

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: September 1st, 2022

College: St Lawrence College
Incumbent: Vacant
Position Title: Project Manager, Capital Projects & Planning
Classification: Pay band 10
Division/Department: Facility Management Services
Location/Campus: Kingston
Immediate Supervisor (title): Associate Director, Capital Planning

Type of Position:

<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Administrative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Part-Time Academic
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sessional Academic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Part-Time Academic
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Part-Time Support	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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 Facilities Management Services (FMS) Project Manager under the direction of the Associate Director, Capital Planning is responsible for managing campus renovations, capital projects and for contributing to the long-term strategic capital planning process. The position is proactive in organizing and executing the College's strategic capital requirements and in procuring the financial resources, construction, and design services necessary to implement the plan and to manage and document the integrated site development activities.

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>
<p>1. Capital Projects and Administration</p> <p>Under the direction of the Associate Director, Capital Planning, the Project Manager:</p> <ul style="list-style-type: none">• Works collaboratively as part of tri-campus Facilities Management Services (FMS) team on renovation projects and new construction, including providing planning and construction oversight support.• Manages capital projects, including obtaining appropriate stakeholder engagement, working with designers, planning for proper procurement processes, maintaining proper consultant and contractor engagement, keeping track of budget and timelines, and ensuring excellent communication with all stakeholders (academic, administrative and support staff) as well as consultants and contractors.	(75%)
<p>2. Facilitating College Strategic Capital Planning Process</p> <p>Under the direction of the Associate Director, Capital Planning:</p> <ul style="list-style-type: none">• Provides support to the facilitation, development and completion of the annual capital plan and budget as well as the 5-year rolling capital plan/budget forecast.• Works closely with the Strategic Capital and Infrastructure Planning Committee to develop the annual capital plan/budget and 5 year rolling capital plan/budget forecast.• Provides background information to support decision making including but not limited to deferred maintenance data, College roofing audits, College energy and greenhouse gas reduction audits, Sustainability Plan, technical audits, and FMS stakeholder input.• Collaborates with College stakeholders including but not limited to	(15%)

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Information Technology Services (ITS), Academic Departments, Student Services, Student Governments, Ancillary Services (Residence, Parking, Food Services and Event and Banquet Services) to ensure a comprehensive understanding of college capital requirements.

- Supports works with stakeholders to develop a full understanding of capital initiatives, their estimated costs, relationship to the SLC strategic plan and risk registry.
- Supports the collaboration with the Strategic Capital and Infrastructure Planning Committee to develop stakeholder understanding and consensus and the completion of the Capital Plan for the new budget year and the 5-year forecast. The completed plan will have budget parameters and timelines that must be adhered to.

3. Other Duties

Other duties as assigned to support the work of FMS.

(10%)

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) Working with stakeholders to understand capital requests and develop cost estimates and applying the College's risk registry as well as Strategic Plan provide guidance on the ranking and prioritization of projects.
- b) Critically review consultant and contractor change orders to ensure both fairness to the vendor and college value. Understand when an issue requires escalation.
- c) Providing/managing oversight to construction activities and critically assessing the severity of issues that arise. Trouble shooting problems encountered on site by contractors or others and understand when an issue requires escalation.

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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

☐ Master's Degree

☒ 3-Year Diploma/Degree

☐ Post Graduate Degree

☒ Professional Designation

Specify: PMP (Considered an asset)

☐ Other

Specify:

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

3-year diploma in a related field (engineering technologist, architectural technician, skilled trades, construction technology), or equivalent experience and education. PMP is an asset but not required.

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).

- Excellent customer service skills.
- Excellent understanding of Health and Safety in construction.
- A thorough knowledge of applicable legislation, regulations, standards, principles/ practices and ministry and municipal policies affecting the College (i.e., WHIMS, Occupational Health and Safety Act, Building and Fire Codes, Zoning Bylaws, Planning Act, Construction Act, etc.) is required.
- A thorough knowledge of project management processes, skills, tools, and techniques is required as well as a proven ability to plan and document projects.
- Excellent budget management skills.
- Excellent ability to read and understand construction drawings.
- Proficient with office productivity software (MS Word, Excel), publishing, graphic design

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applications and database.

- Good understanding of energy management and GHG emissions.
- Excellent understanding of the role sustainability plays in facility operations.
- Ability to resolve customer complaints and concerns.
- Ability to organize resources, establish priorities, meet deadlines, and manage multiple tasks with continual interruptions.
- Ability to work and communicate effectively, both orally and in writing, with a wide range of constituencies in a diverse community.
- Superior ability to use independent judgment to manage and impart information to a range of clientele.
- Ability to manage, supervise, and effectively communicate the allocation and reallocation of space including the relocation of personnel, and equipment related to allocation and reallocation of space.
- Ability to read building design and construction documents.
- Valid Class G Drivers License.

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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"/> 0 - no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

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

- Minimum 5 years of related work experience demonstrating in-depth project management skills.
- Minimum 3 years of working with legislated requirements such as the Ontario Building Code, OHS Act, and Construction Lien Act
- Work experience with construction methods, materials, and processes, and building systems (e.g., structural systems, HVAC, electrical, information technology, utilities servicing, general maintenance practices and sustainability)
- Work experience with procurement processes and knowledge of consultant and contractor contracts.

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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) Engage with college stakeholders to capture project requirements. Manage stakeholder expectations with respect to timeline and budget constraints.
- b) Review architect drawings from concept, schematic, design development and construction drawings and provide feedback.
- c) Liaise with outside contractors to review design solutions. Review contract drawings and specifications for bidding on renovation or construction projects.
- d) Review shop drawings and respond to RFIs requested by contractors.

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) Approval of additional budget outside of Board approved capital budget.
- b) Approval of project change orders.
- c) Allocation of college space from one department to another for a capital initiative.

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.

- Purchasing policies, Ontario Building Code, Fire Code, Occupational Health & Safety, College Policies, City By-laws, City Official Plan, Accessibility guidelines and AODA regulations, SLC Sustainability Plan, Construction Act, FMS specific processes, Policies and Procedures developed within the department.

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

- a) Failure to properly manage a project may lead to time delays, increased budget and inhibit the college's ability to adequately serve students.
- b) Inaccuracies in estimating budgets may result in inadequate funds to execute a project. This can be impacted by changing market conditions.
- c) Failure to adequately capture stakeholder requirements could result in costly renovations that do not meet the needs of the user group.
- d) Poor communication with contractors on College construction sites and delays in responses to RFI's could result in costly delays negatively impacting deliverable expectations and timelines.

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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.	Managers	Project needs.		X
	Students	Student Assoc., Green Fee Committees, Projects impacting student space.	X	
	Staff	Consultation on projects.		X
	Strategic Capital and Infrastructure Planning Committee	Developing rolling 5-year comprehensive capital plans.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Contractors	Ensure they are performing work on campus in accordance with contracts and legislative requirements.		X
	Suppliers	Sourcing solutions to issues.		X
	Consultants	Providing direction as it relates to their design, capital renovations.		X
	Regulatory Authorities	Resolving issues related to regulatory compliance.		X
	Other college peers	Exchanging information & bench marking best practices.		X
	General public	Responding to issues or concerns.	X	
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:
 - Coaching: May act as a coach to students doing project work.

* 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.

- Architects, Engineers
- Contractors
- Strategic capital planning committee
- Possible bursary students

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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) *	
Contract for Service **	
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			X		
Walking			X		
Climbing	X				
Carrying light objects	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
meetings			X			I
Attention to detail and accuracy requirement to accumulate and analyse data and prepare reports with strong attention to detail				X		I
Reading – regular requirement in day-to-day activities and to remain current on trends/new regulations/etc			X			I
Communications – regularly required to convey information and directions					X	L

FREQUENCY:

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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
Extreme temperatures, dirt, and hazardous conditions on a construction site.		X	
Exposure to verbal abuse in obtaining compliance with orders.	X		
Travel required to other campuses weekly and to provincial meetings.		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
Exposure to construction hazards during management inspections.		X	
Exposure to electrical and mechanical hazards during construction/installation.		X	
Exposure to falls requiring fall arrest during inspections.	X		
Exposure to conflict during dispute resolution activities.	X		
Designated substances as part of management plan.		X	

Frequency:

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

Additional Notes Pertaining to this Position:

The Project Manager will require strong technical, problem solving as well as communication skills. The development of the annual capital plan/budget requires the ability to not only work as part of a team but also to lead individuals/departments towards consensus on complex issues.