

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Senior Purchasing Officer

Payband: J

Position Code/Number (if applicable): S00525

Scheduled No. of Hours \_\_\_\_\_ 37.5/wk \_\_\_\_\_

Appointment Type:  12 months  less than 12 months

Supervisor's Name and Title: Linda J. Humphries, Director, Purchasing

Completed by: Linda J. Humphries

PDF Date: April 30, 2021

### Signatures:

Incumbent:  
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

### Position Summary

Provide a concise description of the overall purpose of the position.

The Senior Purchasing Officer is an agent authorized by the College to commit College funds to outside suppliers under the general direction of the Director, Purchasing. The Senior Purchasing Officer conducts negotiations of College acquisitions including: identifying the needs of the customer, researching the suppliers and products, planning and overseeing Requests For Quotations, Requests For Proposals, Requests For Pre-qualifications, Requests For Tenders; analyzing and evaluating submissions, making recommendations, preparing and reviewing contracts, authorizing purchase orders, performing supplier and contract management; on assigned commodities. The objective is to obtain required goods and services in a cost effective and responsive manner, maximizing the purchasing value of public funds.

The Senior Purchasing Officer manages procurement projects within their area of responsibility and ensures compliance with MTCU and BPS Directives, Regulations, Procedures, Board Policies, Purchasing Management Best Practices and Professional Ethics throughout the entire process. Provides advice and guidance to other Purchasing staff & internal customers as required. Identifies business process improvement opportunities, recommends innovative sourcing strategies, and leads implementation of supply management initiatives.

The Procurement Department acts as business agents and risk managers for the college, and in doing so must balance the college requirements of contracting and acquisition for the best operational outcome in relation to legal and ethical responsibility in the highly scrutinized Broader Public Sector environment.

## Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p>1. Purchasing Operations:</p> <ul style="list-style-type: none"> <li>• Acts as a lead resource for operational initiatives, providing advice and solutions for the procurement of assigned goods and services.</li> <li>• Ensures College purchasing requirements are met while adhering to Board policy, government regulations, trade treaties, ethical and legal purchasing practices.</li> <li>• Utilizes Bonfire Strategic Sourcing and Contract Management software.</li> <li>• Holds meetings as needed with all applicable College personnel, suppliers, consortium committees; attends and participates in trade shows, purchasing courses &amp; seminars to keep informed on current product information, purchasing practices &amp; techniques to ensure that informed buying decisions and optimum service objectives are met.</li> <li>• Strives to obtain best value consistent with operational needs, while maintaining fair, open and transparent competition.</li> </ul>	20%
<p>2. Project Management:</p> <ul style="list-style-type: none"> <li>• Leads projects as well as participates on project teams across the College for acquisition of assigned goods and services. Eg Request for Tenders, Request for Proposals.</li> <li>• Responsible for ensuring legal, ethical, policy and process requirements in procurement context are followed on each project.</li> <li>• Works within a Negotiable RFP contract format and process when appropriate</li> <li>• Negotiates agreements and contractual terms on delegated projects.</li> <li>• Recommends and follows through on improvement initiatives and best practices implementations to improve operations or meet compliance requirements, using a disciplined project management approach.</li> <li>• Liaises and networks with other Purchasing officers within the provincial College and University system as well as with professionals from the private sector.</li> </ul>	20%

<p>3. Research &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• Researches products, services and suppliers; benchmarking standards and best practices.</li> <li>• Establishes market standards that the College can utilize to improve services &amp; best practices and develops performance criteria to develop and track purchase metrics.</li> <li>• Assembles information and may choose to source requirements from a Government standing offer, single source negotiation, extension to existing contracts, blanket orders, service contract or competitive bidding formats.</li> <li>• Analyses and interprets data and reports from ERP system, providing metrics to improve decision making. Provides statistics and data regarding supplier performance, department inputs/outputs, expenditure classification, commodity classification, service levels.</li> <li>• Utilizes technology software, including e-business solutions for sourcing and procurement.</li> </ul>	<p>15%</p>
<p>4. Supplier Pre Qualification and Vendor of Record Establishment:</p> <ul style="list-style-type: none"> <li>• Investigates and implements Supplier Pre-Qualification processes and Vendor of Record (VOR) Contracts on identified products and commodities for Procurement's client groups (IT, Facilities, Residence, and Academic departments). This is accomplished by prioritizing and analyzing commodity spends and department needs; then proceeding with implementing the Pre Qualification or RFT or RFP process.</li> </ul>	<p>15%</p>
<p>5. Problem Solving:</p> <ul style="list-style-type: none"> <li>• Provides contract/service management on assigned commodities and maintains effective relationship management between internal customers and external suppliers. Acts as a resource and is regularly consulted on a broad range of issues.</li> <li>• Monitor and evaluate supplier performance. Investigate any unacceptable performance and initiate an action plan to remedy.</li> <li>• Mediates between College staff and suppliers in the case of problems or disputes. Provides advice, assistance and guidance to internal customers, staff, faculty, purchasing department staff, suppliers and the general public.</li> <li>• Works closely with Legal resources to ensure college is in compliance or to resolve issues.</li> </ul>	<p>10%</p>

