

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges= Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College=s recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position=s Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

1. POSITION IDENTIFICATION

Position Title: Director, Procurement Services

Position Number: A00053

Pay Band: 12

Incumbent:

Location/Campus: Sutherland

Division/Department: Finance

Immediate Supervisor (title): Chief Financial Officer

Date of JFS: June 27, 2023

Last Evaluated: June 28, 2023

Type of Position:

Administrative

Part-Time Administrative

Sessional Academic

Part-Time Academic

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____

Date: _____

Recommended by:

Position's Manager: _____

Date: _____

Approved by:

Senior Manager: _____

Date: _____

POSITION SUMMARY

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

The Director is responsible for the overall leadership, management, training and operation in the areas of purchasing and contract services for the College.

The Director will be the subject matter expert in public procurement and ensuring the most efficient and cost-effective procurement of goods and services for college operations and capital needs.

The Director is responsible for managing the contract life cycle process including pre-execution, negotiation, review, and ongoing maintenance and renewal of the contract. It includes all procurement and service contracts (including corporate services, finance, facilities and IT) within Fleming College.

Duties include but are not limited to: meet with internal and external customer to understand procurement needs, provide support to procure to pay (P2P) process; overseeing the operational contract management process; developing and recommending procurement policies, procedures for the College; establishing links and/or partnerships with clients, other public institutions and professional associations; and establishing and promoting environmentally and socially responsible purchasing practices for the College.

KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Key Duties

% Of Time

- | Key Duties | % Of Time |
|---|------------|
| 1 Leadership & General Management | 35% |
| <ul style="list-style-type: none">• Provide updates to the direct report on strategies and initiatives and escalates risk/decisions as required.• Conducts and review post-mortem analysis on effectiveness of vendor management, procurement and contract administration framework and identifies opportunities for improvement.• Manage the coordination and execution of various contract administration related functions and processes including purchase orders, purchase requisitions. Ensure that the necessary accountabilities and controls are in place• Establish, monitor and report on procurement and contract administration key performance indicators (KPIs)• Develops, recommends, implements, and controls College purchasing policies and procedures.• Participate and support other colleges and universities purchasing collaborative committees, government agencies and OECM to facilitate purchasing programs.• Guides, coaches and motivates Procurement team members and conduct performance reviews.• Prepare reports for Senior Management Team and Ministry/government reporting as necessary.• Assist with any special projects and perform all other related duties as assigned. | |
| 2. Vendor Management, public procurement strategy and delivery | 35% |
| <ul style="list-style-type: none">• Meet with business partners to understand procurement needs and to identify and evaluate vendor based on a set of criteria or scorecards to select the best vendors• Negotiates with external vendors for costs and contracts• Shares information with the Fleming internal business partners on new products available and | |

market trends to help from strategy and product development

- Serves as first touchpoint with vendors for all procurement related troubleshooting
- Responsible for all the overall competitive bid process for complex procurements, Expression of Interest, Request for Proposals (RFP), Request for Quotation(RFQ), Request for supplier qualification (RFSQ), Invitational Calls, Non-competitive Procurement and Request for Tender
- Monitor, analyse and implement legislative changes impacting the purchasing and overall procurement functions.
- Develop and administer corporate purchasing policies and procedures to ensure they are fair, open and transparent and adhere to all relevant legislation including Canadian Free Trade Agreement (CFTA), Canada-European Union: Comprehensive Economic and Trade Agreement (CETA), contract case law and the Ontario Broader Public Sector Procurement Directive

3. Procurement/Service Contract Administration and Support **30%**

- Oversee the development and maintenance of procurement and service contracts (including corporate services, facilities, finance, IT) and initiate renewal or termination as required.
- Work collaboratively with sponsor department to negotiate and develop agreements that reflect their needs and ensure it carried out with Ontario Broader Public Sector Procurement Directives
- Ensure contract requirements are present and appropriate in the agreement (i.e. insurance, indemnity, liabilities, WSIB, tax and payment terms as applicable)
- Summarize and point out basic commitments and risks that Fleming assumes when contract is executed.
- After contract signed, maintain Fleming’s official file of final executed agreement, along with relevant support documents in contract repository system.

TOTAL: **100%**

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

Position responsibilities are complex and diversified. Accountable for providing administrative leadership, supervision and management for college purchasing, assets inventory, and projects.

Incumbent works towards broad objectives, establishing directives and policies for the areas of accountability. Incumbent must continually monitor vendor sources and current contracts in order to negotiate and procure the most effective, economical supplies, equipment and services for the college. Ensures a high level of integrity for the College in its procurement policies and practices by being fully knowledgeable on federal and provincial laws, legislation, taxes and general business laws.

2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Specify and describe any program speciality, certification or professional designation necessary to fulfill the requirements of the position.

Non-Post Secondary

- Partial Secondary School Secondary School Completion

Post Secondary

- 1-Year Certificate 4-Year Degree
 2-Year Diploma Masters Degree
X 3-Year Diploma/Degree Post Graduate Degree

- X Professional Designation Specify: CPPO (Certified Public Procurement Officer) or
CSCMP (Certified Supply Chain Management Professional)

- Other Specify: _____

Must possess a degree in a relevant field and hold either the Certified Supply Chain management professional designation or Certified Public Procurement Officer designation.

Specify and describe any special skills or type of training necessary to fulfill the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

Management and Supervisory experience in a unionized environment.
Budgeting, negotiation and conflict resolution skills.
Interpersonal and communication skills.
Computer literacy : MS teams, outlook, Word, Excel, Access, Email, Web/Internet

EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfill the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> 0 - no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | X 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

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

Extensive knowledge in public procurement, supply chain management, quality control, public law, general business law and contract law. Management and supervisory experience in a unionized environment. Experience in conflict resolution and negotiation. Leadership experience, including the experience in reconciling significant diverse viewpoints, building consensus, and fostering collaboration and cooperation.

4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor

- Negotiation and finalization of Contracts and Agreements
- Selection of appropriate supplier sources
- Ability to exercise independent judgement and discretion in dealing with complex projects and contracts

with multiple stakeholders

- Development and implementation of changes to College purchasing procedures and policies
- Approval of purchase orders for all college departments within established purchasing parameters.
- Development and preparation of procurement RFP, RFSQ, RFP etc. and contracts

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- Approval of major complex college contracts
- Hiring/dismissal of full time and part time staff
- Major capital purchases outside approved budget limits (i.e. amounts requiring SMT or Board approval)

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

College policies and procedures, Collective Agreements, Contractual terms and conditions.

The position works under general direction and guidance carrying out broad assignments in a major functional area of the College. Takes action in application of standards widely accepted within the purchasing profession and within established Ontario regulations and legislation.

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

1. Inappropriate decision may result in substantial identifiable losses to the college such as major capital purchases beyond approved budget limits.
2. Inappropriate vendor sources or service contracts could result in late deliver, material delays, and breakdown in services.
3. Deterioration in relations with suppliers, students and staff could result from poor contract administration.

6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact
Internal to the College, e.g., students, staff, management, colleagues.	<i>Sr. Management, Faculty and Staff</i>	<i>Gain cooperation/support/consensus regarding purchasing and distribution practices.</i>	F
	<i>Direct reports</i>	<i>Review work, Coach, evaluate, provide feedback and information.</i>	F
	<i>Board of Governors</i>	<i>Presentation for motions to approve</i>	O
External to the College, e.g., business and industry representatives, suppliers, advisory committee members, staff at other colleges, government officials, and general public.	<i>Vendors, service providers legislative bodies, other college finance and purchasing staff</i>	<i>Negotiating and obtaining agreement on provision of supplies, equipment and services</i>	F
	<i>College lawyer</i>	<i>Consultation regarding contracts and other business concerns</i>	O
<p>Occasional (O) Contacts are made once in a while over a period of time. Frequent (F) Contacts are made repeatedly and often over a period of time.</p>			

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the degree and type of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(/) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.*
- Manages the staff and operations of a division/major department.*
- Manages the staff and operations of several divisions/major departments.*
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

Purchasing staff. Provides function guidance to Chief Financial Officer.

7b. SPAN OF CONTROL

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	3
Non Full Time Staff (FTE) *	.67
Contract for Service **	
Total:	3.67

*** Full Time Equivalency (FTE) conversions for non full time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non full time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non-post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

** Contract for Services

When considering contracts for services, review the nature of the contractual arrangements to determine the degree of supervisory responsibility the position has for contract employees. This could range from no credit for supervising staff@ when the contracting company takes full responsibility for all staffing issues to prorated credit for supervising staff@ when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job

as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Touring facilities which are under construction	X				

SENSORY DEMANDS

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

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Time spent in meetings or on the telephone interacting with staff, suppliers and service providers. Requires a high degree of sensory attention to read lengthy reports, analyse data, prepare reports, listen, counsel and resolve issues.			X			Long

FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.

Occasional:	Occurs once in a while, sporadically.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Constant pressure to meet deadlines and identify the most economically viable purchasing options for the college. Constant pressure regarding construction projects and setting agreements and contracts		X	
Intercampus travel more than 2 times per week	X		

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.