# Welcome to Management Essentials

**Customers will never love a company until the employees love it first.**

**- Simon Sinek**

# How did we get here?

- In January 2016, SLC employees completed an engagement survey to find out what keeps them engaged at work.

- The intent of the survey is to use the results and invest in opportunities for staff to feel connected to the college

- The results of the survey showed that engagement levels were high!

- The results also showed that the majority of staff were engaged and/or motivated by one or more of these top three engagement drivers:

**Innovation**

**Professional Growth**

**Collegial Vision**

# With Survey results like this, one thing's for sure:
## The staff at SLC are engaged!

## COLLEGIAL VISION

### 1. READ EACH STATEMENT AND INDICATE YOUR LEVEL OF AGREEMENT.

🟥 Unfavourable  🟨 Neutral  🟩 Favourable

| Items | | Valid | Unfavourable | Neutral | Favourable | Mean |
|---|---|---|---|---|---|---|
| Overall Results | 🟥8 🟨20 🟩73 | 100% | 8% | 20% | 73% | 3.85 |
| We have a shared vision of what the College will be like in the future. | 🟥8 🟨22 🟩71 | 712 100% | 55 8% | 154 22% | 503 71% | 3.82 |
| We understand what needs to be done for us to succeed in the long run. | 🟥10 🟨19 🟩70 | 715 100% | 73 10% | 138 19% | 504 70% | 3.77 |
| The College has a long-term purpose and direction. | 🟥5 🟨16 🟩79 | 719 100% | 36 5% | 114 16% | 569 79% | 3.97 |
| The College Executive Team have painted a compelling vision for the College. | 🟥8 🟨21 🟩71 | 696 100% | 56 8% | 143 21% | 497 71% | 3.84 |

### 3. PLEASE SELECT THE THEME(S) THAT BEST DESCRIBE(S) THE COMMENT YOU MADE ABOVE:

| Responses | | Frequency | Count |
|---|---|---|---|
| Clear and consistent vision | 10 | 10 | 57 |
| Better communication | 19 | 19 | 109 |
| Improve leadership | 12 | 12 | 66 |
| Improve Collegial direction | 12 | 12 | 67 |
| Better strategies | 14 | 14 | 77 |
| Satisfied with Collegial vision | 62 | 62 | 345 |
| Other | 6 | 6 | 31 |
| Valid Responses | | | 559 |
| Total % | | | 100 |

# And thus was born the three SLC Engagement Driver Committees!

## Collegial Vision

Creating and reinforcing a shared vision and values for the future and identifying and acting on the bold steps that will get us to that vision.

## Professional Growth

Ensuring our staff have access to the highest quality learning and development opportunitism are supported to engage and network with colleagues across the province and beyond.

## Innovation

Creating College culture that supports, nurtures and celebrates innovation in our teaching, staff processes and procedures, and planning for the future.

# To sum it up…

**COLLEGIAL VISION** = **STRATEGIC PLAN**

The Collegial Vision Committee
is dedicated to the elements of our Strategic Plan.

# And those elements are…

**VISION**

**VALUES**

**MISSION**

**STRATEGIC DIRECTIONS**

Collegial Vision

SLC Engagement Drivers:

VISION

VALUES

MISSION

STRATEGIC DIRECTION

THE JOURNEY

SLC Staff....what drives you?

#proudtobeslc

Collegial Vision

OUR VISION

MISSION

STRATEGIC DIRECTIONS

MULTI-YEAR OBJECTIVES

# What drives you?

**Innovation**

**Professional Growth**

**Collegial Vision**



Interested in joining our Committee?  We would LOVE to have you join!
THANK YOU!!!!!

# Student Services at SLC



St. Lawrence College

# Student Services at a Glance

- We serve all full-time and part-time students

- 46 full-time staff and 59 full-time equivalent

- We have a management contract with the YMCA (SHAC)

- We have approximately 80 student employees

- Total revenue is ~3.7M and total expenditures are ~7.7M

- Variety of funding envelopes: accessibility; mental health; Indigenous; and First Generation (access and inclusion programming)

- Accountable for 49M in OSAP grants and loans distributed to 5,488 students

St. Lawrence College

# Student Services Operating Units

- Libraries and Student Success

- Administrative Student Services and Financial Aid

- Indigenous and First Generation Services

- Athletics and Student Engagement

- Counselling, Accessibility and Health Services

- Student Rights and Responsibilities

St. Lawrence College

# Libraries and Student Success
## Leigh Cunningham

- Libraries and Learning Commons

- Test Centre Services

- Math and Writing Centres

- Academic Advisement

- Peer Tutoring

- Academic Early Alert

St. Lawrence College
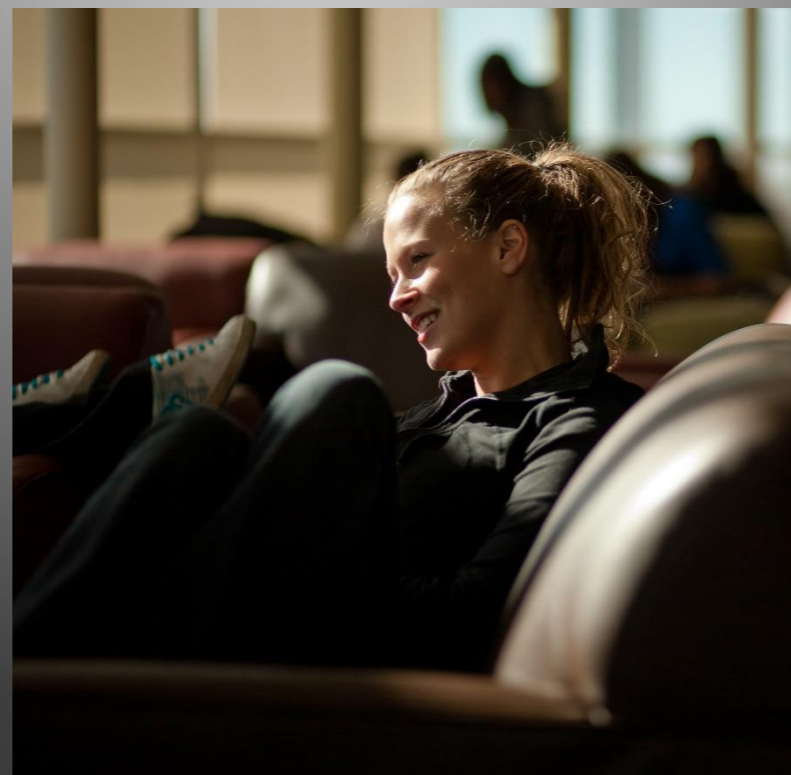
# Administrative and Access Student Services
## Marg Hogan

- Administrative Student Services
  (Registration, Academic Records, Payments, ID Cards, etc...)

- Financial Aid, Bursaries and Scholarships

- First Generation Services
  (Access and Inclusion Program)

- Indigenous Student Services

- Student Government Relations

St. Lawrence College

# Athletics and Student Engagement
## Kevin Biggs

- Varsity Sports, Extramural and Intramural Activities

- Orientation

- Student Government Liaison

- Summer Camps

- Engagement / Student Life Recognition

- Fitness Centres / SHAC

St. Lawrence College

# Counselling, Accessibility & Health Services
## Gillian Gunn

- Personal Counselling

- Academic / Career Support

- Mental Health

- Health Centres (K,C) - Immunization

- Accessibility Assessments / Accommodations

- Learning Strategists /Learning Coaches / Testing Services

- Adaptive Technology

- BSWD Support

- Institutional Support – Mental Health, Accommodations and Human Rights

St. Lawrence College
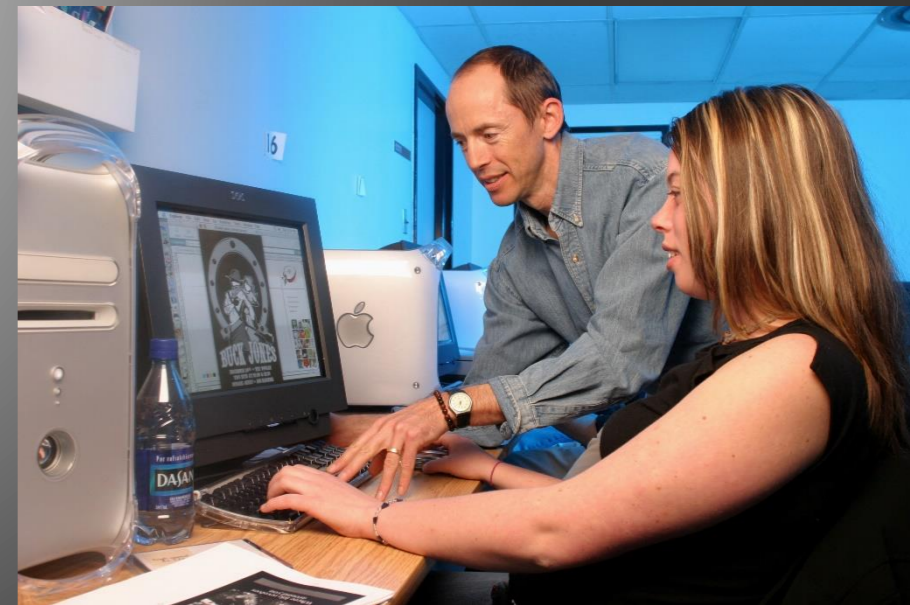
# Student Rights and Responsibilities Officer
## TBD

- Behavioural Intervention Team (BIT) Resource
- Student Code of Conduct – Rights and Responsibilities
- Academic Appeals Support
- Sexual Assault / Sexual Violence Protocol Support
- General Complaint Support



St. Lawrence College

# Questions?

St. Lawrence College

St. Lawrence College

Human Resources & Organizational Development

# Management Essentials Workshop

The Academic Environment

Presented by:

Robin Hicks, Dean of Applied Science

Human Resources &
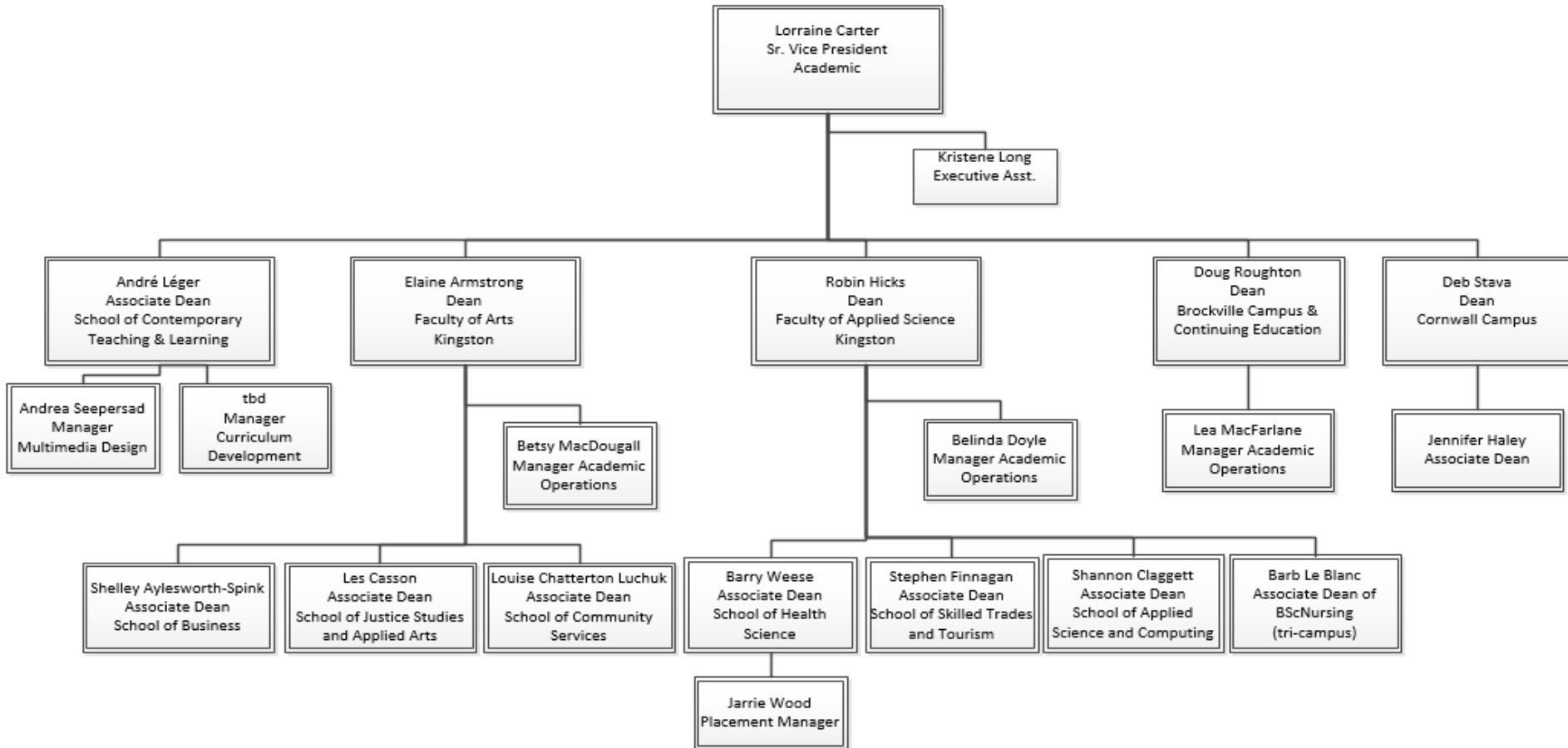Organizational Development

## Our Vision

Rooted in our communities, we will be a globally recognized college delivering **innovative learning** opportunities and preparing **career-ready** graduates to be leaders in their fields.



