Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: **Technical Business Analyst Assistant**   Payband: G

Position Code/Number (if applicable): S00422

Scheduled No. of Hours: ____35_____ per week

Appointment Type: X 12 months   □ Less than 12 months (please specify # months: _____)

Supervisor's Name and Title: Sherry Gosselin, Registrar

Completed by: Sherry Gosselin, Registrar

PDF Revised: September, 2022
Reviewed: November, 2022

Signatures:

Incumbent: Date:
(Indicates the incumbent has read and understood the PDF)

Supervisor: Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can base on the typical activities or requirements for the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary
Provide a concise description of the overall purpose of the position.

Under the direction of the Registrar and designated staff, the incumbent provides business analysis assistance in the development, maintenance and enhancement of assigned Peoplesoft processes within the Registrar's Office. The incumbent works with other RO Technical Analysists as directed by the Lead Hand.

Duties and Responsibilities
Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
1. Research and Analysis The incumbent assists in researching and analyzing the Student Information System (SIS), Student Administrative System (SAS) and the Continuing Education System as directed by the Registrar and designated staff. Incumbent assists in assessing impacts to departments and business processes as it relates to the SIS, SAS and Con Ed System. Assisting with upgrades to the SIS, SAS and Con Ed Systems. The incumbent assists in scoping out new module requirements and creates detailed module implementation project plans as directed. Flowcharts critical processes and program logic choices with outcomes.	35%
2. Operational Support for Student Systems Assists in ensuring the Student Information System (SIS), Student Administrative System (SAS) and Continuing Education System modules are tested and available in time to provide excellent customer service to students, faculty and staff. This requires an awareness of system interdependencies so that a business practice change in one area does not cause service problems elsewhere. The incumbent assists the college community in continually educating users about updates to and status of the student systems which they depend on for day-to-day operating. Assisting other Technical leads and Con Ed Systems Specialist as directed by Senior Analysts and in resolving issues quickly through effective trouble-shooting, good communication to affected users, adequate contingency plans, and timely follow up analysis leading to continuous improvements to the level of service provided.	30%

3. Procedural Documentation and Systems Inventories Assisting in documentation for the SIS, SAS and Con Ed Systems as related to operational and upgrade/enhancement support.	20%
4. Configuration, Security Roles and Maintenance Assists the Lead Hand in ensuring that all users of the SIS and SAS have appropriate user profiles and security accesses.	10%
5. Other related duties as assigned	5%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

☐ Up to High School   ☐ 1 year certificate   ☐ 2 year diploma

☐ Trade certification   X 3 year diploma / degree   ☐ 4 year degree or 3 year diploma / degree plus professional certification

☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

☐ Doctoral degree

Field(s) of Study:

> Computer Technologist diploma or Business Analytics post grad Cert, with an emphasis in systems analysis, systems design, and the management of relational databases (including SQL).

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

☐ No additional requirements

☐ Additional requirements obtained by course(s) of a total of 100 hours or less

☐ Additional requirements obtained by course(s) of a total between 101 and 520 hours

☐ Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one (1) year

☐ Minimum of one (1) year

X Minimum of two (2) years

Technology
- Database reporting tools, advanced user-level knowledge of RDBMS, working with multiple systems and points of integration
- Knowledge of spreadsheets, databases and project planning tools
- Previous functional experience with Enterprise Resource Planning (ERP)/RDBMS products

Project Management
- Previous member of a project team

End-User Support
- Ability to communicate effectively with technical/non-technical users for the purposes of knowledge transfer, troubleshooting, and requirements gathering
- Experience using procedural documentation/end-user reference materials

General
- Experience working independently in a customer-service focused team within a fast-paced business environment featuring critical deadlines, multiple projects and competing priorities

☐ Minimum of three (3) years

☐ Minimum of five (5) years

☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Assisting in the implementation of new ERP functionality (e.g. a new module) for the Student Information System.
How is it identified?	Requirement arises from production issue, ELT, new system version functionality or department priority.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Assists in all aspects of new development/module introduction must be explored as modification or augmentation of the delivered system and configuration will need to meet new functionality requirements without impeding or damaging existing system functionality.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent must use their understanding of the SAS and the new ERP functionality to determine if the system can or can't be configured or modified to meet the client requirements as delivered. Assisting with detailed data mapping and business process mapping is coordinated with the application developer. Suitable test scenarios are developed to ensure successful implementation of the new functionality.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Senior RO analysts will help give direction and support. PeopleBooks may provide generic configuration set up information, HEUG – Higher Education Users Group, Discussion lists, etc

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered	Assisting with research, analysis and management of a new development item to support an operational and/or strategic initiative related to the Registrar's Office. (e.g. Ministry (external business partner) introduces new automated business practice which directly impacts the operation of Financial Aid

