

**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

Position Title:	Manager, IT Service Desk
Position Number:	A00100
Pay Band:	11
Incumbent:	VACANT
Location/Campus:	Sutherland
Division/Department:	Information Technology Services
Immediate Supervisor (title):	Todd Lemay, Director, Infrastructure and Information Technology Services
Date of JFS:	January 10, 2024
Last Evaluated:	January 31, 2024

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:

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.

This position is responsible for the effective and efficient day-to-day operation of IT Customer Services provided by the Sutherland and Frost service desks supporting students, staff, and faculty at all campuses. There is direct accountability for the Learning Commons and AV-multimedia (AV/MM) functions. The incumbent is to lead our team in delivering exceptional customer support to students, staff, and faculty across all of Fleming College's IT services. They will be responsible for managing the service desk and AV Multimedia teams, overseeing the implementation and ongoing management of a new ITSM tool (Team Dynamix), and driving continuous improvement in all service offerings. This is a key leadership role in the ITS department, requiring a strategic thinker with a passion for service excellence and technology innovation.

The incumbent is responsible for developing, implementing, and maintaining human resources and functional IT service delivery systems based on the ITIL framework in support of our core values to students and staff. The incumbent must plan, organize, evaluate systems, and maintain service requests through constant re-prioritization of student and staff requests. A key aspect of this role is to identify requests that are core to operations and essential to services versus everyday requests. The incumbent has technical subject matter expertise and participates in setting service standards and goals, evaluates staff, develops and monitors budget activities and evaluates services. The incumbent must create an environment that promotes continuous improvement and excellence in the delivery of services to students and staff. The incumbent is a key member of the Information Technology Services Department's Management Team which helps to define strategic and operational directions and priorities for the division.

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.

The Manager of IT Service Desk is responsible and accountable for the day-to-day operations of the across the following areas and duties.

Key Duties

% Of Time

1. IT Customer Services Management - Service Desk, AV & MM (75%)

- As the project and program manager for the college's ITSM/ESM application, this role is responsible for the development, implementation, daily usage and support of the college's Team Dynamix system including oversight over user incident support, service requests, service catalogues, client portals and the database of end-user-facing configurable items (CIs).
- Ensuring all issues are dealt with promptly and prioritized accordingly.
- Development and implementation of service desk policies and procedures.
- Staff hiring, scheduling and coverage planning.
- Performance monitoring and disciplining when necessary.
- Evaluating staff skills in the use of academic and administrative systems; implementing training programs to strengthen expertise where deficiencies are identified.
- Motivating and engaging team members to deliver high-quality and responsive customer service.
- Managing the implementation and support of IT service level agreements and IT performance dashboards that govern and report how IT provides the services noted above.
- Responsible for providing oversight of technology use and IT service delivery within the Learning Commons spaces at the college.
- Writing, collecting input and feedback, and sending college-wide service announcements for IT services such as unexpected outages, planned maintenance, etc.
- Responsible for the delivery of AV/multimedia event support.
- Represents the IT department as the highly visible front-facing customer services manager who acts as the first point of contact for most IT escalation requests.
- Provide initial IT consultations for a wide variety of new and exceptional requests and assists the client with navigating the steps required to obtain the desired outcome.

2. Multi-Function Printer Fleet Management (15%)

The incumbent must plan, organize, deliver, and evaluate printing, copying and fax services to students and staff. The incumbent develops and monitors that budget and creates an environment that promotes continuous improvement and excellence in the delivery of these services to students and staff.

3. Budget Development and Tracking

(3 %)

Develops the annual and updated operating and capital budgets for their functional areas of responsibility, in cooperation with the CIO and ITS operations assistant. Plans budget strategies and refines strategies to meet the ongoing needs of the departments. Effectively tracks expenses, income and in-year adjustments to ensure spending is on target.

4. On-call services

(7%)

Participates in and provides on-call services as required (estimated to be every 4th weekend for at minimum 13 weekends per year). On-call involves responding to system-generated alerts or major problem identification, identifying the appropriate staff for call-back, and communicating with other Information Technology leaders and the college community.

TOTAL:

100%

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.

The work of the Manager, IT Service Desk is diversified. Although the Service desks deal with some standardized procedures there are many exceptions, and the Manager is expected to make decisions about the exceptions when they occur so that service is either maintained or restored. The incumbent works toward assigned objectives and decides on exceptions to accepted standards or precedents when new unanticipated service requests arise.

This position works toward achieving specific objectives and makes decisions regarding the delivery of services to students and staff. Work requires analysis, planning and coordination of inter-related college activities. Work also requires constant re-setting of priorities with staff.

Examples:

- 1. The reprioritization of Service Desk workflow can occur at any time. Frequently there are over numerous tickets in a queue that require the attention of technical staff. Escalations occur when situations arise that impact Health and Safety or the functionality of classrooms or staff workstations. The incumbent must reprioritize staff work and ensure staff are managing these escalations and the multiple changes to many incidents and urgent service requests. Incumbent often must contact unhappy clients and explain why services were re-routed or took a longer time to complete.*

2. *Information Technology Services is part of every operation at the college and the Manager IT Services is the primary interface for final project implementation with the client. Some projects are ongoing (upgrades to software application and hardware) and other projects are one-time. In any given the Manager of IT services is involved in the implementation of between 50 and 75 projects – most of which have campus or college-wide implications.*
3. *When investigating and implementing new technology for the staff, faculty, and students. which includes multi-function photocopying, scanning and laser printing the incumbent must employ a planning process that steps out a communication strategy that includes all college staff impacted by the arrival of new technology and new processes.*

2. EDUCATION

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

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

Non-Post Secondary

Partial Secondary School

Secondary School Completion

Post Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify: _____

Other

Specify: _____

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

A three-year diploma/degree is required in Business Applications with a technology focus or Information Technology with a business focus.

Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, and operating equipment).

Technically self-sufficient and able to use a variety of software tools including ticket management systems, as well as office productivity tools (electronic calendars, spreadsheets, word-processing).

Incumbent must have proven customer service skills and be able to guide staff and team communication toward continual improvements in service to students, staff and other clients.

ITIL-certified or similar service management framework.

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"/> 3 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"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

7 years of progressive experience in front-line technical or front-line service management.

- *Strong leadership/management skills in a unionized environment*
- *Experience in employee motivation, team building, and human resource management*
- *Complex problem-solving skills*

- *Experience managing multi-functions*
- *Experience in developing, implementing, and monitoring service excellence*
- *A sound decision-maker who possesses planning, analytical, and negotiation skills*
- *Strong and effective communicator with the ability to reconcile significantly diverse viewpoints, foster cooperation and work collaboratively within and across various departments*
- *Experience working with multiple internal partners*
- *Solid understanding of student/staff issues and their needs.*
- *Progressive management experience ideally in an academic environment*
- *Student success focus*
- *Strong data analysis skills*
- *Ability to foster a team environment*

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 must **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 act, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

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

1. *A) Establishes operational direction and oversees all aspects of the day-to-day functions of the IT Service Desks, AV & Multimedia teams at Sutherland and Frost Campuses.
B) Responsible for implementing standard processes to support defined IT services.
C) Plans, organizes, implements, and evaluates new services in response to student needs, curriculum directions and the core promise.*
2. *This position is responsible for budget expenditures within approved limits. Approval of operational expenses and investments in new software, services and vendor agreements that are aligned with the department's goals and visions.*
3. *The incumbent regularly tracks activity levels, issues and service changes to produce meaningful data and annual reports that provide an evaluation of the services and facilitates communication between the Service Desks and students/staff.*

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

1. *Termination of an employee.*
2. *Major capital expenditures.*

3. *Major revision/changes to policies/levels or types of service currently provided.*

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 policies and procedures*
- *ITSM service catalogue and Ticket system Knowledge base*
- *Academic Regulations and Students Rights and Responsibilities*
- *Support Staff Collective Agreement*
- *Health and Safety legislation; WHIMIS*
- *College policies related to harassment and discrimination, prevention of violence*
- *College Strategic Plan and various departmental business plans*

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.

