

Job Fact Sheet Questionnaire

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.

POSITION IDENTIFICATION

College: _____ Fleming College _____

Incumbent: _____

Position Title: _____ Senior Financial Officer

Division/Department: _____ Finance & Administration _____

Location/Campus: _____ Sutherland _____

Immediate Supervisor (title): _____ Greg Edwards, Director, Finance Services and Controllership

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):

Incumbent: _____

Date: _____

Recommended by:

Positions Manager: _____

Date: _____

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Approved by:

Senior Manager: _____

Date: _____

POSITION SUMMARY

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

This position is accountable for (a) treasury management (b) strategic budget, financial reporting and monitoring (c) the management of College's enterprise risk and insurance management program – including institution wide cash flow models as well as specific business models to ensure sufficient operating capital and capital allocation decisions are supported. Further, strategic cash monitoring and reconciliations, (d) support of in-year financial monitoring, (e) capital assets – from a financing, accounting and funding perspective, (f) supporting internal controls and sustainability, and (g) ad hoc or finance special projects.

KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Key Duties

1. Treasury Management

Develops and maintains cash flow models for the Institution as a whole, as well as key specific individual business operations (e.g. International, PCC). Forecasts cash flow demands and inflows to ensure optimal investment strategies, adequate short-term of current debt obligations and extinguishment/refinancing decisions. This requires complex analytical and modelling skills, in addition to a deep and fundamental understanding of the entity wide business model. **(20%)**

2. Strategic Budget, Financial Reporting and Monitoring

Analyse and recommend adjustments to operationalize strategic budget model – including benchmarking, trend analysis and forecasting. In-year review and update at a department budget to spend level, recommending potential adjustments to the overall budget from a forecasting and resourcing perspective. Integration of budget model and cash flow models to gain insights regarding in-year and 3-5 year forecasting.

(15%)

3. Capital Assets Management

Manages the capital asset management and budget for the college, both in-year and the long-term capital plan. This includes the impact of capital (amortization and DCC), review of various accounts to ensure completeness of capital and the consistent application of the capitalization policy and review of expense

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accounts, ownership of asset management function within Finance.

(20%)

4. Manage the college's Enterprise Risk management

Completes annual Enterprise risk management review and ensure the appropriate risk registers are compiled from college stakeholders. Generate power point presentation for SMT review.

Assist with yearly insurance renewals and policy assessment. Reporting regarding claims and compensation. Support stakeholders regarding insurance matters.

(5 %)

5. Internal controls & data analytics

Undertake internal control testing using data analytics to ensure best practices are being followed. Reviews existing documents and analyses existing business processes to ensure efficiency. Based on data analytics routines recommend improvements in processes, policy and procedures. Undertake post-implementation reviews to ensure follow-through on internal control improvements.

(15%)

6. Financial Sustainability, Special Projects and Ad Hoc Issues

Undertake comprehensive analysis and continual support from an administrative, reporting and planning perspective regarding key projects supporting financial sustainability of Fleming. This work is critical to the continued financial health and going-concern of the institution. Examples could include: PCC development, monitoring and efficiency, financial efficiency, PSAB projects, key overhead spend metrics and benchmarking, etc. (25%)

TOTAL:

100%

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6. 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.

- Responsibilities are diverse and highly complex. The role includes developing overall models and analysis of the entire institution, allowing senior management to make critical decisions that shape the financial health of Fleming. This includes cash flow modelling and forecasting, business process documentation and testing, data analytics, and comparative investment analysis.
- Decision making aspects include providing advice and guidance to management and to provide leadership to staff on all responsibilities of the position as outlined above. The incumbent is required to use judgment in the interpretation of scenario planning, forecasting, scenario planning that drives positive business/financial outcomes for Fleming. This will include review, analysis, creation of models on various operating and capital operating models with options for management to make decisions.

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6. 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

- | | |
|---|--|
| <input type="checkbox"/> Partial Secondary School | <input type="checkbox"/> Secondary School Completion |
|---|--|

Post Secondary

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

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

Accounting, Finance

Information systems design and Auditing are complimentary and supporting skills

CPA member or pursuing CPA and registered with a Provincial CPA body.

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).

- strong project management skills
- Strong team and communication skills

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- Relationship management skills – developing and maintaining productive relationships with internal and external clients
- Financial acumen
- Proficiency with various computer software programs – word, excel, PowerPoint, adobe acrobat, ERP/procurement systems
- Sound judgement, problem solving and decision making skills
- Organizational, time management and multi-tasking skills
- Flexibility and adaptability

6. 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:

- | | |
|--|---|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

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

- Progressive experience in a post secondary environment to understand risks that exist for the College/Education sector
- Cash flow or business process modelling
- Familiar with insurance and risk management an asset
- Experience organizing a heavy workload, setting priorities and meeting strict, non-negotiable deadlines
- Ability to multi-task

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- Understanding and ability to interpret and apply Policies and Procedures and provide consultative advice
- Experience with treasury, investment and budgeting particular in working capital analysis

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.

Except where there are policy changes, this position works independently under general direction, without consultation. Policies and guidelines are available (ie: College policies, MET guidelines, insurance policies) and must be interpreted by the incumbent. Makes operating decisions independently on the sequence of activities performed, the content and presentation of material, and the correctness of task completed. Judgement is frequently required in applying professional/legal standards and College policies/procedures to ever-changing situations.

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.

- **Providing advice to Management regarding financial health and forecasts regarding sustainability and improvements.**
- **Completing capital modelling, reporting and forecasting**
- **Internal control analysis and improvements**
- **Assessment of insurance claims, liaising with insurance provider and determining the extent of Institutional liability**

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.

- **Key internal control risk assessments**
- **Model to use in cash flow forecasting to determine investment decisions and health of Institution**
- **Department budget analysis and benchmarking**

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

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defined methods or procedures.

- **College Policies and Procedures, Board By-Laws, Insurance policies, Ministry Guidelines and Charter, Academic calendar, Financial and Budgeting 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.

A significant degree of reliance is placed on having the proper insurance coverages in place to manage and mitigate the College's diverse and ever-evolving business requirements and risks. Errors on insurance policy administration could cause significant financial loss or legal action. Responsible to take appropriate action where areas of Risk are identified – not doing so could result in financial loss (theft, etc) or legal action (example – had yellow plastic tubes cover chains in parking lots to ensure night time visibility). Serious or complex/unusual issues are vetted through the Vice President. Inappropriate action or incorrect advice on insurance or legal matters could cause embarrassment to the Division and to the College. Gathers appropriate materials and prepares materials for the Board of Governors with minimal supervision. Missing documentation or inaccurate reporting could impact Board decisions.

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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, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal	Director, Finance and Services and Controllership	Internal controls and data analytics		X
		Treasury Analysis		X
		Cash flow modelling		X
	Manager, Financial Planning and Analysis	Strategic budget modelling		X
		Capital budgeting and reporting		X
	Director, Finance Transformation and Analytics	Sustainability initiatives		X
		Insurance		X
	Manager, Reporting and Accounting	Administrative and operational issues for the department		X
		Data analytics and internal control testing		X

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	<i>Payroll</i>	<i>Data analytics and internal control review, assessment and testing</i>		X
	<i>Purchasing</i>	<i>Data analytics and internal controls</i>		X
<u>External</u>	<i>Auditors, Insurance Provider</i>	<i>Working paper preparation and review, account reconciliation</i> <i>Renew annual policy accurately, timely and effectively</i> <i>Arrange for indemnification forms/insurance certificates for contracts/agreements</i> <i>Correctly update policy during the term</i> <i>Liaise on inquiries for coverage and liability questions</i> <i>Review all student visitor accident forms and forward to insurance when necessary (99 in 2008)</i>	X	X X X X
	<i>Insurance Adjuster</i>	<i>Provide necessary documentation to be reimbursed for insurance claims</i>		X
	<i>Legal Counsel</i>	<i>Contact with college lawyers on variety of legal issues (lawsuits, claims, contracts, property issues)</i>		X
	<i>Other Ontario Colleges</i>	<i>Contact with staff at the other Ontario Colleges regarding benchmarking and best practices. responsible for insurance for sharing of information/guidance on issues effecting the College's coverage</i>	X	
	<i>Workplace Safety and Insurance Board</i>	<i>Accurately complete necessary paperwork for all student placement injuries and follow up</i>		X

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		<i>when student returns</i>		
	<i>Ministry of Advanced Education and Skills Development</i>	<i>Accurately complete necessary paperwork for all student placement injuries and follow up when student returns</i>		X
		<i>Accurately and timely completion of required reporting (WSIB, financial)</i>	X	
		<i>Redesign, analyse and prepare documentation for internal distribution (ELT, etc) on College System Financial information</i>	X	
	<i>External Auditors</i>	<i>Provide necessary documents, etc. for Audit Meetings including the presentation of the Annual Financial Statements.</i>	X	
	<i>City of Peterborough</i>	<i>Assure agreements currently in place or proposed are reviewed and approved by appropriate resources (both internal and external)</i>	X	
	<i>Various County Governments</i>	<i>Assure agreements currently in place or proposed are reviewed and approved by appropriate resources (both internal and external)</i>	x	
	<i>Ministry</i>	<i>Capital reporting, other reporting</i>		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 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.

Expertise on Colleges Insurance policy and Risk management. Provides advice to management regarding forecasting, budget allocation and internal controls.

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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
Normal Office Environment					X

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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
Analyse data from various sources				X		4+ hours
Interpret results and prepare presentations/financial reports				X		4+ hours

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.

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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.

Work is generally performed in a normal office environment. There is significant pressure to produce results within short time lines with a focus on quality/accuracy.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency <small>(note definitions below)</small>		
	Occasional	Frequent	Continuous
<i>Some intercampus travel is required</i>	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: