<h1 style="text-align:center;">Fleming College</h1>

<h1 style="text-align:center;">CAAT Job Evaluation System for Non-Bargaining Unit Employees</h1>

<h3 style="text-align:center;">Ontario Colleges of Applied Arts and Technology</h3>

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:	Director, Workforce Development
Position Number:	
Pay Band:	13
Incumbent:	VACANT
Location/Campus:	Sutherland
Division/Department:	Student Experience
Immediate Supervisor (title):	Executive Vice President Academic and Student Experience
Date of JFS:	February 26, 2020
Last Evaluated:	March 4, 2020

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.

Provides leadership in the College's role as Employment Ontario's Service System Manager including developing and delivering an overarching program and services strategy and the enabling infrastructure including finance and risk management, technology, human resources, quality assurance, marketing and communications.

Leads stakeholder relationship management with the funder and the service providers building an integrated network across the defined catchment area. Aligned with ministry expectations, develops performance targets and outcomes, and tracks and reports on same.

Provides leadership oversight of the College's Employment and Career Services portfolio ensuring aligned direction and use of resources that meet the needs of job seekers and students in the college communities.

3. KEY DUTIES

Provide a description of the positions 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

Strategy, Planning and Reporting   **30%**
- In partnership with College leaders, develops and implements a strategic plan including vision, values and broad objectives
- Leads the development of an annual plan including specific goals and outcomes
- Ensures performance metrics are developed, tracked, and reported
- Identifies operational risks, completes reviews, and develops recommendations and action plans
- Ensures that internal policies and procedures are developed to support operational excellence and compliance with legislative and regulatory environment
- Ensures optimization of information systems and data management processes and outcomes
- Works with external partners to develop and deliver employment services
- Works closely with the Manager, Employment and Career Services to design services and programs that align with SSM resources and facilitate opportunities for partnership
- Works with College stakeholders to develop a career services strategy for students and graduates

People Leadership   **10%**
- Ensures an effective organizational model and clarity in roles and responsibilities
- Leads workforce planning and talent strategy including recruitment
- Provides day-to-day leadership and performance management of team members
- Monitors organizational culture and productivity, and intervenes when necessary

Financial and Risk Management   **25%**
- Undertakes development of annual budget and tracks and reports on an on-going basis
- Determines, reviews and approves expenditures including allocations to service providers
- Maintains funder relationships, develops new relationships and resources, and prepares funding applications, grants, and proposals
- Manages the oversight of transfer payment agreements, ensuring the prompt payment of service providers
- Develops a program-specific risk management plan and ensures implementation
- Develops financial models and targets for program and service delivery at the local level.
- Maximizes pay for performance outcomes by driving system wide continuous improvement

Stakeholder Relationship   **35%**

- Responsible for the overall brand and image through marketing and communications
- Communicates with senior leaders within the College and provides timely and accurate information
- Establishes and maintains effective communication and coordination with external stakeholders including funding partners, government, community agencies and clients
- Participates on committees and working groups (local, regional, and provincial), provides input and advice, and gathers research and information to inform decisions
- Contributes to workforce development initiatives throughout the region
- Negotiates and collaborates with MLITSD to ensure high levels of client service and coordination throughout the region.

TOTAL: **100%**

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.

   1. **Strategy and Annual Planning** – while there are ministry guidelines and support/direction from the College's leadership team, the Director is expected to have the subject matter expertise to develop both an overarching program and service strategy as well as annual plans. This requires significant collaboration with community and service partners as well as research on trends in employment services and outcomes within the region.

   2. **Stakeholder Relationship Management** - the Director will lead the development and management of stakeholder relationships where there are competing and conflicting demands between College leadership, community partners, funded service providers, ministry interests as well specific clients. There is an expectation the Director will balance these competing interests to best serve the broader region and specific outcomes for the program.

   3. **Resource Allocation** – program and service demands will continually outpace available resources and this will require prioritization and negotiations to achieve target performance outcomes. Given the complex set and interaction of social, economic and demographic considerations, determining final outcomes will be an on-going challenge. Many of the considerations are outside the control and influence of the Director.

JFS Template

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.

Master's degree in business/commerce, leadership or human resources

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).

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.

•   Previous experience in a leadership role including strategy, finance/budget, risk management and people leadership. Experience in developing and sustaining complex stakeholder networks.

•   Extensive experience in the development and delivery of a range of social services including employment services. An understanding of government practices and requirements (funding and reporting) in the broader context of governing legislation and regulations.

•   Knowledge of employment trends and issues related to barriers for various populations.

•   Experience in developing and managing complex performance-based transfer payment funding models.

4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent=s ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

1. Develops first drafts of both strategic and operational plans for programs and services.
2. Develops operational budget
3. Deals with challenging issues that arise from service providers that may be related to funding, service levels and performance outcomes

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

1. Final approvals related to strategic, operational and financial plans
2. Taking punitive action in regards of a service provider

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.

- Broad guidelines and performance targets as set by the Government of Ontario – as this is a new function both within the College and for the GofO, there are limited directives. The Director will be responsible for development of most operational policies and procedures.

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care**,** could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

1. Working within broad performance expectations as set by the funder (Government of Ontario), the development of operational plans including funding allocations will have significant consequences for employment outcomes, both at a client level, and across the broader catchment area.

2. With responsibility for marketing and communications of the service model, the Directors decisions will have a direct impact on the success of the programs and services and the related image of the College.

3. With full accountability for the day-to-day operations of the SSM, the Director's decision related to budget and staffing will have material impacts on the overall efficacy of the operations and outcomes.

6. CONTACTS AND WORKING RELATIONSHIPS

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

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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	Leadership team	To solicit strategic level input on programs and services, including final approvals	X	
		To alert leaders to potential adverse situations	X	
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Government Funders	To discuss service level agreements and outcomes	X	
	Service Providers	To discuss funding allocations and performance outcomes		X
		To partner in building and delivering programs		X
	Employers	To assess needs and determine success of programs and services		X
	Clients	Resolve the most challenging and complex client issues	X	
	Community partners and stakeholders	To build networks and partnerships		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

7. 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: Project Officer, Curator, Program Officer, Public Relations Officer, Quality Assurance Officer, Finance Officer, Retention Officer, Service Coord Indigenous People, Administrative Assistant

Indirect Reports:

JFS Template

8. **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	9
Non Full Time Staff (FTE) *	
Contract for Service **	
Total:	9

* 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.

JFS Template

9. 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 / desk			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			X			
Reading and analyzing information			X			
Computer work			X			

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

10. 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 – some requirement to visit other sites	X		
Resistance/tension when dealing with other providers	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
None – work is primarily in an office with some requirement to visit other sites for meetings			

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