

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: July 19th, 2022

College: St. Lawrence
Incumbent: Vacant
Position Title: Business Analyst and Project Manager
NOC Code:
Classification: Pay Band 11
Division/Department: Information Technology Services
Location/Campus: Tri-Campus
Immediate Supervisor (title): Chief Information Officer

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

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

The Business Analyst and Project Manager is accountable for overseeing multi-disciplinary IT enabling projects to ensure they achieve their objectives. The incumbent is responsible for ensuring application of best practice project management methodologies as defined in the Project Management Institute's Project Management Body of Knowledge Guide (PMBOK® Guide), and for ensuring adherence to the Information Technology Services department's evolving project management standards. In addition to providing a leadership role in the development of project management plans, this role is ultimately accountable for IT Projects oversight to ensure the successful completion of approved IT projects within the agreed project scope, schedule, and cost parameters. The Business Analyst and Project Manager is responsible for guiding SLC ITS partners in defining IT needs and presenting their requests to ITS for development. This includes but not limited to: documenting solution requirements from relevant stakeholders, identifying key issues that may not be readily apparent to stakeholders, analyzing potential solutions and presenting recommendations. The incumbent will assess the feasibility of project proposals and use judgment to provide strategic advice on feasibility studies, business cases and project methodology that will help clarify the requirements and scope. The incumbent is also responsible for managing, planning, and organizing the projects' activities to ensure optimum use of the programs and IT resources while developing a master plan including all IT enabled projects and the required resources.

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. Communicate with Stakeholders and Gather Requirements:	(30%)
<ul style="list-style-type: none">▪ Develops Projects plans, Business requirements in collaboration with IT and programs teams▪ Identifies project stakeholders and their project requirements▪ Gathers project needs and help programs' partner define their needs▪ Communicates as appropriate with project stakeholders	
2. Develop Project Management Plans, Oversee Project Execution and Closing	(45%)
<ul style="list-style-type: none">▪ Develops the project management and ancillary plans in consultation with IT staff and stakeholders and subject matter specialists▪ Communicates with project team members and project stakeholders to ensure effectiveness of the management and execution of IT enabling projects▪ Schedules and lead project team meetings and project steering committee meetings as appropriate to ensure that project issues and	

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- risks are well managed and to ensure that progress is tracked
- 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 IT enabling projects at regular intervals to the project steering committee, project sponsors or senior management
 - Strategy and Planning for the College entire IT enabled Projects
 - Defines project scope, goals, and deliverables that support business goals in collaboration with senior management and stakeholders;
 - Effectively communicates project expectations to team members and stakeholders in a timely and clear fashion;
 - Liaises with project stakeholders on an ongoing basis;
 - Sets and continually manages project expectations with team members and other stakeholders;
 - Plans and schedules project timelines and milestones using appropriate tools;
 - Tracks project milestones and deliverables;
 - Determines the frequency and content of status reports from the project team, analyse results, and troubleshoot problem areas;
 - Defines project success criteria and disseminates them to involved parties throughout project life cycle;
 - Conducts project post-mortems and create a recommendations report in order to identify successful and unsuccessful project elements;
 - Develops best practices and tools for project execution and management.

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3. Stakeholders' relationships

(15%)

- Works closely with stakeholders to build a relationship and sound understanding of their business needs and plans
- Performs analysis of the proposed solutions to identify the benefits, costs, and risks of each alternative in order to present recommended solutions to the project steering committee, project sponsors or senior management
- Applies significant business skills, technical skills, and experience to ensure that efficient and effective solutions are produced, while ensuring that the delivered solutions are in alignment with the strategies, policies, and procedures of the Information Technology Services department and that the solutions meet the defined deliverable quality objectives
- The position requires critical analysis, judgment, and innovative thinking to interpret and analyze business requirements and manage or oversee the overall project management/management of IT business solutions;
- Develops IT strategies, plans and systems for clients while meeting the overall technology goals and objectives;
- Manages research and analysis of the IT projects' needs to determine viability, adaptability, and conformity to frameworks; and identify/facilitate collaborative partnerships.
- Designs multiple proposed solutions with input from the project team members and stakeholders

4. Research, Develop and Maintain Competencies

(10%)

- Theories and principles of computer science, computer systems design, application development, systems development life-cycle methodologies, service management, management of change, project management methodologies, and all IT functions to: provide business line advisory services and advice; analyze requirements and propose IT solutions; identify current and future business solutions; develop strategies for implementation; and provide advice on IT approaches, processes, programs and services.
- Principles, practices and techniques of business process analysis to develop and present proposals, business cases, feasibility studies, cost-benefit analyses and monitor performance and/or principles, techniques and practices of project/portfolio management and change management including the inputs/outputs and processes associated with the leadership of: project integration, scope, time, cost, quality, human resources, communications, risk and procurement, in order to lead one or more multi-disciplinary projects, and produce and maintain key project management documentation such as charters, schedules, risk management plans etc.
- Self-study to develop and maintain their technical, project management and solution analyst competencies and certifications

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. Good judgment is required to provide creative and appropriate advice/solutions to problems/issues. Develops solutions to problems from the actual background and fundamental principles.
- b. Helps establish 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 stakeholder 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 stakeholders to identify and prioritize requirements in terms of their significance to supporting the larger business objective.

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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.

- Business Administration, Information Systems Technology, Computer Science, or other related fields
- Required: Project Management Institute designation at the CAPM, PMP or higher level
- Required: ITIL® Certification at the Foundation level or higher, based on the version 3 or newer framework
- Required: A variety of industry recognized information technology certifications such as MCSE, MCSA, MCITP, MCTS, MCSA, MOS, Network+, Security+, Server+, Storage+, CISSP, CCENT, CCNA, CCNP, CCDA, CISA, CISM, VCP, or TOGAF®
- Optional: A certification in the Business Analysis field such as the IIBA's CCBA or CBAP designation

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).

- Strong and broad understanding of the various components of enterprise IT solutions including networks; enterprise and web applications; storage and server infrastructure; data architecture and services; information security; software development; various client devices and technologies

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

- A minimum of five years of progressively responsible experience providing leadership in managing projects, gathering requirements, developing, and analyzing solutions.

Experience coordinating, monitoring, and following up on client IT requests and projects; facilitating discussions as well as negotiating solutions; and preparing briefing material and project documents.

One year of experience in identifying and analyzing business-related requirements of clients, partners, or stakeholders.

Two years of experience working collaboratively with business partners to understand, analyze and articulate business and/or project requirements and recommend solutions; working with teams of technical staff and interacting with business units to achieve results; and experience managing projects, including all project management life cycle phases.

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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 is required to determine from a wide range of stakeholders the relevant parties to include in requirements gathering activities and which stakeholders 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 stakeholder 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. 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.
- 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) Oversee project and develop dashboards to present projects status

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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.

- 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 ITS strategies, standards, policies, and procedures
- Government privacy and freedom of information legislation
- Audit requirements for information systems

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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, 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. Since ITS solutions are involved in a variety of critical college business processes there can be a wide range of consequences including potential damage to the reputation of the college or its programs.
- b) Failing to identify the relevant stakeholders 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 stakeholder satisfaction in accordance with the level of allocated college resources.
- c) Errors in judgement in designing solutions could result in critical systems failures with wide-ranging consequences. Failing to select optimal solutions or to identify flaws can result in missed opportunities or inefficiencies.

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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	
			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 Management (Directors, CIO)	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
	College Executive Team	Gathering project and solution requirements	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	

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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 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.

- Various cross-functional staff that are committed to task work on projects. The incumbent must manage their activities in relation to the project plan and approved commitment of time by the staff members' immediate supervisors

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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	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.

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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
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 and				X		I
Email communication with project team members and project stakeholders			X			S
Performing analysis of solutions, project managements plans and risks				X		I

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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
Travel to attend project meetings (Tri-campus)	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:

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

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.