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 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.

1. POSITION IDENTIFICATION

Position Title:	Director, RECO Program
	Continuing Education, School of Business and IT
Position Number:	AC0104
Pay Band:	13
Incumbent:	
Location/Campus:	Sutherland
Division/Department:	Continuing Education-School of Business and Information Technology
Immediate Supervisor (title):	Dean, School of Trades & Technology and Business & Information Technology
Date of JFS:	March 19, 2025
Last Evaluated:	March 19, 2025

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.

Reporting to the Dean, the Director, RECO Program is an academic leader who is accountable for oversight of curriculum delivery and program operations for all Real Estate Council of Ontario (RECO) courses and simulations offered through Continuing Education within the School of Business and Information Technology.

The Director, RECO Program has accountability for implementing the College's operational plans to fulfill its commitments to RECO to provide its Real Estate Salesperson and Broker Registration Education programming. Ensuring compliance with RECO policy & procedures, the Director develops & implements all RECO operations (including during the pre-launch phase) situated within the Continuing Education-School of Business and IT portfolio.

The Director oversees the RECO Manager, SME, SIM Technologist, Student Success Coach and Facilitators. On a "dotted line" basis, the Director has oversight of the RECO CSAs, LMS Technologist and IT Systems Specialists. The Director collaborates, as required, with the Registrar's Office, Marketing, Student Experience, Information Technology, BIRS and Continuing Education Systems and other departments as necessary to ensure seamless development and delivery of RECO programming.

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. **Leadership & Direction of RECO Real Estate Salesperson and Broker Registration Education programming**   **(60%)**
    - Leads the implementation and ongoing operation of the programmatic commitments identified in the Fleming College – RECO Service Agreement and measures effectiveness.
    - Is accountable for the oversight of accurate & efficient recruitment and contracting of facilitators for RECO Real Estate Salesperson and Broker Registration Education programming.
    - In consultation with the Executive Vice President Academic Experience (EVPAE) and Dean, lead policy & procedure development and revision through consulting across the college with relevant stakeholders to meet RECO contract standards.
    - Leads resource planning, collection, and interpretation of business analytics and financials for RECO programming.
    - In collaboration with the Registrar's Office, Student Experience, Information Technology, CE Systems, BIRS and other departments as necessary, creates a project schedule with associated workstreams and timelines for monitoring and tracking to achieve operational readiness, ensuring the implementation plan is executed and meets critical milestones for program launch, ensuring seamless development and delivery of RECO programming.
    - Leads ongoing engagement with the RECO assessment provider.
    - Works collaboratively with the Dean and Chair, School of Business and IT, to ensure integrated business processes with the School.
    - Directs & oversees RECO administrative and/or support staff, in addition to the RECO Manager and facilitators, and evaluates their performance.
    - Works collaboratively with RECO's registrarial, programming, IT and marketing staff and participates in RECO meetings at RECO headquarters.

- Leads the development and continual renewal of Continuing Education course offerings that complement RECO programming.
- Works collaboratively with the Fleming College marketing team to lead and develop marketing strategies for RECO programming within the School's Continuing Education department.

2.   Human and Financial Resource Management   30%

- Leads recruitment of facilitators, and development of Train the Trainer curriculum and professional development for these new hires.
- Responsible for developing job descriptions, hiring and onboarding/training all team members including facilitators.
- Responsible for ensuring that all staff assignments align with college policies and procedures and are in accordance with academic and support staff collective agreements.
- Ensures a high level of employee performance among the team of administrative, support staff and facilitators through effective recruiting, selecting, training, developing, coaching, motivating and evaluating. Addresses performance issues, as warranted.
- Facilitates collaboration between the dedicated RECO team and staff in other College departments providing supports for programming.
- Shares accountability for the development and monitoring of the operating budget for RECO programming, in consultation with the Dean, School of Business and IT.

3.   RECO Governance and Planning   5%

- Collects data to support decision-making regarding the management of resources and operational matters which impact the effectiveness of RECO programming.
- Leads the development, implementation, monitoring and evaluation of the strategic business plans and goals for RECO programming within Continuing Education.
- Attends, liaises and reports at regular RECO designate provider meetings.

4. Other Related 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.

The Director, RECO Program leads the academic operations of all RECO programming within Continuing Education in the School of Business and IT. The position is responsible for the analysis of complex issues relating to the efficient operation of this programming, which involves collaboration/cooperation with multiple functional departments across the College, including the Registrar's Office, Student Experience, Information Technology, CE Systems, BIRS and other

departments as necessary.

This position is responsible for developing and implementing the operational plan for RECO programming in alignment with College strategic and business plans, in consultation with the Dean, School of Business and IT.

This position leads the coordination and integration of RECO programming priorities with the other College departments named above.

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
                              X Masters

☐ 3-Year Diploma/Degree   ☐ Post Graduate Degree

☐ Professional Designation   Specify:

☐ X Other   Specify: **Licensed Realtor in Ontario in Good Standing**

a) **Specify and describe any program speciality, certification or professional designation necessary to fulfill the requirements of the position.**

Master's degree in education/educational administration or a field of study related to programming of the institution, holding a valid Ontario realtor license in good standing with RECO.

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

- Strong understanding of diversity and inclusivity
- Strong understanding of consumer demand in the educational and real estate sectors
- Results orientation
- Strong understanding of academic environments as they related to academic programs/processes/communications
- Global perspective on education

High level skill required in the areas of:
- o Strategic planning, design thinking and critical thinking skills
- o Risk and issue management
- o Written and verbal communication, including public speaking and delivering presentations
- o Multi-tasking
- o Sound judgement and problem solving
- o Financial management/budgeting
- o Networking, relationship-building and collaboration
- o Conflict resolution and negotiation
- o Coaching and teambuilding

3. EXPERIENCE

Experience refers to the amount of **related**, **progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfill 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	X 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 fulfill the requirements of the position.

- Experience in a leadership position that required visionary thinking, strategic planning and partnership building. Ideally, this experience will be a combination of teaching, real estate brokerage, administration and human resource management.

- Financial experience in an environment that requires accountability for large operating and capital budget and revenue targets.

- Proven supervisory experience at a senior level in an environment (preferably unionized) that promotes teamwork, transparency, respect, trust and integrity.

- A strong understanding of the process of learning, and of the design and delivery of training would be preferred.

- Experience as a licensed realtor in Ontario in good standing with RECO.

- Experience as a licensed broker in Ontario in good standing with RECO considered an asset.

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.

- Leads and supports the development of operational plans of team.
- Provides leadership in developing strategy for the implementation of RECO Continuing Education programming objectives.
- Allocation of human, financial and physical resources within area of programming.

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.

- Hiring/termination approval
- Program implementation approval
- Budget approval
- Policy implementation approval

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.

Board Policy/Directives and College Policy/Procedures; College Strategic Plan; Master Academic Framework; Legislation (i.e. Human Rights, Occupational Health & Safety); Collective Agreements; Program Standards; Ministry Guidelines/Directives; RECO Contract with College.

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.

- Inadequate guidance in the development and implementation of programming could result in damage to reputation of the College with resultant major financial impact - direct and indirect.

- The lack of effective long-term planning could have a negative impact on staff, students, clients and the public.

- Decisions usually involve the commitment of financial, human and physical resources. Inappropriate decisions may result in disruptions of programs and services and financial losses.

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	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	EVPAE	Information-sharing, guidance, provide updates, seek approval		X
	Dean, Business & IT	Supervision, guidance, provide updates, seek approval, problem resolution		X
	Other internal departments Heads (Registrar's Office, Student Experience, Information Technology, CE Systems, BIRS, Marketing)	Information sharing, planning, strategizing, problem resolution, consultation, negotiation of resources		X
	Direct Reports: RECO facilitators and support staff team members, RECO manager	Direction, supervision and performance management		X
	Dotted Line Reports: CSAs, LMS Technologist, IT systems support staff	Receive status updates, provide advice, coaching, leadership, and support		X
	Students	Information sharing, planning, provide advice, problem resolution		X
	College Committees	Consultation, participation		X
External to the College:			Occasional	Frequent
External to the	Business and industry	Planning, negotiating, promoting the	X	

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	contacts	College		
	RECO officials/ team of Educational Designates	Consulting, responding to inquiries, advocating and sharing information, reporting		X
	Community leaders and organizations	Promoting the College and RECO programming		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.**

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.

- X 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 Senior 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.

<u>Direct Reports</u>
RECO Manager
Subject Matter Expert
Facilitators
Student Success Advisor/Coach
SIM Technologist

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	2
Non Full-time Staff	6.63
Contract for Service **	
Total	9

* 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
Sitting at a computer			X		
Local travel by automobile		X			
Giving presentations	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
Close attention to detail			X			I/L
Reading and interpreting information			X			L
Chairing meetings			X			I
Writing (reports, plans, correspondence)			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**
Travel	X		
Attendance at evening/weekend activities	X		
Irate students and employees	X		
Extended working hours		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
Travel in inclement weather	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: