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 College's Administrative 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:	Employee Learning & Development Specialist
Position Number:	A00148
Pay Band:	11
Incumbent:	
Location/Campus:	Sutherland
Division/Department:	Human Resources
Immediate Supervisor (title):	Director, EDI and Organizational Development
Date of JFS:	June 1, 2024
Last Evaluated:	May 23, 2024

Type of Position:

☒Administrative ☐Part-Time Administrative

☐Sessional Academic ☐Part-Time Academic

☐Part-Time Support ☐Other

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____ Date: _____

Recommended by:

Position's Manager: _____ Date: _____

Approved by:

Senior Manager: _____ Date: _____

POSITION SUMMARY

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

The Employee Learning & Development Specialist is responsible for leading the development, implementation, and evaluation of effective learning and development strategies across the College. Working proactively with internal and external stakeholders, the Learning Consultant leads organizational learning and development needs analysis, content mapping, storyboard design, and development of training, learning, and development content to ensure strategic learning initiatives are aligned with corporate/strategic goals and objectives. The role oversees the development and implementation of an organizational learning strategy as well as a learning evaluation framework to advance and support business outcomes. In addition, the role leads continuous improvement efforts by advising and consulting on process and quality improvement initiatives related to learning programs, processes, and technologies.

This position oversees the mandatory training program for the College, including mandatory training, required training, and recommended training. The Consultant develops and implements a mandatory training process that informs how the College receives, assesses, and approves new requests for mandatory training. Collaborating with subject matter experts across the College, the Consultant guides internal stakeholders through the mandatory training review process.

The Learning Consultant leads professional development programs including the tuition subsidy, tuition reimbursement, professional development leave, and professional development day programs. The Consultant leads the centralization of learning and professional development across the College for all employee groups, including conference and workshop attendance, budget tracking, and reporting on professional development activities to the senior team on an annual basis.

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 **% of Time**

1. **Strategic Learning Framework Development and Implementation** **20%**
   - Lead the development and implementation of a learning strategy, aligning the framework to strategic priorities, with the goal of enhancing leadership capabilities, employee, and leader performance, and advancing a culture of organizational learning.
   - Develops and implements a process for learning requests, serves as the centralized point person for the development of new organizational training initiatives, and coordinates with leaders to advance organizational learning interventions.
   - Conducts needs analyses to develop and deliver relevant, engaging, and efficient professional development programs that are in alignment with an organizational learning strategy.
   - Develops and implements a learning evaluation framework to guide continuous improvement initiatives across all employee learning and development programs.
   - Manage the implementation and ongoing support of the College's learning management system and identify continued opportunities to integrate technological solutions to enhance employee learning experiences.

2. **Learning Consultation and Development** **20%**
   - Through the learning strategy, collaborate with stakeholders and partners across the College to anticipate, identify, and manage specific learning needs within schools/departments. Provide sound and timely advice on strategic learning objectives to support the achievement of divisional and corporate objectives.
   - Liaise with external service providers and maintain a professional network to assist in cultivating creative learning partnerships and development opportunities for the College.

- Collaborate with HR partners and colleagues to advance HR-focused learning initiatives including collective agreements training, human rights and workplace restoration, HR processes, etc.

3. Mandatory Training Program 20%

- Create, implement, and manage a mandatory training program for all College employees. Collaborate with Health and Safety partners to Identify legislative mandatory training requirements and ensure the College is compliant with mandatory training obligations.
- Create, implement, and lead a mandatory training renewal process to ensure that subject matter experts are identified for each mandatory training module and content is regularly reviewed to ensure continued legislative compliance and is updated where required.
- Point of contact for mandatory training procedure interpretation and application.

4. Learning and Leadership Development Programs 20%

- In collaboration with key stakeholders across the College, lead the development and implementation of key leadership learning initiatives, including but not limited to an introduction to management series, HR learning series, managing, and leading effectively in a unionized environment, etc.
- In collaboration with HR colleagues, sources and/or develops learning and development programming that addresses learning requests from areas across the College (e.g., communication skills, conflict resolution, etc.)
- Lead the College's professional development programs including the tuition subsidy program, tuition reimbursement program, and professional development leaves program.
- Develop, implement, and maintain a new process to centralize all professional development activities including conference attendance, workshop registration, etc. This may include tracking and registration processes, conference/workshop attendance approval processes, etc.
- Create and implement a data management process for professional development initiatives including days, types of activities, financial impact, etc.

5. Onboarding and Orientation Pathways 15%

- Leads and maintains the credentials database pathway/process for employees. Collaborates with IT when/where needed to maintain the system.
- Develops and maintains an effective corporate orientation and onboarding program for new hires across all employee groups.
- Works with leadership to create specific learning/onboarding pathways for new people leaders (i.e., a Deans and Chairs pathway, a general leadership pathway, etc.)
- Assist leaders with the orientation and onboarding of new employees within their schools/departments.
- Collaborate with HR colleagues to ensure smooth transition from pre-boarding to orientation to onboarding.

6. Other Duties as Assigned 5%

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.

1. The incumbent gathers, interprets, integrates, and applies quantitative and qualitative information gathered from a variety of sources including interviews, needs assessments, and focus groups to make appropriate recommendations for learning interventions.
2. Assesses and analyses organizational learning needs to make recommendations that enhance organizational learning, leadership performance, and advances an organizational learning culture.
3. Makes recommendations on technology solutions for learning programs including delivery of training, connection between learning platforms and the HRIS, and recommendations for learning mediums appropriate to the goals/objectives of the learning session.

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.

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.

Degree in human resources, organizational development, psychology, adult education, or a related field. Additional education and/or certificates in adult education, training and development, instructional design, and/or eLearning development.

Designation in one of the following areas is preferred:

- Certified Training and Development Professional
- Certified Training Practitioner
- Certified HR Leader
- Certified Professional Learning and Performance

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).

- Demonstrated skills in eLearning development, instructional design principles, and action mapping to align best practices with training development.
- Proven ability to establish and maintain collaborative relationships with a variety of stakeholders at all levels of the organizations.
- Proven facilitation and change management skills, demonstrated ability to integrate adult learning principles into facilitations and workshops.
- Experience with qualitative and quantitative data collection, analysis, and interpretation.
- Experience sourcing and assessing employee learning and development providers and programs.
- Sophisticated written and oral communication skills, ability to write clear reports, persuasive presentations, and develop effective learning materials and job aids to support learning programs.
- Demonstrated commitment to equity, diversity, and inclusion.

3. 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:

☐0 - no experience	☐3 years
☐1 month	☐5 years
☐3 months	☒7 years
☐6 months	☐9 years
☐1 year	☐12 years
☐18 months	☐15 years
☐2 years	☐17 years

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

- A minimum of 7 years of current and directly relevant experience, preferably in an educational or not-for-profit environment.
- Experience working in a large complex organization; experience in a unionized setting preferred.
- Well-developed knowledge and understanding of organizational development, change management, and employee engagement.
- Demonstrated experience in researching, designing, developing, and delivering learning and engagement programs and initiatives.
- Prior experience with developing and delivering orientation/onboarding programs.
- Experience in establishing/maintaining effective relationships and presenting to all levels of staff including senior leaders.
- Experience working with cross-departmental groups.
- Strong research, analysis, and critical thinking skills.
- Demonstrated project management competencies.

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.

1. During facilitation/training, incumbent must be able to quickly integrate disparate or emerging information into the facilitation and/or learning plan to respond to unexpected complexities appropriately without compromising the overall integrity of the program/service/initiative.

2. Developing recommendations and proposals for learning and PD programming and initiatives. Developing (or sourcing external service providers) for specific program/session content once the design concept and strategic alignment has been approved.

3. Budget expenditures within approved limits.

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. Recommending significant changes to existing policies, processes or OD/PD initiatives which could have a substantive impact on EO/HR divisional resources, other College operational areas and/or the established alignment of OD/PD offerings with the College's strategic priorities. Preparation of reports and/or presentations to senior leaders.

2. Budget expenditures in excess of authorized spending limits.

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

- College Strategic Plan
- College policies
- OE&HR divisional policies/procedures and past practices
- Ontario employment-related legislation and regulations
- Academic and Support Staff Collective Agreements
- Terms and Conditions of Employment for Administrative Staff
- Computer manuals, such People Soft, Microsoft, D2L

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.

- If the incumbent misinterprets stakeholder feedback or incorrectly assesses a complex situation while providing learning and development support, there is a substantial risk the recommended transition strategies will be ineffective and may compromise the department's ability to meet their business needs. If a solution does not meet the needs of the business unit and/or engage employees appropriately, it would also be a waste of resources, cause reputational damage for the HR function; because of the sensitive nature of the work, it may compromise future efforts to enact change more broadly.
- If the incumbent misjudges the suitability of an approach/speaker for our college engagement events or professional development, the financial and reputational loss could be significant. There are significant investments made in these processes and the College must ensure an appropriate return on investment.
- Designing PD sessions, workshops, conference activity or other learning program offerings which lack sufficient relevance or delivery responsiveness or feature an ineffective delivery format will negatively impact target audience access, engagement with the learning activity and reduce the potential for achieving the desired learning objectives.

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.	Director, EDI and Organizational Development	Collaboration and consultation on the design, development, and delivery of a variety of L&D strategies and programs.		X
	Executive Vice-President, Organizational Effectiveness and Human Resources Senior Management Team	At the senior level – providing advice and counsel, obtaining consensus on L&D leadership initiatives, to facilitate progress toward a culture of innovation. Incumbent will consult, negotiate, and facilitate decision-making, working with project champions and other leaders.		X
	HR Team/Department	Guidance and coaching on achieving the needs of the business unit as it relates to learning, development, training, etc.		X
	College Leaders Union Leaders College Employees	Collaboration and integration of L&D initiatives to achieve effective, efficient service delivery.		X
	Employees	Facilitation and/or training sessions, providing guidance on PD programs.		X
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	L&D staff at other colleges	Exchange information and best practices; professional networking; partnership opportunities.	X	
	Colleges Ontario / College Employer Council	Alignment where appropriate with system-wide L&D strategies.	X	
	External learning developers, facilitators, etc.	Sourcing and contract negotiation.	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.**

7. a) 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.

Required to coordinate, control and provide general supervision for the entire division including the quality and quantity of work, and overall achievements. Responsible for hiring, motivating, promoting, appraisal, discipline and terminating staff.

(/) 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:

Liaises with external learning providers, provides expertise and recommendations to college leaders, HR staff, and employees.

* 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.

Functional guidance provided to college leaders, EVP, HR, Director EDI & OD, HR colleagues, employees.

7. **b) SPAN OF CONTROL**

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	0
Non Full Time Staff (FTE) *	0
Contract for Service **	0
Total:	0

*** Full Time Equivalency (FTE) conversions for non-full time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non-full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non-full time administrative staff for which the position is accountable and divide by 1820 hours.

**** Contract for Services**

When considering contracts for services, review the nature of the contractual arrangements to determine the degree of supervisory responsibility the position has for contract employees. This could range from no credit for supervising staff when the contracting company takes full responsibility for all staffing issues to prorated credit for supervising staff@ when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

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

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

PHYSICAL DEMANDS

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

Types of Activities that Demonstrate Physical Effort Required	**Frequency** (note definitions below)				
	Occasional	**Moderate**	**Considerable**	**Extended**	**Continuous**
Prolonged sitting at meetings			X		
Standing (facilitations, workshops, etc.)		X			
Driving to other work locations, varies depending on nature of issues.	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**
Listening in meetings, receiving feedback, leading workshops, managing communications.			X			
Reading and analyzing information to make recommendations to leaders.			X			
Periods of extended concentration (e.g., designing and developing workshops, creating job aids, etc.)			X			

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**
Normal office environment			X
Driving to other work locations in various weather conditions	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**

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.