CAAT Job Evaluation System for Non-Bargaining Unit Employees

Sir Sandford Fleming College

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:	Human Resources and Talent Officer
Position Number:	New
Pay Band:	A9
Incumbent:	Vacant
Location/Campus:	Sutherland
Division/Department:	OEHR
Immediate Supervisor (title):	Director, EDI & OD
Date of JFS:	January 31, 2022
Last Evaluated:	N/A

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: _____

2. POSITION SUMMARY

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

The HR and Talent Officer is a key member of the HR team responsible for recruitment and selection/talent acquisition, including implementing initiatives/changes as part of the Equity, Diversity, and Inclusion Action Plan; working with managers to update and/or develop new job descriptions; automating recruitment processes; metrics and analysis related to talent acquisition and exit interviews; developing leader and employee tools, guides, and other support to address current and emerging needs in areas of responsibility.

3. 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**

Recruitment - 65%
- Process owner responsible for continuous improvement of end-to-end recruitment process aligned to best practices, Equity, Diversity, and Inclusion principles & practices, and compliant with collective agreements
- Implements talent acquisition-related elements of the EDI Action Plan
- Researches, identifies, analyses/assesses, recommends, and effectively implements appropriate innovative ways to find/recruit/attract, assess, screen (including reference, police, credential, and other checks as appropriate), and select candidates/build candidate pools
- Develops creative job postings aligned to Fleming's branding & communications framework and posts them on optimal sites to draw the best candidate pool
- Builds and maintains candidate pools for frequent/regular recruitment needs
- Data mines recruitment sites to identify and reach out to potential candidates proactively
- Works closely with hiring managers to ensure selection processes are valid and reliable and selection decisions are high quality, unbiased, and defensible
- Research valid and reliable on-line testing to support candidate selection and manages the testing process and interpretation of results
- Participates in interview panels as required
- Ensures appointment templates are accurate, up-to-date, and easy to use
- Reviews and signs off on faculty development contracts
- Performs initial faculty step calculations
- Organizes and oversees recruitment agencies working on Fleming vacancies
- HR lead for the student recruitment process, working to ensure optimal student opportunities are identified/created, effectively filled, and contribute to the overall quality and excellence of student experience at Fleming College as well as for students from other institutions

Job Descriptions – 20%
- Works closely with managers to ensure job descriptions for Administrator and Support Staff (full-time and part-time) are complete, accurate, and consistent to support internal equity

Metrics & Analysis – 15%
- Conducts exit interviews with all voluntarily departing employees, documents, analyses, and periodically makes recommendations based on this feedback.
- Produces leading and lagging HR metrics relating to talent acquisitions, with analysis and recommendations, where appropriate
- Creates guides, templates, FAQs, and other tools for leaders and employees relating to talent acquisition.

JFS Template

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.

Examples

Recruitment: researching and evaluating new/non-traditional recruitment methodologies and candidate sources to expand the diversity of Fleming College hiring while maintaining process and candidate equity and quality principles and full compliance with collective agreement provisions. This involves knowing when and how to challenge hiring managers effectively, knowing how and being able to defend hiring decisions effectively in grievance and/or arbitration process, and knowing when to escalate situations appropriately.

Exit Interviews: is able to distinguish between what information to share, with whom and how, when departing employees provide sensitive candid feedback. Develops the exit interview questionnaire and process and fine-tunes on an ongoing basis to capture the most relevant and actionable feedback, with sensitivity and nuance.

Job Evaluation: working with managers to create or update job descriptions, uses broad understanding of jobs across the College to be able to identify duplicate work, impacts on other jobs where activities are transferring between jobs, and where language in the job description is inflated or otherwise an inaccurate description of the work/role.

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.

Non-Post Secondary

☐Partial Secondary School ☐Secondary School Completion

Post Secondary

☐1-Year Certificate ☐4-Year Degree

· ☐2-Year Diploma ☐Masters Degree

☒3-Year Diploma/Degree ☐Post Graduate Degree

☐Professional Designation Specify: _____

☐Other Specify:_____

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

CHRP or in progress

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, and operating equipment).

☐ Microsoft Office suite
☐ Conflict management skills
☐ Interviewing skills
☐ Analytical and critical thinking skills

JFS Template

3. EXPERIENCE (to be completed by the College)

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

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

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

☐0 - no experience   ☐3 years

☐1 month   ☒5 years

☐3 months   ☐7 years

☐6 months   ☐9 years

☐1 year   ☐12 years

☐18 months   ☐15 years

☐2 years   ☐17 years

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

- Recruitment and selection/talent acquisition experience

7. 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 must **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 act, 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.

- Most recruitment activities are conducted independently / without direction or approval – for example, identifying and reaching out to passive candidates / proactive recruitment; working with candidates to identify accommodations where required.

- Working with managers to develop new job descriptions or update current ones, independently identifies when challenging language / content is appropriate and how to challenge it effectively while maintaining strong and positive working relationships.

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.

- Entering into any contractual arrangement for services (e.g. recruitment services) or any financial commitment, including job postings.
- Initial faculty step calculations must be verified by a more senior member of the OEHR team trained in step calculations
- Any recommendations relating to EDI must be reviewed and approved in advance by the Director, EDI & OD and/or the EDI Council

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.

All College OEHR policies and procedures, currently including but not limited to Harassment & Discrimination Prevention & Response, Required Credentials for Applied Degrees, Validation of Academic Credentials, Accessibility for Persons with Disabilities, Conflict of Interest, and Remote Work.

All other relevant College policies and procedures including but not limited to Access to Information and Protection of Privacy, the Code of Conduct, Honouring the Rights of Indigenous Peoples, Vaccination Requirement, Privacy in Remote Learning, Working, and Service Delivery.

Relevant legislation including the *Ontario Employment Standards Act*, *Ontario Human Rights Code, Colleges Collective Bargaining Act, Ontario Health & Safety Act, Accessibility for Ontarians with Disabilities Act.*

JFS Template

8. 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, effects on staff, students, clients or public.

Examples

1. Hiring process decisions can result in collective agreement violations, grievances/arbitrations, and reversal of offer of employment.
2. Ineffective job description content decisions can result in Pay Equity complaints, with ensuing financial costs and reputational damage, as well as in internal inequities and/or not being competitive in the talent marketplace.
3. Inability to find effective ways to accommodate job candidates can result in grievances and/or human rights complaints, which can result in reputational damage and financial losses.

JFS Template

9. CONTACTS AND WORKING RELATIONSHIPS

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

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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	Chairs, Deans, Managers and Directors	Provides client service and HR advice, particularly on recruitment and job evaluation		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	EDI groups/agencies supporting diversity in recruitment Recruitment agencies	Work with them to expand Fleming hiring pools Works with external recruiters / agencies when deemed necessary		X 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.**		

JFS Template

10. 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.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

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

☐ Not responsible for supervising or providing guidance to anyone.

☒ Provides technical and/or functional guidance to staff and/or students.

☐ Instructs students and supervises various learning environments.

☐ Assigns and checks work of others doing similar work.

☐ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.

☐ Manages the staff and operations of a program area/department.*

☐ Manages the staff and operations of a division/major department.*

☐ Manages the staff and operations of several divisions/major departments.*

☒ Acts as a consultant to College management.

☐ Other e.g., counselling, coaching. Please specify:

_____

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

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

Direct Reports: None

Indirect Reports: None

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11. **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:	N/A

* 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 a prorated credit for supervising staff when the position is required to handle the initial step(s) when contract staffing issues arise.

12. 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
Prolonged sitting at meetings			X		
Driving	X				

SENSORY DEMANDS

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

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Listening in meetings/interviews			X			Inter
Reading and analyzing information			X			Inter

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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.

JFS Template

13. 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
Can be exposed to highly stressful situations	*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.

JFS Template