

Sir Sandford Fleming College

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: Head Coach
Incumbent: Vacant **Date of JFS:** May 31, 2019
Location/Campus: Various **Last Evaluated:** June 5, 2019
Division/Department: Student Experience & Athletics **Pay Band:** 7
Immediate Supervisor: Manager, Student Experience & Athletics

Type of Position:

- Administrative Administrative (Temporary position, one year)
- 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 is accountable for providing guidance, leadership, mentorship and development for Assistant Coaches, volunteers and Student Athletes. Reporting to the Manager of Student Experience and Athletics, this position will work collaboratively with the Athletics Coordinator to create an excellent environment for Fleming's student Athletes to develop and succeed.

KEY DUTIES

- | | % Of Time |
|--|------------------|
| 1. Create and establish a plan for implementation of practices, games/game plan preparation, tournaments, player development, player selection, recruitment of quality athletes, coaching staff selection, and coaching techniques. Incumbent identifies, establishes and sustains relationships with external parties beneficial to athlete recruitment and engagement with their respective team(s) | (50%) |
| 2. Provide guidance and leadership for coaching staff, volunteers and student athletes including the encouragement of academic performance and implementation of rules and regulations as outlined in Policies and Procedures. Including establishing and enforcing individual norms and goals for their sport and season. | (20%) |
| 3. Responsible for the conduct of coaching staff and student athletes while representing the College as part of the team in all capacities. Responsible for the maintenance of high safety standards and equipment and determination of program equipment needs in consultation with the Athletic Coordinator. Knowledgeable on the implementation and enforcement of rules pertaining to Fleming College and OCAA/CCAA as applicable to Head Coach, Team Staff and Players. | (25 %) |
| 4. Provide input and support of the budget and its constraints as it pertains to each sport. This includes exhibition and/or tournaments with support of Athletic Coordinator | (5 %) |

TOTAL:

100%

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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.

- Developing practice and game strategies and techniques for team, staff, and players.
- Selecting student athletes to make up the team and ensuring eligibility of athletes.
- Enforcement of rules and standards as set down by Fleming College and OCAA/CCAA

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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
X 2-Year Diploma Masters Degree
 3-Year Diploma/Degree Post Graduate Degree
 Professional Designation Specify: _____
X Other Specify: NCCP (National Coaching Certification Program) Coaching Stream - Certified, Train to Compete (this is preferred)

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.

Business, Rec and Leisure, Sports Management

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

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)

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 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 |
| <input checked="" 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.

Demonstrated coaching experience preferably at the post-secondary level.

Industry trends related to athletics (i.e. concussion protocol, accessibility in sport)

Strong and effective communicator

Demonstrate ability to embrace diversity and inclusion, and reconcile significantly diverse viewpoints

Complex problem solving skills

Interpersonal and team building skills

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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.

Providing guidance and leadership both on and off the field so that our student athletes grow and develop not only in their sport but also as individuals.

Recruitment and selection of eligible players for their team.

Determine, create coaching strategies that encourage the best out of their athletes, coaches while maintaining the Fleming core values.

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.

Budget expenditures in excess of authorized spending limits.

Suspension or removal of student athlete from team for incident and/or behavior (potential student rights and responsibilities issue)

Fundraising

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.

OCAA

CCAA

College policy and procedures (i.e. SR&R, Class absence procedure)

Law (i.e. Rowans Law/concussions)

The position has significant autonomy to draw on previous experience and knowledge, consulting college policies and procedures as required.

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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.

Decisions usually involve the commitment of financial and staff resources. Inappropriate decisions may cause loss of confidence in organizational development initiatives and/or limited damage to college reputation at the Board level. Examples include:

- Not ensuring appropriate conduct is being adhered to by team staff and athletes that negatively represents the College and potential OCAA code of ethics violation
- Selecting ineligible athletes for their team which can result in disqualification from the sport for the team and athlete and can lead to fines and team suspension.
- Recruitment of athletes can have impact on competition/reputation, retention and success of athletes

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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.

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	Manager Student Experience and Athletics, Athletic Coordinator, Assistant Coaches, Associate Coaches, Athletic Therapists, Various Other Fleming Staff	Conflict resolution <ul style="list-style-type: none"> - Conduct of athletes, coaches, or staff - Team rosters, travel arrangements, itineraries, practices, schedules 		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Other Sports teams and representatives from other colleges	Tournament interactions, games/matches for sports. Media Community business partners High schools Local clubs Officials Opponents/coaches		X

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 – coaches, athletes

* 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.

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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	
Non Full-Time Staff (FTE)*	
Contract for Service**	
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.

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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
Orchestrating practices and drills			X		
Travel with the team on appropriate transportation		X			
Overnight accommodations with the team in appropriate lodging	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
Considerable sensory concentration required with attention and sensitivity to the nuances of verbal, non-verbal and written communications.			X			intermediate

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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 with the team on appropriate transportation in all weather, also playing and/or practising with the team in various weather conditions (outdoor sports)	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
Exposure to violence (fight among athletes/teams)	X		

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: