

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 to the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

UPDATED: September 25, 2023

College: St. Lawrence
Incumbent:
Position Title: Associate Director, Talent Management
Classification: Payband 12
NOC Code: 1121
Position #: 504
Division/Department: Belonging, People, and Culture
Location/Campus: Kingston (with Tri-Campus Responsibility)
Immediate Supervisor (title): Vice President, Belonging, People and Culture

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <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: _____

POSITION SUMMARY

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

The Associate Director, Talent Management (ADTM) reports to the Vice President, Belonging, People and Culture. The ADTM is tasked with leading talent management strategies, including organizational performance, staff and leadership development, and change management in support of the SLC Strategic Plan. These talent management strategies include, but are not limited to, the implementation of workforce planning and succession planning frameworks; management and leadership development programs; change management training; management of professional development (PD) funds; talent acquisition processes; and a comprehensive approach to performance management. This position is a member of the Belonging, People and Culture Leadership Team that provides input into new or revised human resources strategies, initiatives and policies.

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. Strategic/Operational Leadership and Management Development	(40%)
<ul style="list-style-type: none">• Continuously refine the Talent Management (TM) Framework that defines core business processes within talent management and talent acquisition, and the roles / responsibilities / capabilities required to successfully deliver an industry leading TM mandate;• Responsible for developing, implementing and continuously improving the following strategic initiatives:<ul style="list-style-type: none">○ Work Force Planning○ Succession Planning○ Performance Management Program○ Onboarding Strategies and Programs○ Employee Training & Development Strategy○ Management and Leadership Development Programs○ Professional Development Policies and Funding○ Other initiatives as assigned;• Manage the existing performance management program by designing and implementing a contemporary proactive program that incorporates and promotes employee wellness, continuous feedback, and positive behavioural reinforcers that promote, reward, and recognize performance that aligns with SLC's values and strategic plan;• Develops and implements needs analyses to determine present and future professional development and training needs that are consistent with the College's objectives;• Arranges for development and delivery of content-specific workshops to respond to identified client needs and ensures that support staff and administrators have the necessary skills to perform their duties;	

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- Plans and delivers programming for College managers to ensure the creation of a positive work environment aligned to SLC values for all employees;
- Oversee planning and implementation of staff awards and recognition programs that contribute to a positive workplace environment for all staff;
- Plans and delivers training on college wide programs that impact SLC strategy and operational excellence (change management, etc.);
- Engages with CET to identify and deliver specific training required to enable client department strategy and operations. Consults with all levels of administration to plan and deliver training for specific work groups;
- Facilitates professional learning sessions for SLC staff as well as source and secure external vendors;
- Provides remedial training and consulting to employees as required.

2. Talent Acquisition (Staffing)

(20%)

- Oversees the Talent Acquisition unit that is responsible for all full-time hires. In addition, this unit manages all internal staff competitions and a significant number of part-time job competitions.
- Works closely with the Talent Management Consultants to develop, refine and implement efficient processes for advertising job-postings, resume reviews, interviewing of candidates, reference checking, preparing Letters of Offer all in alignment with Belonging, Equity, Diversity, and Inclusion (EDI) best practice.
- Collaborates with the Talent Management staff to develop and deliver training to ensure hiring managers understand the talent acquisition policies, procedures and supports to guild a professional recruitment and selection experience for both prospective candidates and managers.
- Provides oversight and leadership to resolve disagreements and / or unusual circumstances that may occur with staffing processes and procedures.

3. Legislated Requirements

(5%)

- Ensures compliance with all legislation (labour, immigration, etc.) impacting talent acquisition.
- Ensures College compliance with all AODA training requirements with a particular focus on Human Rights training.
- Manages the legislated training online modules for all part-time and full-time staff hires.

4. Functional Guidance and Leadership

(20%)

- Co-chair the annual Staff Professional Development conference planning team (“Learning Connections Conference”).
- Collaborates with the BPC Team to develop and deliver HR-specific training programs (e.g., policy awareness, interview panel training, employee relations policies, etc.).
- Provide leadership and supervision to the Talent management team

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staff, including the Manager, Employee Development and Talent Management Consultants.

- Participate and contribute to BP&C Leadership Team strategic discussions and planning.
- Provide functional guidance to departments with specific training needs that need to be rolled out to college employees.

5. External PD / Tuition Assistance / Region Leadership / Other Responsibilities (15%)

- Provides technical review and manages the approval process and funding for applications by College employees requesting financial support to attend external conferences/workshops and/or ministry-sponsored SLC offered courses.
- Provides technical review and manages the approval process and funding for applications by College employees requesting financial support for tuition fees towards completion of post-secondary credentials, e.g., Diplomas, Bachelor Degrees, Masters Degrees, Doctoral Degrees, or other professional designations and certifications.
- Provides technical review and manages the approval process for applications by eligible College employees requesting partial tuition reimbursement for eligible dependents enrolled in full-time studies at SLC.
- Finalizes policy in conjunction with the Finance Department for CET's approval re: funding support for credentialed study and managing funding process, as required.
- Monitors budget and participates in the budgeting process.
- Reports on progress of talent management programs and initiatives to Vice President, Belonging, People and Culture;
- Represents the college on regional and provincial committees as required. Maintains external relationships on behalf of the College related to the training and development and talent acquisition (staffing) function within the College on regional, provincial and national levels.
- 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 analysing** 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) Establishing new strategies, processes and procedures that will support continuous learning and align with the College's overall strategic direction. This involves the development of long-term strategies – identifying key stakeholders, understanding restraints and challenges, researching best practices, problem solving internal systems barriers, analysing options, developing business cases, and preparing a communication strategy.
- c) Planning, designing, and implementing an employee development program that is creative and engaging, fosters learning and skills improvement and supports continuous learning for support staff, administrators and managers.
- d) Interpreting the results of various needs assessments for training needs within the College. Prioritizing these needs and aligning with the College's strategic directions and objectives so that present and future goals of the College are achieved.

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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 (required)

2-Year Diploma

Masters Degree (preferred)

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 4-year Bachelor's Degree required in a relevant field of study such as Human Resources . An equivalent combination of relevant education and experience may be considered.

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).

- Organizational and project management skills
- Team building, leadership and motivational skills
- Ability to design and implement leading practice talent management strategies
- Strong communication (verbal/written) and listening skills
- Ability to be proactive and take initiative.
- Ability to work in a self-directed and collaborative manner on multiple, concurrent and potentially complex priorities.
- Proficiency with word processing, spreadsheet, presentation and project management software (Microsoft Office Suite); email communications (MS Outlook);.
- Knowledge of College programs, academic and organizational structure.
- Understanding of labour legislation, collective agreements and Belonging, EDI best practices.

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- Understanding of basic accounting/budgeting principles.
- Intercultural competency

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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 type="checkbox"/> 7 years |
| <input type="checkbox"/> 1 year | <input checked="" 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.

- 9 years of recent, progressively responsible experience working in a unionized, human resources environment, including HR management and leadership experience.
- Demonstrated experience implementing and managing HR best practices, processes and procedures with particular emphasis on workforce planning and succession planning frameworks, management and leadership development programs and performance management.
- Experience and proven success with developing and implementing process improvements in support of strategic initiatives.
- Experience designing, implementing and evaluating employee programs.
- Demonstrated project management experience.
- Liaison experience working with senior management.

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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) Design specific skill-based programming for employees across the College and ensure effective delivery to ensure that employees have the necessary skills to meet present and future goals.
- b) Effectively represent the College and provide strategic leadership at the regional, provincial and national level.
- c) Design and implement effective needs analyses, surveys and other research methods to identify and prioritize training and development needs and make appropriate recommendations to senior management.

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) Implementing a new college-wide program, policy, procedure or strategy.
- b) Expenditures outside of the planned budget.
- c) Major adjustments to an assigned initiative, program or policy.

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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.

- Corporate Policies, Procedures, Processes, Guidelines.
- HR Policies/Procedures.
- Government legislation.
- Collective Agreements.
- College Strategic Plan.
- College Business Plan.
- HR Strategic Initiatives.
- Past practices.

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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) Initiatives that are poorly researched or lack sufficient collaboration with key stakeholders could result in waste of funds and resources.
- b) The College's strategic directions and specific college culture must be fully understood. Failure to interpret the goals and objectives appropriately could result in programs and initiatives that do not meet the needs of the College or the employee groups.
- c) The incumbent must have an in-depth understanding of factors that lead to long term employee engagement, satisfaction and training needs. The incumbent must also represent the College's values and cultural factors. Failure to do so could have a negative impact on employee engagement and result in a lack of "buy-in" from employees.

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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.	President & College Executive Team	Presenting strategic initiatives, programs, process changes and improvements.		X
	College Leadership team	Discussing PD needs, processes, improvements, performance management, succession planning, providing advice, etc.		X
	College managers	Share information, coaching, consulting, planning.		X
	College employees	Discussing individual training and development plans.	X	
	Executive Director, HR & OD	Discussing initiatives, providing reports and presentations for CET, budget discussions, project plans, best practices, etc.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Other Colleges	Share information, discuss regional and provincial initiatives		X
	Service Provides/Trainers	Discuss workshop content, evaluate, provide feedback.	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.

- Functional guidance and strategic advice is provided to all employees and all levels of management including the College Executive Team.

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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	3
Non Full Time Staff (FTE) *	
Contract for Service **	
Total:	3

*** 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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PHYSICAL AND SENSORY DEMANDS

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting				X	
Walking		X			
Bending		X			
Lifting	X				
Standing		X			

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Document preparation – project plans, reports, policies, processes, etc.			X			L
Budget Review		X				S
Data input, record-keeping, filing	X					S
Data Analysis		X				I

WORKING CONDITIONS

Occasional travel to other campuses for meetings or special events. Occasional travel out of town to provincial or regional conferences.