



## 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 JF will be provided to the incumbent for information purposes and as a job description.

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#### POSITION IDENTIFICATION

Position Title: Operations Manager  
Position Number: A00140  
Pay Band: 11  
Incumbent:  
Location/Campus: Sutherland  
Division/Department: School of Trades & Technology  
Immediate Supervisor (title): Dean, School of Trades, Technology & Business  
Date of JFS: October 10, 2024  
Last Evaluated: August 13, 2021

#### Type of Position:

☒ Administrative ☐ Administrative (Temporary position, one year)  
☐ Sessional Academic ☐ Part-time Administrative  
☐ Part-Time Support ☐ Part-Time Academic  
☐ 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.

### ADMINISTRATIVE LEADERSHIP

The incumbent is an integral member of the School of Trades and Technology leadership team providing strategic and operational leadership in a number of key services areas on campus and in working closely with the Chair and Dean of the School.

Reporting to the Dean of the School of Trades, Technology & Business, the incumbent provides administrative leadership for academic delivery space, technical support and financial resources for the school. The position also leads special projects relating to Trades and Technology School (e.g. applied community projects, student competitions, etc.).

The incumbent is responsible for providing integrated technical curriculum support to the programs in the School of Trades and Technology. The incumbent provides leadership for alternate delivery relating to the use of learning technologists and technicians in the classroom, field and lab settings, working with the Chair to ensure effective human resource planning in academic delivery. The incumbent is accountable for establishing required safety policies, procedures, training and required equipment maintenance in the labs and field venues.

The incumbent works closely with technologists and other support staff to ensure a smooth transition between semester for lab use or the use of lab by outside partners or community stakeholders between semesters. As well, the Incumbent collaborates with both Chair and Faculty to complete required documentation for certifications and accreditations in the School.

## KEY DUTIES

**% Of Time**  
25%

### 1. ADMINISTRATIVE LEADERSHIP

Plans, hires, develops and manages Technologists, Technicians and student workers to support the learning environment and specialized labs of the School. This includes lab maintenance supervision, developing standard procedures, systems, and provision of equipment required to support the School's curriculum.

Working in collaboration with the Chair, provides leadership, for the coordination of alternate delivery and applied learning activities. Also provides leadership and direction setting regarding a variety of campus and school initiatives (e.g. liaison activities with high schools, community partnerships, etc.). Completes, in collaboration with the Chair and Faculty, accreditation/certification documents as required. Must have an understanding of industry required certifications.

### 2. CURRICULUM OPERATIONAL SUPPORT

40%

The incumbent provides both operational and strategic leadership and guidance for service excellence in curriculum support; leading a team of technicians and learning technologists, managing labs and working directly with the program faculty in the academic school. Continuously monitors and assesses program needs across the school (e.g. program changes, fluctuations in enrolment and new program implementation). Develops plans and strategies to fill gaps in delivery by hiring technologists, student workers and ensuring equipment and supply purchases are completed in a timely manner and are supported by an appropriate budget allocation..

In collaboration with senior technologists etc., monitors inventory and costing for lab equipment, perishables and consumables .In collaboration with the budget officer, works to ensure cost-effectiveness of labs, equipment purchases. Incumbent also is responsible for creating a capital list annually for review by the Chair

### 3. SPACE/FACILITIES MANAGEMENT & HEALTH & SAFETY

15%

Responsible for Health & Safety compliance in classrooms and learning labs facilities, equipment and materials, both on and off-site. Co-ordinates the safety, security, maintenance, cleanliness and organization of the labs for the School. Works with the Administrative Assistant, Chair, faculty, Technical Staff and Physical Resources Department to ensure relevant policy and procedures are developed and kept current; and that staff are trained according to the College's Health & Safety policy, Ontario Legislative framework, and the OPSEU Collective Agreements.

Manages space allocation (i.e. equipment location) for the School, working in cooperation with the Chair and College Facilities Department. Ensures existing and new program space and equipment needs are planned and incorporated into business cases to meet the capital request procedures.

### 4. COMMUNITY /COLLEGE SPECIAL PROJECTS

20%

Leads special projects as assigned by the Chair which involve community partners e.g. community build requests, including project management, resource planning and communication plans.

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**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.

**Objectively assesses and analyses complex factors to ensure that all curriculum, learning supports and alternate delivery initiatives are determined for the short term and long term directions of all Trade and Technology programs.** This qualitative and quantitative analysis of data, culminates in the development of appropriate strategies and action plans ranging from minor to major staffing and/or service modifications. This requires excellent stakeholder relations, project management and human resource management skills to meet multiple deadlines within the academic operational and strategic framework. Working collaboratively with the Dean and Chair to effectively plan strategically for the investments required in new program development and/or significant modifications to meet emerging trends and market needs. Examples include blended and on-line learning, community-based projects, alternative remote delivery options, capital-intensive programming and applied learning experiences.

**Addresses performance issues in a timely and effective manner by providing formative feedback and developmental opportunities for a broad spectrum of unique skill-sets.** This position is responsible for a broad span of control across the campus and 10 plus staff (including part-time/student workers). He/she must coach, motivate and empower full-time staff to take leadership and be innovative in the successful operation of a number of facilities (e.g. technology labs, Engineering Commons, the KUBE, etc.) while ensuring that there is consistency of quality of all operations. The manager must make critical decisions around staff levels and operational procedures to ensure that Fleming's KPIs are favourable and that resources (both human and financial) are not wasted..

**Due to the nature and breadth of programming and broad span of control, the incumbent must assume responsibility for managing a high level of risk in relation to health and safety of employees, student workers and students.** For example, trade labs often involve situations where there is considerable threat of injury and/or personal if due diligence is not followed safety (e.g., use of saws, welding equipment etc.). It is the responsibility of the incumbent to ensure that all staff are trained in Health and Safety and to assess risk in situations and direct that appropriate measures are put in place even if it involves extra costs to the college (e.g. use of cell phones, additional staff hired etc.) Ensures adherence to applicable Health & Safety legislation.

## 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.

### 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 OR Specify: Relevant Trade/Technology certifications

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.

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

4 year degree in a technology or trade field and a Certificate of Qualification in a technology or trade field

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)

## 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:

☐ 0 – no experience ☐ 4 years  
☐ 1 month ☒ 5 years Post C of Q  
☐ 3 months ☐ 7 years

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> 6 months  | <input type="checkbox"/> 9 years  |
| <input type="checkbox"/> 1 year    | <input type="checkbox"/> 11 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 2 years   | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 3 years   | <input type="checkbox"/> 17 years |

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

Must have 5 plus years in a relevant supervisory position

Project Management experience- 5 plus years -Project Management designation is an a asset

- Specific areas of required experience include analytical skills, communication (written and verbal), interpersonal skills, and the ability to multi-task and meet tight deadlines
- High level of proficiency in the Windows environment, including the full suite of Microsoft Office software products

#### ADDITIONAL SKILLS/COMPETENCIES

- Ability to establish respectful working relationships across all groups and with diverse stakeholders.
- Demonstrates a passion for learning and views challenges as opportunities for learning and continuous improvement.
- Strong strategic and analytical thinking.
- Exceptional technical writing and communication skills and have a desire to learn new skills and technologies.
- Outstanding interpersonal skills with demonstrated record of dealing with sensitive issues in an innovative, professional way
- Must possess knowledge, interest and strong desire to keep current with pertinent policies, standard practices, laws and regulations and proposed changes and the ability to apply them consistently
- Ability to direct, influence and manage several functions simultaneously with a demonstrated practice of promoting collaboration and collegiality
- Excellent communication skills, both orally and in writing
- Excellent planning skills and demonstrated expertise in innovative problem solving and strategic thinking
- Understanding of inventory systems and purchasing procedures
- Ability to operate independently and exercise sound judgment
- Bias towards action

#### 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.

The incumbent is responsible for developing short term and long term human resource plans for a number of staff and service areas that are key to successfully supporting academic delivery and student learning (Trades and Technology Programs and Initiatives). **Hiring, developing and reassigning staff (technologists, technicians, student technicians) to meet changing academic delivery/strategic needs of the School and Campus.** This position has a high degree of independence in making decisions regarding resource allocation and talent management. Decisions regarding the allocation of staff roles throughout the School are determined to create the greatest leverage in meeting the strategic and operational priorities.

**Develops and manages a budget** of several hundred thousand in collaboration with the School's Budget Officer and Chair.

**Plans and develops facilities and educational displays/trainers and ensures changes are made to enhance learning environments and service requirements** for students and faculty at the discretion of the incumbent in consultation with the Dean and Chair and with the Physical Resources Department.

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.

**Serious discipline problems which may lead to termination.** -The incumbent supervises a group of fulltime and part-time technical support staff as well as student workers that support a wide variety of programs and projects in the School of Trades and Technology.. This entails ensuring that appropriate recruitment, hiring, assignment of work and health and safety guidelines are adhered to as well strategic HR planning and developing talent to meet current and future academic (program mix) needs).

**Community Projects** - The incumbent must manage these external relationships while protecting the best interests of and managing risk on behalf of the college. This entails both short term activities and long term evaluation of human resource and /or financial risks

**Major Space Reconfiguration** – The incumbent plans and assesses space alternatives to support program needs in consultation with the Chair and faculty in order to make recommendations to the Dean.

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, procedures, collective agreements, guidelines. The incumbent will be expected to take considerable initiative and use his/her own judgement most of the time, as this is not a routine administrative role. The School of Trades and Technology is a large and complex school with a wide variety of program and community partnerships (e.g. government, trade boards, associations, employers, innovation clusters, local municipality etc.). This role is actively involved in managing some of these partnership relationships and the projects associated with these groups.



## 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, effects on staff, students, clients or public.

**Failure to properly manage support resources can result in poor quality student learning and student learning support.** This can impact the experience of the students, quality of program delivery and reputation of the college (as evidenced by KPIs, etc.). Poor support staff labour relations.

**Failure to apply due diligence and ensure employees, including student workers working in labs and field environment,** are consistently working in compliance with all college health and safety measures as per legislative guidelines could lead to serious injuries and death to employees as well as subsequent legal and financial repercussions for the college. Consequence of a lack of due diligence in risk assessment could have considerable negative impact on the college from both a financial and reputation perspective.

**Poor management of projects with external obligations** can result in financial and reputational loss to the college and corporate embarrassment via-a-vis our community and industry partners.

## 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, counseling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College, e.g., students, staff, management, colleagues	Dean, Chair, VPA, College Leaders, Academic Coordinators and Faculty, Support Staff, AO	<p>Position requires the skill to work well with all levels of the academic team and senior college leadership. Position requires exceptional interpersonal and team communication skills in making collective decisions, advocating for the School of Trades and Technology areas of interest in the broader context of college strategic priorities.</p> <p>Position works closely with Chair regarding academic program, delivery and occasionally, design needs.</p> <p>Position has a large number of direct reports (support staff) and interacts on a daily basis to coach, advise and counsel staff in day-to day student support and numerous projects/initiatives.</p>	Occasional	Frequent F
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	Business Leaders Government Officials Advisory Committee Chairs Vendors	Works with community sponsors, industry, etc. to support applied projects		F

<b>Occasional (O)</b>	<b>Contacts are made once in a while over a period of time.</b>
<b>Frequent (F)</b>	<b>Contacts are made repeatedly and often over a period of time</b>

## 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 College senior management.
- ☐ X Other e.g., counseling, coaching. Please specify: Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff

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\* 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.

Manages 6 FT technologists and approximately 10-20 part-time technicians and student workers. Directs, hires, evaluates, develops, disciplines, assigns and oversees the work.

## 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	6
Non Full-Time Staff (FTE)*	5
Contract for Service**	
Total:	11 not counting student technicians

\* 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
Lifting, climbing stairs			X		
Travel for applied projects		X			
. Prolonged sitting in meetings where large amounts of information is provided and synthesized in order to make critical decisions (e.g. academic policy)		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, counseling, 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
Report writing/Data Analysis – Fatigue from multiple projects with multiple deadlines requiring a range of writing capabilities (i.e. long term strategies, briefing notes, PDFs etc.)	X					L
Counselling/mediating employees – considerable tact, diplomacy and self-		X				S

control is needed to deal with a range of interpersonal and team dynamic issues.						

#### 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
Extensive computer work resulting in eye/neck strain .		X	
Travel for applied projects	X		
Exposure to dirt, chemical substances, odours in a variety of Trace and Technology learning environments including outdoors.	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
Travelling in inclement weather for applied projects	X		
High hazard labs where PPE must be worn		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:

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