- *Failure to act on issues related to on-call alerts could result in major loss of academic and enterprise data. This could have impacts for loss of payroll data, student marks and records as well as academic content that exists online.*
- *Failure to act or recognize issues of service quality will lead to direct impact on our student's ability to complete academic requirements and staff and faculty's ability to do their work. (ie untimely rollout of new equipment, delays in software upgrades and install requests, computer repairs and emergency repairs). Poor service delivery affects KPI's to students and staff.*
- *Inappropriate staffing strategies and actions can result in grievance action.*
- *Failure to exercise careful judgment (eg health and safety, harassment/discrimination) may result in liability for the college.*
- *Decisions usually involve a commitment of financial, staff and physical resources. Inappropriate decisions may cause substantial losses and/or damage to the effectiveness and reputation of the departments and Fleming College.*

6. CONTACTS AND WORKING RELATIONSHIPS

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

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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College, e.g., students, staff, management, colleagues.	<i>CIO</i>	<i>Weekly meetings to provide updates</i>		W
	<i>IT Directors</i>	<i>Regular meetings to ensure collaboration and consistency across campuses, develop policy or procedures jointly, decision-making on critical deadlines.</i>		W
	<i>Departmental Staff</i>	<i>Direct supervision, coaching, evaluation, etc. Information, problem solving, issues, complaints, coaching, mentoring</i>		D
	<i>IT clients – staff and students</i>	<i>Dealing with service request and incident escalations.</i>		D
External to the College, e.g., business and industry representatives,	<i>IT Service Managers at other colleges and OCCCIO contacts</i>	<i>Compare practices at other colleges – share expertise.</i> <i>Bi-yearly provincial</i>	<i>I</i>	

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
suppliers, advisory committee members, staff at other colleges, government officials, and general public.	<i>Some Vendor contact</i>	<i>meeting.</i> <i>in cases where there are In cases where there are direct service contracts and service support deliverables associated with an SLA or purchased service. E.g. Campus EAI support to customers</i>	<i>/</i>	
Occasional (O) Frequent (F)	Contacts are made once in a while over a period of time. Contacts are made repeatedly and often over a period of time.			

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.

Provides direct supervision, manages and directs the work of the, Service Desk staff and AV & Multimedia staff at both the Sutherland and Frost Campuses and coverage of all other sites including, Haliburton, Cobourg, McRae, Museum, EOFA and Employment Ontario locations. The emphasis is on service delivery and meeting Service Level Agreements (SLA's) on quality and prioritization of work, development of staff, costs, methods, evaluation, motivation and discipline.

Supervisory duties are varied and intricate and require continual check in with staff (and online ticket system) to monitor progress with tasks. Re-prioritization and escalations for new work (assigned to staff) are daily occurrences; with the incumbent having to weigh up considerations that potentially disadvantage certain staff who's work-requests will need to be delayed due to higher priority work needing immediate attention or projects that take priority.

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.

X 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.

X Manages the staff and operations of several different departments.(Service Desks and AV & Multimedia)*

- 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.

Positions being Supervised:

Service Desk Agents
AV & Multimedia Technicians

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	9
Non-Full Time Staff (FTE) *	1.14
Contract for Service **	
Total:	10.14

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
<i>Computer work</i>		x			
<i>Prolonged sitting in meetings</i>		x			
<i>Some intercampus travel (weekly or bi-weekly)</i>		x			

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
<i>Budget preparation</i>	x					I
<i>Reading email messages</i>			x			S
<i>Sitting in meetings</i>		x				I
<i>Performance Review preparations and final completions</i>	x					I

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.

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
<i>Limited intercampus travel (weekly or bi-weekly)</i>		X	
<i>Normal office environment</i>			X

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Exposure to irate individuals (students, staff, faculty, parents, etc.)		X	

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:

Team Leadership:

- Manage and develop the service desk and AV Multimedia teams, providing coaching, performance evaluations, and professional development opportunities.
- Recruit, onboard, and train new team members.
- Establish and maintain a positive and productive team environment.

Service Delivery:

- Oversee the delivery of all customer-facing ITS services, including service desk support, classroom technology, audio/visual services, and event support.
- Develop and implement service level agreements (SLAs) to ensure consistent and high-quality service delivery.
- Monitor and analyze service metrics, identify trends, and implement continuous improvement initiatives.

Technology Implementation:

- Lead the implementation and adoption of Team Dynamix as the new ITSM tool.
- Configure workflows, processes, and reporting within Team Dynamix to optimize service delivery.
- Train team members on the new system and provide ongoing support.

Communication and Collaboration:

- Communicate effectively with staff, faculty, students, and stakeholders on all aspects of ITS services.
- Build and maintain strong relationships with key campus partners.
- Collaborate with other departments to ensure seamless integration of IT services with academic and administrative functions.

Strategic Planning and Initiative Management:

- Develop and implement strategic plans for the customer service function, aligned with ITS and institutional goals.
- Identify and implement new IT service offerings to meet the evolving needs of the campus community.
- Manage projects related to service delivery improvement and technology implementation.