St. Lawrence College

HELLO FUTURE

Management Essentials Workshop

Human Resources &
Organizational Development

# Academic Leadership



Organization chart:

- Lorraine Carter — Sr. Vice President Academic
  - Kristene Long — Executive Asst.
  - André Léger — Associate Dean, School of Contemporary Teaching & Learning
    - Andrea Seepersad — Manager Multimedia Design
    - tbd — Manager Curriculum Development
  - Elaine Armstrong — Dean, Faculty of Arts, Kingston
    - Betsy MacDougall — Manager Academic Operations
      - Shelley Aylesworth-Spink — Associate Dean, School of Business
      - Les Casson — Associate Dean, School of Justice Studies and Applied Arts
      - Louise Chatterton Luchuk — Associate Dean, School of Community Services
  - Robin Hicks — Dean, Faculty of Applied Science, Kingston
    - Belinda Doyle — Manager Academic Operations
      - Barry Weese — Associate Dean, School of Health Science
        - Jarrie Wood — Placement Manager
      - Stephen Finnagan — Associate Dean, School of Skilled Trades and Tourism
      - Shannon Claggett — Associate Dean, School of Applied Science and Computing
      - Barb Le Blanc — Associate Dean of BScNursing (tri-campus)
  - Doug Roughton — Dean, Brockville Campus & Continuing Education
    - Lea MacFarlane — Manager Academic Operations
  - Deb Stava — Dean, Cornwall Campus
    - Jennifer Haley — Associate Dean

Management Essentials Workshop

# Employees

- Academic / Faculty
  - Part-time
  - Partial-Load*
  - Sessional
  - Full-time*

  *OPSEU Collective Agreement -- workload determined by SWFs

- Support
  - Technicians
  - Technologists
  - School Office Staff
  - Placement Clerks
  - CICE Learning Specialists
  - SCWI / PASS

Human Resources &
Organizational Development

# Academic Committees

- VPA Team
  - VPA and Deans
- Deans' Council
  - VPA, Deans, Associate Deans and Managers of Academic Operations
- Academic Council
  - Academic Policy
  - Program Development
  - Program Quality Assurance
  - Curriculum Advisory

St. Lawrence College

Human Resources &
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# Academic Programs

Continuing Education

Diplomas

Certificates

Advanced
Diplomas

Degrees

Graduate
Certificates

Dual Credits

Distance/Online Education

Apprenticeships

Management Essentials Workshop

Human Resources &
Organizational Development

# Innovative Teaching



[http://www.learningatthecentre.com/](http://www.learningatthecentre.com/)

SMALL-CLASS SETTING
WORLD-CLASS TEACHING

St. Lawrence College

Human Resources &
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# Experiential Learning

Human Resources &
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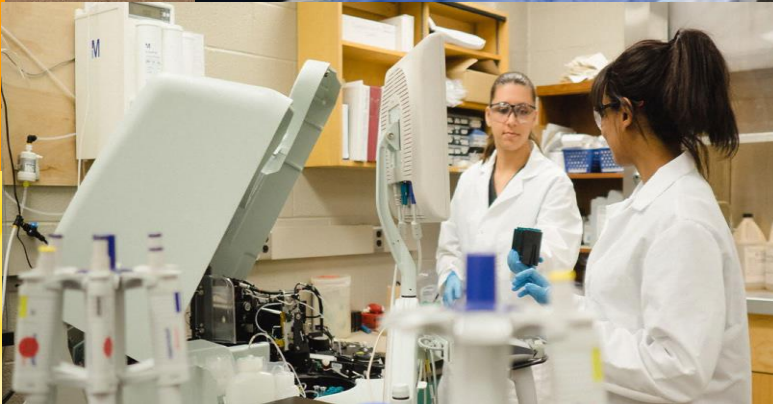
# Quality Matters

- College Quality Assurance Audit Process
  - Ontario's Standards for institutional level quality

- Program Quality Assurance at SLC
  - Formal Program Reviews
  - Annual Program Self-Audits
  - Curriculum Mapping
  - Program Advisory Committees
  - Accreditations
  - KPIs

Human Resources &
Organizational Development

**THIS IS THE START**
**OF SOMETHING BIG**

**100%**
Employer
Satisfaction

**87%** Graduate
Employment
within 6 months

KPI, 2017

St. Lawrence
College

Career
Ready

Management Essentials Workshop
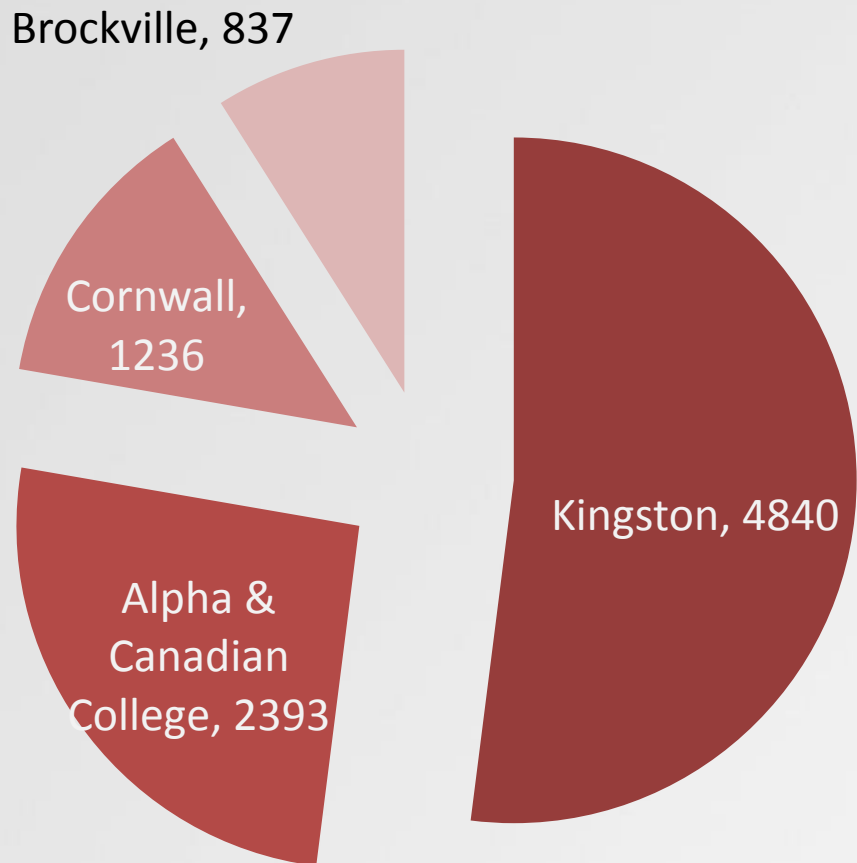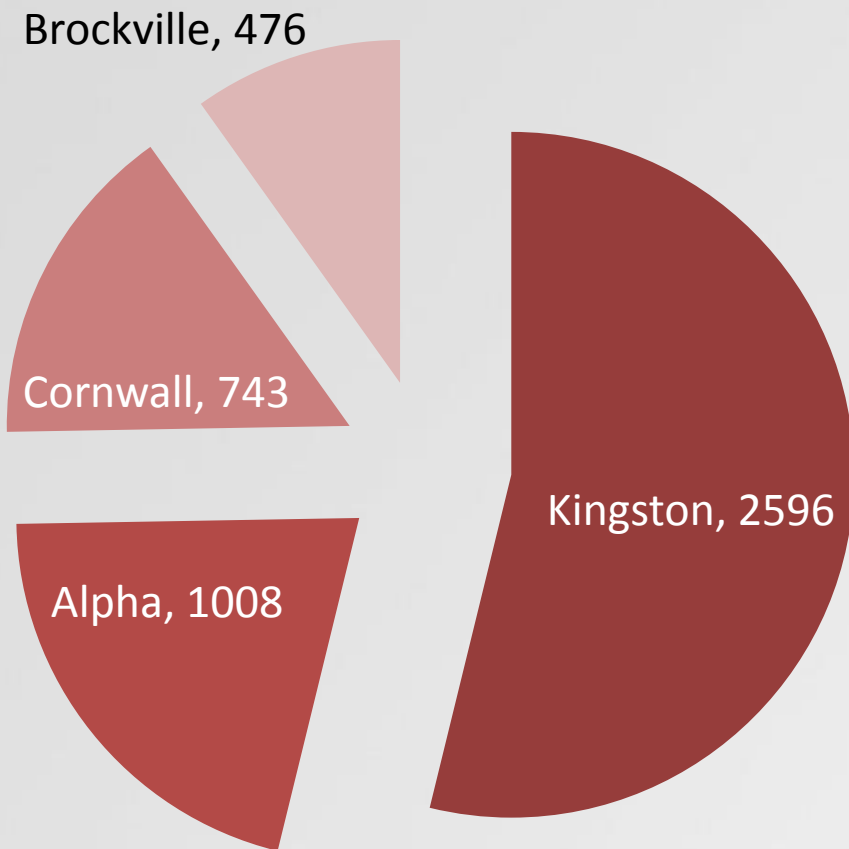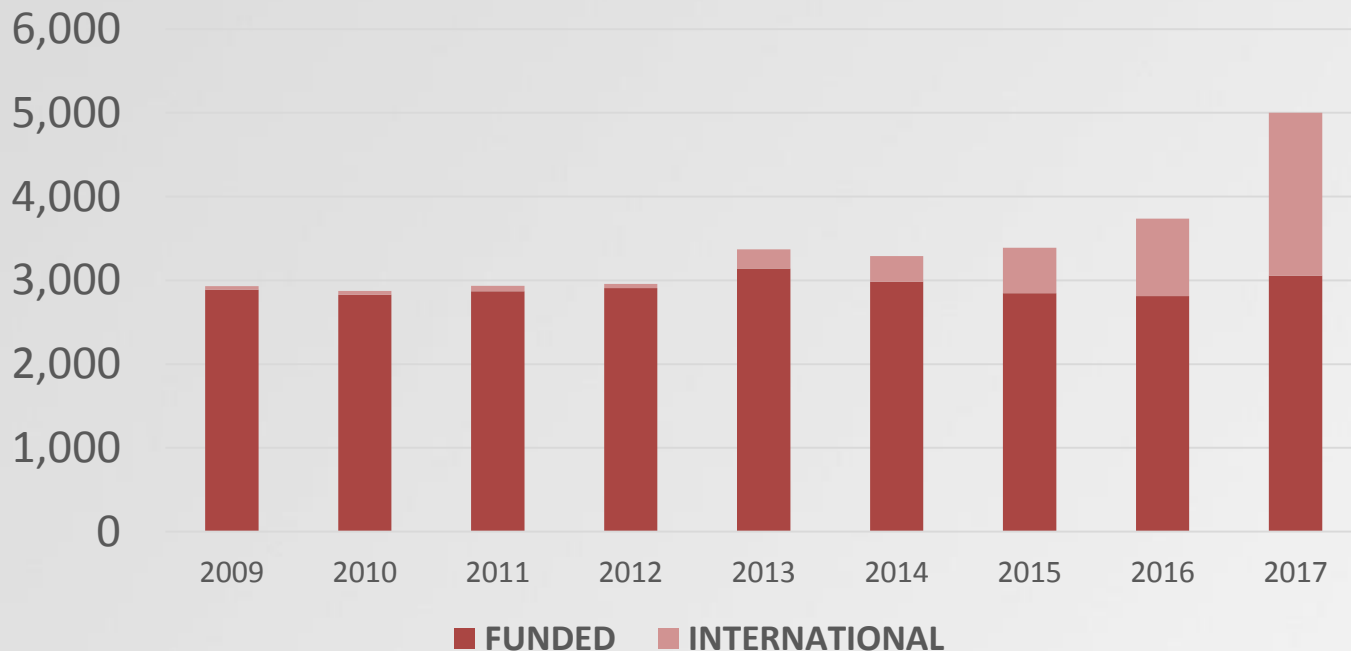
# *Who are our Applicants?*

Male
**38%**

Female
**62%**
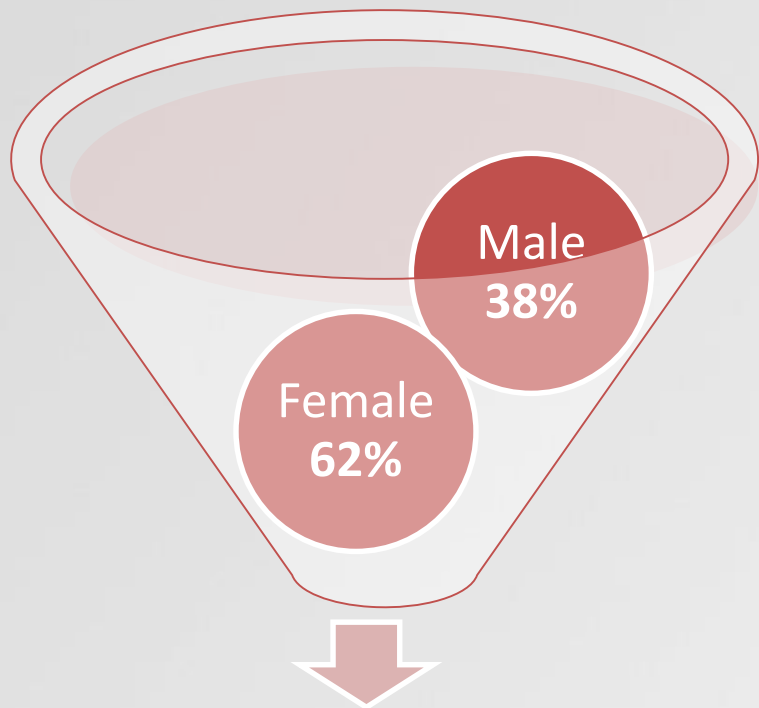
**Total First Year Applications (not including international): 12,509**
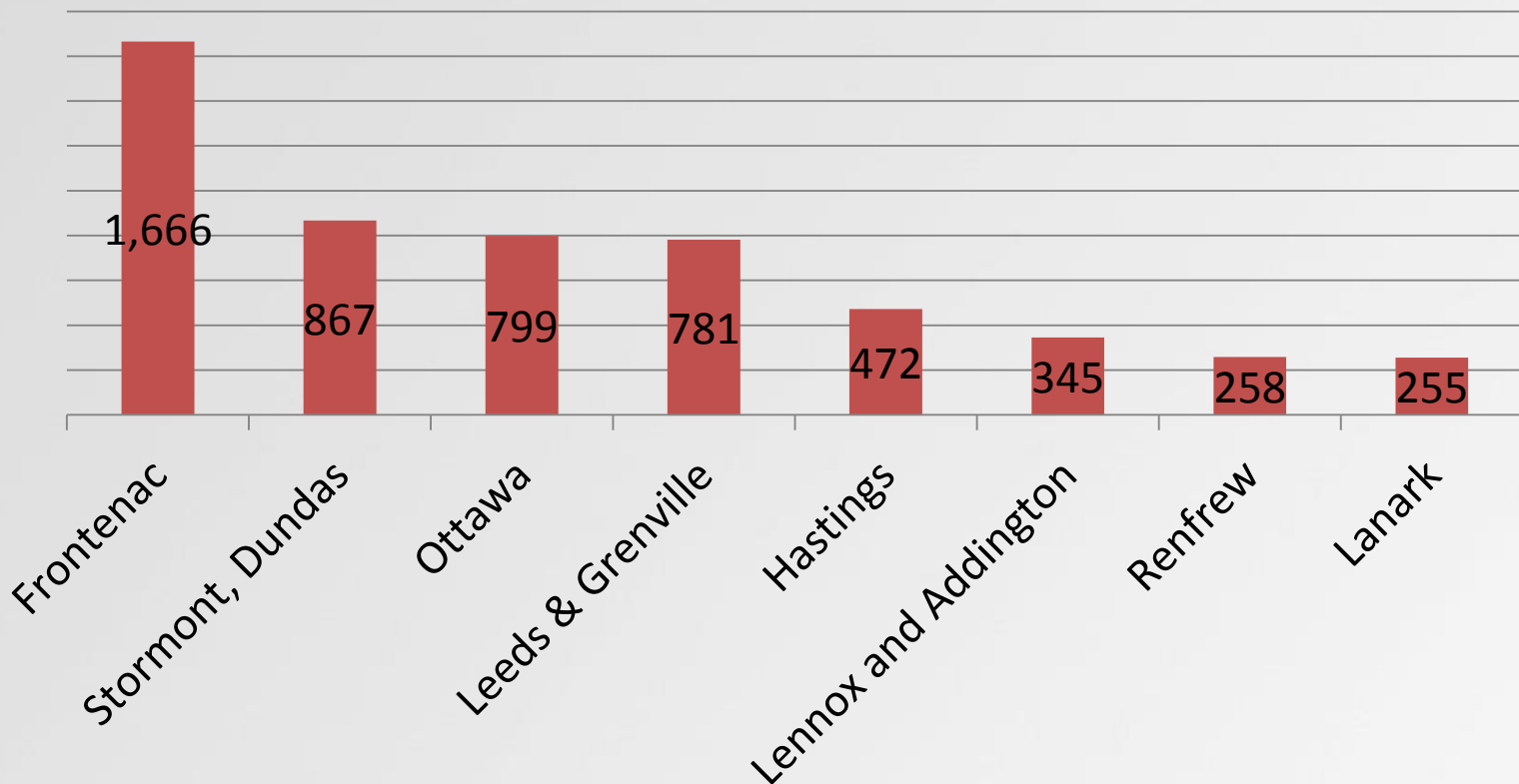
**Non-Direct Applicants: 62%**

*Students applying who are **not** directly out of high school.*

**Direct Applicants: 38%**

*Students applying directly out of high school.*
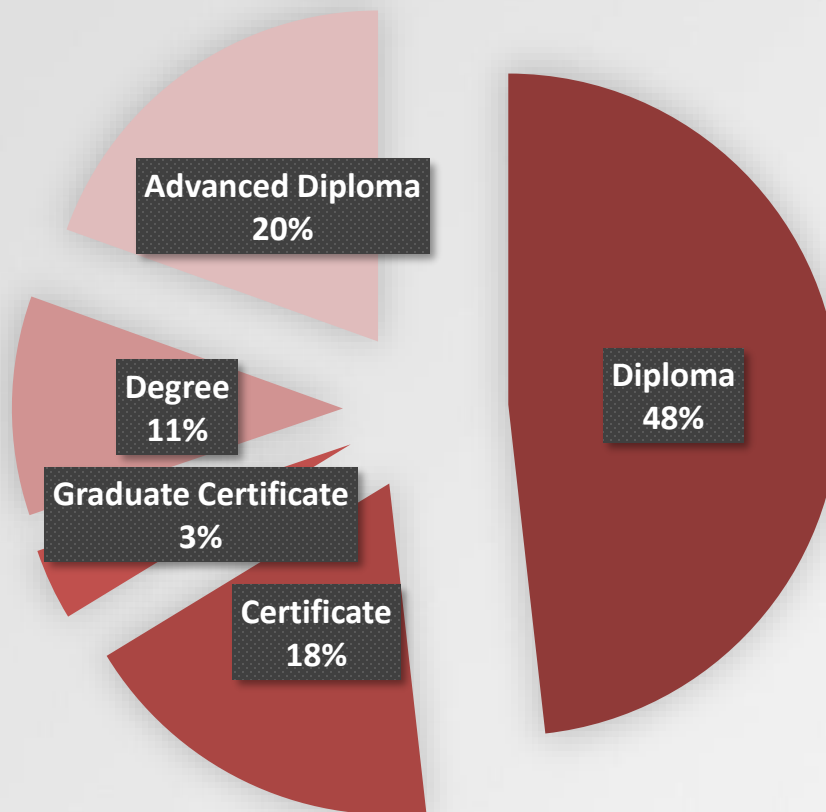
*\* Apprenticeships - 85% Male*

# *Where are they from?*

## Applicants by County (Top 8)



Frontenac — 1,666
Stormont, Dundas — 867
Ottawa — 799
Leeds & Grenville — 781
Hastings — 472
Lennox and Addington — 345
Renfrew — 258
Lanark — 255
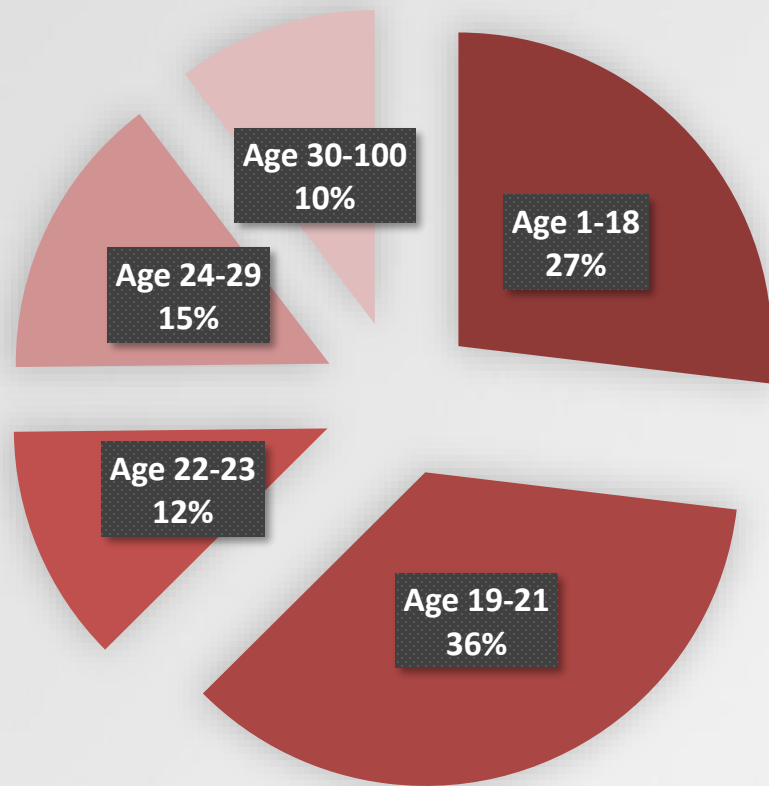
# *Programs pursued*
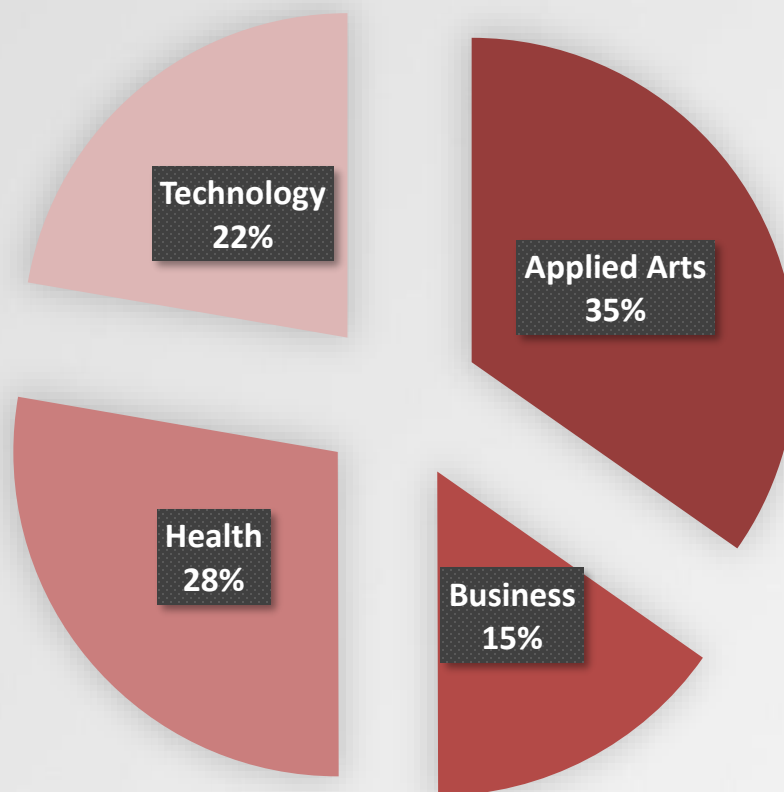
| Top 10 Programs – Total Applications (Tri-Campus) | 2017 |
|---|---|
| 1024 - BACHELOR OF SCIENCE IN NURSING (BSCN) | 900 |
| 0491 - PRACTICAL NURSING | 755 |
| 0817 - POLICE FOUNDATIONS | 624 |
| 0385 - SOCIAL SERVICE WORKER | 529 |
| 1094 - PRE-HEALTH SCIENCES PATHWAY | 453 |
| 0301 - CHILD AND YOUTH CARE (ACCELERATED) | 341 |
| 0134 - MEDICAL LABORATORY SCIENCE | 325 |
| 0302 - EARLY CHILDHOOD EDUCATION | 295 |
| 0722 - VETERINARY TECHNOLOGY | 286 |
| 0295 - BUSINESS | 246 |

*Graduation*

*Graduates*

**2314**  **Kingston (including Alpha)**
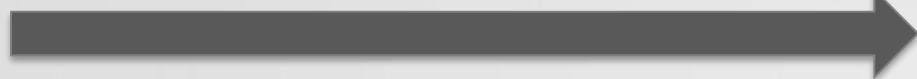
*Graduates Attending Convocation*

**1229**  **Kingston**

**449**  **Cornwall**

**308**  **Cornwall**

**441**  **Brockville**
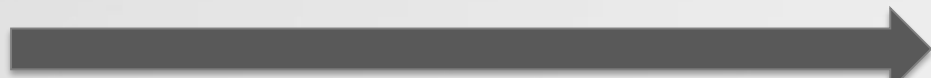
**256**  **Brockville**

**3204**  **TOTAL**

**1793**  **TOTAL**

# 92,000 Alumni

# Questions?

**February 1st, 2018 – Equal Consideration Date**
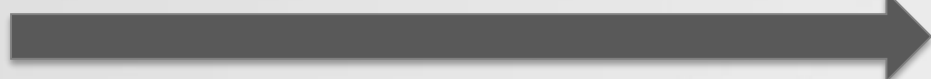Equal consideration for admission. Offers of admission will be made after this date.

**Spring Open House – April 7th, 2018**
This is the premiere event in the winter/spring recruitment season and a critical element in the student enrollment and application conversion process. The Spring Open House gives guests, from across Ontario, a unique opportunity to speak to faculty, current students, support staff, access labs and facilities, and participate in a campus tour- experiencing all that St. Lawrence College has to offer its students.

**May 1st, 2018 – Deadline to Confirm Offers of Admission**
Applicants must confirm their acceptance of an offer of admission by this date.

**June 15th, 2018 – Tuition Deposit Due Date**
The colleges require payment of a tuition deposit in mid-June to secure a spot in the program.

# Safety First: Employee Safety & Security

# Objectives

- Understand the origin of Safety & Security Administration at SLC

- Identify key resources

- Identify your role within the Internal Responsibility System (IRS)

- Explain the IRS to your staff

# The Evolution of Safety & Security

- Occupational Health & Safety had been under resourced prior to 2009

- Security had been utilizing an outdated model prior to 2010

- 2010 new but separate resources provided for both portfolios

- 2011 developed a strategy to integrate both portfolios

- 2014 integration was completed

# Safety & Security Team

- Associate Director, Safety & Security – David Wright

- Environment, Health & Safety Officer – Darcy Knott

- Secretary – Monica Bye

- Security – Paladin Security

# Key Policies & Procedures

- Corporate Health & Safety Policy
- Statement of Responsibilities
- Sharps Disposal
- Smoking at St. Lawrence
- Fall Protection
- Lockout / Tagout Programs for Equipment, Machinery and Pressure Systems
- Inspection of Lifting Devices
- Scent Reduced Workplace
- Hot Work Policy
- Power Cords
- Contractor's and Constructor's Policy

# 3 Rights of a Worker

- The Right to KNOW
- The Right to PARTICIPATE
- The Right to REFUSE Unsafe Work

St. Lawrence
College

# Supervisor - Defined

- a person who has charge of a workplace or authority over a worker.

- including people in management, on the shop floor, in a bargaining unit, and individuals whose job title does not include the word "supervisor".

# Responsibilities of a Supervisor

- ensure that a worker complies with the Act and regulations [section 27(1)(a)];

- ensure that any equipment, protective device or clothing required by the employer is used or worn by the worker [section 27(1)(b)];

- advise a worker of any potential or actual health or safety dangers known by the supervisor [section 27(2)(a)]; and

- take every precaution reasonable in the circumstances for the protection of workers [section 27(2)(c)].

# Joint Occupational Health and Safety Committees

- 3 separate committees (one on each main campus)

- Identify and evaluate potential hazards

- Recommend corrective action

- Follow up on implemented recommendations. To carry out its functions, the joint health and safety committee is required to hold regular meetings and carry out regular inspections of the workplace

# Security

- Security office with dedicated staff on each of the three campuses
- Centralized dispatch – Ext. 5555
- Access Control
- CCTV
- Alarm Monitoring
- Emergency response and First Aid

# Making a Report

# Behavioural Intervention Team

- Multi-disciplinary team

- Receives information regarding concern for community members

- Case management

- Threat evaluation

# The Report

Injury Report - Staff

Security Report - Kingston

Insurance

# When do you need to consider insurance or call me?

- Prior to finalizing a contract, send it to me for review of the insurance and and indemnification clauses.  If these are not in the contract, you should contact me to determine if they should be added.
- Certificates of proof of insurance- it is your job to collect these from the third party in the contract, it is my job to supply them to the third party in the contract.
- If there are new activities that are not standard college business, I can work with our insurance company to provide recommendations with regards to the risk involved with the activity and to determined if the College has appropriate coverage.
- Waivers
- If you are travelling for work, outside of Canada
- If there is a potential claim against the College, contact me immediately.

Risk Register

What is a
risk register
&
what is it used for?

# Risk Register on the College Intranet

Kelly Treptow
Ext. 1840
ktreptow@sl.on.ca

## College Services

Alumni & Development
Bookstores
Corporate Learning and Performance Improvement
Facility Management Services
Financial Services
Food Services
Health Centres
Human Resources & Organizational Development
Information Technology
Library
Marketing
Occupational Health & Safety
Purchasing
Quality Assurance
International Education
Registrar's Office
**Risk Register**
Security/Incident Management
Student Services
Test Centres

**IN CASE OF CALL**
**EMERGENCY: 5555**

## Risk Management Documents

- Student Event Risk Assessment Form (xlsx)
- Risk Register (xlsx)
- Risk Management Appetite Statement (PDF)
- Risk Management Policy (PDF)
- Risk Management Processes (PDF)
- Risk Management Scales and Targets (PDF)
- Project Plan Risk Assessment Template (xlsx)

## Risk Committee Members

**Risk Manager: Kelly Treptow ext. 1840**

Elaine Armstrong - Academic

Denita Arthurs - Athletics

Shannon Claggett - Academic

Gary Earls - HR

Janet Greer - Finance

Lisa Grothier - IT

Patricia Kerth – Executive sponsor

Cam McEachern – Corporate Planning/Research

David Wright - Safety

Please feel free to contact the Risk Manager for any questions or additional guidance with regards to Risk Management.

# Sample of the Risk Register

| Risk definition | Category | Sub Category | Impact Category | Inherent Rating | Low / Moderate / High / Critical Likelihood | Impact | Rating | Residual Rating | Low / Moderate / High / Critical Likelihood | Impact | Rating | Target Rating | Low / Moderate / High / Critical Likelihood | Impact | Rating | Delta |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The potential that changes in government commitment, priorities or support threaten the College's ability to achieve its strategic directions. | Governance/ Strategic | Government Relationship | Financial | H | 3 | 5 | 15 | H | 3 | 5 | 15 | L | 3 | 1 | 3 | 12 |
| The potential for the College to not be able to attract/recruit new students. | Advancement, Student & External Affairs | Domestic Student Recruitment & Enrolment | Financial | C | 4 | 5 | 20 | H | 3 | 4 | 12 | L | 3 | 1 | 3 | 9 |
| The Potential for not achieving the strategic plan. | Governance/ Strategic | Strategic Plan | Operational/ Academic | C | 5 | 4 | 20 | M | 2 | 4 | 8 | L | 2 | 2 | 4 | 4 |
| The potential that our college does not have the ability to recruit and retain highly qualified, skilled and engaged employees to advance our mission. | Finance & Administration | Employee Recruitment, Retention, Engagement and Succession | Operational/ Academic | H | 4 | 3 | 12 | M | 4 | 2 | 8 | M | 3 | 2 | 6 | 2 |

# Decision and Discussion Forms, CET, CLT & The Board

**E. Risk Register Impact**— How will the Register be impacted?

| Risk Description: | Risk Impact Category | Residual | Target |
|---|---|---|---|
| | | | |
| Describe the likely magnitude of impact: | | | |

*Add a line for each noteworthy risk. Additional risk categories that may be impacted or have an impact on a proposal are financial, regulatory, safety, operational, academic, or other.*

Contact me
if you need help filling this out.

# Risk Likelihood Scale

| | | |
|---|---|---|
| 1 | Rare | Event may occur only in exceptional circumstances. Potential to occur after 5 years. |
| 2 | Unlikely | Event could occur at some time. Potential to occur within 2-5 years. |
| 3 | Possible | Event might occur at some time. Potential to occur once in a year. |
| 4 | Likely | Event will probably occur in most circumstances. Potential to occur in a month. |
| 5 | Almost Certain | Event is expected to occur in most circumstances. Potential to occur in a week. |

# Financial Impact Scale

| 1 | Financial loss of <0.5% in costs or revenue (<$500,000) |
|---|---|
| 2 | Financial loss of 0.5%-2% in costs or revenue ($500,001-$2,000,000) |
| 3 | Financial loss of 2%-3% in costs or revenue ($2,000,001-3,000,000) |
| 4 | Financial loss of 3%-5% in costs or revenue ($3,000,001-4,000,000) |
| 5 | Financial loss of >5% in costs or revenue (>$5,000,000) |

# Regulatory Impact Scale

| | |
|---|---|
| 1 | Potential regulatory concern.  No regulatory impact. |
| 2 | Minor regulatory impact. The College has the ability to address the regulations/standards with sufficient time and resources to implement. |
| 3 | Limited regulatory impact. The College has the ability to address the regulations/standards with the requirement of additional resources, approval for timeline extension from the regulator, or potential for a review or challenge of the compliance order. |
| 4 | Major regulatory impact. A regulatory/standards situation resulting in a major financial and time impact on the College or a fine, or the involvement of College committees. |
| 5 | Critical regulatory impact. Loss of accreditation or forced operational closure. |

# Reputation Impact Scale

| 1 | Rumors. Potential stakeholder concern. |
|---|---|
| 2 | Short-term reduction in stakeholder confidence. |
| 3 | Elements of stakeholder expectation not being met. |
| 4 | Potential for longer-term reduction in stakeholder confidence or political involvement. |
| 5 | Potential for sustained reduction in stakeholder confidence or political intervention. |

# Safety Impact Scale

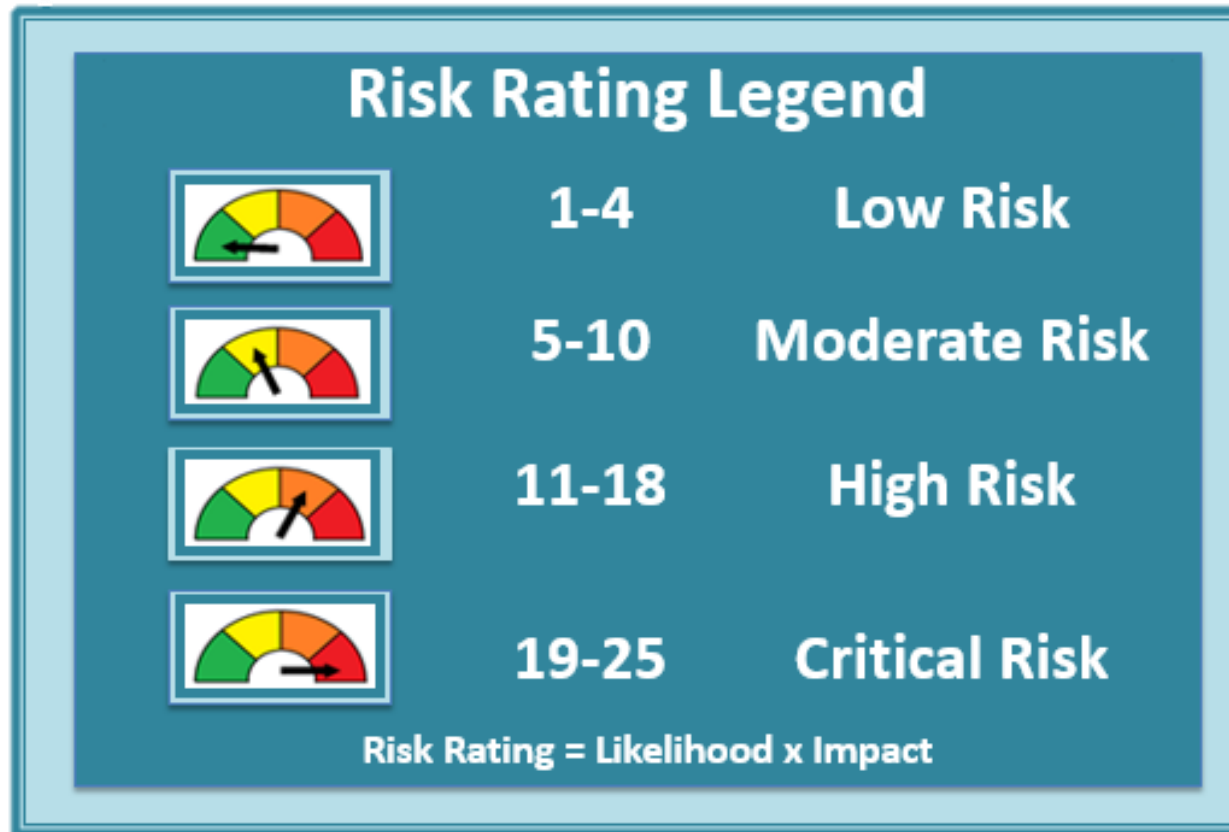| | |
|---|---|
| 1 | Minor Injuries - No lost time. |
| 2 | Minor Injuries – Returning to work/school with minor leave. |
| 3 | Critical Injury –Returning to work/school with extended leave |
| 4 | Irreversible Occupational Illness/Injury.  Will not return to work/school. |
| 5 | Fatality |

# Operational/Academic Impact Scale

| 1 | • Resolved within normal operations or<br>• Minor impact on efficiency, client/student programs and services, environmental sustainability, or infrastructure or<br>• Minor effect on leadership effectiveness or student success |
|---|---|
| 2 | • Disruption of several departments or one critical service for less than 1 week or<br>• Moderate impact on efficiency, client/student programs and services, environmental sustainability, or infrastructure or<br>• Moderate effect on leadership effectiveness or student success |
| 3 | • 1-2 weeks disruption of a campus, School, or Division or several critical services or<br>• Substantial impact on efficiency, client/student programs and services, environmental sustainability, or infrastructure or<br>• Substantial impact on leadership effectiveness or student success |
| 4 | • 2-3 weeks disruption of 2 or more campuses, Schools, or Divisions or three or more critical services or<br>• Severe impact on efficiency, client/student programs and services, environmental sustainability, or infrastructure or<br>• Severe effect on leadership effectiveness or student success |
| 5 | • More than one month disruption of 2 or more campuses, Schools, or Divisions or most critical services or semester cannot be recovered or<br>• Insolvency or<br>• Catastrophic effect on leadership effectiveness or student success |

# RISK= Likelihood x Impact
# (1 to 25) = (1 to 5) x (1 to 5)

## Risk Rating Legend

| | | |
|---|---|---|
| | 1-4 | Low Risk |
| | 5-10 | Moderate Risk |
| | 11-18 | High Risk |
| | 19-25 | Critical Risk |

Risk Rating = Likelihood x Impact

# A Manager's Guide
# to the
# Recruitment & Selection Process

*We are dedicated to student success, academic excellence, and leadership in our communities.*

March 2018

# Introduction

**AS A STRATEGIC PARTNER, OUR HUMAN RESOURCES CONSULTANT TEAM IS HERE TO:**

➢ **Assist you in navigating the process steps to Recruitment and Selection**

➢ **Provide you with professional advice along the way!**

**Initiative SI HR25: Improvement of Recruitment and Selection Practices (still on radar)**
**Resource:** *Recruitment & Selection Guide – Updated March 2018*

# PROCESS STEPS

Applicant Selection

Consideration of Applications

Interviews and Assessments

# **Preparing a Position to Post**

- A position is vacated or a new position is created.

- Hiring Manager works with the Director, Human Resources to update or create the job description and submit for rating if required:

  ✓ Position Description Form (PDF) – **Support**
  ✓ Job Fact Sheet (JFS) – **Administrative**
  ✓ Collective Agreement Duties – **Academic**

St. Lawrence College

# Approval to Post a Position

- Hiring Manager completes and submits a *"CET Request for Approval of HR Requirement"* form.

- "Net new" positions are reviewed by the Budget Advisory Team (BAT) and then forwarded to CET.

- Once CET approval is received Human Resources Consultant (HRC) prepares the documentation for manager's and one over one review and approval to post:

  ✓ Description of Duties
  ✓ Job Posting
  ✓ Search Criteria

# Posting an Approved Position

| SUPPORT | FACULTY/ACADEMIC | ADMINISTRATIVE |
|---|---|---|
| • Full-time bargaining unit positions and Appendix D – **5 business days with no external advertising** (Article 17.1) | • Full-time bargaining unit positions – **Practice is to post for 10 business days, to meet provision of** Article 27.11A)**, to post for at least 5 working days and to send to Employer council to post on website for at least 5 working days. External advertising is permitted (which includes the Council website)** | • **5 to 15 business days or more, depending on the position,** in consultation with the Hiring Manager and depending on prior experience in recruiting talent for a specific position (position requirements) |

# Advertising Strategies

**Examples of Paid Services**

**LinkedIn**  Average Cost $398
(cost varies/per click)

**WORKOPOLIS**  Average Cost $400 - $700

**THE KINGSTON WHIG STANDARD**  Average Cost
www.thewhig.com  $300 - $600

**THE RECORDER & TIMES**

**STANDARD FREEHOLDER**

**PMAC-AGPC**   **academica group**
Cost $425

Other professional associations

**Examples of Free Services**

St. Lawrence College  Employment Service

**Kingston is Hiring.com**

**indeed** one search. all jobs.

College Employer **Council / Conseil** des employeurs des collèges

**OCASA APACO**  Ontario College Administrative Staff Association

**HEUG**   Queen's University

Career Services

Other list serves or association mailing lists

# Candidate Selection

## HRC

- Maintains position vacancy record (list of applicants – external vs. internals).
- Fields enquiries about the status of the competition.

## Hiring Manager Planning

- Forms a selection advisory committee and coordinates available date(s) and times.
- Prepares interview questions and in-box exercises (where applicable) or micro-teach instructions for faculty positions.
- Confirms location where multi-media is needed or room for testing.

# Consideration of Applications

## HRC

- HRC verifies the applicants who have first consideration to ensure their rights, comply with collective agreements/local understandings.
- Prepares shortlisting tool and resumes for hiring manager.

## Hiring Manager

- Considers all applicants objectively against the shortlisting tool.
- Considers and assess internal applicants first.
- Screening committees are suggested for very large applicant pools.
- As a professional courtesy informs persons working at the College if they are not screened in and provides feedback.

# Which applicants have "First Consideration" rights?

| SUPPORT | FACULTY/ACADEMIC | ADMINISTRATIVE |
|---|---|---|
| • Full-time Bargaining Unit employees.<br>• Employees assigned to Initiatives & Opportunities. | • Full-time Bargaining Unit employees.<br>• Partial Load Academic employees currently employed.<br>• Partial Load Academic employees who are not currently employed but who were employed up to 4 months prior to the posting date (Article 27.11B). | • No internal first consideration, the competition is open to internal and external applicants equally to ensure SLC's continuous competitive edge. |

**If faculty position not filled internally, consideration should include applicants who were faculty members laid off at other colleges before external candidates.**

# Interviews/Assessments

## HRC

- Once a shortlist of candidates is received, sends out interview invitations for both internal or external candidates.

- Actively offers and assesses accommodation requirements during the recruitment process.

- Prepares interview schedule, and sends finalized schedule to the Selection Advisory committee along with a link to the *Recruitment & Selection Guide.*

- Prepares interview packages which include: candidate applications, all position information, interview questions.

- Collects Reference Checks.

- Proctors in-basket exercises (if applicable).

# Offer of Employment

Your most qualified talent is identified.

This should leave you with a 'wow' feeling!
If not, consider re-advertising.

Manager makes offer of employment
in consultation with HRC.

# **Wrapping It Up/Closing the Loop**

- Hiring Manager notifies unsuccessful candidates.

- Hiring Manager returns all interview notes, references, shortlisting guide tool and any other documentation pertaining to the competition to the assigned HRC.

- HRC prepares offer of employment package.

# **Onboarding**

- 'New Employee Onboarding Process' checklist.

- New employee is greeted for the initial onboarding by the Human Resources Consultant who will have the new employee in their client portfolio.

  - ✓Otilia Vides-Alfaro
  - ✓Fiona Chang
  - ✓Lara Davis
  - ✓Nicole Donnelly
  - ✓Katie McKinley

# Other Recruitment and Selection Programs Administered by HR & OD

- Advertising on your behalf for part-time talent if your candidate pool needs to be replenished.

- Student Employment on Campus: advertising, recruitment and hiring.

- Summer Student Experience government subsidized program.

- Attending Job Fairs or Open House representing SLC careers and Student Employment.

# Questions

# RECRUITMENT AND SELECTION GUIDE

*We are dedicated to student success,*
*academic excellence, and leadership in our communities*

This Guide has been prepared by Human Resources & Organizational Development. Please consult a Human Resources Consultant if you have any questions.
Thank you

# TABLE OF CONTENTS

# THE LEGAL CONTEXT

St. Lawrence College wishes to promote fair, equitable and transparent hiring practices of employees and student employees.

By adopting this guidance, hiring manager will help promote:

- Consistent recruiting, interviewing, and hiring practices;
- Avoidance of discrimination or the appearance of discrimination by the College
- Candidates feeling confident about the College's commitment to fair employment practices;
- The prevention of complaints; and
- The College's capacity to respond to complaints effectively.

The Human Rights Code establishes the right to be free in the workplace from discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age record of offences, marital status, family status, or disability. Discrimination can be the result of an intentional or unintentional action or omission. Intent is not a prerequisite to a finding of discrimination under the Code. Discriminatory conduct or practices in any aspect of the hiring process contravenes the Code and may lead to human rights complaints.

Hiring managers should take great care to avoid any questions or remarks that contravene the Code. For an outline of questions or remarks that would be considered inappropriate, refer to **Appendix B**. The duty to accommodate, up to the point of undue hardship, extends to the recruitment process and applies to all the enumerated grounds of the Code, as well as the Accessibility for Ontarians with Disabilities Act (AODA). It is important to indicate to candidates invited to participate in the selection process that they should inform the employer if they have accommodation needs. Employers have an obligation to reasonably accommodate candidates with disabilities if they require it during the interview or testing processes, and throughout the employment tenure.

Where the applicant chooses to talk about their disability during an interview, or requests accommodation, the employer may make inquiries about the applicant's accommodation needs, but not the diagnosis or disability. Inquiries should be limited to the applicant's ability to perform the essential duties of the job.

# SELECTION – ASSESSMENT OPTIONS

Any appointment should be viewed as a long-term investment in our people and our future, since the person who is chosen may remain in the organization for many years. The quality of the assessment process and the tools used are, therefore, fundamental to the identification of qualified persons.

There are multiple assessment options that offer assistance when filling a vacant position.  These are:

- ❖ Screening Assessments;
- ❖ Interview;
- ❖ Work simulation;
- ❖ Written tests;
- ❖ Reference checks; and,
- ❖ Second Interview.

## SCREENING ASSESSMENTS

Screening assessments may be used to provide evidence that candidate meet the minimum qualifications required for the position.  Screening assessment may take the form of written questions, or, in the case of critical qualifications such as experience, may represent the production of evidence of work performed.  Another example would be the assessment of linguistic proficiency for bilingual essential positions.  The Screening Interview, most often conducted by a Selection Advisory Committee, provides an opportunity to verify the facts as submitted by candidates in their cover letters and resumes.  Through the Screening Interview, the Committee can assess each candidate's critical qualifications in terms of education and demonstrated work experience as necessary to perform the job.  Screeners do not have the authority to hire; however, they do recommend to the Hiring Manager - based upon the strengths and weaknesses of each candidate - those candidates suitable to move forward in the selection process.  Screening interviews with external candidates may be conducted over the phone.

## INTERVIEW

The main assessment option is the interview. It provides both the Selection Advisory Committee and the Hiring Manager a first-hand observation of a candidate's communication skills, their confidence and demonstrated qualifications for the position. The information shared when responding to the interview questions allows candidates to demonstrate their Knowledge, Skills, and Abilities.

The Hiring Manager typically conducts the Selection Interview, or may delegate this task to an Interview Chair to obtain recommendations.  The Hiring Manager makes the hiring decision. The Hiring Manager selects the members of the Selection Advisory Committee and, even when he/she is part of the Interview, may request that one member act as Chair of the process to assist with the administrative aspect of the selection.

**WORK SIMULATION**

In conjunction with the interview, a work simulation is another common assessment tool used to expand opportunities for demonstration and authentic assessment of Knowledge, Skills and Abilities of the candidates. The simulation must effectively simulate job expectations in accurate job-related context by presenting applicants with tasks directly related to the job. The associated tasks are designed to allow applicants to exhibit first-hand evidence of critical qualification specified in the position description. Work simulations are as varied as the job descriptions from which they are drawn.

Professors may be asked to do a teaching simulation (micro-teach). A budget-based, in-basket activity may be used to assess an Administrative Assistant's analytical abilities and knowledge of financial practices. A computer exercise may be used to assess software proficiencies. Candidates may be asked to conduct a mock presentation to assess their speaking or presentation abilities. The Hiring Manager will determine if a work simulation is to be included as a component of the interview process or as an addition to the interview process.

**WRITTEN TESTS**

Unlike work simulation measuring the ability to perform, written tests seek to assess the theoretical or contextual knowledge of candidates. It can serve to verify the degree of experience of candidates or the basic knowledge required as a minimum to perform in the job. For example, it might not be practical to ask a candidate to write a grant submission (work simulation), but it could be desirable to ask them to list the factors relevant to a grant application process.

**REFERENCE CHECKS**

Reference checks are of paramount importance. Their purpose is to:

◆ substantiate or nullify facts and information gathered in the interview;

◆ secure additional information or bring new things to light about the candidate's work history; and,

◆ obtain evaluative information about the applicant's performance in similar and non-related previous positions.

Conducted by the Hiring Manager, the reference check enables a more objective appraisal of the candidate's suitability for the job and minimizes the hiring risk. Checking references may also help the Hiring Manager to identify critical orientation areas for the potential new employee.
The College has a designated form to document and gain the candidate's written permission to contact references.

As specific consent if required to gather performance based references, avoid collecting "informal" references for which consent has not been provided by a candidate.

## SECOND INTERVIEW

A second interview may be deemed desirable by the Hiring Manager in cases where more information from two leading candidates may assist in making a final decision concerning the candidates' assessment of best fit in relation to the position, with the manager and/or with the team.  Candidates' aspirations regarding the position or the work environment may also be explored.  A second interview may include other selection committee members and may be structured, or it may involve only the hiring manager and the candidate to afford an open and more informal discussion to make a final assessment.

# ROLE OF THE HIRING MANAGER

The first stage in the hiring process involves an outcomes-based planning process. The development of a clear, realistic job description is critical to the success of the hiring strategy. Delineation of job-specific duties and responsibilities is fundamental to the development of the Position Description Form.

In addition to shaping the desired hiring outcome, these duties and responsibilities also form a guiding framework for the identification of the required qualifications the employee requires to successfully fulfill expectations for the position. These criteria are used by Human Resources as the basis for the development of both the Job Posting and Search Criteria and critical to the screening process of applicants.

The next step in the process is for the Hiring Manager is to determine the members of the Selection Advisory Committee and invite them to participate. An effective Committee is a cross-representation of the employee groups/members of other departments familiar with the position and a diverse committee such as mixed genders. It can also include representatives external to the College. There is no mandatory number on a committee; however a minimum of three members should be present to offer varying perspectives. Other committees for certain positions can be composed of representatives from a cross section of functions in the organization and reach 6-7 members.

Candidates invited to participate in an interview are normally advised of the composition of the committee and who they will be meeting with. This helps the candidate anticipate the interview conditions.

Following completion of the interviews and based upon the Advisory Committee's recommendations the Hiring Manager will conduct references.

The Hiring Manager may decide to conduct a second interview. The Hiring Manager is looking for fit. The "fit" between our organizational strategy and culture, and the personal characteristics and skills of an incoming employee is critical - a dis-alignment between expectations and the nature of the position can deliver a big dysfunction in a short time, with major repercussions. To gather the information necessary to make a hiring decision, the Hiring Manager often uses a non-directive, unstructured interview approach.

Finally, the Hiring Manager makes the job offer. Consultation with human resources should occur, especially to obtain information critical to the offer of employment. Human Resources may offer assistance in providing information to a candidate about total compensation.

Following the acceptance of an offer, the Hiring Manager contacts all other candidates that were interviewed by the Committee to discuss the outcome of the process. **Appendix D** provides feedback guidelines to assist the Hiring Manager in providing feedback.

# ROLE OF THE CHAIR

As Chair of the Committee, you have made a commitment to be part of a very important decision-making process at the College.

As a member of the Committee, you will be managing the process on behalf of the Hiring Manager.  You may be asked to conduct screening assessments prior to the Interview and to provide feedback to the Hiring Manager on the strengths and weaknesses of each of the candidates relative to the bona fide job requirements listed within the Search Criteria.

Although the Committee may elect to, it is not necessary for this feedback to be presented within a team environment.  Each team member may make separate and confidential recommendations to the Hiring Manager.  The Committee does not need to reach consensus.

We must ensure - from start to finish - that the process is a fair and equitable one.  As a member of the Committee, you may participate in developing and asking of the questions. It is important to ensure that each question asked is bias free and in compliance with Human Rights Legislation.

All conversations and information obtained and discussed both during and following the process is **CONFIDENTIAL** to the Committee members and Hiring Manager and shall be neither shared nor discussed with anyone else.  At the conclusion of the interviews, the Chair will collect all materials for return to the Human Resources & Organizational Development Department where, upon request, an internal candidate can review any documentation specific to them.

As Chair, you must be knowledgeable about of the job requirements and qualifications for the position.  Speak with the Hiring Manager if the Hiring Manager is not the Chair of the Committee to acquire a good understanding of the strengths sought after.

As Chair, there are also some housekeeping issues that need to be attended to prior to the start of the interviews to ensure that no interruptions occur once the interviews begin:

- Ensure that all selection process logistics have been attended to.  It is suggested that water be provided for candidates.
- Post a sign on the interview room door 'Interviews in Progress; Please Do Not Disturb' if required.
- Ask all Committee members to turn off cell phones and pagers.
- Reinforce to the Committee members, the binding CONFIDENTIALITY component of the process.
- Determine the process for asking questions of the candidates.
- Keep track of time and keep the committee on time to respect all candidates' time.

As Chair, it is also your responsibility at the commencement of each interview to:

1. Greet the candidate.

2. Introduce the candidate to each member of the team.  Decide in advance whether to use surnames or given names, then be consistent and address the candidate and other interviewers in the same manner.

3. Engage in appropriate small talk to put the candidate at ease.  Remember that the candidate is probably tense.  A statement or question about the weather, or about finding the interview room typically loosens things up.

4. Don't forget eye contact – especially during the greeting.  Keep in mind that in some cultures, direct eye contact is considered inappropriate.  If you notice that the candidate avoids eye contact, don't assume a lack of honesty or integrity.

5. Make sure your tone of voice is friendly, inviting and encouraging.

6. Tell the candidate that notes will be taken during the interview in order to help remember key points when making the selection later.

7. "Roadmap' the interview process.   If the Committee is using a work simulation assessment, let the candidate know whether it is at the beginning or the end of the oral interview.  Let them know that the Committee may be asking clarifying questions and that they will have an opportunity to ask any questions they have at the end of the interview.

9. Indicate how long you expect the interview to be.  By outlining this information, it is easier to maintain control of the interview.


At its conclusion:


10. Thank the Selection Advisory Committee Members for their participation in this important process.

11. Collect the interview notes of all Committee members and return these to Human Resources & Organizational Department at the conclusion of the selection process.

# ROLE OF THE SELECTION ADVISORY COMMITTEE MEMBER

As a member of the Selection Advisory Committee you serve an advisory role. This role is an important one. You will be providing feedback to the Hiring Manager on the strengths and weakness of each of the candidates relative to the bona fide job requirements listed within the Search Criteria.

All conversation and information obtained and discussed both during and following the process is **CONFIDENTIAL** to the Committee members and Hiring Manager and shall be neither shared nor discussed with anyone else. At the conclusion of the interviews, the Chair will collect all materials for return to the Human Resources & Organizational Development Department where upon request a candidate can review any documentation specific to them.

If you determine, upon discovering the list of candidates to be considered, that you have a potential, real, or perceived conflict of interest that may impact on your objectivity as an advisory member, you must declare this to the Chair and/or excuse yourself from participation in the selection process. You remain bound by confidentiality respecting any information you have acquired to this point in the process. If in doubt, consult the Chair of the Committee, or Human Resources, for guidance.

As a Selection Advisory Committee Member:

1. Read the job description or Duties of the Academic position as applicable, and become familiar with the Search Criteria prior to the interview process.
2. Familiarize yourself with the resumes of candidates shortlisted prior to meeting them at the interview or otherwise. You want to provide candidates with a positive impression that you have acquired information about them via their resume and look forward to learning more. Don't review candidate resumes while you are interviewing them unless the candidates refers to their resume, offers a copy and invites you to look at it with them.
3. Make the candidates feel welcome and project a positive body language, but avoid frowning or nodding frequently while you are listening. Non verbal body language may give candidates the impression that they are either on the wrong path with their answer, or that you are in agreement with the content of their responses.
4. Thank the candidate for a response as an indicator that you are finished with the question and are ready to move on to the next.

Once the interview process has concluded, although the Committee may elect to, it is not necessary for this feedback to be presented within a team environment. Each team member may make separate and confidential recommendations to the manager. The Committee does not need to reach consensus.

We must ensure - from start to finish - that the process is a fair and equitable one.  As a member of the Committee, you may participate in the developing and asking of the questions.   It is important to ensure that each question asked is bias free and in compliance with Human Rights Legislation.

You have made a commitment to be part of a very important decision-making process at our College.

**Our SLC Team thanks you!**

# PREPARING FOR THE INTERVIEW

Preparing for the interview requires a number of logistics decisions and arrangements that can help create the right atmosphere for committee members and candidates. The Chair makes arrangements to ensure that the list of activities has been attended to:

1. You have verified that your committee members do not have a conflict of interest with the candidates they will be assessing.

2. Consider how long the interview and exercises, if applicable, will take and think of the interview schedule, length, whether they will be completed in one day or over two days.

3. If you have more than 5 interviews, consider splitting them over 2 days.

4. Provide committee members a minimum of 15-20 minutes between interviews to discuss or take a quick break, and to prepare for the next interview. Reserve some time prior to the first interview to prepare with your panel (suggest 30 minutes) and time at the end of the interviews to debrief with your panel (suggest 30 minutes).

5. Has an appropriate room been secured by you or by Human Resources for the desired date?

6. Where will the candidate be asked to wait for their interview?

7. Will you collect references prior to the interview, or after for only the top candidates?

8. Collect the interview packages for committee members from Human Resources.

9. Consider bringing water for the candidates during the interview.

10. Arrive early to determine how you wish to set up the room for the interviews.

# THE INTERVIEW

An interview can be an excellent tool to assist in selecting the most appropriate person for the job.   For optimum effectiveness, use both 'behavioural' and 'situational' interviewing techniques.   The success of the behavioural technique is based on the theory that past behaviours are good predictors of future performance. Applicants are asked track-record questions about past job-related situations and what they *did* in responding to those situations (e.g., Describe a situation that required your intervention to resolve a conflict between staff members.  How did you resolve the situation?).   Applicants may also be presented with hypothetical job-related situations and asked to describe what they might do in responding to those situations (e.g., What would you do if a member of your staff was accused of unethical conduct?).

Ensure that all questions are job-related and pertain to the advertised qualifications. It is also important that the physical environment be appropriate and free of distractions.  The more comfortable and relaxed the atmosphere is, the more at ease the candidate will be, and the more likely s/he will be able to answer your questions candidly.

Control your body language.  Make sure your non-verbal messages give the same information as your verbal ones. Use appropriate body language to keep the interview comfortable but resist "rescuing" a candidate by offering part of the answer. Rather, repeat the question in a different way, or possibly offer to move on to the next question and to return to the question later.  As a rule, an effective interview need not last longer than 45 minutes.  If possible, allow a minimum of 15 minutes between each candidate for the Committee members to finalize their assessment the candidate just interviewed and to prepare for the next candidate.

Finally, don't worry about silence.   Candidates will often need about 15 to 20 seconds to recall a past situation that meets the needs of your question.  They will often drop eye contact, lowering their eyes in thought.  Avoid the tendency to jump in verbally to help them out.

# DEVELOPING THE INTERVIEW QUESTIONS

## WHAT TYPES OF QUESTIONS TO ASK?

1. **Ask Track-Record Questions that Focus on Behaviour, Not Opinion or Philosophy**

   In other words, ask the candidates questions that require them to answer in behavioural terms (i.e., What they did in specific situations). This approach is much more accurate than asking for opinions from which you are forced to infer behaviours.

   **Don't Ask:** What do you think of your records and filing system?

   **Do Ask:** Tell us about the way you organize the files, records and appointment calendars for which you have responsibility.

2. **When Relevant, Ask Candidates to Describe <u>Actual</u> Past Actions in Particular Types of Situations**

   There is a good deal of research, which suggests that past performance is one of the better predictors of future performance. This same research also shows that candidates are far less likely to fabricate behavioural information, which they know can be verified.

   Be general in your description of a situation so that candidates can use examples from their past that are similar (as opposed to identical). If experience is a qualification, this type of question is good. However, this type of question can discriminate against candidates who have not had actual past experience. If experience isn't necessary, then skip to next example 3., a situational-based question.

   **Don't Ask:** Are you able to work with 'Powerpoint'?

   **Do Ask:** Tell us about a Powerpoint presentation that you recently prepared for your supervisor that s/he used for presentation to others?

3. **Questions Require Candidates to Predict How They Would Deal with Particular Situations**

   For candidates with limited experience in certain areas of the job, these types of questions provide insight into the candidate's problem-solving capabilities and/or technical skills. A hypothetical question gives a brief description of a situation, which the candidate might encounter if s/he were in the position. The applicant has the opportunity to show potential in a given performance requirement of the job.

This type of question is especially helpful when interviewing a recent graduate or bursary student as it focuses on the candidate's future intention for dealing with situations regardless of past experience.

**Don't Ask:**    What do you do when assignments conflict with each other?

**Do Ask:**    How would you deal with a situation in which you were given two urgent work assignments by different people and weren't able to complete both in time?

### 4. Make the Question as Specific as Possible

Don't waffle with generalizations.  Make sure that the question gets at the issue you want to address.

**Don't Ask**:    Tell me about yourself.

**Do Ask:**    What knowledge, skills and abilities do you bring with you that are related to this position?

### 5. Probing

Probing is used when a candidate hasn't given you as much information as you need in order to determine how they performed and they help the candidate expand on their explanation and yield more and better info to the team.  Probes give the process structure and get an interview back on track.

Probes often begin with who, what, where and how.

   What was the nature of the problem?
   What information did you require to solve the problem?
   How did you acquire that needed information?
   Who else was involved?  Why?
   How was the problem resolved?
   What were the results of your having solved this problem?  How did you know?

### 6. Use Only One Idea/Concept/Problem Per Question unless you are intending to make a question complex to assess analytical skills.

The candidate should be able to understand what the main point of your question is and not be pulled off track by extra words or ideas.  Keep it as short and as simple as possible.  If you must ask a lengthy question, consider letting the candidate know and ahead that this is a multiple question and invite them to respond to it one part at a time (repeating each sub-question part after reading or allowing the candidate to read it, or consider providing the question to the candidate in advance while they are waiting for their interview.  Complex questions or scenarios, or presentation requests if they are required for the position can also be sent to candidates in advance of the interview day.

# IN WHAT ORDER DO WE ASK THE QUESTIONS?

## 1. Clarifying Questions, First

First, ask whatever clarifying questions the team has created from the candidate's resume - questions like,

- "We notice from your resume that you've worked for three different employers in the past six years. Can you clarify the reasons you had for doing this?"
- "You presently work for the XYZ College. Why are you interested in applying for a position with our College?"
- "Your resume indicates that you left ABC Co. at the end of 1986 and began working with DEF Co. In 1989. What were you doing during this three-year period?"

## 2. Track-Record Questions, Next

Questions that relate to the most important skills and behaviours of the position. Example,

"Mediating conflict among peers, team members, clients, suppliers or staff is a part of a manager's job. Tell us about a recent conflict situation you faced and how you resolved it."

## 3. Then, Probe If Necessary

Use probing to extract the maximum amount of high yield information *from each track-record question*. Example of probing dialogue,

The Probe….

What was the source of the conflict?
How did you sort out facts from interpretations?
What strategies did you use to resolve the conflict?
How did you communicate this to others?
What was your motivation in doing this?
What was the outcome of the situation?
How would you handle this type of conflict differently next time?

# WHAT TYPES OF QUESTIONS TO AVOID ASKING?

## 1. Self-Evaluative Questions

At times you may ask the candidate for an evaluation of his or her own strengths, weaknesses and perceptions. If you are asking candidates to assess their own performance, make sure that the goal of the question is to assess the person's ability to evaluate him- or herself, and that the ability to assess oneself is a bona fide requirement. This ability is more likely to be necessary in management as compared to non-management positions. Do not use these questions as "fishing expeditions". You should not be asking questions just to see what the candidate might say that would perhaps be of interest to you.

**Don't Ask**:   How would you define your management style?

**Do Ask**:   Tell us about two past work situations, which demonstrate examples of the way you typically manage people.

**Don't Ask**:   What do you feel are your greatest strengths?

**Do Ask**:   Considering the requirements of this job, what strengths in your background would assist you in carrying out these job duties?

## 2. Leading Questions

A leading question is one in which you supply the candidate with the answer when you ask the question. Given that you have already indicated to the candidate what you want to hear, the candidate will often take your answer, rather then express his/her own answer. Therefore, leading questions should be avoided, as they do not allow the candidate an opportunity to respond honestly.

**Don't Ask:**   You wouldn't have any problem working shifts, would you?

**Do Ask:**   Is there anything that would prevent you from working shifts?

## 3. Yes/No Questions

These types of questions force the candidate into providing a "yes" or "no" response or making a choice between a number of predetermined responses. Yes/No answers give you very little information about the candidate's knowledge, skills and abilities and also involve a 50/50 chance for guessing. They should be avoided, as they do not allow the candidate to be drawn into discussion. If you are looking for an explanation regarding a certain area, you need to develop open-ended questions, which require the candidates to explain their actions. If, however, you want a simple yes/no answer (e.g. In order to avoid contravention of Human Rights legislation), use the yes/no format.

**Don't Ask:**   Can you work under pressure?

**Do Ask:**  There are often times when one must work under pressure. Describe a situation you have faced at work that shows you can cope under pressure.

# DOCUMENTING THE INTERVIEW – THE IMPORTANCE OF GOOD NOTES

A formal record of the interview process is necessary.  It provides the roadmap of all selection tools used to assess a candidate against the required qualifications.

Taking good notes results in a more accurate evaluation of a candidate's performance and increases the effectiveness of the decision-making process.  After multiple interviews, you will find your notes invaluable to decision-making when reviewing candidates' responses.

During the interview, record the main points of the applicant's responses.  Make sure you record what is said, not what you think is meant.  If an answer is given that you feel is particularly important, record it verbatim.  Each interviewer should take notes throughout, as each interviewer must be able to make recommendations on the strengths of each candidate.

Remember that any comment that you record should relate to the essential duties and bona fide requirements of the job.  Don't write down, for example, that the candidate has shared he/she has children and is a single parent, even if this is stated at the interview stage by the candidate as it has no relevance to the selection process and could, in fact, be considered discriminatory.

## NOTES AND THE LAW

All notes (i.e., any formal or informal written record) must be retained for a minimum of one year.  Human rights legislation allows a generous length of time for filing a complaint. Under the *Freedom of Information and Protection of Privacy Act*.  It is critical that everything you do in the interview, and all the records you generate are based on objective, factual information rather than subjective opinions.  Records include electronic records (i.e. emails).  If a selection is challenged legally, any recorded information could be used to establish illegal bias or prejudice.

# Types of Hires by Group
## (posting requirements and first consideration rights)

## Support Group

| Group | Types of Hires | Posting Requirements | First consideration rights |
|---|---|---|---|
| **Support** | Full-Time Support (Bargaining Unit)<br><br>Part-Time Support Regular Ongoing – work 24 hours/week<br><br>Appendix D – covering for a bargaining unit employee (Page 106)<br><br>I/O - Initiatives & Opportunities (Page 98) | **5 business days** with no active external advertising | Full-time Bargaining Unit employees.<br><br>Employees assigned to Initiatives & Opportunities. |
| | Project of Non-Recurring Kind (Article 1.6)<br><br>Part-Time Temporary or Term (contract) | N/A | N/A |

*Note: The Collective Agreement for Support Staff does not require the hiring manager to consider probationary employees. A hiring manager has the discretion to consider them.*

# Types of Hires by Group
## (posting requirements and first consideration rights)
## Academic Group

| Group | Types of Hires | Posting Requirements | First consideration rights |
|---|---|---|---|
| Academic | Full-Time Academic (Bargaining Unit) | **10 business days** active external advertising is permitted (includes the Council website) (Article 27.11A) | Full-time Bargaining Unit employees. Partial Load Academic employees currently employed. Partial Load Academic employees who are not currently employed but who were employed up to 4 months prior to the posting date (Article 27.11B). |
| | Partial Load (Bargaining Unit) (Article 27.11B) | Not a requirement, but optional | The new Academic Collective Agreement requires managers to offer courses to Partial Load faculty who meet 26.10E (*see below*) |
| | Part-Time/Sessional (Non-Bargaining) | Not a requirement, but optional | |

**26.10 E** Subject to the application of Articles 2.02 and 27.06 A, commencing in the 2018-2019 academic year, where the school or department within a college determines that there is a need to hire a partial-load employee to teach a course that has previously been taught by that registered partial-load employee in the department/school, it will give priority in hiring to such partial-load employee if:
(i) They are currently employed, or if they have previously been employed as a partial-load employee for at least eight (8) months of service as defined in 26.10 C within the last four (4) academic years, and

(ii) The assignment of such course will not cause the employee to exceed the maximum teaching contact hours for partial-load employees.

The offer of partial-load employment is conditional on the college subsequently determining there is sufficient enrolment to warrant the assignment being offered. Where two (2) or more partial-load employees would be entitled to be offered the course assignment, the employee with the most service will be offered the first opportunity.

# Types of Hires by Group
## (posting requirements and first consideration rights)

## Administrative Group

| Group | Types of Hires | Posting Requirements | First consideration rights |
|---|---|---|---|
| Administrative | Full-Time Administrative employees – covered under the *Terms and Conditions of Employment for Administrative Staff*<br><br><br>Part-Time Administrative Ongoing (hours vary) | **5 to 15 business days, and up to 30 days or more**<br><br>in consultation with the Hiring Manager and depending on prior experience in recruiting talent for a specific position (position requirements) | No internal first consideration, the competition is open to internal and external applicants equally to ensure SLC's continuous competitive edge |
| | Part-Time Temporary or Term (contract) | N/A | N/A |

## INAPPROPRIATE QUESTIONS UNDER THE HUMAN RIGHTS CODE

The following is a list of questions or remarks that are inappropriate.

While some of the questions may appear evidently inappropriate, it is critical to be attuned to inappropriate questions that can lead to legal complaints.  Keep all discussions with candidates professional, and avoid probing in any way into these areas, even if the candidate offers this information on their own.

| Race/colour/ ancestry/place of origin/ethnic origin/ citizenship | The following are <u>inappropriate</u> | Examples of <u>inappropriate</u> questions or comments |
|---|---|---|
| | Questions about or relating to physical characteristics such as colour of eyes, hair, skin, height or weight. Questions about mother tongue. Questions about or relating to birth-place, nationality of ancestors, spouse and other relatives or Canadian citizenship. Offensive remarks of a racist nature and remarks about the race, ancestry or parents" origin. | What country do you come from? What is your nationality? Where are your parents/grandparents from? Why don't you have an accent? |
| **Creed/religion** | Questions about creed or religion, unless they are asked by a special interest organization such as a church. | What is your religion? Are you of religion x? I'm not. Would you have concerns working with people not of religion x? |
| **Sex** | Remarks of a sexual nature or sexist comments. Note: Questions about gender if gender is a reasonable and genuine requirement for a particular job, such as employment in a shelter for women escaping violence, may be appropriate. Other questions concerning the applicant' sex, including questions about pregnancy or child-bearing plans, are inappropriate. | Do you plan to have children? When do you plan to have children and how many? Are you pregnant? Will you be taking maternity leave in the next 5 years? |
| **Sexual Orientation** | All questions about or relating to sexual orientation, or disparaging remarks about gays and lesbians. | Your address is in the gay neighbourhood, are you gay? |
| **Record of offences** | Questions about record of offence are inappropriate, except those to determine whether the applicant has | |

been convicted of a criminal offence for which a pardon has not been granted (those questions are allowed).

| | | |
|---|---|---|
| **Disability** | Questions directly related to the applicant' ability to perform the essential duties of the job are allowed, but all other questions concerning the applicant' disability are inappropriate. | How come you are using a wheelchair? Have you been blind all your life? What is your medical condition? |
| **Age** | Questions about age are inappropriate unless age is a reasonable and genuine requirement to qualify for the position. (Age is defined as 18 years and older in the employment context in the Code) | At your age, how do you feel about having a shortened career? Are you really sure you want to work this hard at this point in your life? Are you not too old to fit in? |
| **Marital Status** | Questions about marital status are inappropriate. | Are you single or married? How will you balance having kids, a husband and a job? |
| **Family status** | Questions about family status are not appropriate unless the employer has a nepotism or an anti-nepotism policy to grant or withhold employment or advancement in employment to a person who is a child or parent of the employer or an employee. In those cases, such questions may be appropriate. | Do you have children? What is your father's occupation? |

Source: The Law Society of Upper Canada

## REFERENCES AND THE LAW

As part of the selection process, the collection of references on the 'Reference Check Consent Form' can be done in person at the time of the interview, or subsequently electronically.  This is required to provide authorization for the College to do a reference check.

Under *the Freedom of Information and Protection of Privacy Act*, the Hiring Manager may contact only those people that the candidate has specifically given permission to contact.  This is not to say that the Hiring Manager cannot state what type of references are being requested (for e.g. supervisory references, internal as well as external, current references, etc.) as opposed to personal character references.  It is important to ensure that all references are:

> ➢ based on accurate information as defined in the *Freedom of Information and Protection of Privacy Act)*;

> ➢ obtained in a consistent manner, meaning that you should ask the same questions for all candidate references;

> ➢ objective and job-related.

## GENERAL GUIDELINES

In doing a telephone reference check, it is important for the Hiring Manager to indicate why you are calling, to identify yourself immediately by title and company name; otherwise, the other party will be reluctant to give you the facts.  You can give your phone number and suggest that the person phone you back if s/he wishes to verify your identity or call back at a more convenient time.  You can, as well, fax the signed 'Reference Check Consent Form' of authorization to them, though you should black out any other referees names listed on this consent form.

To ensure quality information and provide a context for the referee, first provide a short brief of the job applied for and the work environment.  If the applicant was formerly employed by the referee's organization, ask the former employer to confirm the job title, the dates of employment the candidate provided to you, and the actual duties performed.

Avoid hypothetical or situational questions.  They invite opinions, not facts or behaviour. The Hiring Manager needs to formulate track- record questions (similar to those asked in the interview) and write these notes on the responses.  Try to get specific examples that substantiate the facts and information provided by the candidate in the interview.  If the former employer says that the candidate showed leadership ability, ask him/her to give you an example of a situation that demonstrated this ability.

Constructive information is far more difficult to obtain. To identify areas of development ask questions, like: "In what areas can we be of most help to the candidate if we hired him/her for the job?" "What are this candidate's greatest strengths and in what areas have you observed they could benefit from personal or professional development?" Remain attuned to potential areas of concerns. An ideal way to end a reference check is to ask the former employer, if s/he would rehire the candidate.

How do you get a reference from a person's present employer? First of all, always respect a person's confidence and never check references without the candidate's permission. Every person should have the privilege of changing employers and this privilege should be respected by all concerned. If this is difficult to obtain up front, you might agree to make a job offer, provided that references provided from his/her present employer are satisfactory.

Work references are the obvious choice. However, if the candidate's work experience is limited, you could request academic references. References should only confirm a decision. If unsatisfactory references change the decision, the information must be objective and substantive. The documentation must be thorough.

Never accept a 'Reference Letter' at face value. Telephone the individual who wrote the letter to verify its authenticity and ask those questions not answered in the reference letter from the reference check questionnaire.

And last but certainly not least, the Hiring Manager can inform candidates that a review of their personal file be completed as part of the work reference. This notification should occur at the onset of the selection process and should never be "added on" at the end. These files are located in the Human Resources & Organizational Development Department.

A Sample Reference Check Form is included as **Appendix F**.

## GIVING FEEDBACK - GUIDELINES

Once the Hiring Manager has made the selection decision, and using the feedback and notes from the Selection Advisory Committee, s/he contacts each interviewed candidate with the results of the competition.  Providing such feedback:

➢ Shows internal candidates that they are valued by the organization.

➢ It gives candidates information about areas that need further development in order to ensure future success.  This can result in employees expanding their skills, abilities and experiences.  The organization benefits by having a more skilled employee.  Developing and keeping existing qualified employees is a high priority of the College.

➢ It shows candidates external to the organization that the College is fair, structured, and committed to both hiring the best, and developing the best.

### HELPFUL 'FEEDBACK' HINTS

1.  Make sure that the unsuccessful internal candidate understands that their skills are valued in their present position.  Not being selected for the position does not mean they are unsuccessful at what they are doing now.

2.  Feedback must be specific rather than general.

3.  Feedback must be sincere.  People are quick to recognize insincerity, and most are offended by it.

4.  Feedback should be positive as well as constructive.  While it is tempting to focus only on what went wrong, or what needs improvement, you should provide the unsuccessful candidate positive feedback in an area that impressed you or the committee so they understand that they displayed skills in some areas of personal or professional performance.  Everyone has strengths.

5. Positive feedback – praise – must be separate from constructive, otherwise the praise will not be accepted.

6. Feedback needs to focus on the person's performance, not the person. Relate observations, but not conclusions or interpretations from those observations. Observations are objective, they relate actual behaviour or performance. Conclusions or interpretations are subjective.

7. Describe behaviour in terms of more/less, or high/low, or developed and in development, rather than either/or, or strong/weak. Using words like either/or, or strong/weak during feedback implies absolutes, an absolutely right or wrong way of doing something or of answering a question. Rarely is this the case – rather, a person is usually found somewhere between the two extremes. By indicating they need to do more of something implies what they are already doing is a good place to start, but they need to do more of it, perhaps in a different way.

8. Share ideas and explore alternatives with the candidate, rather than giving advice. Remember that the responsibility for career development lies with the individual – not necessarily with you. They must make their own choices as to what development they need – and what they do with the feedback you give them. If you tell them specifically what they must do in order to get the job the next time, they may feel that you are promising them the next job that comes up after they've taken your advice. If this doesn't happen, you may end up with a discouraged, or bitter employee.

Giving constructive feedback is a less onerous task if your selection and interviewing process is based on track-record questions. This process allows you to review the competition notes and clearly identify and feed back areas of candidate development and strengths using the person's previous experiences and accomplishments. This then allows them to seek experiences in areas that are truly important to success in the job they are seeking.

# RECRUITMENT & SELECTION ACCOUNTABILITIES

| Step 1. Preparing a Position to Post | | Who? |
|---|---|---|
| 1.1 | Communicate at the earliest possible opportunity an upcoming vacancy to Director, Human Resources | Hiring Manager |
| 1.2 | Review and update the position description. | Hiring Manager |
| 1.3 | If the position is updated, submit for appropriate evaluation and rating if applicable. | Director, Human Resources |
| 1.4 | Indicate to the hiring manager or his/her designate the approval process to fill this particular vacancy:<br>• BAT review process; and/or<br>• CET approval process | Director, Human Resources |
| 1.5 | Prepare and submit the recommendation to approve filling a position for consideration. | Hiring Manager |

| Step 2. Approval to Post a Position | | Who? |
|---|---|---|
| 2.1 | CET Approval Form is sent to the manager and HR with CET decision.  The approval is valid for six months. | EA to CET Member |
| 2.2 | HR assigns a Human Resources Consultant to advise and guide the hiring manager through the process.  This is communicated to the hiring manager. | Director, Human Resources |
| 2.3 | Prepare a draft Job Posting and Search Criteria | Human Resources Consultant |
| 2.4 | Approve the draft Job Posting and Search Criteria via return email | Hiring Manager |
| 2.5 | Send recommendation for approval of final Job Posting and Search Criteria to one-over-one for approval.  This can be done prior to or in conjunction with 2.4 above. | Hiring Manager |
| 2.6 | Final approval is provided | One-over-one to Hiring Manager |

| Step 3. Posting an Approved Position | | Who? |
|---|---|---|
| 3.1 | Consult with hiring manager regarding posting details, including advertising strategies | Human Resources Consultant |
| 3.2 | Cover the cost of advertising, if any, as approved by the Hiring Manager | Hiring Manager |
| 3.3 | Post the job posting at agreed upon locations and post positions for professors on the Ontario Colleges website. | Human Resources Consultant |

| Step 4. Candidate Selection | | Who? |
|---|---|---|
| 4.1 | Establish a Selection Committee as described in this Guide | Hiring Manager |
| 4.2 | Prepare selection assessments, any job simulation, and interview questions based on the job posting and search criteria. | Hiring Manager |
| 4.3 | Competitions close at the end of the business day, 4:00 p.m. on the closing date.  Within 24 hours the Consultant will inform the manager of the status of the competition (i.e. number of applicants, time required to verify internal applicants status, estimated time to process and negotiated timelines) | Human Resources Consultant |
| 4.4 | Prepare the Vacancy Record (applicant list) and verify eligibility for internal consideration | Human Resources Consultant |
| 4.5 | Prepare the shortlisting tool based on the Search Criteria | Human Resources Consultant |
| 4.6 | Screen and assess internal applicants | Hiring Manager |
| 4.7 | If there are no qualified internal applicants, or no internal applicants, provide Hiring Manager with external applicants. | Human Resources Consultant |
| 4.8 | Brief the Selection Committee and provide details of the selection process. | Hiring Manager |
| 4.9 | Review with Committee members their role to provide insight and make a recommendation on the leading candidate. | Hiring Manager |
| 4.10 | Ask Selection Committee members if there are any reasons that would prevent them from making an objective decision. | Hiring Manager |
| 4.11 | Invite to an interview selected candidates. Give the candidates the date, time and location of the interview and advise of any tests or presentation that will be given as part of the selection process. | Human Resources Consultant |

| Step 4. Candidate Selection | Who? |
|---|---|
| 4.12 Provide the Selection Committee members interview packages in advance of the interviews, electronically or hard copy. The packages include the resumes, the job description, the job posting and search criteria and the interview schedule. (*Typically only hard copy questions are provided to maintain the long-term confidentiality of question banks as hard copies are returned to HR*) | Human Resources Consultant or Hiring Manager as determined by them |
| 4.13 Administer and proctor simulations, tests or in-box exercises that are taken outside of the interview time. | Hiring Manager or Human Resources Consultant as determined by them |
| 4.14 Interview candidates and recommend the leading candidate. | Hiring Manager or Chair, Hiring Committee |
| 4.15 Collect the notes from the interviews from all Selection Advisory Committee members and return them to Human Resources when the selection is completed. | Hiring Manager |
| 4.16 Obtain consent to verify References | Human Resources Consultant |
| 4.17 Conduct Reference Checks, contact at least 2 references | Hiring Manager |

| 5. Offer of Employment | Who? |
|---|---|
| 5.1 5.1 Contact Human Resources Consultant when ready to make an offer to obtain advice on offer particulars | Hiring Manager |
| 5.2 5.2 Contact the successful candidate and make an offer of employment. | Hiring Manager |
| 5.3 5.3 Contact Human Resources Consultant to inform acceptance of the offer and effective date. To expedite process, provide: A. Full name of successful candidate B. Start date C. Account code and distribution, as applicable, for salary D. Step calculation for faculty positions E. Salary for Administrative positions | Hiring Manager |

| 6. Wrapping Up/Closing the Loop | | Who? |
|---|---|---|
| 6.1 | Notify all unsuccessful interviewed candidates of the outcome of the competition. | Hiring Manager |
| 6.2 | It is courteous to inform the members of the Selection Advisory Committee of the outcome of the selection process and thank them for their participation and contributions.  Inform them that an official announcement will go out and ask them to maintain confidentiality of the outcome. Important especially if the outcome is different than the recommendation made (i.e. the top candidate refused the offer, the second top candidate accepted). | Hiring Manager |
| 6.3 | Forward the entire selection file to Human Resources including the reference checks | Hiring Manager |
| 6.4 | For Academic appointments, complete a salary step calculation | Hiring Manager |
| 6.5 | Complete the offer documentation | Human Resources Consultant |
| 6.6 | Notify all unsuccessful interviewed candidates of the outcome of the competition. | Hiring Manager |
| 6.7 | Prepare a Staffing Announcement to the SLC community regarding the person appointed and start date.  Ensure that the successful candidate offered the position has had an opportunity to inform their management and/or provide their resignation notice if applicable. | Hiring Manager |
| 6.8 | Prepare hire package and onboarding checklist to send to the Manager for signature in preparation sending to the successful candidate | Human Resources Consultant |
| 6.9 | Hire package is sent to the successful candidate.  Hire information is collected prior to start date and the College maintains communication with the new employee. | Human Resources Consultant |

| 7. Onboarding the New Employee | | Who? |
|---|---|---|
| 7.1 | Day 1 Onboarding: The Hiring Manager greets their new employee to Welcome them and begin the Onboarding process. If not already done, make an appointment for the employee with HR. | Hiring Manager |
| 7.2 | Day 1 or 2 Onboarding: The new employee meets with their HRC as soon as possible to sign documentation, begin orientation. New employee also completes orientation and enrollment in benefits. | Human Resources Consultant |

| 8. Maintaining the Employment Relationship | | Who? |
|---|---|---|
| 8.1 | The new employee has been assigned to a Human Resources Consultant for the duration of their employment relationship.<br><br>Otilia Vides-Alfaro<br>Lara Davis<br>Fiona Chang<br>Nicole Donnelly<br>Katie McKinley<br><br>Employees contact their HRC if they have questions about their employment. Managers contact the HRC for questions about that employee's employment matters or changes to employment. | Human Resources Consultant<br><br><br><br><br><br>Employees and Managers |

**Reference Check Questionnaire**

**Competition File #:**

**Position Applied For:**

**Candidate Name:**

| | |
|---|---|
| **Referee Name:** | |
| **Title:** | |
| **Location of work:** | |
| **Phone #:** | |
| **Working Relationship:** | |
| **For how long?:** | |
| **Position occupied:** | |
| **Reference Taken By:** | |
| **Date:** | |

*The following questions derive from SLC's Values: Integrity, Teamwork, Students First, and Innovation.*

### A. PERSONAL VALUES ALIGNMENT

| Question | Behaviour/Examples |
|---|---|
| ***Students First*** *behaviours means we …*<br>➢ Provide accessible, caring support and services to benefit our students.<br>➢ Respect different learning styles, needs and accommodations.<br><br>***Integrity*** *behaviours mean we (turn definitions into questions about the candidate and this trait)*<br>➢ Are responsible, equitable, and accountable.<br>➢ Are respectful, honest, reliable and trustworthy.<br>➢ Are open and responsive to feedback. | |

| | |
|---|---|
| ***Teamwork*** *behaviours mean we …* <br> *(turn definitions into questions about the candidate and this trait)* <br> ➢ Are collaborative, positive, and respectful in our teams. <br> ➢ Work together to build trust. | |
| ***Innovation*** *behaviours mean we …(turn definitions into questions about the candidate and this trait)* <br> ➢ Share ideas, take appropriate risks, keep an open mind, and be flexible. <br> ➢ Participate in cross-functional teams and activities. | |

### B. ORGANIZATION AND COMMUNICATION

| Question | Behaviour/Examples |
|---|---|
| **Organization** <br><br> How does (name) organize a heavy workload with multiple priorities and deadlines? | |
| **Communication** <br><br> How well does this person communicate verbally? <br><br> How well does this person communicate in writing? <br><br> Can you describe the methods or strategies this person employs to "influence" others? | |

## C. ADAPTABILITY

| Question | Behaviour/Examples |
|---|---|
| **Adaptability**<br><br>How does this person adapt to change?: On a scale of 1 to 10, with 1 being adapting to change with more difficulty, and 10 being an early champion of change, where would you rate this person and why?<br><br>Does this person's approach or deportment change under the stress of workload of multiple and competing priorities? *(looking for good judgment and good composure in stressful situations)* | |

## D. INTERPERSONAL SKILLS AND RESPONDING ABILITY UNDER STRESS

| Question | Behaviour/Examples |
|---|---|
| **Interpersonal Skills**<br><br>Please describe how this person develops new relationships and then maintains ongoing positive working relationships with others.<br><br>How does this person deal with individual conflict when it arises? (i.e. in particular in a matrix environment such as with faculty)<br><br>How does this person handle opposition when their views are challenged?<br><br>How has this person established their professional credibility in your organization? | |

### E. POSITION SPECIFIC QUESTION

| Question | Behaviour/Examples |
|---|---|
| *Insert any question that is position specific and essential for effective performance in the job:* | |

### F. STRENGTHS/WEAKNESSES

| Question | Behaviour/Examples |
|---|---|
| What have you noted are this person's strengths?<br><br>What have you assessed as this person's areas in need of development? | |

### G. RE-EMPLOYABILITY/OTHER COMMENTS

| Question | Behaviour/Examples |
|---|---|
| If this person left your organization and re-applied, would you re-hire this person?<br><br>Would you recommend this person to another employer based on your organizational standards?<br><br>Is there anything you would like to add? | |

Understanding the Impact of Bill 148:
*The Fair Workplaces, Better Jobs Act, 2017*
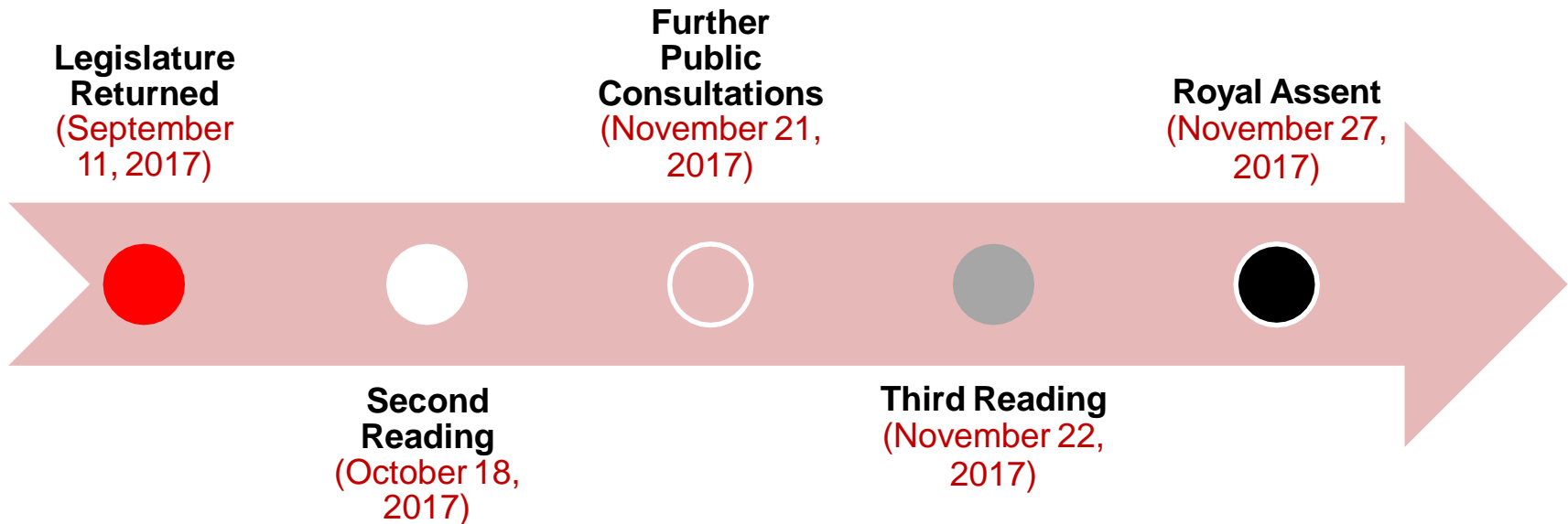
# Overview of Key Changes

- Equal pay for equal work (for all employment statuses)

- Increase to minimum wage rates

- Basic entitlements:
  - Vacation enhancement
  - New calculation of public holiday pay

- Enhanced leave provisions:
  - Paid personal emergency leave, new leaves, other leave enhancements

- Enhanced employer obligations in scheduling

- Series of new record-keeping requirements

# Equal Pay for Equal Work

- Casual, part-time, temporary, seasonal employees and Temporary Help Agency workers are paid equally to full-time employees performing the same job for the same employer

- Prohibited to pay less based on employment status when:
    a) perform substantially the same kind of work in the same establishment;
    b) performance requires substantially the same skills, effort or responsibility;
    c) performed under similar working conditions

    **Exceptions: Objective reasons for wage differential other than gender or employment status**

    a) a seniority system;

    b) a merit system;

    c) a system that measures earnings by quantity or quality of production; or

    d) any other factor other than sex or employment status.

# Equal Pay for Equal Work

- Collective agreement transition period, in which collective agreement prevails in the event of a conflict between collective agreement and ESA, provided the collective agreement is in effect on April 1, 2018

- Transition period continues to apply until new or renewal collective agreements in effect

- Employees are permitted to ask to review their rate of pay if they believe they're not receiving the same rate of pay as full-time employees who perform substantially the same work

- Pay rate reconsideration request process will be available for employees by April 1, 2018

Effective April 1, 2018

# Temporary Help Agency

- The assignment worker must be provided with at least 1 weeks' notice or pay in lieu of notice if an assignment is terminating early (for any scheduled assignment longer than 3 months)
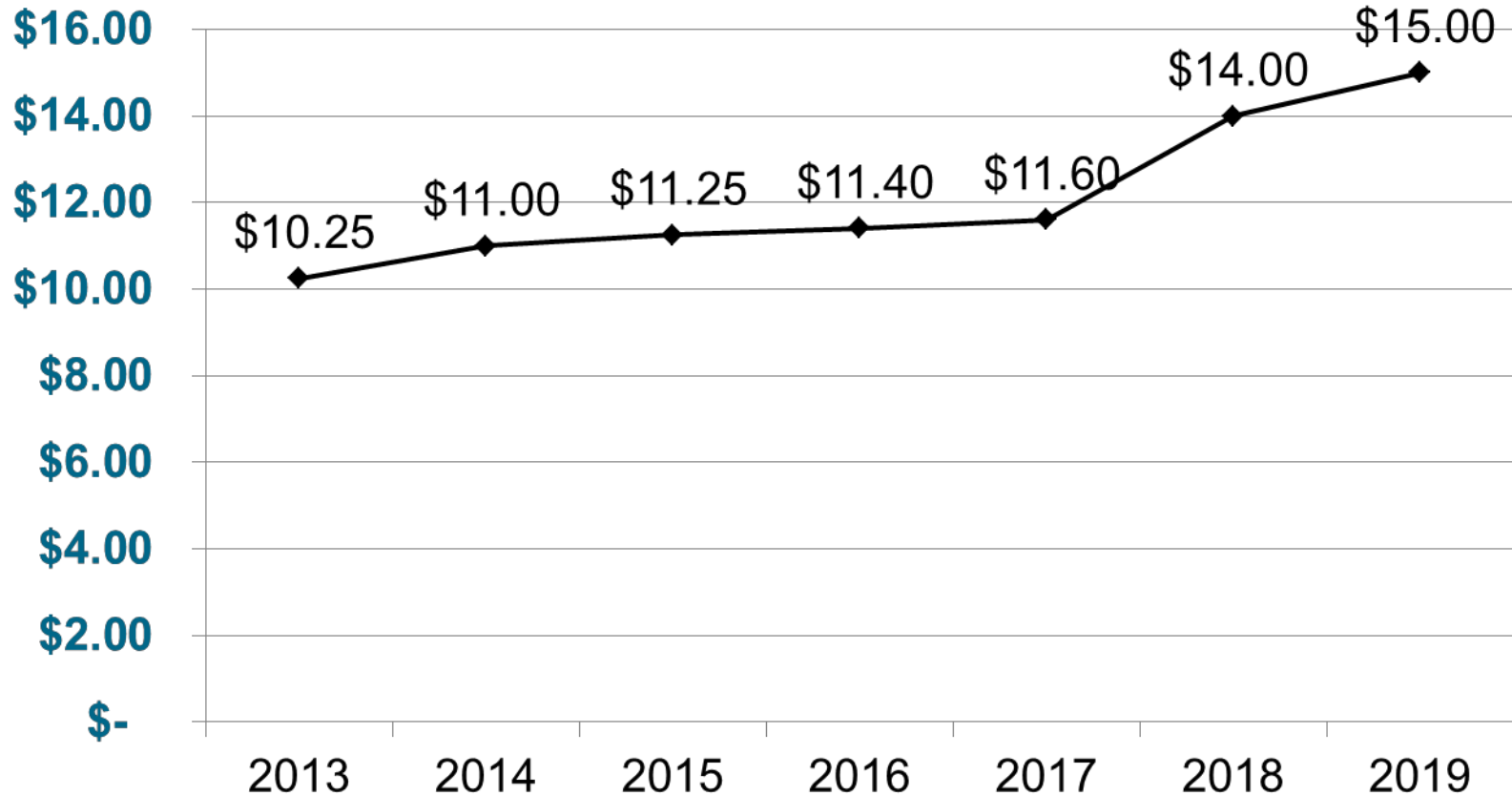
    Effective January 1, 2018

- Protects assignment workers from repercussions for inquiring about their wage rate or the wage rate of an employee of the client

    Effective April 1, 2018

# Classification of Employee

- No change to current legal definition of employee

- Prohibit employer from misclassifying employees as independent contractors

- In the event of dispute, employer is responsible for proving that the individual is not an employee

- If found in violation of the ESA, subject to penalties, public disclosure and fines

Effective upon day of Royal Assent

# Basic Entitlements

- **Vacation Entitlement**

  ➤ Provide a minimum of 3 weeks vacation entitlement and 6% vacation pay for employees whose employment is 5 years or more

- **Public Holiday**

  ➤ Pay calculation amended.  When an employee works on a holiday and is entitled to the total amount of regular wages earned in the pay period immediately preceding the public holiday, divided by the number of days the employee worked in that period

  ➤ When an employee works on a holiday and is entitled to receive a substitute day off, the employer <u>must</u> document it in writing, and record date it was provided to employee

Effective January 1, 2018

# Scheduling / On Call

- New rules for College; must pay 3 hours at regular rate as follows:
  - When employee regularly works more than 3 hours a day; and shift is cut short (employee must be available)
    - Does not apply if causes are beyond College's control
  - Scheduled to be on-call but, despite being available for work, is either not called in to work or works less than 3 hours
  - When scheduled work shift or on-call shift is cancelled within 48 hours of its start,
    - Does not apply in cases beyond College's control or if employee's work is weather dependent and College cannot provide work for weather related reasons
- Effective January 1, 2019. If a collective agreement is in effect on January 1, 2019, those provisions will prevail and will cease to apply upon the expiry of that collective agreement or January 1, 2020, whichever is earlier

# Scheduling / On Call

- New rules will allow employees:

  ➢ Right to request changes to work schedule or work location after having been employed for 3 months, without fear of reprisal

  ➢ Right to refuse shifts without repercussion if asked to work with less than 96 hours notice

    o Does not apply to emergencies, to remedy or reduce a threat to public safety, or other prescribed reasons

Effective January 1, 2019

# Overtime

- New rules for overtime rate:

  - Applies to employees who hold more than 1 position with the College

  - Employee to be paid at the rate for the position they are working during the overtime period

Effective January 1, 2018

# Leave Enhancements

- Introduce new **Child Death Leave** & **Extend Child Disappearance Leave**
  - ➢ provides unpaid leave of up to 104 weeks

- Introduce new **Critical Illness Leave**
  - ➢ Critically Ill Childcare Leave (previous entitlement under ESA) is replaced by the Critical Illness Leave, to provide care or support to a minor child or an adult family member whose life is at risk as a result of an illness or injury. The period of unpaid leave in a 52-week period is up to 37 weeks for a minor child and up to 17 weeks for an adult family member

Effective January 1, 2018

# Leave Enhancements

- Introduce new **Domestic & Sexual Violence Leave**

  - ➢ Where employed for at least 13 consecutive weeks entitled to leave where employee or employee's child experiences domestic or sexual violence or threat of sexual or domestic violence

  - ➢ May take up to 10 days of leave **and** may take up to 15 weeks of leave

  - ➢ First 5 days of leave, in calendar year, will be paid, the rest will be unpaid

  - ➢ Must be taken for specific purposes:

    - ○ to seek medical attention, to obtain services from victim services organization, to relocate, to seek legal or law enforcement assistance, or any other prescribed purposes

# Leave Enhancements

- **Personal Emergency Leave (PEL)**
  - 2 paid PEL days of the existing 10 day PEL allotment
  - Not permitted to require a doctor's note

- **Family Medical Leave**
  - Increased from up to 8 weeks in a 26 week period, to up to 28 weeks in a 52 week period

- **Pregnancy and Parental Leave**
  - Increased pregnancy leave for those who experience a still-birth or miscarriage from 6 weeks to 12 weeks
  - Length of parental leave will increase by a total of 26 weeks;

    - From 35 to 61 weeks for those who took pregnancy leave, and from 37 to 63 weeks for those who did not

# St. Lawrence College Actions

- Financial Analysis

- Guidelines on Hiring Temporary and Casual Employees
  - Generic Job Descriptions (1 page)

- Salary Protocols for Each Employee Group
  - Evaluation of temporary generic jobs
  - Develop and confirm job levels

- System Capability and Demands to Improve Recordkeeping
  - In line with respective phases of Bill 148

- Reviewing HR policies and processes

- Communication and Consultation with Stakeholders
  - Consultation with Employer Council and Legal Counsel
  - Bill 148 Consultation Committee: 9 Active Working Groups
  - Implementation Project Plan
  - Communication Plan

# Questions?



PLEASE CONTACT US AT

[Bill148@sl.on.ca](mailto:Bill148@sl.on.ca)

# Management Essentials Workshop

## Staff Professional Development Policies and Programs

# HR700 – External PD Program

- Funding to attend a PD event up to $1,000 per employee, each fiscal year

- Funding covers event registration, plus travel expenses

- Available to ***all FT and on-going PT College Staff (3+ years of service)*** with Managers approval (linked to their annual PPD Plan)

# HR701 – Tuition Assistance Reimbursement Program

- Support for FT employees to pursue a professional designation, certificate, diploma, or degree (Bachelor, Masters, PhD)

- Funding towards tuition fess up to $2,000 per employee, each fiscal year, based on 50%-50%

- Available to **all FT College Staff** with Managers approval. **Consideration given to PT staff** based on available funding.

# HR702 – Partial Tuition Assistance Reimbursement Program for Dependents

- Reimbursement of a portion of tuition fee for dependents or spouses of FT Staff attending a full-time program (MTCU sponsored) at SLC

- Current tuition reimbursement is $1340 per semester with proof of successful completion

- Limit of eight (8) semesters per dependent

# SLC Course Registration Fee

- All full-time and ongoing part-time SLC staff are eligible to register for an SLC ministry-funded course, offered by College staff for a fee of $20.00 (course materials are extra)

- OntarioLearn courses can be accessed for $20.00 plus $95.00 administrative fee.

- Obtain a Letter of Employment from your assigned Human Resource Consultant

# Joint Employment Stability Funds

- **Support Staff** Fund Guidelines
  - Provide "support to enhance their employment security within the Bargaining Unit through PD activities."
  - Up to a maximum of $1,200 per academic year
- **Academic Staff** Fund Guidelines
  - Provide support for academic staff "at risk" of layoff to attend PD activities, job retraining, etc.

# Manager-Leader Development

- SLC **Management Essentials**

- SLC **Leadership Development Program** (LDP)

- College-wide **Management Academy** – bi-annual

# Collaborative College Initiatives

- **SLC Learning Connections Conference (LCC)** - annual

- **Eastern Region Getting Connected Support Staff Conference** – annual

- **Eastern Region Faculty Programs** - annual
  - Faculty Cyber Connections
  - Focus on Learning
  - Celebrating Great Teaching
  - Leadership Excellence in Academic Programming

Management Essentials Workshop