



# 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 JFS will be provided the incumbent for information purposes and as a job description.

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### 1. POSITION IDENTIFICATION

Position Title: Human Resources Consultant  
Position Number: A00088  
Pay Band: 12  
Incumbent:  
Location/Campus: Sutherland  
Division/Department: Human Resources  
Immediate Supervisor (title): Director, Employee & Labour Relations  
Date of JFS:  
Last Evaluated:

#### Type of Position:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic        | <input type="checkbox"/> Part-Time Academic       |
| <input type="checkbox"/> Part-Time Support         | <input type="checkbox"/> Other                    |

I have read and understood the contents of the Job Fact Sheet (if completed by an 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, HR Client and Union Relations, the HR Consultant is responsible for providing a complete range of sound, timely and proactive strategic and operational human resource services to specific College schools and service departments. This includes providing advice, counsel and support on a wide range of HR functions to enable the success of employees, to achieve divisional objectives and to ensure compliance with legislation, collective agreements and human resource policies and procedures. This role assists clients with: strategic level HR planning, implementation of employee engagement action plans and performance management processes; execution of equity, diversity and inclusion initiatives; and departmental restructuring. The incumbent interacts with Union representatives to resolve issues and concerns in their client areas and interprets and administers academic and support staff collective agreements. In addition, the incumbent assists with the development of job descriptions, completes job evaluations and serves as a classifier on the job evaluation committee for support staff positions. The HR Consultant will also contribute to continuous improvement initiatives and policy development, lead and manage assigned projects and develop and deliver training sessions for managers.

### KEY DUTIES

	<b>% Of Time (55 %)</b>
<b>1. Consultant/Advisory Services</b>	
<ul style="list-style-type: none"><li>As the main HR contact for a designated group of clients, provide sound, timely, confidential and proactive strategic and operational advice, support and coaching on various HR functions including, performance management, discipline/terminations, employee relations issues, employee leaves, recruitment, compensation, employee development plans, medical accommodations/return-to-work. Collaborates with HR colleagues to ensure the delivery of high quality, confidential and proactive advice and service to managers and employees.</li><li>Assist clients with the implementation of equity, diversity and inclusion efforts in their respective areas.</li><li>Understanding the needs of client groups and the strategic direction of the College, lead the development and implementation of strategic and operational human resource plans for their client areas to aid in the achievement of divisional objectives.</li><li>In collaboration with clients, plan and execute organizational restructuring, as needed. This includes data collection, current state analysis, effective job redesign, job description review, and comprehensive communication planning and execution.</li><li>Interpret Human Resources policies/procedures, Terms and Conditions of Employment for Administrative Staff and employment/labour legislation and provides advice to clients to ensure compliance.</li><li>Coach employees and managers in effective workplace communications and conflict resolution strategies.</li><li>Assist managers with the execution of department/area-specific employee engagement survey action plans.</li></ul>	

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- Assist managers with the effective implementation of performance management processes in the client areas and ensure ongoing compliance
- Assist managers with the orientation/onboarding of new Administrators in the respective client area(s).
- Assist managers with investigations into non-Human Rights related complaints.

### **2. Union Relations Support (15 %)**

- In collaboration with the Union Relations Specialist, liaises with Union representatives to resolve issues and concerns in the client areas and to support strategic and positive union relationships.
- Interpret and administer the Collective Agreements, providing sound and timely advice to managers and employees.
- Assists the Union Relations Specialist with grievances in the client areas by compiling evidence, analyzing information, and making recommendations for resolution.

### **3. Job Development and Evaluation (15 %)**

- Assist managers with effective job design and development of Position Description Forms (PDF) for support staff positions and Job Fact Questionnaire Sheet (JFS) for administrative positions.
- Complete job evaluations for casual and temporary part-time support staff positions.
- As an alternating member of the College-wide Support Staff Job Evaluation Committee, review and classify support staff Position Description Forms (PDF) for full-time support staff and regular part-time support staff.

### **4. Continuous Improvement, Project Support, Training (10 %)**

- Contribute to continuous improvement and best practice initiatives, including digitization and tech-enabled self-service to influence the HR Client Service delivery model.
- Provide leadership and assistance in the formulation, implementation and administration of human resource policies and practices.
- Actively participate on a variety of standing management committees (e.g. HR Leaders Team; Service Leaders Team), and project teams, as required.
- Lead and manage assigned programs and projects.
- Design, develop and deliver training sessions and workshops for managers.
- Acts as a back-up for the Director, HR Client and Union Relations, as needed

### **5. Other Duties as Assigned (5 %)**

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**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.

- a) When a HR Consultant is asked for advice, the process of examining the situation and providing options is complex and requires a high level of judgement. The incumbent is accountable to gather and analyze information, review relevant documents (internal procedures/practices, Collective Agreements, Terms and Conditions or legislation), research past practice, assess how the particular situation fits into all of the above and determine possible solutions. Solutions may involve presenting recommendations of change to existing procedures or practices or creation of a new method of dealing with similar situations. Time pressure is often an issue as the incumbent must juggle multiple priorities. The process of analyzing possibilities and recommending solutions is rigorous and can impact other areas of the College. The incumbent is expected to exercise considerable judgement in the context of a particular situation and document the practice towards consistent treatment of employees in the future.
- b) The HR Consultant provides advice and counsel to managers on options to deal with performance/disciplinary situations that are often difficult and sensitive. The incumbent is expected to fully understand the complexities of the situation, including labour relations implications, and coach the manager to ensure sound procedures, to ensure the issue is proactively and appropriately managed in a way that maintains a positive working environment. Sound judgement and assessment of risk tolerance, as well as broader implications for the College, are needed when guiding the manager in these complex and unique situations.
- c) The HR Consultant prepares HR plans that are responsive to the client group's strategic and operational goals. This requires the incumbent to have a solid understanding of the strategic direction of the College and the needs of the client area. The incumbent will collect, analyze and synthesize data and information related to workforce demographics, attrition, future trends impacting work in the area, current job roles, etc. Working with the manager, the incumbent will provide advice on the most appropriate organizational structure, redesign of roles and, in some instances, redeployment to achieve strategic and operational goals.

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### 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

- 1-Year Certificate       4-Year Degree  
 2-Year Diploma       Master's 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.

Degree/Diploma in Business, Human Resources Management, Labour Relations or related discipline

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

Certified Human Resources Leader (CHRL) or similar professional designation is 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)

- Knowledgeable in human resources best practices, policies, procedures and legislation and labour relations
- Highly developed analytical, research, reasoning and innovative problem solving skills with ability to address complex issues comprehensively
- Superior client service skills
- Results orientation with a focus on accountability
- Demonstrated commitment to equity, diversity and inclusion
- Excellent written and oral communication skills, including well-developed listening skills
- Proven ability to establish and maintain effective collaborative relationships with a variety of stakeholders at all levels of the organization.
- Strong capabilities in the areas of conflict resolution, consensus building and persuasion/influence

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- Adaptable, resilient, flexible and ability to adjust to changing work demands and circumstances
- Strong computer literacy and aptitude to adapt new tools
- Superior ability to maintain confidentiality of information, exercise tact and diplomacy and exhibit sound judgement
- Time management skills, organizational skills, and ability to prioritize tasks and meet deadlines
- Self-starter who demonstrates initiative and thrives in a team environment

### 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"/> 4 years            |
| <input type="checkbox"/> 1 month           | <input type="checkbox"/> 5 years            |
| <input type="checkbox"/> 3 months          | <input checked="" type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months          | <input type="checkbox"/> 9 years            |
| <input type="checkbox"/> 1 year            | <input type="checkbox"/> 11 years           |
| <input type="checkbox"/> 18 months         | <input type="checkbox"/> 13 years           |
| <input type="checkbox"/> 2 years           | <input type="checkbox"/> 15 years           |
| <input type="checkbox"/> 3 years           | <input type="checkbox"/> 17 years           |

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

- Experience working in a unionized environment, preferably in an educational setting, in a role requiring a high degree of diplomacy, tact, judgement and confidentiality
- Progressive human resources experience including generalist experience providing guidance and advice on a wide range of human resources issues
- Experience interpreting and applying legislation and provisions of collective agreements

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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.

- a) Provide leadership, direction and support to management and employees on a wide range of human resources issues. This includes interpreting and applying procedures, employment/labour law, collective agreements and human resources theory. It also involves investigating, resolving and preparing solutions for many human resource issues.
- b) Advise managers on performance management issues. This includes: reviewing the performance history with the manager, researching past practices, coaching the manager in investigating the situation and communicating difficult messages, recommending disciplinary steps to be taken, as appropriate, and for review with the Director, and assisting in documenting of performance expectations.
- c) Assist managers with the execution of employee engagement survey action plans for their respective department/schools.

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.

- a) Exceptions to College procedures
- b) Discipline or dismissal
- c) New practices or procedures that will impact other functions within the HR team and/or client groups
- d) Issues related to employee or labour relations which might pose an impact on future employee/labour relations at the College

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.

- Strategic Plan
- College Business Plans
- Academic Plan
- College Employer Council documentation
- Collective Agreements
- Terms and Conditions of Employment for Administrative Staff

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- Human Resources department policies
- Ontario Labour Relations Act
- Colleges Collective Bargaining Act
- Employment Standards Act
- Ontario Human Rights Code
- Arbitration awards/decisions
- College 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, effects on staff, students, clients or public.

- a) Providing incorrect interpretation of legislation, the collective agreements or policies/procedures could result in a course of action which would make it vulnerable to lawsuits, grievances and public embarrassment.
- b) Providing improper advice to clients on how to handle complex employee issues could negatively impact employee/labour relations, lead to grievances and potentially complaints to the Ontario Human Rights commission.
- c) Mishandling of confidential information and/or employee files could result in legal action, complaints to the Privacy Commissioner and loss of HR reputation.



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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	Vice Presidents, Director, HR Client and Union Relations	Coordination of work assignments; obtain advice; status updates; review recommendations		X
	Union Representatives	Labour relations issues that arise in client areas; conflict management	X	
	HR Client and Union Relations (UR) Coordinator; UR Specialist and HR Staff	Discuss past practices; collaborate on grievances; process improvements; provide assistance		X
	Leaders (Deans, Directors, Managers, etc.)	Provide advice, support and counsel on a wide range of HR functions – strategic and operational; interpret and administer collective agreements; obtain information		X
	Employees	General HR advice and assistance		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Legal counsel	Participate in discussions with the VP or Director, as requested, to seek advice and collaborate on issue resolution	X	
	College Employer Council	Share information including best practices; advice on collective agreement interpretations	X	
	HR Resources at other Colleges and other organizations	Research and review of best practices; information sharing		X
	General public	Interviews and related follow up re: recruitment; reference check		X

**Occasional (O)** Contacts are made once in a while over a period of time.  
**Frequent (F)** Contacts are made repeatedly and often over a period of time

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### 7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

**Character of Supervision** identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

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

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.\*
- Manages the staff and operations of a division/major department.\*
- Manages the staff and operations of several divisions/major departments.\*
- Acts as a consultant to College senior management.
- 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.

- Provides technical advice and is a consultant to Deans, Chairs, Directors, Chief Information Officer, Managers, Supervisors and Employees

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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	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.

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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
Sitting at workstation; 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
Reading, researching, analyzing			X			L
Participating in meetings dealing with employee issues/situations requiring a high level of analysis and concentration			X			L
Troubleshooting, conflict resolution and problem solving		X				I
Writing and composing documents			X			I

**FREQUENCY:**

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Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

### DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

## 9. WORKING CONDITIONS

**Working conditions** considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

### Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to other campuses (occasionally in poor driving conditions)	X		
Dealing with difficult or verbally abusive people	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: