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: April 2017**
                                        Updated (incl. title change): June 16, 2022

College: St. Lawrence

Incumbent: Vacant

Position Title: Manager, Craig Centre for Innovation
Position #:

Classification: Pay band 9
NOC Code:
Division/Department: Innovation and Business Engagement
Location/Campus: Kingston

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

Type of Position:

X☐☐☐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: _____

Job Fact Sheet Questionnaire

POSITION SUMMARY

This position is responsible for two related functions: Management of the Craig centre for Innovation and Community Based Innovation. As the manager for the Craig Centre for Innovation, the incumbent is responsible for developing and implementing activities that support building the innovative capacity of our communities. This role includes resource management (space, financial, human, capital), stakeholder engagement, and program development. The incumbent will manage the day-to-day requirements of the Innovation Hub as identified in the operational plan. The Craig Centre for Innovation will provide space for a variety of educational, community engagement projects; resources to support innovative thinking and exploration and to further real-world learning opportunities. The Community Based Innovation function is meant to advise, support, and develop tools, students, and staff in the effective implementation of community-based learning projects. The incumbent provides oversight and guidance to the students and staff involved in Community Based Innovation and will be responsible to ensure that projects and membership align with the College's strategic directions and represent the diversity of College programs and campus needs. This also includes the administrative oversight and leadership of the College's ENACTUS team.

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. Craig Centre for Innovation Operations	**50(%)**

- Work with a college cross-functional Steering Committee to establish operational policies and procedures.
- Manage the operations of the Innovation Hub, following the established operational policies and procedures ensuring equitable and optimal use by a broad range of programs and projects, college wide.
- Responsible for leading digital asset creation and communications for Centre operations
- Develop an annual report on the use and efficacy of the Innovation Hub
- Select, supervise, and develop staff to assist in the running of the Innovation Hub.

2. Community Based Innovation	**25 (%)**

- Develop strategic and business plans to integrate community-based activities across diverse program areas tri-campus.
- Provide oversight and guidance for ENACTUS team projects to ensure delivery of high quality and impactful initiatives
- Develop and implement challenge statements that facilitate community-based learning activities
- Ensure team follows College policies
- Assist college, faculty, and students in finding suitable community partners to execute projects and activities.

3. Community Engagement	**20 (%)**

- Represent the College on various external groups that support innovation in our region
- Assist connecting community stakeholders with the College broadly
- Represent the College in the community in order to re-inforce the College's strategic goals

- Introduce other possible sources of funding, structures or partnerships that would support innovation and business engagement

4. Other duties   5%

The incumbent will support other responsibilities that support the mandate of the Innovation and Business engagement department such as grant funded projects

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 <u>three examples</u> of the most important and difficult decisions that an incumbent is typically required to make.

a) Develop and apply a policy and procedure that will ensure equitable use of the Centre by a wide variety of stakeholders who may be competing for time and use of the resources. This will require striking a balance between adequate promotion to make sure the usage time is maximized; resources are maximized and equitably designating time when requests exceed availability.

b) Required to inform and solicit involvement from a variety of academic programs and campuses in order to expand the number of projects. This requires building of new and sustainable relationships with a diverse audience.

c) Identifying and connecting community members to the college in order to grow project opportunities. This includes determination and acquisition of resources. The partnerships need to be built on a realistic and sustainable platform for the long-term success of all stakeholders. The incumbent has to ensure that expectations are achievable for all parties.

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.
- Relevant field of study

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).
- Very strong interpersonal, cross-cultural, and communication skills
- Project management and project development skills
- Community relationship management

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:

☐☐ no experience required   ☐☐ 4 years

☐☐ 3 months   X☐☐ 5 years

☐☐ 6 months   ☐☐ 7 years

☐☐ 1 year   ☐☐ 9 years

☐☐ 18 months   ☐☐ 11 years

☐☐ 2 years   ☐☐ 13 years

☐ 3 years   ☐☐ 15 years

                                    ☐☐ 17 years

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

- Experience working in a post-secondary environment
- Experience with community development projects
- Project management skills
- Developed community connections and network
- Experience advising and coaching

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) Project planning and implementation decisions

b) Allocation and approval of community-based projects, within the parameters of College strategic goals, and policies Approval of team's budget and expenses

c) Operations management: including scheduling of space, hiring and supervision of student employees, small purchases of supplies

d) Approval of project budget expenses (within an annual approved budget)

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) Acquisition of external financial resources

b) Signature of any MOU's with community stakeholders

c) Development of annual budget

d)

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.

- ENACTUS Canada guidelines
- College fundraising policies
- College financial policies
- College travel policy
- Off-campus activity risk management forms

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)   Project implementation decisions are impacted by unforeseen circumstances can result in financial and reputational impact on the College and the team.

   b)   Choice of partnerships used to deliver projects in the Community can impact College

   c)

   d)

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	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Director, Alumni	fundraising	x	
	Director, Marketing	Media and PR		x
	Faculty	Project implementation and execution		x
	Academic Deans	Project support	x	
	PASS program	Project delivery	x	
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Various community agencies	Project initiation and delivery		x
	ENACTUS Canada	Team and project oversight		x
	School Boards	Project delivery		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.**			

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.

  ▪ ENACTUS team members and faculty advisors
  ▪ Bursary and/or placement students
  ▪ Grant funded positions

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	
Non-Full Time Staff (FTE) *	10 staff 5000 hours
Contract for Service **	
Total:	2.7

* 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.

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		
standing		X			
lifting	x				

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Writing reports and funding proposals	x					Intermediate
Operating a computer		x				Intermediate

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 category 1	x		
Regular office environment		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
none			

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.