

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. 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.

Effective Date: 22-Apr-2025

POSITION IDENTIFICATION

College: St. Lawrence
Incumbent: Vacant
Position Title: Manager, Professional Services & Innovation
Position #:
Classification: Pay Band 11
NOC Code:
Division/Department: Professional Services and Innovation
Location/Campus: Tri-Campus
Immediate Supervisor (title): Dean, Professional Services and Innovation

Type of Position:

☐ Administrative, full-time

☒ Administrative Part-Time

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

Reporting to the Dean, Professional Services and Innovation, the Manager, Professional Services & Innovation is responsible for providing, facilitating, monitoring, and coordinating the operations that support process planning, human, financial and physical resources planning and management, and control and project management.

The incumbent is a member of the administrative leadership team and actively engages in business planning initiatives while assisting with ongoing endeavours to focus on teaching and learning excellence. The incumbent will identify relevant interdependencies, look for synergies between projects and teams, nurture partnership engagement, provide creative problem solving and risk mitigation and communicate findings and recommendations through regular status reports to the Dean, Professional Services and Innovation and to the Professional Services and Innovation management team and other SLC leaders, as required.

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. Academic Planning and Collaboration

(40%)

Ensures the effective and efficient operation of business and support functions:

- Works collaboratively in the development and implementation of business plans with specific responsibilities within the School of Professional Services and Innovation.
- Makes recommendations to the Dean regarding processes and approaches for the effective use of human, physical, and financial resources.
- Acts as a resource person for a variety of college committees, or working groups, and fully and effectively communicates on relevant business arising/action items from the meetings. May act as the Dean or Associate Dean's designate when required.
- Responsible for the identification, implementation, and quality assurance of academic operations within the School of Professional Services and Innovation.

2. Integrated Planning and Project Management

(40%)

- Develops, maintains, and executes short-term and long-range general and detailed project plans, which account for inter-project dependencies for projects assigned.

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- Manages the day to day operational and tactical aspects of multiple projects.
- Identifies opportunities for continuous improvement and develops procedures and business processes to ensure the timely and responsive delivery of divisional services.
- Oversees the development and implementation of resources and materials within the School of Professional Services and Innovation.

3. Organizational Design (10%)

- Provides advice and support in organizational design and work structure reviews using a college adopted model of organizational design assessment and adopted change management model.
- Contributes to the design and implementation of progressive organizational development activities that support the School of Professional Services and Innovation.

4. Other Duties (10%)

- The position is required to contribute to the overall success of the School of Professional Services and Innovation and may be assigned a different portfolio based on business needs or business continuity or may be called upon to assist in supporting different initiatives of the college.
- Other duties as assigned.

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) Managing multiple projects simultaneously with potential for conflicting priorities – The incumbent will need to use judgement to, proactively and concurrently, lead several projects of size, diversity, complexity, priority, and risk.
- b) Judgement will be required to determine the most effective method to ensure the project deliverables meet the scope of the assignment, are completed on time and on budget and are beneficial to the Division. Effective project management and communication skills will be required to ensure understanding of the scope of work and alignment of the recommended approach with the Division's operational and strategic objectives.
- c) Analyse data and is responsible for developing or recommending a specific process to remedy an identified issue. Must solicit input from numerous partners and collaborate with managers and staff in other areas.

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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.

- Minimum 3-year Diploma/Degree in Business or another relevant field of studies along with relevant experience related to the functions of the position.

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).

- Project management knowledge and skills to support prescribed strategic initiatives.
- Advanced knowledge of administration, human resources, and physical resource management.
- Advanced skills in the use of Microsoft office suite of products, and ease with other technological platforms.
- Proven problem solving and a solutions-oriented approach along with good judgment and decision-making skills.
- Demonstrated advanced client services orientation and skills.
- Conflict resolution and negotiation skills.
- Strong time management, prioritizing and multi-taking skills in an environment and the ability

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- to work under the pressure or timelines with competing priorities.
- Assertiveness along with diplomacy, political sensitivity, and patience.
- Ability to work collaboratively in a complex and matrix environment as part a tri-campus team.
- Highly developed communication skills, written and verbal and consultation skills to effectively handle interactions with individuals at all levels of the college and with community partners.
- Ability to adjust to change, model the adoption of change management and foster an atmosphere of continuous improvement.
- Models the organizational values of Students-First, Teamwork, Integrity, Innovation and Belonging.

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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 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 fulfil the requirements of the position.

Minimum seven (7) years of experience, which will include the following experience aspects:

- Experience coordinating regulatory business processes as the lead representative of a service department or organization.
- Experience in applying continuous quality improvement methodologies.
- Practical experience working with multiple partners while working on projects of various sizes.
- Experience applying strong communication, conflict resolution and negotiation skills to influence results and strategic direction is required.
- Experience in preparing written materials to communicate concepts, plans, and results to various audiences.
- Experience in a higher education environment is required.

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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) Calling meetings with key relevant Parties for input to keep projects moving forward and ensuring the appropriate level of collaboration and contribution.
- b) Participating in project teams as Subject Matter Expert for a variety of initiatives or projects that require input on impact to existing current state compared to future desired state and advising a variety of internal or external partners on the impact of change.
- c) Recommends strategies or projects to the Dean, Professional Services & Innovation to ensure divisional objectives are aligned and meet SLC's strategic objectives.

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) Non-routine requests/activities or special projects may require guidance or direction to establish new processes or activities for groups of college stakeholders.
- b) Revises the project plans per ongoing communications with project partners and providing regular progress update reports to the Dean, Professional Services & Innovation.
- c) Requests for changes which may impact on established College processes.

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.

- College Strategic Plan
- Academic Manual and Policies
- College policies and procedures

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- MTCU Multi-year Accountability Agreement
- KPI/Student Experience Survey Results
- Mandates and Terms of Reference of college committees, such as the Information Technology Governance Committee.
- Microsoft Office Suite of Products

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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) Because of the sensitive nature of process improvement, errors in judgement regarding communications and approach could result in an unfavourable view of the procedure, and reluctance or even intransigence on the part of some individuals or groups to participate wholeheartedly. This could impact the entire endeavour and could result in negative effects on students, staff, and clients, as well as inefficient use of resources.
- b) Making the wrong recommendation for process improvement could result in creation of new inefficiencies, missed deadlines, increased costs, increase in staff resources including increased staffing to deal with increased workload due to cumbersome and/or an ineffective process.
- c) Inadequate consultation and planning with Professional Services & Innovation Team could lead to poor understanding of the operational procedures and project goals, resulting in employee dissatisfaction and limited beneficial gains to the college.

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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.	Academic Services Assistants	Exchanging information, consultation		X
	Receptionist/Clerks	Exchanging information, consultation		X
	Student Success Facilitators	Exchanging information, consultation		X
	Faculty and students	Exchanging information, consultation		X
	Vice-Presidents	Exchanging information, consultation	X	
	SLC Deans	Exchanging information, consultation		X
	SLC Associate Deans	Exchanging information, consultation		X
	Managers and staff in Financial Services	Exchanging information, consultation		X
	Managers and staff in Belonging, People, and Culture	Exchanging information, consultation		X
	Registrar, Associate Registrar	Exchanging information, consultation	X	
	Managers, Academic Operations – tri-campus	Exchanging information, consultation		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Local suppliers and contractors	Confirmation of orders, consultation	X	
	Potential students, parents, general enquiries	Exchanging information	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:
▪

* 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.

The incumbent provides expertise for the implementation of the School of Professional Services & Innovation business process improvement program, and provides that expertise to the Dean, Associate Dean, and other staff.

Provides functional guidance to the Professional Services & Innovation Team regarding the analysis of business process redesigning. Provides technical guidance to project teams regarding the analysis of processes and the development of improvement plans.

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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 meetings, workstation, etc.)				X	
Standing (presentations, facilitation)		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
Research, analysis, developing solutions			X			I
Writing/composing documents and report writing			X			I
Consulting/guiding administrators and staff			X			I
Leading meeting/chairing or participating in meetings dealing with projects require a high level of analysis and tact on the spot and according to the situation.		X				L

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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 other campuses	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
NA			

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.