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:	Employee Learning & Development Specialist
Division/Department:	Human Resources & Organizational Effectiveness
Location/Campus:	Sutherland
Immediate Supervisor (title):	Director, Equity, Diversity, and Inclusion & Organizational Development

Type of Position:

X☐ **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: _____

POSITION SUMMARY

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

The Human Resources and Organizational Development Specialist is responsible for the coordination and administration of learning and development processes, supporting equity and accessibility work, and supporting HR and employee relations processes. The incumbent will support the implementation of new processes and quality initiatives within the HR department, focused on learning, organizational development, equity, and accessibility. The HR & OD Specialist will conduct intake interviews related to harassment and discrimination, administer professional development/continuing education and other learning and development processes, answer routine inquiries up to and including intermediate complexity items related to HR and ER processes. This may range from taking notes, creating and managing performance improvement documents, creating learning materials and job aids, completing research for committees, and supporting other HR and OD processes.

KEY DUTIES

% of Time

1. **OD, HR, and ER Support**
   Develops and implements effective administrative procedures and **45%**
   processes to ensure the efficient operation of the organizational
   effectiveness and human resources division, including coordinating
   and administering learning and development processes, supporting
   equity and accessibility work, conducting intake interviews related to
   harassment and discrimination, administering professional
   development/continuing education/and other Learning & Development
   processes and forms, answering routine inquiries up to and including
   intermediate complexity, supporting HR and ER processes, which
   could include taking notes, creating and managing performance
   improvement/management documents, creating learning materials and
   job aids, research for committee initiatives, and supporting
   investigations.

2. **Organizational Development Planning and Initiatives**
   Coordinate and support OD programs, including inclusive **25%**
   leadership development, equity-related training initiatives, and
   accessibility activities related to the upcoming education standards.
   The incumbent will support the Employee Learning and
   Development Specialist and the Director in advancing leadership
   development activities.

3. **OR and HR Process Implementation and Support**   **25%**
   Works with stakeholders within the OE&HR Department as well as a
   variety of cross-College stakeholders to implement and support HR
   and OD quality improvement initiatives, including employee
   onboarding, performance management, credentials database
   maintenance, learning and development processes, accessibility
   requests, requests for information, and equity-related project initiatives

4. **Departmental and College Committees**   **5%**
   The incumbent may be asked to participate on a variety of standing
   committees (e.g. Equity, Diversity, and Inclusion Council, Accessibility
   Committee, etc.), functional teams (e.g. Employee Engagement Team)
   and other project teams, as required. Integrates with other functional
   areas of the OE&HR division to deliver effective   employee-related
   programs   and services (e.g.
   Performance Management; Recognition; Wellness).

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.

- Often the first point of contact on sensitive matters such as human rights inquiries or complaints – uses judgment and discretion to deal with highly emotional employees and/or students and to determine where best to direct them.
- Supports the Director, EDI and OD in managing intake interviews related to harassment and discrimination complaints – uses tact, good judgement, and analysis/evaluative skills to assess complaints against the harassment and discrimination policy
- Supports EDI and AODA committees, managing competing priorities and evaluates regulatory requirements
- Supports the OEHR team in project managing their business and individual objectives, understanding when milestones can/cannot be moved and how delays in specific areas will impact other areas.
- Deals with highly sensitive and confidential matters, materials, and information, knowing what can be shared, with whom, and liaising with SMT members' offices.

EDUCATION (to be completed by the College)

Education refers to the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position. This may or may not match an incumbent's actual education or training.

Non-Post Secondary

☐ Partial Secondary School ☐ Secondary School Completion

Post Secondary

☐ 1-Year Certificate   4-Year Degree

☐ 2-Year Diploma ☐ Masters Degree

🟨 **3-Year Diploma/Degree** ☐ Post Graduate Degree

☐ Professional Designation   Specify: _____

☐ Other   Specify: _____

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

A minimum of degree or diploma in Human Resources, Organizational Development, Human Rights, Law, Equity, Psychology, Adult Education, or similarly related field of study.

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

A professional human resources designation such as CHRP or CHRL is strongly preferred.

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)
- *Proven problem solving, conflict resolution and mediation skills.*
- *Strong communication skills, both oral and written, with the capacity to deal with all levels of employees across the organization.*
- *Strong skills in facilitation*
- *Strong writing skills with an ability to write clear reports, persuasive presentations and create learning materials to support programs.*
- *Strong computer skills; fully conversant in Microsoft Office applications.*

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:

☐	0 – no experience	☐	3 years
☐	1 month	☐ (yellow)	**5 years**
☐	3 months		7 years
☐	6 months	☐	9 years
	1 year	☐	12 years
	18 months	☐	15 years
	2 years	☐	17 years

☐

☐

☐

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

- A minimum of 5 years' recent and relevant work experience in Human Resources; preferably within the post-secondary environment or other large, complex organization;
- A professional Human Resources designation such as CHRP or CHRL is preferred;
- Well-developed analytical and research skills with the ability to multi-task and meet tight deadlines;
- Ability to establish respectful working relationships across all groups and with diverse stakeholders;
- Demonstrated passion for client service, operational excellence and continuous improvement;
- Exceptional communication skills (oral and writing);
- Experience with harassment and discrimination investigative processes and intakes;
- Experience leading projects and initiatives related to equity, inclusion, and accessibility
- Proficiency with a variety of software and computer applications such as email, database, website, word processing and spreadsheets, including intermediate Microsoft Excel skills;
- A project management mindset;
- Outstanding interpersonal skills with ability to deal with confidential and sensitive issues in a professional and caring manner;
- Knowledge of HR policies and practices with a demonstrated interest in keeping current with equity, accessibility, employment law and regulations;
- Excellent planning skills and demonstrated expertise in innovative problem-solving;
- Superior tact, diplomacy and sound judgement;
- Ability to work independently as well as collaborate effectively; and
- Demonstrated commitment to diversity and inclusion

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.

- Manage existing processes related to EDI and OD
- Conduct intake interviews
- Perform administrative tasks related to position
- Handle sensitive and confidential conversations
- Develop recommendations and conduct research
- Support committee work and subsequent 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.

- Recommending an intake for investigation/assessing outcomes under the harassment and discrimination policy
- Changes to procedures or processes
- Expenditure of funds
- Preparation of reports to senior leaders

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- ☐ *College Strategic Plan*
- ☐ *College policies*
- ☐ *OE&HR divisional policies/procedures and past practices*
- ☐ *Ontario employment-related legislation and regulations*
- ☐ *Academic and Support Staff Collective Agreements*
- ☐ *Terms and Conditions of Employment for Administrative Staff*
- ☐ *Ontario Human Rights Code*
- ☐ *Accessibility for Ontarians with Disabilities Act*

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 senior team or union level. Examples include:
- Misjudges or mishandles an intake interview, especially when related to harassment or discrimination
- Errors in employee relations support work, leading to tense union relationships
- Misjudges the suitability of a learning resource, leading to poor learning outcomes for employees
- Improper disclosure of information, causing reputational or financial damage
- Errors in processes or entries, resulting in challenges related to the process (recruitment, credentials, etc.)

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	Director, EDI&OD	Collaboration and consultation on the design, development and delivery of a variety of OD/PD strategies and programs.		X
	College Leaders	Administration of learning opportunities and implementation of other HR and OD related process improvements	x	
	HR Personnel	Collaboration and integration of OD/PD initiatives to achieve effective, efficient service delivery.		X
	Employees	Administration of learning opportunities and implementation of other HR and OD related process improvements		X
External to the College	OD/PD staff at other colleges.	Exchange information and best practices; professional networking; partnership opportunities	X	
	OD/PD staff at other organizations.	Exchange information and best practices; professional networking; partnership opportunities	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.

☐   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.

X   Liaises with external OD/PD service providers during program planning and delivery

 Other e.g., counseling, 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.

OEHR division employees

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	0
Non Full-Time Staff (FTE)*	0
Contract for Service**	0
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.

8.   PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	**Frequency** (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting (office; meetings)			x		
Standing (workshops; presentations)	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*			Long
Long periods of intense concentration required to develop, implement and apply policies/procedures or website improvements, with acute attention to detail.			X			Long

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 tow 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
Normal office environment, position works in an open area and is exposed to potential noise interruptions			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: