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

Effective Date: June 3, 2015
Reviewed: March 8, 2017

College: St. Lawrence College

Incumbent: Vacant
Position Title: Creative Director, SPARK

Classification: Administrative Pay Band 9
Division/Department: Innovation and Business Engagement

Location/Campus: Kingston

Immediate Supervisor (title): John Conrad, Director, Innovation and Business Engagement

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: _____

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POSITION SUMMARY

Responsible for the overall creative direction of SPARK projects. Oversees the project planning and experiential learning process for students employed by SPARK. Works closely with the Marketing Communications technician to ensure that SPARK operates as a high-quality student experiential learning centre.

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. Creative Direction– works with SPARK team to develop marketing communications tactics and strategies for internal academic clients and fee for service non-academic clients.	**(40%)**
2. Student Development - creates strategies to recruit, hire, train and develop students and create an environment that provides exceptional experiential learning opportunities for students interested in developing marketing communications skills.	**(30%)**
3. Operational Direction - responsible to maintain the operational effectiveness of SPARK through budget responsibility, Human resources management, facility and equipment management, and strategy development to ensure SPARK sustainability. Must maintain positive working relationships with the School of Business, the School of Contemporary Teaching and Learning, the Marketing department, and external clients.	**(25%)**
5. Other Duties – related to special projects determined by oversight committee comprising representatives from the School of Business, the School of Contemporary Teaching and Learning and the Marketing department.	**(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 <u>three examples</u> of the most important and difficult decisions that an incumbent is typically required to make.

a) Determining projects and scope of work for SPARK based on the following criteria:
- Determine complexity of the project
- Identify learning experience for students
- Understanding of team's capability
- Determine project resources requirements and allocation
- Understanding of workload and time management
- Understanding priority of stakeholders and college goals
- Understanding current student goals
- Consideration of financial investments/returns

b) Student hiring and dismissal
- Analysing student skills, commitment, potential and availability during the hiring process.
- Deciding if student needs to be dismissed based on the following criteria: attendance, commitment and ensure chances of improvement and feedback were given and explored by the student.

c) Due to the nature of the work is necessary to constantly be researching and new implementing new technologies that are appropriate for the team and college.

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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

☒ 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.

- Advertising and Marketing Communications, Graphic Design, Marketing, or a related discipline

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, and operating equipment).

- Conflict management with clients and personnel.
- Project Management and team management (Basecamp, Google Drive, One Drive)
- Marketing Communications Expertise:
    - Branding and messaging creation
    - Marketing planning and execution
    - Campaign creation and management
- Advanced knowledge of video, audio, graphic design, and web software/technologies
    - Video (Adobe Premiere, After Effects)
    - Audio (Adobe Audition – Dealing with microphones)
    - Graphic Design (Adobe Photoshop, Illustrator, InDesign)
    - Web (HTML/CSS, WordPress, FTP/Database, Adobe Reflow)

- Abilities to learn new tools quickly
- Operating Equipment:
  - Apple Operating System
  - Video and Photography Camera
  - Various Microphones
  - Lighting Equipment
  - Studio Equipment

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:

- **Must have experience in**
  - **creating and executing marketing communications projects**
  - **strategy development for marketing communications**
  - **supervision skills**
  - **working with post-secondary students is 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.

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)**   Strategic and creative direction and final approval of projects for clients

> **b)**   Allocation of human resources for best SPARK performance.

> **c)**   Small purchases of supplies, equipment and technology.

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)**   Acceptance of new large projects.

> **b)**   Purchase of expensive equipment

 c)

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.

- Standard Advertising Agency procedures:
  - o   Discovery meetings, creative briefing, marketing and creative strategy, campaign strategy, execution and delivery of materials based on strategy.
- For Academic Clients Pedagogy strategies will be based on the Centre for Contemporary Teaching and learning guidance.

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.

a)   Due to project scope error the student experience while working on the project may be negatively affected. Can impact the reputation of the College.

b)   Due to project scope error small financial and resources losses might occur.

c)   Hiring students that are not committed or do not fit the team's culture and attitude might affect negatively projects outcome as well as the team morale.

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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.				
	Professors	Teaching and learning, program and project development, student employees, industry expertise	X	
	Deans/Associate Deans	Committee work, decision making, conflict resolution, quality assurance, SPARK oversight		X
	Students	Advising, student support and development, academic success, conflict resolution, student development, employment		X
	Student Association	Student support, special projects, events, facilities usage	X	
	College Executive	Strategic planning, budget, program development	X	
	ITS	Support for technology needs and challenges (computers, storage)	X	
	Financial Services	Academic planning, operation budget processes	X	
	Applied Research	Coordination of resources for research projects; project support	X	
	CCTL	Project identification and execution, SPARK oversight		X
	Marketing	Project identification and execution, SPARK oversight		X
External to the College:				
			Occasional	Frequent
Community/Industry partners	External Clients	Consultation, collaboration, special projects, student learning opportunities,		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	

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.**

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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.

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

☐☐ Instructs students and supervises various learning environments.

☐☐ Assigns and checks work of others who do 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:
  ▪

   *   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.
- **Student employees**
- **Functional direction and guidance to Marketing Communications Technician SPARK**

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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	
Non-Full Time Staff (FTE) *	8
Contract for Service **	
Total:	8

* 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
Moving of video equipment such as cameras, lighting kits, backdrops	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
Operating a computer for design and video editing			x			intermediate
Student teaching and coaching			X			short

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Types of Activities that Demonstrate	Frequency (note definitions below)					Duration

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 within the City on a monthly basis, and occasionally outside the city		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**
Not applicable			

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.