How is it identified?	Ministry business practice change is brought forward by the Financial Aid team.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The incumbent assists to research and investigate the project specifications relative to system requirements and determine how it can be accommodated. This involves documenting the potential system impacts as they relate to various business processes such as student enrolment status (withdrawals, eligible to enrol, pre-matriculation,) course load status, financial status(outstanding balances, charges, payments) with the added challenge of ensuring the solution also meets ministry file layout specifications.
	The incumbent must then assist to determine which processes can reasonably be automated and what processes must be initiated manually to support the effort. The incumbent will discuss configuration impacts to other functional areas with their respective senior analysts.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent must assist in identifying potential functional configuration gaps between the existing and proposed program delivery formats. The incumbent will then assist to determine what combination of configuration elements can reasonably be implemented.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Senior RO analysts will help give direction and support. People Books provides generic configuration set up information. External sources such as HEUG – Higher Education Users Group, Discussion lists, etc. may be consulted for information on best practices from other similar implementations.

#3 regular & recurring

Key issue or problem encountered	Student Information System (SIS) functionality enquiry or operational problem that must be responded to by the Analyst Assistant in order to provide recommendations to senior RO analysists for an appropriate solution.
How is it identified?	By incumbent, from production issue, Management, or department priority.
Is further investigation required to define the situation and/or problem? If so, describe.	A meeting may be required to determine scope of the issue or question. Subsequent research and testing of delivered functionality and process is needed to gather details

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Meetings with senior RO Analysts are conducted to detail the issues with existing setup. Requirements for functionality have to be re-checked with user departments as business rules change.
	The analyst assists in investigating the delivered functionality to determine if there is a way to achieve the business need within the delivered functionality. They will research previous issues to determine whether the issue/question has been identified previously.
	The Analyst Assistant will help configure and set up the appropriate test environment to research the identified issue/question.
	An attempt is made within the test environment to duplicate the error, and the transaction traced through the system to determine the problem. The Analyst must then assist to determine whether the issue was caused by user error or system failure. Testing is often required to discover the full functionality.
	The incumbent may need to assist in researching new functionality, problem resolution, configuration or process redesign. Incumbent reports any issues necessary to the senior analyst.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Senior RO analysts will help give direction and support. Past practice, PeopleBooks, ERP System Documentation, vendor support lines, online customer forums (HEUG – Higher Education User Group), ITS, and contacts at other Ontario colleges and universities.

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)

Key issue or problem encountered	Vendor Software Upgrade/Bundle Installation. Incumbent reviews ERP and related SAS patch documentation to determine scope of the upgrade. Incumbent reports to senior analyst possible Fleming modifications and impacts on all integration points for the SAS with other College systems.
How is it identified?	Once a year the college will apply the vendor patches for the Student Information application.
Is further investigation required to define the situation and/or problem? If so, describe.	A test environment is setup where the patched software is applied. The analyst assistant must help determine what the implications of the upgrade are for the Student Information system. Also need to assist in determining whether existing test scripts are sufficient for testing in a very short time frame.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	Update bundles, patches and fixes are researched on vendor web sites for impacts and dependencies. One patch often requires that other released fixes also be applied. All patches and fixes potentially impact Fleming custom processes. These also have to be investigated and updated as required. Assisting in research may include new functionality, problem resolution, configuration or process redesign. Incumbent actions any issues necessary.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Senior RO analysts will help give direction and support. Program documentation, vendor support lines, online customer forums (HEUG – Higher Education User Group), ITS, and contacts at other Ontario colleges and universities, white papers and release notes.

#2 occasional ~~(if none, please strike out this section)~~

Key issue or problem encountered	
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring

List the project and the role of the incumbent in this activity.	Assists in the development, coordination and maintenance of detailed project plan for implementation of new modules and related functionality. Helps to monitor project status and any issues resolution, as needed.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Project coordination requires inter-departmental communication skills, project management skills.
List the types of resources required to complete this task, project or activity.	This position will assist a senior RO Analysts who is liaising directly with the software vender when all the usual resources (Published Documentation, HEUG, ITS Developer) are exhausted. .
How is/are deadline(s) determined?	The work required is documented in a concise project plan that specifies effort estimates that are prepared by this position. The deadlines/estimates for development work are determined through discussions with impacted client departments, effort estimates and availability of resources. Project plan is presented to management for final approval.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Adjustments that have major impact on the scope/timeline or additional resources are forwarded to the project manager and/or project sponsor.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.	Incumbent assists senior RO Analysts in receiving and tracking functionality issues arising from the production use of the Student Information system.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent assists in summarizing technical information and present it in a report structure that is client friendly and accessible to managers. Issue resolution must be tracked, documented and prioritized. This often requires communication and cooperation with other departments. Issues are shifted depending on timeframes and urgency so follow-up, and decision making skills are required. When a data issue is solved with a functional fix the incumbent will help to identify the solution, impact on other related functional areas, document the steps and determine appropriate timelines for implementation.
List the types of resources required to complete this task, project or activity.	Senior RO analysts will help give direction and support. Published System Documentation HEUG User Group Oracle/PeopleSoft System Support IT Department

How is/are deadline(s) determined?	Day to day issues are prioritized by the Technical Analyst Lead Hand to the incumbent.
	Deadlines are determined by severity of the issue, availability of resources, or by project plans.
	The Academic Schedule as well as ministry reporting timeframes and audit requirements are also considered.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent would identify the change impact and decide whether the severity requires referral to Senior Analyst.

#3 regular & recurring

List the project and the role of the incumbent in this activity.	
What are the organizational and/or project management skills needed to bring together and integrate this activity?	
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	

4. Planning/Coordinating

#1 occasional

List the project and the role of the incumbent in this activity.	
What are the organizational and/or project management skills needed to bring together and integrate this activity?	
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☐	X	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Occasional need for the incumbent to explain/demonstrate how to process transactions/enter data. **Example: T**he incumbent assists the ROemployees in continually educating users about updates to and status of the student systems which they depend on for day-to-day operating. Assisting other Technical leads and Con Ed Systems Specialist as directed by Senior Analysts and in resolving issues quickly through effective trouble-shooting, good communication to affected users,
☐	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	
☐	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	

| ☐ | | The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction. | |
| ☐ | ☐ | The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed. | |

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
Directives established by the Lead Hands on assignments and project to the incumbent. This includes SIS and SAS technicalprocesses and initiatives as required to meet the deadlines established.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
- Support from Senior RO Analysts and the Lead Hand Analyst. - General guidelines via Registrar Office management. - Industry trends and standards must be interpreted and carefully applied locally (College; Registrar's Office) - Past practices - Other educational institutions - Higher Education Users Group (HEUG) - ERP Vendor resources (e.g. Peoplebooks)	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)

Project meetings with RO Systems groups and internal RO project groups. Supervisor and Lead Hand reviews work by exception. Supervisor and Lead Hand reviews overall outcomes at time of project completion.	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
Receives direction from Senior Technical Business Analysts and Lead Hand regarding: Functional issues troubleshooting. Changes to project scope/budget/timelines. Decisions related to appropriate business/audit controls. Decisions related to assignment of user profiles/security access for the Student Information System. Significant functional issues/problems	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
. Decisions related to assignment of user profiles/security access for the Student Information System.	Changes to project scope/budget/timelines. Staffing/resource issues related to project planning and deadlines

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
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7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the

broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

| Information on the service | | Customer | Frequency (D, W, M. I)* |
How is it received?	How is it carried out?		
Request from a Senior Analysts and Lead Hand in functional area regarding a system issue.	Incumbent investigates to identify true nature of the issue. Examine process, data and other system elements and impacts of the issue.	RO/other end-users; Management; other campuses	D

*   D = Daily   W = Weekly   M = Monthly   I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M ,I)*
Explanation and interpretation of information or ideas	Discuss Directions and instructions regarding technical aspects, project priorities, deadlines, and acceptable standards. Project status reporting; consultations. General technical, functional or product related clarifications.	RO Senior Analysts, end-users; Management. End-users; project teams; ITS; Mgmt Vendor support; HEUG;	D W M
Imparting technical information and advice	Discussions regarding specific functionality of the SFS system. Discussions with end-users on possible changes to the system, procedural use of the system, and/or system trouble-shooting. Imparting functional or procedural clarifications or facilitating informal learning opportunities.	RO snior analysits and management; ITS; other Analysts; end-users End-users	D D
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

*   D = Daily   W = Weekly   M = Monthly   I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at desk / computer	D			X	X		
Personal computing (typing; mousing)	D			X	X		

*   D = Daily   W = Weekly   M = Monthly   I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

X   Light (up to 5 kg or 11 lbs)

□   Medium (between 5 to 20 kg or 11 to 44 lbs)

□   Heavy (over 20 kg or 44 lbs)

Files, binders, etc.

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:
- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Focused listening to business needs while synthesizing information to develop business solutions.	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☐ Usually X No – Incumbent is the primary contact for troubleshooting system failures. When engaged in systems development discussions during peak times, the conversation is often interrupted by direct inquiries for current, urgent system problems.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
During functional design, the incumbent needs to consider and test implications of different designs. Critical decisions are made during the design phase that impact users at later stages of the component development.	M			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually ☐ No				

*   D = Daily   W = Weekly   M = Monthly   I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
X acceptable working conditions (minimal exposure to the conditions listed below)		D
□ accessing crawl spaces/confined spaces		
□ dealing with abusive people		
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
□ travel		
□ working in isolated or crowded situations		
□ other (explain)		

*   D = Daily   M = Monthly   W = Weekly   I = Infrequently