

Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

DATE: 28-Feb-2022

College: St. Lawrence
Incumbent: Vacant
Position Title: Manager, Domestic Recruitment
Position #:
Classification: Pay band 10
NOC Code:
Division/Department: Marketing & Recruitment
Location/Campus: Kingston
Immediate Supervisor (title): Associate Director, Recruitment

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: _____

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Approved by

Senior Manager: _____

Date: _____

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POSITION SUMMARY

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

Reporting to the Associate Director, Recruitment the incumbent is responsible for managing the college's team of domestic Recruitment Officers. This includes the development and implementation annual recruitment plan and associated tactics as well as developing, planning, and managing all college recruitment events. In addition, the incumbent is responsible for:

- The analysis and adaptation of recruitment strategies based on the needs of the college and the changes in both the external and internal environments.
- Liaising with other department/areas/schools within the college as well as with the community and high school staff to promote the college.
- Communicating post-secondary information to community and high school staff and acting as the college's primary point of contact and spokesperson with these stakeholders and influencers as required.
- The effective and efficient use of the college's CRM system, by the recruitment staff to capture all prospective student information through site visits, college events, campus tours and prospect telephony campaigns and recruitment staff and event activity.
- Budget planning and resource allocation for their team and all college recruitment events.
- Pursues the use of technology and automation to facilitate and optimize Recruitment's business processes in order to achieve continual improvements on operational metrics.

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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. The incumbent is responsible for leading and managing all activities (including human resources, automation, and budget) pertaining to the Domestic Recruitment team and their respective business goals. 55%

Responsibilities include:

- Based on the College Enrolment Plan for the various intakes the incumbent researches new markets while constantly analyzing trends in the current markets in order to increase the applicant funnel of applications, confirmations and paid.
- Identifies and assigns tactics that will increase interest in and applications to the college.
- Provides advice, reports and guidance to the Associate Director, Recruitment to develop and implement an annual recruitment plan based on the College's Strategic plans and enrolment plans aimed at all local, provincial, and out-of-province target audiences: high school and adult audiences, government agencies, employment centres, the business community as well as other potential stakeholders and influencers.
- Supports and works with other college departments to provide support and coordination of recruitment activities as required.
- Manages and directs college recruitment activities and events such as Open House, Connections, SHSM events, skills day, Future of work etc. Responsible to coordinate faculty, staff, external partners, volunteer involvement and promotion for each event.

2. Manages a prospective student support centre through live chat, email, virtual appointments, tours and phones. 20%
10%

3. Measures, analyzes and reports on departmental metrics and recruitment activities to ensure departmental goals are achieved and impact on student registration is demonstrated. 5%

4. Initiates, forms and develops strategic alliances with associations, business organizations, higher education institutions and various school boards to enhance the College's reputation and market positioning. 5%

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5. Provides leadership and guidance in the development of the College's recruitment tools: viewbook, website, signage, etc. and messaging: email and other communications. 5%
6. Other duties as assigned

TOTAL:

100%

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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.

- a) Responsible for planning, managing, and allocating the Recruitment Officers time. The allocation is geographical (location), by market segment (direct from high school, non-direct, employment centres, community groups/organizations, universities, internally to existing students, etc.) and by submarket (grade 10, 11, 12, etc.). The effective allocation of these resources requires a strong knowledge of the post-secondary industry, the local market, and keen analytical skills to determine how to weight all factors to extract the best recruiting results for the college.
- b) Responsible for planning and managing all college domestic recruitment events, both on and off campus, to ensure the maximum return on the college's investment, this includes ensuring that the college is presented in as positive a way as possible (given the physical and financial restraints) and that any potential risk(s) to the college are managed appropriately.
- c) Create new opportunities and events to promote the College as well as expanding and maintaining the current activities (when beneficial to the college) in collaboration with local High School Boards, high schools, agencies, and other external stakeholders.

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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

☒ **Error! Bookmark not defined.** 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify:

☐ Other

Specify:

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

Field of study: Business, Business Admin, or Marketing

B) 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).

- Skills required: exceptional, interpersonal and team building skills, ability to motivate, project management, leadership, superior communication, and presentation ability (oral and written), interpersonal conflict management/resolution and negotiation, strong planning, intuitive, political astuteness, analytical, and advanced computer related skills.
- Experience in an academic institution, extensive experience with and a sound knowledge of the full marketing process including research, communication, and communication strategies.
- Good judgement, sound knowledge of the College system, the public school system (K-18), governments, universities, and community groups. Ability to consider and develop non-

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traditional approaches to recruitment.

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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:

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> no experience required | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 3 months | X 5 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 11 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 15 years |
| | <input type="checkbox"/> 17 years |

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

- Post-secondary recruitment experience or a combination of marketing and or sales experience in a complex environment.
- Experience using a Customer Relationship Management system to capture prospect/client contact data and manage staff activity.
- Experience dealing with a diverse group of stakeholders (both internally and externally).
- Experience in developing and implementing a sales or recruiting funnel or pipeline in order to provide forecasting/early-warning in achieving departmental targets.

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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.

A) 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.

- a) The incumbent independently manages the Domestic Recruitment team, making all decisions necessary to effectively lead based upon the strategies established by the College and their supervisor. Included are as described above where the team members should go, the key messages that they need to deliver, all human resource issues, travel authorizations, budget concerns, policy interpretation/enforcement, etc.
- b) The incumbent independently manages all recruitment events making all decisions and collaborating with the colleges marketing department as necessary to effectively promote the college within established budgets.
- c) The incumbent independently manages any issues that occur with their team both in the office and while they travel throughout the province as well as any issues that occur that impact any college recruitment events or activities.

B) 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.

- a) Adjusting the college's annual recruitment strategy and plan.
- b) The consideration and implementation of new recruitment tactics that are outside of the college's normal operations which might create a risk (budget or reputation).
- c) The discipline of a staff member for a serious breach of conduct or action.

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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.

- The departmental strategic plan and goals.
- College policies and directives
- SLC in 5
- Enrollment plan
- Salesforce

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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.

- a) Recruitment is a dynamic environment and has a very significant impact on the College's reputation, as well as a direct impact on the recruitment of prospective students. Errors in judgment could seriously result in a negative impact on the College's brand, enrolment numbers, morale within the recruitment team, and ultimately the College's reputation.
- b) Events showcase the College and are attended by thousands of guests annually. Errors in judgment could seriously result in a negative impact on the College's reputation, enrolment numbers, morale within the Recruitment Team, and ultimately the College's reputation.
- c) Managing staff, especially in a highly structured and unionized environment, requires skill, knowledge, and good judgement. Errors in judgment could seriously result in a negative impact on the College's reputation, the staff involved and the College legally with respect to the collective agreements.

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6. CONTACTS AND WORKING RELATIONSHIPS

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

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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Associate Deans, Academic Managers, Faculty	<i>To exchange information on programs</i> <i>To plan recruitment events and the support of recruitment events.</i> <i>To resolve conflicts when/if they occur</i>		X
	Associate Director of Student Services	Plan events, and consult on student affairs	x	
	Manager of Marketing	To plan and implement recruitment promotion for events both in person and virtual		x
	Managers of International Recruitment	To coordinate events to benefit both recruitment efforts		x
			Occasional	Frequent
External to the College:				
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	High school teachers, Guidance Counselors, Principals, employment, and community centres	<i>To build relationships with these important influencers and linkages between recruiters and their staff</i> <i>To discuss college programs and services as well events to promote the college.</i>		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Occasional Frequent	(O) (F)	Contacts are made once in a while over a period of time. Contacts are made repeatedly and often over a period of time.		

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7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position, or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

☐ Not responsible for supervising or providing guidance to anyone.

X Provides technical and/or functional guidance to staff and/or students.

☐ Instructs students and supervises various learning environments.

X Assigns and checks work of others doing similar work.

X 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.*

Error! Bookmark not defined. X 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.

- Recruitment Officers
- Recruitment Coordinator
- Student Recruiters

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7b. SPAN OF CONTROL

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

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

Type of Staff	Number of Staff
Full-Time Staff	6
Non-Full Time Staff (FTE) *	1.5
Contract for Service **	
Total:	7.5

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

Academic Staff

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

Support Staff

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

Administrative Staff

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

** Contract for Services

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

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8. PHYSICAL AND SENSORY DEMANDS

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

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

PHYSICAL DEMANDS

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

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Walking	X				
Sitting			X		
Standing		X			
Driving	X				
Lifting	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
Writing Reports			X			Intermediate
Fairs and School events	X					long
Operating a computer				X		Intermediate
Answering the phone			X			Short

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Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long

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FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

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9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions, or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Note on Travel: St. Lawrence College has adopted the following guidelines for travel. From the list below, please indicate which category best describes the travel required for the position.

1. *Local travel on a regular basis up to 2 times per week.
Out-of-town travel on a regular basis 1 – 2 times per month.*
2. *Local travel on a regular basis more than 2 times per week.
Out-of-town travel 2 – 8 times per month.*
3. *Out-of-town travel on a regular basis more than 8 times per month.*

Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
High paced environment with frequent interruptions			x
Travelling for visits, fairs, events	x		

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Hazards

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

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position:

Please save form in the following format: "Position Title – Department – Incumbent".

Please note formatting errors will be corrected if necessary.

To cursor from one entry point to the next please use the arrow keys or Tab.