

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.

1. POSITION IDENTIFICATION

Position Title: Operations Officer
Position Number:
Pay Band: 9
Incumbent: VACANT
Location/Campus: Sutherland Campus
Division/Department: Organizational Effectiveness & Human Resources
Immediate Supervisor (title): Vice-President, Organizational Effectiveness & Human Resources
Date of JFS: June 16, 2021
Last Evaluated: June 25, 2021

Type of Position:

- Administrative Part-Time Administrative
 Sessional Academic Part-Time Academic
 Part-Time Support 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 Vice-President and through collaborative relationships, this position is accountable for promoting and ensuring operational excellence across the Organizational Effectiveness & Human Resources (OEHR) division. The Operations Officer has a lead role in ensuring website currency and optimization, rolling out digital initiatives, researching best-in-class HR policies and procedures, planning and management (budget, tools, resources, records), and provides executive support to the Vice-President and OEHR team. The Operations Officer also is a key contributor to organizational events (e.g., recognition).

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	% Of Time
1. Develops and implements effective administrative procedures to ensure the efficient operation of the Organizational Effectiveness & Human Resources division including records and file management, security of confidential information, on/off-boarding, and planning and executing activities to advance divisional objectives. Supports the divisional strategic and operational planning processes. Acts as the project/program manager for OEHR business plan and other objectives. Acts as a resource person by researching and presenting information across a wide range of divisional initiatives including HR policies and procedures. Collaborates within the division and across the College to ensure effective communications and operational excellence. Co-ordinates regular meetings for the Division. Participates as a full member of the OEHR Leaders Team. Provides back-up for Directors in their absences by authorizing payroll and expense documents and acting as a point of contact when necessary (30%)	
2. Completes special projects, as assigned, including leading the annual Spotlight Awards initiative; project managing the Top Employers application and responsible for multiple sections as well as final product; HR sections of Multi-Year Academic Plan (MYAP) and other annual/regular reports; developing and managing an internal communications framework; and other projects and initiatives as assigned/required. Responsible for collaboratively creating and publishing a regular employee newsletter (25%)	
3. Prepares the operating and capital budgets of the division, in collaboration with divisional staff, the Vice-President and Budget Services. Leads processes to assess required resources and tools within the division and creates plans to meet those. Ensures the operating budgets of the Division are cost effective by assessing and recommending opportunities for streamlining expenditures. Monitors the general allocation and special grants to the Division, and analyzes variances. Co-ordinates and tracks budget expenditures. Manages all aspects of department purchasing. Has signing authority for division budgets; signs and submits purchase requisitions, invoices, timesheets etc. for processing. (15%)	
4. Provides executive support to the Vice President, Human & Organizational Development including matters involving confidential employee issues (e.g., grievances, harassment and discrimination investigations). Maintains confidential files, coordinates and prepares resource and background material, sets meetings, liaises with all employees, executives and union officials. Monitors and manages the VP, OEHR and humanrights@flamingcollege.ca emails. (20%)	

5. Designs and is responsible for currency and optimization of OEHR's webpages. Creates effective strategies to deliver and promote HR content that will provide timely and proactive services and make things easier for HR's clients and partners. (10%)

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.

1. Often the first point of contact on sensitive matters such as human rights inquiries or complaints – uses judgment and discretion to deal with highly emotional employees and/or students and to determine where best to direct them.
2. Supports OEHR Directors in project managing their business and individual objectives, understanding when milestones can/cannot be moved and how delays in specific areas will impact other areas.
3. Deals with highly sensitive and confidential matters, materials, and information, knowing what can be shared, with whom, and liaising with the President's Office and other SMT members' offices.

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.

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.

Partial Secondary School

Secondary School Completion

Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

X 3-Year Diploma/Degree

Post Graduate Degree

X Professional Designation

Specify: CHRP – achieved or in active progress

Other

Specify: _____

3-Year Diploma/Degree in Business Administration/Human Resources

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

Advanced MS Office suite, including excel and powerpoint

Project Management

Communications

Website training or experience sufficient to manage OEHR web pages

Training in office management and systems or equivalent experience

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 fulfill 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 fulfill the requirements of the position.

- Five or more years of relevant experience, ideally within the post-secondary sector
- Exceptional organizational skills, with the ability to multi-task and meet tight deadlines
- Ability to establish respectful working relationships across all groups and with diverse stakeholders
- Demonstrated success in client service, operational excellence and continuous improvement.
- Exceptional communication skills (oral and writing)
- Aptitude to learn new skills and technologies
- Outstanding interpersonal skills with ability to deal with confidential and sensitive issues in a professional and caring manner
- Knowledge of HR policies and practices with a demonstrated ability to stay current with employment law and regulations
- Excellent planning skills and strong project management skills
- Demonstrated expertise in innovative problem-solving
- Strong analytical skills and numeracy
- Strong influencing skills and ability to gain cooperation and overcome resistance to change in other members of the team
- Ability to work independently as well as to collaborate effectively

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.

1. Policy and procedure research and development;
2. Creation of communications, FAQs and supporting materials, including OEHR newsletter
3. Web design and content management

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.

1. Resource plan development and final budget allocations
2. Authorization of unbudgeted expenditures
3. Revision of and/or creation of new HR policies and procedures

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

- College Policies & Procedures
- Collective Agreements – Academic, FTSS, and PTSS
- Employment Standards Act
- Human Rights Code
- Occupational Health & Safety Act
- Freedom of Information and Protection of Privacy Act
- Accessibility for Ontarians with Disabilities Act
- Legal/case law updates as references for policy/procedure development
- Internal college guidelines (e.g. budget guidelines and procedures,)

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.

1. Errors in estimating operating or capital costs could negatively impact on the division and hinder employees' ability to have the right tools and resources for their work
2. Poor website design or content, particularly non-accessible design or content relative to AODA can lead to wasted time and frustration by clients seeking tech-enabled self-service as well as employee and/or student complaints.
3. Improper disclosure of confidential information can result in reputational and financial 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, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occas.	Freq.
Internal to the College, e.g., students, staff, management, colleagues.	Vice-President, Senior Management Team, President's Office	Arranging meetings, providing information	Occas.	F
	College Administrators	Providing or collecting advice and information, arranging meetings, working on committees, preparing and managing budgets		F
	All Employees	Providing or collecting information/ guidance re: OEHR processes/ procedures		F
	Union Leaders	Arranging meetings re: confidential matters, providing information	O	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Colleges Employer Council	Obtaining guidance/advice for interpretation of guidelines and collecting information on behalf of Vice-President	O	
	Contractors and Suppliers (could include legal, search firms)	Obtaining quotes, negotiating purchases, managing procurement and invoicing	O	
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.				

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:

Guidance, coaching and advice on website currency and optimization, digitization, operational excellence

* 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.

OEHR Division Employees

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) *	0
Contract for Service **	0
Total:	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.

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
Long periods of time spent at computer or in meetings				√	

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
Long periods of intense concentration required to develop, implement and apply policies/procedures or website improvements, with acute attention to detail.		X				long
Long periods of intense concentration required during budget development and update		√				long
Long periods of time spent at the computer on a daily basis.			√			long

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
This position works in an open area, next to the main foyer and is exposed to considerable noise and frequent interruptions	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:

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:

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