

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: June 10, 2026

College: St. Lawrence College
Incumbent: Vacant
Position Title: Project Manager, Digital Transformation
NOC Code: 21222
Classification: Pay Band 10
Division/Department: Information Technology Services
Location/Campus: Brockville, Cornwall, Kingston, with Tri-Campus Responsibilities
Immediate Supervisor (title): Director, Digital Transformation

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

Job Fact Sheet Questionnaire

Senior Manager: _____

Date: _____

Job Fact Sheet Questionnaire

POSITION SUMMARY

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

The Project Manager, Digital Transformation is accountable for leading the planning, governance and execution of the College's complex, high-impact Digital Transformation initiatives. These deliverables will modernize College services, processes, systems, and elevate the end-to-end student experiences. This role focuses on enabling strategic outcomes through business process redesign, technology, change management, and partner alignment and support the evolution of cross-functional operating models required to deliver a cohesive, student-centered experience

The role operates within an established digital strategy and transformation roadmap, focusing on execution, coordination and realization of return on investment.

The incumbent applies best-practice project and change management methodologies to ensure transformation initiatives achieve their intended business outcomes, are adopted by partners, and deliver measurable value. The Digital Transformation Project Manager works closely with the Director Digital Transformation, academic and administrative leaders to translate digital transformation opportunities and priorities into executable initiatives, assess risk, feasibility and readiness, and guide initiatives from concept through implementation and benefits realization.

This role is ultimately accountable for ensuring assigned transformation initiatives are delivered within approved scope, schedule, and cost parameters, while managing organizational change, risk, and interdependencies across the College.

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.

<u>KEY DUTIES</u>	<u>% OF TIME</u>
1. Enterprise Partner engagement and Strategic alignment	(35%)
<ul style="list-style-type: none">Engages partners to confirm, refine, and operationalize requirements for approved transformation initiativesFacilitates workshops, interviews, and consultations to validate project needsEnsures alignment between partners expectations and project objectivesDefines roles, responsibilities and success criteria for projects	

Job Fact Sheet Questionnaire

- Communicates as appropriate with project partners
- Ensures clarity of roles, responsibilities and success measures for initiatives

2. Digital Transformation project planning, execution, reporting and closure (45%)

- Leads multiple, concurrent transformation initiatives of high complexity and risk
- Develops integrated project plans, resource strategies and schedules
- Provides escalation management and resolution of critical risks and issues
- Leads benefits realization tracking and post-implementation evaluation.
- Under the supervision of Director, Digital Transformation, support the development of business cases, feasibility studies ensuring alignment with enterprise architecture, data governance and IT standards and policies.
- Ensures alignment with enterprise architecture, data governance, and cross-functional operating models
- Applies the techniques of progressive elaboration to analyze and refine the project management plan throughout the project lifecycle
- Formally reports the status including dashboards of the Digital Transformation projects at regular intervals to the project working group

Job Fact Sheet Questionnaire

3. Partners Relationships and Organizational Change Management (20%)

- Performs analysis of the Digital transformation roadmap and initiatives to detail the benefits, costs and risks of each initiative.
- Applies business and technical acumen to ensure that efficient and effective solutions are produced, while ensuring that the delivered solutions are in alignment with the Corporate and Digital Transformation strategies, policies and procedures of the Information Technology Services department and that the solutions meet the defined deliverable quality objectives
- Leads change management strategies in collaboration with the SLC team to ensure adoption of transformation initiatives.
- Oversees partners readiness assessments, communication strategies and training planning
- Identifies impacts to people, process and technology and ensures mitigations strategies are implemented

TOTAL:

100%

Job Fact Sheet Questionnaire

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. Applies judgement to develop and recommend solutions to complex, ambiguous transformation challenges where requirements, constraints, and partners expectations are not clearly defined or are evolving.
- b. Contributes to the establishment of standards of project management for the college and develops process through which performance can be measured and improvements implemented.
- c. Based on a diverse set of partners requirements, which are sometimes conflicting, develop project plans and propose solutions that appropriately balance the competing constraints of scope, time, cost and quality to deliver the maximum value to the college for the committed resources. It is expected that significant judgement is applied to the potentially complex array of partners to identify and prioritize requirements in terms of their significance to supporting the larger digital transformation objectives.

Job Fact Sheet Questionnaire

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.

Minimum of a 3-year Diploma/Degree in Business, Computer Programming, Computer Science or Project Management.

- Project Management Institute designation at the PMP level
- Agile project management certification 6sigma/prince
- Change Management Certification (Such as PROC1)
- ITIL/Lean/Digital credentials

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).

- Proven ability to manage multiple concurrent projects or programs with significant organizational impact.
- Demonstrated leadership in large-scale digital transformation initiatives

Job Fact Sheet Questionnaire

- Strong partner engagement, facilitation, and influence skills
- Solid understanding of enterprise architecture, data governance, and system integration concepts

Job Fact Sheet Questionnaire

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 | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 6 months | <input checked="" 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 fulfill the requirements of the position.

- A minimum of seven years of progressive experience in project/program management

Job Fact Sheet Questionnaire

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 is required to determine from a wide range of partner the relevant parties to include in requirements gathering activities and which partners need to be informed about various aspects of a given project. While the resulting information will be documented and subject to supervision it is expected that the incumbent is taking the initiative to arrange requirements gathering activities through venues such as surveys, facilitated sessions, interviews, email communication and phone calls as appropriate to the type of partner and nature of the project.
- b) The incumbent is expected to consider a diverse set of solution options and narrow the analysis to the most viable prospective solutions, independently of supervision.
- c) The incumbent is responsible for coordinating project team activities within the approved outer constraints of scope, schedule and cost in order to deliver a proposed comprehensive project plan. The plan must address prioritization and interdependency management. While the proposed plan will be subject to approval, the process of developing it will involve a large number of decisions and activities that will not be subject to supervision.

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) Final approval of project management baseline plans, program roadmaps and work breakdown structures
- b) Approval of change requests where the changes would exceed the thresholds specified in the project charter or project management plan baseline. For example, requiring additional budget, time or adding items to scope.
- c) Project dashboards and status reports

Job Fact Sheet Questionnaire

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.

- ITIL framework for IT service management
- COBIT framework for IT governance and value delivery
- PMI framework and standards for project management
- St. Lawrence College strategic plan, business plans, policies and procedures
- St. Lawrence College digital transformation roadmap and business cases
- St. Lawrence College ITS strategies, standards, policies and procedures
- Government privacy and freedom of information legislation
- Audit requirements for information systems

Job Fact Sheet Questionnaire

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) Failing to choose appropriate project risk management mechanisms could result in failing to meet project objectives or critical deadlines.
- b) Poor partner engagement for a project can result in missed requirements, unsatisfied or upset constituents, or lack of adoption surrounding an initiative. The range of impact includes damage to reputation of the college or its programs in the worst case, with the best case being a failure to maximize value delivery and partner satisfaction in accordance with the level of allocated college resources.
- c) Misalignment of transformational initiatives could result in significant loss or unrealized strategic benefits.

Job Fact Sheet Questionnaire

6. CONTACTS AND WORKING RELATIONSHIPS

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

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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Directors of All College Areas	Gathering project and solution requirements		X
	Deans and Associate Deans	Gathering project and solution requirements		X
	Functional Support Staff	Gathering project and solution requirements and directing project activities		X
	ITS Senior Leadership Team	Gathering project and solution requirements, reporting on project status, seeking approval for significant project changes		X
	ITS Department Staff	Gathering project and solution requirements and directing project activities		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Contracted Service Providers	Managing project activities and contracted services	X	
	Contracted Consultants	Managing the delivery of specialized knowledge or expertise	X	

Job Fact Sheet Questionnaire

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.		

Job Fact Sheet Questionnaire

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.
- 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.

▪

Job Fact Sheet Questionnaire

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

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

Academic Staff

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

Support Staff

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

Administrative Staff

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

**** Contract for Services**

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

Job Fact Sheet Questionnaire

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 computer station for data entry, system testing, updates, etc.			X		
Normal computerized office environment – standing, walking, bending to retrieve files, using office equipment, etc.					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
Concentrated development of project management plans and schedules using a variety of computer applications				X		I
Preparing status reports, proposals, presentations, etc.				X		I
Email communication with project team members and project partner			X			S

Job Fact Sheet Questionnaire

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Performing analysis of solutions, project managements plans and risks				X		I

Job Fact Sheet Questionnaire

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.

Job Fact Sheet Questionnaire

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
Travel to attend project meetings (Tri-campus)	X		

Job Fact Sheet Questionnaire

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:

1. It is expected that the incumbent holds a PMP and will remain a PMI member in good standing.