<p>6. Financial Responsibility:</p> <ul style="list-style-type: none"> <li>• Responsible for a Purchasing Credit Card within authority limits.</li> <li>• Reviews Purchase Requisitions on assigned commodities and determines appropriate acquisition process to ensure the best combination of price, quality, service, delivery and cost of ownership. Has delegated signing authority for purchase orders up to \$25,000. Provides purchase analysis and recommendations for the Director, Purchasing's approval on orders for assigned commodities in excess of \$25,000.</li> <li>• Reviews assigned purchase orders for compliance to Board policies, BPS Supply Chain Legislation, Regulations and Statutes.</li> </ul>	<p>10%</p>
<p>7. Asset Disposal Process Control:</p> <ul style="list-style-type: none"> <li>• Responsible for ensuring that college assets that reach end of useful life in the existing state are dispositioned in a transparent, efficient, ethical and environmentally responsible manner. This is accomplished via a formal Asset Disposal Process.</li> </ul>	<p>5%</p>
<p>8. Other related duties as assigned</p>	<p>5%</p>

\* To help you estimate approximate percentages:

- |                     |                     |                     |
|---------------------|---------------------|---------------------|
| ½ hour a day is 7%  | 1 hour a day is 14% | 1 hour a week is 3% |
| ½ day a week is 10% | ½ day a month is 2% | 1 day a month is 4% |
| 1 week a year is 2% |                     |                     |

**1. Education**

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Up to High School   | <input type="checkbox"/> 1 year certificate                 | <input type="checkbox"/> 2 year diploma   |
| <input type="checkbox"/> Trade certification   | <input checked="" type="checkbox"/> 3 year diploma / degree | <input type="checkbox"/> 4 year degree or 3 year diploma / degree plus professional certification |
| <input type="checkbox"/> Post graduate degree (e.g. Masters) or 4 years degree plus professional certification |   |   |
| <input type="checkbox"/> Doctoral degree   |   |   |

Field(s) of Study:

Degree - Business, Economics, Supply Chain Management or Engineering  
 Diploma – Operations or Material Management

**B.** Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours

	Professional Designation: CSCMP Professional Designation with Supply Chain Canada; or CPPO professional designation with the NIGP, or advanced level standing in either program. This is obtained over many years of completing specific courses, seminars, live in residence program, tests and final exams, as well as requirements of professional years of experience. Cost of the post graduate CSCMP is approximately \$25,000 and is the highest level of supply chain certification attainable in Canada Current membership in SCC, OPBA

**2. Experience**

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years


X  Minimum of three (3) years

- A minimum of three years direct, current and progressive experience in Supply Management with responsibility for supplier sourcing, negotiations, contract management, supplier management and project management. Of this, at least 2 years experience should be at the Senior Buyer, Senior Analyst, Project Lead, or commodity manager level in a medium to large size organization utilizing an automated purchasing system (Public or Private sector).
- At least 2 years experience in the effective utilization of the Purchasing modules of an ERP system, preferably PeopleSoft; as well as Bonfire Strategic Sourcing and Contract Management software.
- Experienced in positions involving Public Sector Purchasing requirements, laws and policies is required.
- Experience in project management and exposure to e-business solutions for sourcing and procurement.
- Experienced in technical commodities such as IT equipment, software, facilities infrastructure.
- Experience using software including spreadsheets, word processing, databases, presentations, internet search tools, ERP Purchasing systems and reporting tools.
- Experience working independently in a results oriented, deadline driven team environment, organizing and prioritizing and problem solving own work to move projects and processes ahead to meet multiple deadlines.
- Experience evaluating price, quality and service factors to determine suitability of supply and be able to make trade-off decisions

Minimum of five (5) years

Minimum of eight (8) years

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

**#1 regular & recurring**

Key issue or problem encountered.

All college products and services require the sourcing from multiple outside suppliers/contractors, each with many potential options. Involves analyzing requirements and specifications and organizing multiple sources data and information to achieve desired goals.

How is it identified?

Users request products or services, no supplier known or product is not currently available. Must re-source and solve problems to ensure delivery of suitable product at the required time to ensure users' requirements are met and college operations are not negatively impacted.

Is further investigation required to define the situation and/or problem? If so, describe.

Need detailed specifications, alternates, timing, supplier information, budget parameters.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Analyze existing sources and investigate new sources via internet search, catalogues, and supplier contacts.

Time management, organizational, supplier/product knowledge and prioritization skills are required to ensure product is received according to the user's requirements

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Past practices, previous suppliers, analysis of commodity availability of existing suppliers, government standing offers, market knowledge.



**3. Analysis and Problem Solving**

**#2 regular & recurring**

Key issue or problem encountered	Data and research is required in order to determine best products, services, suppliers or processes in order to benchmark current practices against best practice standards within a particular industry (eg furniture, PCs) and at other colleges. Data is required to create performance metrics within the Purchasing function to improve service and cost effectiveness.
How is it identified?	Lack of details or data available for practical decision making, lack of standardization of products, services or suppliers, absence of data to produce metrics, absence of reports to identify inputs/outputs, benchmarking. Indication of some College practices lagging behind other organizations, need to benchmark our activities to best practices.
Is further investigation required to define the situation and/or problem? If so, describe.	Must conduct research on products, services and suppliers; benchmarking standards and best practices. Establish standards that the college can utilize to improve service. Develops performance criteria to develop purchase metrics in conjunction with Supervisor's strategic objectives.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Assemble information and choose appropriate sourcing method, provide metrics to improve decision making, provide statistics regarding supplier performance, commodity classification, standing offer availability.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Established standards, market trends, Evolve system reporting tools, spreadsheets, professional associations and colleagues, suppliers, trade shows, professional journals, newspapers, consortiums etc.

**#3 regular & recurring**

Key issue or problem encountered	Relationships can be strained between internal customers and external suppliers, each with divergent points and interests.
How is it identified?	Complaints made by customer or supplier; ongoing disputes regarding products, service, delivery, pricing; during contract renewals or negotiations issues are raised or business is refused by either party.

Is further investigation required to define the situation and/or problem? If so, describe.

Incumbent must obtain an impartial account of each party, consult supplier file to determine if a new or ongoing problem, request documentation and correspondence on issues, refer to contract documentation for stipulated requirements.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Provide advice, assistance and guidance to internal users. Determine contractual obligations on each side, determine lapses in obligations, determine if penalties, try to mediate a resolution, try to maintain effective relations, may involve terminating the contract.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Past history with customer or supplier, contracts file, supplier history file, legal advice, purchase order terms and conditions, other staff, mediation and negotiating skills.

### 3. Analysis and Problem Solving

#### #1 occasional (if none, please strike out this section)

Key issue or problem encountered

Contractors are unable or unwilling to provide a certificate of insurance and legally required health and safety documentation prior to being able to commence work on college property. End user has a deadline to ensure no disruption to college activities.

How is it identified?

WSIB and insurance requirements are required as part of legal requirements and risk management responsibilities via the purchase order. Contractor has not provided these documents.

Is further investigation required to define the situation and/or problem? If so, describe.

Contact contractor or managing office to determine status of requirements. Discuss situation with Facilities Director to determine risk and possible work stoppage.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Request specific documentation and compare to risk management and legal requirements.  
If contractor is unable to provide documents, they are unable to provide work on PO. Incumbent risks confrontation with user and/or contractor.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Liaise with supervisor, Facilities Director, Finance Admin Officer. Reference government regulations, college policies, insurance policies, WSIB.

**#2 occasional** (if none, please strike out this section)

~~Key issue or problem encountered~~

~~How is it identified?~~

~~Is further investigation required to define the situation and/or problem? If so, describe.~~

~~Explain the analysis used to determine a solution(s) for the situation and/or problem.~~

~~What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).~~

#### 4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally.

**#1 regular & recurring**

List the project and the role of the incumbent in this activity.

Leads Projects for acquisition of assigned goods and services. Eg Request for Tenders, Request for Proposals.

When managing these procurement projects across the college, the incumbent is the procurement Lead on RFTs, RFPs and sets project and task deadlines to the project team (project lead, technical resource, budget manager, etc) such as document development, supplier bid reviews, supplier bid scoring.

Responsible for ensuring legal, ethical, policy and process requirements in procurement context are followed on each project.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Knowledge of public procurement policies, laws, trade treaties, regulations, specifications, technical requirements, time management, risk management, project management, pricing structures, contracts, suppliers and marketplace.

List the types of resources required to complete this task, project or activity.

Budgets, team members, contracts, suppliers, project plans, previous documents, specification documents.

How is/are deadline(s) determined?

Varies – can be determined by Purchasing, Budget Manager, Project Team, Leadership Team, Supervisor, outside agency, Government mandated, supplier dictated etc

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes can occur from various sources – internal, external, budget related, date driven, specifications, resources, legal. Each must be reviewed in relation to the entire project/players to determine impacts and to develop mitigation/recovery plan. Eg. Tenders exceed budget and timeline, must decide whether to change project, reduce specifications, go to Board for more funding, hold project to next year.

#### 4. Planning/Coordinating

##### #2 regular & recurring

List the project and the role of the incumbent in this activity.

A resource for operational initiatives within the Purchasing department to ensure optimum service objectives are met. Eg process improvements, best practices implementation.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Ability to identify process improvement initiatives, formulate recommendations and implementation plans, lead change processes, communications and influencing skills, time management, ability to overcome obstacles and work with others.

List the types of resources required to complete this task, project or activity.

Process maps, processes/procedures, systems, IT resources, budget, Purchasing staff, Supervisor.

How is/are deadline(s) determined?

Determined in conjunction with Supervisor, IT, other College needs, where projects fit into existing priorities and workload, risk vs opportunity balancing.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Determined in conjunction with project team and Supervisor, may also have wider implications within the college or with supply base. Incumbent reviews the issues/changes in relation to entire project and determines outside impacts and what needs to be done. Eg process change in ordering may effect all campuses, suppliers, incumbent needs to communicate how it will be addressed.

**#3 regular & recurring**

List the project and the role of the incumbent in this activity.

Supplier Pre Qualification and Vendor of Record: Analyzes commodity spends and client department needs, and implements Supplier Pre Qualification and required procurement processes – RFP, RFT to implement VOR Contracts.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Time management, project management skills to plan schedule for multiple contracts, each requiring different resourcing. Analytical skills, ability to complete multiple RFx's.

List the types of resources required to complete this task, project or activity.

Department Managers, Specifications, PeopleSoft spend analytics, blanket lists, vendor database.

How is/are deadline(s) determined?

Annual planning cycles will often dictate contract periods, analysis of priorities with departments will be inputs to scheduling. Blanket Purchase Orders are normally at beginning of budget periods.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to priorities would be made in conjunction with supervisor and client dept managers. Each plan would be reviewed to see if any negative impact. Eg multiple requirements with same need date, discussions re reprioritization to other periods or years in order to balance workload.

**4. Planning/Coordinating**

**#1 occasional** (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

Implementation of initiatives or systems in conjunction with outside agencies or organizations. Eg OEMC, Supply Ontario  
Incumbent would represent college and be a team member on implementation team.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Time management, systems knowledge, critical thinking, project management, training skills, implementation and procedural knowledge, communication skills, ability to complete project on time and on budget.

List the types of resources required to complete this task, project or activity.

OECM team, other colleges and universities, IT resources, budget, departmental colleagues, systems tools.

How is/are deadline(s) determined?

Determined in conjunction with OECM team, internal IT team, supervisor, budget timing, overall resources required.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

OECM team, supervisor, Leadership team, IT team, government mandated. All changes would be reviewed in relation to the whole project team and resources to determine impacts. Eg date changes impact budget, resources, roll out schedules; technical problems impact entire project plan.

**#2 occasional** (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

Cyclical high volume periods require significant planning and control to ensure all requirements of internal customers are met in a timely fashion.  
Annual capital projects for academic, IT and Facilities, annual renewal of standing orders requiring negotiation are typical examples.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

High volume of orders at these times require time management skills, organization of work to ensure all requirements are fulfilled within the allotted time and prioritization.

List the types of resources required to complete this task, project or activity.

Budget allocations, supplier base, Budget managers, existing standing orders, product knowledge, software to status completion dates.

How is/are deadline(s) determined?

Deadlines are determined by the requirements of the product for delivery of college programs and services, including the academic calendar. Product for capital projects are typically required to be researched, ordered and received by Sept.  
Year end deadline for closing of open blanket orders and implementation of new ones.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent will advise if required delivery is not attainable or is delayed and will determine if alternate sources are available.

### 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Explaining procedures to faculty, staff, students on purchasing process, policies, copier/fax, shipping/courier, computer purchase. Explaining processes or decisions to suppliers.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Demonstrating E-Requisition and Approval process, providing Evolve training, guiding on the Legal requirements and rules of tenders/ RFPs, advising of Board policy, credit card processes, contract review processes, asset disposal process – all must be explained and understood before others can carry on with their part in the process to be accurate and complete (involves policies, forms, systems, procedures, laws)

- x            The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.
  
- The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.
  
- The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.

Recommends products, suppliers, processes to internal customers in order to move ahead. Makes suggestions on alternatives which may be faster, more cost-effective, more standardized or where College has a preferred contract/supplier in place.

Reviews contract documentation and makes recommendations to supervisor on risks, issues and suggested mitigation options. May recommend that a certain direction is not pursued due to potential risks/liabilities.

Advises project managers on public tendering laws and how to respond to and document questions to protect the college.

Signs purchase orders to authority limits.

**6. Independence of Action**

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
General instructions may be provided as to the nature, scope and timing of new projects. The incumbent has the ability to develop the required processes and actions to reach the objectives independently, guided by education and experience.	



What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Board policy governs the general operating parameters but detailed processes are developed by the incumbent independently (guided by education and experience) or as part of a team to achieve stated objectives.</p> <p>Incumbent is required to have working knowledge of the following in day to day activities:</p> <ul style="list-style-type: none"> <li>- College policies and procedures</li> <li>- Legislative requirements including FIPA, Municipal Act, OHSA, Sales of Goods Act, WSIB, NAFTA, MSDA, Consumer Protection Act, Fairness Act, Retail Sales Tax Act, AIT.</li> </ul> <p>When dealing with external suppliers, the incumbent is an authorized agent to negotiate &amp; commit funds under the general direction of the Director, Purchasing.</p> <p>Projects which have unique problems require referring to previous solutions in order to develop customized documents to address the need. Eg tenders in areas or sectors previously not encountered – would refer to something possibly similar, consult with legal, consult with other colleges, supervisor, engineering consultant.</p>	

How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)

Work is usually discussed with team participants throughout and at the completion of a project. Weekly department project meeting is held where status and issues are discussed to ensure resourcing is on track and to discuss any priority issues or major concerns with supervisor. Incumbent is responsible for meeting on-time and on-budget deadlines, if not possible, supervisor and budget manager would be alerted. Tender deadlines are mandatory and negatively affect other areas if missed, also creates legal implications. Unofficial feedback obtained from upstream/downstream partners as to performance. Annual review process and departmental objectives.

## 6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?

Regular and Recurring

Decisions made in conjunction with internal customers (faculty, staff, budget mgr) and with suppliers. This is a regular occurrence. Eg re projects, dates, specs, evaluation criteria, budgets, warranties, service levels, rectifying problems, credits, extra charges

Occasional (if none, please strike out this section)

Special projects with outside agencies. Eg OEM Ontario Buys initiatives. Would be on project team & receiving guidance and experience from existing team. Many decisions would be based on previous implementations at other colleges and universities.

Describe the type of decisions that would be decided in consultation with the Supervisor.

Regular and Recurring

Major issues with project timing, policy contravention, tenders which exceed budget, supplier bankruptcy, ethical or legal issues, contract disputes which are escalating – supervisor would be informed. Supervisor would normally offer advice and guidance, incumbent normally finds the solutions. All Purchase Orders over authorized limit.

Occasional (if none, please strike out this section)

Purchase Orders or contracts that could represent a conflict of interest. Issues with users who have pre-selected a supplier or who are indicating a bias, conflicts with policy, instances where correspondence between incumbent and user have become unconstructive.

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring	Occasional (if none, please strike out this section)
<p>The incumbent is responsible for developing action plans for resolving problems such as non-compliance, scheduling or date adherence, budget issues, tendering problems, process or policy contravention, supplier selection. This is a regular occurrence.</p> <p>Designated to sign Purchase Orders up to authorized limit, ensure all policies and ethics are followed.</p> <p>The incumbent has numerous deadlines and it is the incumbent's responsibility to ensure they are met. Communications and coordination must be maintained with all parties throughout the life of a project. This is a regular occurrence.</p>	

## 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		
Request/requirement to acquire goods or services for College needs. Eg. Verbal, written requisition, project requirement.	Analyses request, reviews backup documents, conducts research, determines best method within board policies. Holds mtgs if required, will lead RFP, RFQ, RFT process.	Budget Manager, project Manager, staff, faculty, Leadership team.	D/W/M
Project needs to be implemented to improve operations or meet compliance requirements for the department or the College. Eg E-procurement, Ontario Buys initiatives, improvement in documentation of sourcing documentation.	Form and lead project team to implement improvements or work with existing committees to implement internal or outside initiatives.	Supervisor, Project Managers, Leadership Team, Finance, IT.	W/M
Request for measures of performance data regarding spending metrics, categories, suppliers, buying efficiencies.	Utilize reporting tools to update/create/maintain data reports for reporting metrics as required. Work with Finance on customized reports if required.	Supervisor, Leadership Team, Departments, Finance	M/I

<p>Proactive analysis of data or request from supervisor or department managers could require supplier Pre qualification and VOR. Often this will be in conjunction with budget process and Blanket Order review. Need to review needs vs existing supplier base to ensure department needs are met.</p>	<p>Analyses, reviews and recommends commodities. Also discusses with supervisor and client department managers. Conducts Prequalification and VOR processes to implement contracts.</p>	<p>Supervisor, Budget Managers,</p>	<p>W, M</p>
<p>Request to resolve problems/disputes between internal customers and external suppliers. Eg. Verbal complaint, written documentation, contract issue.</p>	<p>Review issue facts and interpretation from all parties, review contract wording, mediate problems by providing advice, assistance and guidance. Document all conversations and actions.</p>	<p>Internal Customers, External Suppliers, Engineers, Architects, Lawyers</p>	<p>D/W</p>

\* D = Daily W = Weekly M = Monthly I = Infrequently

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M ,I)*
<p>Exchanging routine information, extending common courtesy</p>	<p>Assisting users with product problems, processes, policies Developing productive business relationships with upstream partners through professional day to day interaction and through written correspondence.</p>	<p>Internal customers (Faculty, staff, admin), general public, suppliers</p>	<p>D</p>

<p>Explanation and interpretation of information or ideas</p>	<p>Verbal and written correspondence advising and explaining to internal users on potential products/service solutions to satisfy their indicated requirements.</p> <p>Developing and writing RFQ/RFPs to explain to potential suppliers our specific requirements and to invite proposals</p> <p>To request, obtain guidance on, provide documentation, problem solve</p> <p>Provide information</p>	<p>Internal customers</p> <p>Suppliers, Engineers, Architects, Technical experts</p> <p>Legal Counsel, Customs</p> <p>Finance/Auditors</p>	<p>D</p> <p>D/W</p> <p>M</p> <p>W/I</p>
<p>Imparting technical information and advice</p>	<p>Instruct members of the college on proper procedures related to acquisitions, disposals, vehicle rentals, credit card approvals, online ordering, provide advice on current or future projects or any other activity related to the procurement function.</p> <p>Eg. Presentations, written advice , verbal in person, meetings, provide training on Evolve system</p> <p>Provide explanations to suppliers re clarification questions or award justifications.</p> <p>Provide feedback to college project leads regarding Specification requirements and reviews specifications for completeness and advises if additional or more detailed information is required.</p> <p>Provide verbal or written specific technical details to suppliers regarding current requirements. Eg RFQ, RFP, RFT .</p>	<p>Faculty, Staff, Administration, internal partners, external colleagues</p>	<p>D/W</p>
<p>Instructing or training</p>			

Obtaining cooperation or consent			
Negotiating	<p>Part of core responsibilities of a Purchasing officer within assigned commodities. Negotiates College acquisitions – plans and oversees requests for tenders, quotations, proposals, disposals etc. Eg. Written tenders, RFPs, RFQs; interviews, site visits, RFP negotiation stages</p> <p>Negotiations at various levels while adhering to college purchasing policies. Items such as price, educational pricing, delivery, returns, allowances, freight cost, substitutions, warranty etc. are common and are negotiated to achieve the best value for the college.</p> <p>Has the authority to sign legally binding purchase orders and contracts up to their authorized limit.</p>	External - Goods and Services Suppliers, Sales Reps, Contractors, Manufacturers	W

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### 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at computer and in meetings	D			X	X		
Lifting light and Medium objects	I	X			X		
Walking – throughout the college for various reasons to meet with other staff.	D	X			X		
Standing, filing	D	X			X		

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If lifting is required, please indicate the weights below and provide examples.

Light (up to 5 kg or 11 lbs)

Paper, large technical drawings, specification binders for tenders, files in safe, technical catalogues

Medium (between 5 to 20 kg or 11 to 44 lbs)

Archive boxes when retrieving or storing documents, boxes of tender documents, sample products

Heavy (over 20 kg or 44 lbs)



## 10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Ex tended > 2 hrs
Reading significant amounts of documents, reports, contracts, specs	D/W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input checked="" type="checkbox"/> No – due to frequent interruptions from customers and suppliers requiring immediate attention resulting in unpredictable and changing priorities. Often have to start and stop the task numerous times, difficult to maintain momentum and focus.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Ex tended > 2 hrs
Negotiations which involve higher time or intensity of involvement. Eg major \$ contracts, technical purchases or expenditures where negotiations occur over several days, weeks, and involve substantial issues and documentation.	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually – normally secluded negotiations with dedicated focus <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Ex tended > 2 hrs

<p>Tabulating and analyzing purchase data collected to determine best value options. Requires constant attention to detail and accuracy, as errors can be costly and would negatively impact college operations.</p> <p>Length of time depends on the complexity and regularity of the acquisition. Unique, high value items with many points of comparison may be longer than 2 hours.</p>	W			X
<p>Can concentration or focus be maintained throughout the duration of the activity? If not, why?</p> <p><input type="checkbox"/> Usually</p> <p>X No – due to frequent interruptions from customers and suppliers requiring immediate attention resulting in unpredictable and changing priorities. Often have to start and stop the task numerous times, difficult to maintain momentum and focus.</p>				

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### 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<p>X acceptable working conditions (minimal exposure to the conditions listed below)</p>	Office environment	D
<p><input type="checkbox"/> accessing crawl spaces/confined spaces</p>		
<p><input type="checkbox"/> dealing with abusive people</p>		
<p><input type="checkbox"/> dealing with abusive people who pose a threat of physical harm</p>		
<p><input type="checkbox"/> difficult weather conditions</p>		
<p><input type="checkbox"/> exposure to extreme weather conditions</p>		
<p><input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)</p>		
<p><input type="checkbox"/> handling hazardous substances</p>		
<p><input checked="" type="checkbox"/> smelly, dirty or noisy environment</p>	<p>Conducting project site visits to any college sites, properties, construction sites, on roofs, mechanical rooms, outdoors in very hot or very cold weather periodically, wiring closets.</p>	M
<p>X travel</p>	<p>other campuses and sites to conduct project site visits, suppliers sites,</p>	M

Support Staff PDF

<input type="checkbox"/> working in isolated or crowded situations		
<input checked="" type="checkbox"/> other (explain)	<p>Can be dealing with difficult people (internal clients or external suppliers) who are not happy about a business decision that has not gone their way. Incumbent</p> <p>must explain the rationale. Must conduct professional debriefs with suppliers explaining their lack of success on a bid.</p> <p>The Broader Public Sector Procurement Directives have increased the depth and volume of workload, complexity and scrutiny placed upon this position and the department.</p>	<p>M at least</p> <p>D</p>

\* D = Daily    M = Monthly    W = Weekly    I = Infrequently