

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:

College: Sir Sandford Fleming College

Incumbent: Position Title: Manager, Academic Upgrading & Employment Ontario
Training

Division/Department: Employment Ontario

Location/Campus: AU: Frost and Cobourg Campuses, Peterborough and Haliburton off-campus sites

Immediate Supervisor (title): Shanthi Rajaratnam, Director Workforce Development

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.

Reporting to the Director, Workforce Development, the incumbent provides management and administration for Academic Upgrading (AU) in Peterborough, Cobourg, Lindsay and Haliburton and provides an overview of all EO programs, including AU, ES and Apprenticeship to determine program alignments, efficiencies and opportunities. This position is also the lead for WSIB contract management. The incumbent has overall accountability for performance management and achievement of targets of the AU programs and making alterations to programs and services in response to or in anticipation of changing community, labour market and government needs.

The Manager is accountable for the efficient functioning of the AU site services at all locations in consultation with the various College departments. Administration of daily operations will entail managing staff, program budgets, liaising with agency partners, provincial and federal government officials. The Manager is also accountable for needs assessment, strategic & program planning, development, delivery and ongoing review of the programs to ensure that these services are relevant to the community needs and contribute to the core promise and strategic plan of the College.

The incumbent is responsible for negotiating funding allocations with local offices of the Ministry of Labour, Training, and Skills Development, preparation of Business Plans and completion of regular required reporting.

The manager is responsible for operations management at three off-campus sites in Peterborough, Cobourg, and Haliburton including managing vendors and contractors (IT, cleaning, security, lease agreement), and ensuring facility maintenance and health and safety requirements are being met. The four sites serve 900 students through AU annually.

The incumbent is responsible for the preparation and monitoring of the budgets for academic upgrading programs and services (current annual: \$2,000,000) and for the management of about 5 fulltime support staff, 3 full time faculty, and multiple part time and partial load faculty. With program delivery and budget responsibilities for AU, the incumbent is also responsible for collaborating with the Chair of GAS to best support faculty and ensure curriculum excellence. The Manager will work effectively with the AU faculty, particularly with the coordinators at each of the four sites.

The incumbent is the operational manager for the college's WSIB service agreement, and acts as the key point of contact for WSIB and associated College staff, ensuring efficient processes are in place to meet contract requirements and provide an excellent level of service.

The incumbent is responsible for collaborating on all Employment Ontario programs at the College, acting as liaison to other college departments to provide expert advice, ensure service coordination, and eliminate duplication.

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KEY DUTIES

20%

1. Human Resource Management and Development

Ensures quality performance through effective recruiting, selecting, developing, motivating, evaluating and training of support staff for the delivery of academic upgrading programs and services in Peterborough, Lindsay, Cobourg and Haliburton.

Responsible for the effective assignment of staff workloads in accordance with the provisions of the collective agreements and college practices. Promotes and monitors the on-going professional development of staff.

Ensures the effective use of departmental human, physical and financial resources for the academic upgrading classrooms, reallocating resources appropriately within established guidelines.

2. New Program and Services Development

20%

Establishes linkages with business, community, industry, education, training and government partners within Peterborough, Lindsay, Cobourg and Haliburton to identify new program opportunities and to respond to new or changing Employment Ontario programs delivered by the College. Provides project leadership to ensure quality and timelines of deliverables for submission of proposals and ongoing reporting requirements.

Responsible for negotiating funding with local Employment Ontario/MLTSD offices and preparation of Business Plans and required reporting.

3. Effectiveness of Department Operations

25%

Responsible for the development and monitoring of Department budgets, including budget set up, monthly monitoring, quarterly analysis and year end reconciliation with Finance Department and external auditors.

Overall accountability Academic Upgrading in Peterborough, Lindsay, Cobourg and Haliburton. Establishing operational systems and procedures to meet the unique requirements of workforce development programs that includes, performance measurement systems, data management, client tracking and follow up systems.

The Manager will work within the Ministry performance management system and be accountable for achieving annual targets and objectives as outlined in our funding agreements and is responsible for ensuring ministry and college business plans, monthly claim forms, invoices, reports and other information is completed and submitted in a timely manner.

4. Managing Program Evolution, Partnerships and Marketing

20%

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Proactively interprets EO and WSIB program principles, deliverables, and requirements and builds partnerships with other College and community stakeholders to ensure high level service delivery and operational efficiencies.

Effectively markets programs and services internally and externally within identified College and government visibility guidelines.

Identifies and facilitates program changes in response to revised EO and WSIB guidelines as required.

Establishes positive, on-going relationships with appropriate leaders in education, communities, business and industry, social service agencies, and funders at the municipal, provincial and federal levels of government.

Represents Fleming in Peterborough, Lindsay, Cobourg and Haliburton to identify needs / trends in the community. Participates on and ensures on-going collaboration with local, regional and provincial committees and activities as appropriate.

Identifies and recommends new program delivery and/or service contract opportunities, community partnerships, etc. as necessary to enhance service delivery within existing or new programs.

Develops marketing strategies in consultation with Marketing Department as required to launch new and existing initiatives/programs to potential clients and employers.

5. Facility Management

10%

Shared responsibility of facility management of satellite locations in Peterborough, Cobourg, and Haliburton. Coordination of extended hours for these sites.

Customer Service Charter is displayed at all sites. There are 900 students attending classes at the four AU sites annually. The incumbent is responsible for responding to all escalated client complaints and concerns.

Work as Department representative with other internal College Service Departments including but not limited to Facilities, Purchasing, ITS, HR. With the assistance of the purchasing and facilities departments, negotiates operational service contracts, i.e. Rental, Security, Janitorial, IT, etc.

6. Other Duties

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.

- ◆ Ensuring proposed outcomes and deliverables are attainable within identified budget submissions. Effective budget costing projections: need to be accurate based on actual and perceived financial implications.

eg. After a contract is signed, increased wages based on Collective Agreement negotiations are usually not covered under agreement which would prove a hardship to the College.

Incumbent must analyze all factors that may implicate a specific project budget and negotiate with funder costs based on concrete historical factors.

- ◆ Management of operational budget annually to ensure individual program objectives are met balanced with maximizing the allocated budget identified by the funder.

eg. Mid-year, a new program is launched by MLTSD or successfully secure funding through an RFP to deliver program through Service Canada or OCWI – new programs may or may not include operational funding and the percentage/amount of funding will vary.

Incumbent needs to re-allocate line items to ensure the overall budget is not jeopardized, this may involve re-assigning or hiring new staff. Often requires hiring p/t contract staff to align with fixed funding timeline. Often challenging to recruit, train and retain qualified staff in these temporary jobs. Continued/additional funding is dependent on past performance.

- ◆ Establishing project/program objectives targets. If inaccurate targets are set, this may jeopardize renewal of funding.

eg. Registration rate may decline within a contract period, which could result in program not meeting their outcomes.

Incumbent must determine potential consequences of project not meeting required outcomes and identify what course of action is required to mitigate the impact, i.e. make internal changes within our control to offset external

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impacts. If targets not obtained, possible reduction in funding which could impact staffing and financial loss to the College.

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

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

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

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

Business Administration, Social Services, Adult Education, or related disciplines

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)

Comprehensive knowledge of financial systems, accounting principles and budget development

Negotiation and conflict resolution skills

Computer literacy and capability with software packages

Adult Education Principles

Consulting and career counselling skills

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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 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.

Program budget management, financial analysis and forecasting

Proposal development, and proven entrepreneurial management skills

Strategic planning and organizational skills to meet deadlines

Team building, communication, decision making, conflict resolution and leadership skills

Staff supervision, preferably in a unionized, multi-site environment

Comprehensive knowledge of employment/community services and education programs, and skills in human resource management

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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.

- Design, implementation and evaluation of new programs
- Management of resources including human, fiscal and physical
- Problem solving and resolution of day-to-day issues relating to staff assignment and program delivery issues

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.

- Issues that have legal or cross-College policy implications
- Termination of full time staff
- Expanding of services requiring additional fiscal, human, physical resources

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.

- Collective Agreements
- Government Contracts / Service Agreements - short & long term
- Program Guidelines (i.e. Employment Ontario/MTCU, Service Canada)
- College policies, procedures and practices
- Specific business/industry, private sector practices, standards and trends (Apprenticeship Regulations)
- Freedom of Information & Protection of Privacy Act

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- Occupational Health & Safety Act
- Human Rights Code
- Employment Standards Act
- Ministry – Case Management and Reporting Software
- Evolve System - College Internal (budgets / payroll)
- Accessibility for Ontarians with Disabilities Act

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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.

- Over-expenditure of budget line would result in financial loss to the College and could jeopardize additional funding opportunities
- Failure to identify external changes affecting programs including declining job placement rates, lack of program relevants, etc. could result in financial losses to the College and loss of reputation for the program/College
- Poor training / service to participants could result in negative implications for the client as well as a negative public impression of the College and impact the opportunities to obtain new government contracts

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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	VP, Student Experience	Human Resource planning, budget planning, special projects, idea sharing, new program opportunities, proposal development		X
	VP	Identification of program service improvement, new program opportunities, program reports	X	
	Chair, Coordinators	Academic Upgrading operations, partnerships, co-location, collaboration		X
	Director and Manager of Financial Services	Annual and midyear budget development, new project funding, audit requirements and reporting	X	
	Staff	Day to day LBS and WSIB operations Direction, information planning, conflict resolution, client file review, workload assignments		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	City of Kawartha Lakes & Haliburton	co-located facility issues, program planning, staff coverage, joint collaboration on new projects	X	
	Community Agency Representatives, College Sector Academic Upgrading Committee at Colleges Ontario	information sharing, joint marketing, partnerships, labour market gaps / trends, community planning		X

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	Federal, Provincial, and Municipal Government	Contract negotiations, information sharing, program planning and review		X
	Advisory Groups (Workforce Development Board, Economic Development)	information sharing, joint projects, labour market information and gaps in services		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.
- X 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.
- X Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- X Manages the staff and operations of a program area/department.*
**More than one department (WSIB and Academic Upgrading)
- ☐ 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: Employment & Training Consultants, Job Developers, Resource and Information specialists

* 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	8
Non Full-Time Staff (FTE)*	4
Contract for Service**	
Total:	12

* 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.

With program delivery and budget responsibilities for AU, the incumbent is also responsible for collaborating with the Dean of GAS and working effectively with the AU faculty, particularly with the coordinators at each of the four sites.

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
Travel – staff and programs in 4 different cities, satellite operations, main campus, community meetings, regional and provincial meetings			X		
Sitting - Working on a computer				X	
Sitting - meetings			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
Stress from managing multiple, simultaneous demands and deadlines					x	L
			x			L

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Reading information / data with interruptions						
Writing of reports / proposals /		x				I
Conducting / participating in meetings / on committees			x			L
Mediate conflicts with staff / clients	x					I
Operating a computer - budget, reports, data input				x		L

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.

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Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel between satellite offices and main campus, community meetings		x	
Verbal abuse from frustrated, angry clients (eg. Student complaint regarding scheduling. Customer Service Charter is displayed at all Employment Ontario locations - incumbent is responsible for responding to all escalated complaints / issues.	x		
Conflict management involved with having multiple programs and service sites	x		
On-call evening coverage and emergency contact for alarm company	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

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:

This position involves managing staff in multiple programs in 4 cities (Peterborough, Cobourg, City of Kawartha Lakes and Haliburton) and where there is constant interruptions and shifting priorities.

Incumbent must balance College, program, government and community partner priorities to meet overall objectives of this position.