

## -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.

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#### POSITION IDENTIFICATION:

Position Title: Project Manager – SAO Health Services (Funded Projects)

Position Number:

Pay Band: 10

Incumbent:

Location/Campus: Sutherland

Division/Department: Health and Wellness

Immediate Supervisor (title): Academic Chair-Health and Wellness

Date of JFS: June 15, 2021

Last Evaluated: June 23, 2021

#### Type of Position:

- |   |   |
|---|---|
| <input type="checkbox"/> Administrative     | <input checked="" type="checkbox"/> Administrative (Temporary position) |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-time Administrative                       |
| <input type="checkbox"/> Part-Time Support  | <input type="checkbox"/> Part-Time Academic                             |
| <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: \_\_\_\_\_

## Job Fact Sheet Questionnaire

### 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 School of Health and Wellness. The incumbent oversees all elements of the funded project relating to SAO – Health Services– financial, marketing/communications, curriculum coordination, data entry and analysis, and government reporting.

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**

**45%**

The Project Manager has overall responsibility for the successful initiation, planning, design, execution, monitoring, controlling and closure of the SAO- Health Services project. Creation and delivery of processes that support effective operations of the project and in alignment with College and Ministry of Labour, Training, and Skills Development (MLTSD) requirements. 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. Working within the collective agreement, responsible for recruiting, hiring, orienting, coaching and evaluating staff

Trains, schedules and assigns work for all staff.

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. Creation and delivery of processes that support partnership formation and tracking of industry engagement. Manages the overall project budget with support from School of Health & Wellness Financial Officer.

## Job Fact Sheet Questionnaire

Under the direction of the Academic Chair, develops and manages project budgets and ensures the overall financial viability of the project(s).

### 3. Reporting & Metrics 15%

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, participant information, ensuring partner, stakeholder and client satisfaction, and successfully meeting project outcomes. Tracks and reports curriculum development activities

### 4. Other Duties as Assigned 5%

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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.

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 and seeks College legal counsel as appropriate before entering into said agreements.

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

## Job Fact Sheet Questionnaire

### 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

- 1-Year Certificate       4-Year Degree  
 2-Year Diploma       Masters Degree  
 3-Year Diploma/Degree       Post Graduate Degree  
 Professional Designation      Specify: \_\_\_\_\_  
 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, Business or Healthcare. Expert knowledge of adult education, curriculum design, sound business and financial practices, business development, planning and marketing, and the healthcare sector 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.

## Job Fact Sheet Questionnaire

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.

1. Skilled in all aspects of project management.
2. A solid and current background in the healthcare field
3. Experience supervising staff.
4. Demonstrated experience/skills in performance management, mediation/conflict resolution, coaching/mentoring, business development and planning.
5. Superior analytical and problem-solving skills required to identify alternatives and resolve complex problems.
6. Demonstrated ability to work with individuals at all levels of an organization.
7. Experience in strategic partnership development, national and international.
8. Experience in business development including the negotiation of contracts or training.
9. Demonstrated ability to navigate internally and engage in creative problem solving to address barriers.
10. Experience developing proposals for funding and contracts/agreements for training.
11. Experience in writing proposals in response to RFPs.
12. Experience in entrepreneurial ventures, with a focus on quality, ethical, customer service orientation.
13. Teaching experience is an asset.
14. Ability to work within tight timelines and adapt to shifting priorities.
15. Experience dealing with Government, health, and community networks/projects
16. Experience supervising and leading diverse team
- 17.

#### 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.

## Job Fact Sheet Questionnaire

- Liaising with project partners to discuss potential training opportunities
- Identifying and discussing training with Subject Matter Experts
- Initiation and ongoing performance management of staff, consultants and partners to meet the objectives of the project

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

- . College Strategic Plan;
- College Business Plan;
- College's HR Policies, Procedures and Guidelines;
- Government procurement policies and procedures;
- Collective bargaining agreements and local agreements (clients, College, other).
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### 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.

## Job Fact Sheet Questionnaire

### 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	
			Occasional	Frequent
Internal to the College,	Students, staff, management, colleagues	<ul style="list-style-type: none"> <li>- Consultation and negotiation</li> <li>- Funding proposals</li> </ul>		XX XX
External to the College	Industry Partners Advisory Committees Colleagues at other Colleges General public Other stakeholders, as needed	<ul style="list-style-type: none"> <li>- Investigate opportunities</li> <li>- Negotiation of training agreements (with Academic Chair)</li> <li>- Information sharing</li> </ul>		XX  XX  XX

<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>

## Job Fact Sheet Questionnaire

### 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:  

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\* 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).



## Job Fact Sheet Questionnaire

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	1
Non Full-time Staff	3.4
Contract for Services	
	4.4

\* **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.

## Job Fact Sheet Questionnaire

### 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

## Job Fact Sheet Questionnaire

### 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		

## Job Fact Sheet Questionnaire

### 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: