing Education
Date of JFS: April 7, 2021
Last Evaluated: April 14, 2021

Type of Position:

- Administrative Administrative (Temporary position)
 Sessional Academic Part-time Administrative
 Part-Time Support Part-Time Academic
 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: _____

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POSITION SUMMARY

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

The position will be accountable for planning, developing, marketing, implementation, administration and support operations of the assigned funded project(s) within the Continuing Education and Contract Training Department. The position is responsible for liaising with industry partners and project stakeholders to promote, plan and coordinate the delivery of industry-related training, contract training, and customized offerings that align with the various project outcomes and deliverables. The incumbent will be responsible for planning the project from initiation, developing a project plan (including activities, financials and timelines), leading project activities, meeting project targets and deliverables, and preparing reports.

KEY DUTIES

% Of Time

1. Project Planning & Leadership

35%

The Project Manager has overall responsibility for the successful initiation, planning, design, execution, monitoring, controlling and closure of the project(s). This role provides leadership for delivery of industry-related training, contract training and customized training initiatives, ensuring learner/customer centred products and services. The Project Manager pursues and coordinates opportunities for contract training that align with the project deliverables. Working collaboratively with academic schools and departments, the incumbent will initiate and facilitate appropriate project planning and activities that result in the timely introduction of new training opportunities. Leads development of partnerships, creation of contracts, hiring instructors and trainers, communication with clients, enrolling clients in training and issuing related certificates. The Project Manager should make sure they control risk and minimize uncertainty.

2. Development and Delivery of Training and Financial Management

35%

Promotes and develops training offerings in cooperation with subject matter experts (SMEs), faculty, advisory groups, curriculum consultants and partners. Manages all aspects of course and training development, marketing, advisory committees, and curriculum approval processes. Develops project business plans, financial plans and budgets, marketing strategies, and manages implementation of programs including ensuring profitability, appropriate staffing models, logistics, and client communications. Under the direction of the Academic Chair, develops and manages project budgets and ensures the overall financial viability of the project(s).

3. Human Resources

15%

Under the direction of the Academic Chair, the Project Manager is responsible for recruiting, hiring, orienting, supervising and evaluating contract faculty and staff associated with the delivery of training initiatives.

4. Reporting & Metrics

10%

The incumbent is responsible for ensuring timely and efficient communication with project stakeholders, providing project evaluations and reports, as needed, and developing tools and processes for evaluating project activities, ensuring partner, stakeholder and client satisfaction, and successfully meeting project outcomes.

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5. **Other Duties as Assigned** 5%

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.

The position has primary accountability for the leadership of the assigned project(s) and meeting project outcomes in a timely manner. The incumbent will be responsible for making recommendations to the Academic Chair for developing and offering training that best aligns with project outcomes and market needs.

The position is responsible for timely and efficient allocation of resources to ensure the project timelines and outcomes are successfully met. Incumbent will be responsible for identifying risks, barriers and challenges that could impact project activities or outcomes, proposing solutions and/or alternatives (including adjustments to project timelines), and reporting them in a timely manner to the Chair.

The incumbent will develop and maintain a wide variety of external and college-wide contacts to ensure training and services align with project objectives. Requires flexibility and ability to quickly assess client and market needs and adapt activities to meet the needs and generate strong relationships with clients, industry and project stakeholders.

Negotiates agreements with project partners that align with the project plans, ensuring required financial performance targets are met.

Responsible for ensuring project activities are aligned with financial plans and project budget(s). Reports any changes in financial plans and flags risks.

2. **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.

Non-Post Secondary

Partial Secondary School Secondary School Completion

Post Secondary

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- | | |
|--|---|
| <input type="checkbox"/> 1-Year Certificate | <input type="checkbox"/> 4-Year Degree |
| <input type="checkbox"/> 2-Year Diploma | <input type="checkbox"/> Masters Degree |
| <input checked="" type="checkbox"/> 3-Year Diploma/Degree | <input type="checkbox"/> Post Graduate Degree |
| <input checked="" type="checkbox"/> Professional Designation | Specify: <u>PMP Designation</u> |
| <input type="checkbox"/> Other | Specify: _____ |

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.

A Diploma or Degree in a related field such as Management or Business. Expert knowledge of adult education, curriculum design, sound business and financial practices, business development, planning and marketing is required.

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

N/A

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

N/A

3. EXPERIENCE

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 checked="" type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input 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 |

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- 2 years 17 years

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

1. Skilled in all aspects of project management.
2. Experience supervising staff.
3. Demonstrated experience/skills in performance management, mediation/conflict resolution, coaching/mentoring, business development and planning.
4. Superior analytical and problem-solving skills required to identify alternatives and resolve complex problems.
5. Demonstrated ability to work with individuals at all levels of an organization.
6. Experience in strategic partnership development, national and international.
7. Experience in business development including the negotiation of contracts or training.
8. Demonstrated ability to navigate internally and engage in creative problem solving to address barriers.
9. Experience developing proposals for funding and contracts/agreements for training.
10. Experience in writing proposals in response to RFPs.
11. Experience in entrepreneurial ventures, with a focus on quality, ethical, customer service orientation.
12. Teaching experience is an asset.
13. Ability to work within tight timelines and adapt to shifting priorities.

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.

- Liaising with project partners to discuss potential training opportunities
- Identifying and discussing training with Subject Matter Experts

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.

- Changes in project timelines or outcomes
- Selection, performance management and discipline/termination of staff.
- Developing new project agreements.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures,

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department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- College Policies/Procedures, Collective Agreements, MCU guidelines.

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.

Failure to act or recognize issues of project quality may lead to loss of reputation, financial cost, lawsuits, etc. Inappropriate staffing strategies may impact project timelines. Failure to monitor budget and margins or set realistic targets may result in over/under-expenditure. Failure to exercise careful judgement in health and safety areas may result in liability for the college (ie. customized training is often in high-risk areas such as Skilled Trades and Health and Safety training).

Decisions usually involve commitment of significant financial, staff and physical resources. Inappropriate decisions may cause financial losses and/or reputational damage to the College.

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, counseling.

Position contacts are both inside and outside the organization. Internal contacts range from the Executive Leaders, faculty and front-line service staff and students. Requires excellent interpersonal, communication and negotiating skills in a wide variety of situations.

External contacts include corporate partners, community partners, other organizations, Ministry officials. Requires skill to negotiate, influence and obtain cooperation and support.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College,	Students, staff, management, colleagues	<ul style="list-style-type: none"> - Consultation and negotiation - Funding proposals 	Occasional	Frequent XX XX

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External to the College	Industry Partners	- Investigate opportunities		XX
	Advisory Committees	- Negotiation of training agreements (with Academic Chair)		XX
	Colleagues at other Colleges	- Information sharing		XX
	General public			XX
	Other stakeholders, as needed			

Occasional (O)	Contacts are made once in a while over a period of time.
Frequent (F)	Contacts are made repeatedly and often over a period of time

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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., counseling, 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.

- Project Coordinator(s) and support staff
- Contract Faculty
- Contract Trainers

Supervision includes: goal setting, prioritizing, quality of work, evaluation, development, coaching and problem solving/decision making support. Supervisory duties are varied and intricate.

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).

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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	
Non Full-time Staff	
Contract for Services	
	0

* **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.

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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
Sitting at desk, using computer				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, counseling, 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
Read, analyse data, prepare reports			X			L
Listen/Counsel			X			L
Meetings			X			L

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FREQUENCY:

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

DURATION:

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

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to visit clients	X		

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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
N/A			

Frequency:

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

Additional Notes Pertaining to this Position: