

Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees Ontario Colleges of Applied Arts and Technology

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

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

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

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

POSITION IDENTIFICATION

Date: September 9, 2022

College: St. Lawrence College
Incumbent: Vacant
Position Title: Associate Director, Procurement
Pay Band: Admin 12
Division/Department: Financial Services
Location/Campus: Tri-Campus (Remote)
Immediate Supervisor (title): Chief Financial Officer Vice-President, Strategic Financial and Risk Management

Type of Position:

☒ Administrative ☐ Part-Time Administrative
☐ Sessional Academic ☐ Part-Time Academic
☐ Part-Time Support ☐ Other

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

Incumbent: _____ Date: _____

Recommended by
Position's Manager: _____ Date: _____

Approved by
Senior Manager: _____ Date: _____

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POSITION SUMMARY

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

The Associate Director, Procurement provides strategic leadership for the Procurement and Distribution Departments. The incumbent is responsible to direct and guide the overall functions of Procurement and Distribution Services for the College. This position is also a key resource for the Director of Finance, the Chief Financial Officer Vice-President, Strategic Financial and Risk Management Services and other members of St. Lawrence College on all matters of the Colleges procurement activities and links those efforts to the College's strategic plan.

This position is accountable for ensuring the College's procurement activities adhere to College policies and legislative requirements, including the Broader Public Sector Directive (BPS), relevant trade agreements, the Canadian Law of Competitive Processes and Contract Law.

The incumbent leads the procurement team's strategic planning, development, implementation, and management of key procurement sourcing strategies that include the creation and evaluation of formal requests for proposal, negotiating contracts, market evaluations, quality assessments and quality assurance functions to support College business operations. The incumbent is responsible for the efficient procurement of goods and services, conducted in a legal and ethical manner, which results in the best value for the College. This includes reviewing and understanding department requests and budget; communicating with vendors; examining price, suitability and availability of goods or services; comparing specifications, reviewing alternatives, and making recommendations. The incumbent acts as the College resource person in dealing with internal and external contacts on purchasing-related matters and has the responsibility and accountability for establishing all service contracts.

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KEY DUTIES

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

KEY DUTIES

% OF TIME

1. Leadership and oversight of the College's Procurement and

(60%)

Strategic Procurement Services

- The Associate Director ensures that complete and accurate procurement policies and procedures are implemented and adhered to in accordance with industry best practice and Broader Public Sector Directives, and all Canadian trade agreements for all College procurement activities.
- The incumbent identifies the resources required to deliver the procurement support needed for all College departments.
- The incumbent has ownership of the College's procurement policy, including authoring, management, monitoring and auditing compliance, and enforcement.
- Provides training and guidance to the college community on procurement legislation and policies and procedures.
- Oversees the processing of purchase orders to ensure they are processed in accordance with established protocols, approval levels, account numbers etc.
- Oversees competitive procurement processes including the issuance of requests for proposals, evaluation process, contract awards and debriefs.
- Participates externally with Ministry of Government Services, Government /Ontario Educational Collaborative Marketplace (OECM), Ontario Colleges Purchasing Management Association (OCPMA) and SLC regional purchasing initiatives.
- Proactively brings new concepts, opportunities, information, methodologies, and tools to the table encouraging innovative thinking, problem solving and decision-making.
- Provides leadership and guidance for project teams and new initiatives (i.e. Strategic Initiatives, Capital Planning Process).
- Provides procurement support and direction to senior management with timely, accurate advice and direction on complex procurement events, providing recommendations and negotiation tactics.
- Establishes negotiation strategies and leads negotiation efforts for high-value, complex agreements.
- Oversees the issuance and use of the corporate credit card program within the College community.
- Ensures that the information systems used contribute to the improvement of the productivity of the services under their responsibility.
- Evaluates the effective use of procurement systems and leads approved system improvement and upgrade projects.
- Advances a sustainable procurement program that embodies a culture of innovation, efficiency, and sustainable leadership.

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- Responsible for the development and implementation of a procure to pay model including the transition of impacted staff to the portfolio and change management activities etc.
- Working knowledge of Bonfire and the Procurement Office tendering templates.

2. Contract Administration

(20%)

- Analyze and understand complex contracts identifying and mitigating potential risks for the College.
- Develops a procurement strategy in collaboration with College partners to ensure the timely renewal of contracts and the successful execution of the capital purchase plan.
- Establishes clear goals and metrics within contract documentation ensuring mutually beneficial partnerships for College partners and vendors. Manages the debriefing process for competitive procurements to ensure compliance with legislative requirements and minimize risks for the College.
- Delivers guidance and leadership to resolve conflicts pertaining to procurement and contract disputes.
- Supports College partners in achieving key deliverables and addressing compliance concerns.
- Ensures appropriate procurement internal controls exist for the collection and maintenance of WSIB clearance certificates, insurance certificates/independent operators' status and other contract documents to mitigate risk to the College.
- Utilize Bonfire's Contract Management module for collection of contracts

3. Planning, Organizing Administration and Team Management

(20%)

- Responsible for the development, execution, and evaluation of the strategic plan for the department in alignment with the vision, priorities, and objectives of the College.
- Establishes the philosophy, goals and annual objectives and priorities of the department, consistent with the strategic objectives of the College.
- Provides leadership and direction for staffing, staff development and performance, creating a cohesive team environment.
- Develops, implements, and monitors departmental policies and procedures.
- Ensures a safe work environment by supervising departmental activities within the context of the Colleges Health and Safety management system.
- Maintains a high level of performance through effective recruiting, selecting, developing, motivating, evaluating, and training of staff.
- Responsible for the accuracy and timely completion of all Ministry or governmental reporting requirements as it relates to procurement activities.

TOTAL:

100%

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1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

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

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

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

- a) The position is accountable for direction and support of the Procurement & Distribution Services departments. The incumbent is required to regularly research, analyse and problem solve across all areas of responsibility. Incumbent leads the College in the development and implementation of complex procedures/processes and has a choice of action within defined limits and legislative requirements.
- b) Incumbent must be able to create and understand complex contracts and identify areas of risk, ensuring compliance with regulations and increasingly strict directives. The commitment to strengthening vendor relations is critical to the College's success including student placement opportunities.
- c) Incumbent will use best judgement to interpret legislation in efforts to ensure compliance with procurement directives and to identify the need for legal counsel as required. Incumbent must be able to interpret legislation, research lessons learned from established internal and external relationships and apply lessons learned from past experiences to implement solutions to a large variety of unique and complex issues pertaining to the college procurement process.

Decision making is complex and impacts the entire College, requiring the incumbent to interact with senior management and with organizations and professionals outside of the College. Decision making requires consideration of the Ministry's Broader Public Sector Procurement Directives, and various other contractual requirements and international trade agreements.

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2. EDUCATION (to be completed by the College)

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

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

Non-Post-Secondary

☐ Partial Secondary School

☐ Secondary School Completion

Post-Secondary

☐ 1-Year Certificate

☐ 4-Year Degree

☐ 2-Year Diploma

☐ Masters Degree

☒ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify:

☐ Other

Specify:

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

Three-year diploma/degree in a relevant field of study such as Business, with an accounting or supply chain concentration (or equivalent). Courses in purchasing through the OPBA or Supply Chain Canada. Purchasing designation (i.e., Certified Public Procurement Officer (CPPO) or Certified Public Procurement Buyer (CPPB) or Certified Supply Chain Management Professional (CSCMP) or equivalent. Experience in construction/facilities or IT procurement.

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

- Strong focus in customer service, problem solving and financial analysis.
- Strong accounting, planning, and budgeting background and a proven ability to use data analysis tools.
- Ability to recognize and resolve ethical conflict of interest and confidentiality of information and understand the related personal liability in regards to both.
- Ability to organize, prioritize and schedule a high volume of tasks in a demanding environment, typically under strict time constraints.
- Highly effective communication skills conducted with diplomacy, integrity, and professionalism.

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- Demonstrated negotiation and public relations skills.
- Possession of strong project management skills with an emphasis on change management and internal partners and external community client satisfaction.

3. EXPERIENCE (to be completed by the College)

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

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

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

☐ ☐ 0 - no experience

☐ ☐ 3 years

☐ ☐ 1 month

☐ ☐ 5 years

☐ ☐ 3 months

☒ ☐ 7 years

☐ ☐ 6 months

☐ ☐ 9 years

☐ ☐ 1 year

☐ ☐ 11 years

☐ ☐ 18 months

☐ ☐ 13 years

☐ ☐ 2 years

☐ ☐ 15 years

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

- Knowledge of public sector contract and competitive bidding laws and seven years of progressively responsible experience in the purchasing field as a procurement professional.
- Experienced in negotiation and professional business interaction with outside vendors and agencies.
- Demonstrated ability to improve efficiencies, grow volume and expand services in a similar organizational structure.
- Supervisory experience including hiring, assigning work, evaluating, performance appraisals, performance management, discipline, professional development, etc.
- Experience and demonstrated ability to provide fiscally sound guidance and advice.
- Experience organizing a heavy workload, setting priorities, and meeting strict, non-negotiable deadlines.
- Experience and proven ability to collaborate across organizational structures.
- Experience with strategic planning and execution.
- Experience with integrated accounting and purchasing components of Enterprise Resource Planning (ERP), preferably PeopleSoft Finance.
- Extensive experience with Microsoft applications in particular Excel and Word.

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- Experience in working in a self-directed and collaborative environment with minimal supervision.

4. INITIATIVE - INDEPENDENCE OF ACTION

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

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

- a) The incumbent uses their own judgment and initiative when carrying out daily activities. Most activities are performed independently with major assignments being reviewed in terms of achievement of specific objectives and effectiveness of results.
- b) The incumbent is expected to monitor and review existing activities and identify and implement potential opportunities for large savings/efficiencies for the College (e.g., blanket contracts, consortium deals, etc.). Creativity is often required during negotiations and dispute handling.
- c) Schedules, plans, implements, and facilitates the College departments and vendors in each open competitive procurement process across all campuses using College policies & procedures in conjunction with procurement legislation to obtain best value for the College expenditures while minimizing risk or legal action and protecting the reputation of the College.

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

- a) Situations that may require deviation from College policy or that are precedent setting in nature. Significant proposed changes to college policies and procedures.
- b) Serious conflicts of a political nature with departments within the College that may seriously affect working relationships or conflicts between College staff and suppliers that may affect the reputation of St. Lawrence College.
- c) Changes to staffing model / department structure.
- d) Decisions that have a significant cost/risk to the College.

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

- College policies, procedures, best practices
- Ontario Colleges Purchasing Management Association best practices
- Taxation laws
- Collective agreements
- Freedom of Information and Protection of Privacy Legislation
- Advanced knowledge of Ontario Broader Public Sector (BPS) Directive and Guidelines
- Advanced knowledge of trade agreements including Canadian Free Trade Agreement (CFTA), Comprehensive Economic Trade Agreement (CETA) and Ontario Quebec Trade Cooperation Agreement (OQTCA)
- Health and Safety Regulations, WSIB, Insurance Regulations.
- Working knowledge of Canadian Contract Law
- Professional Code of Ethics

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, effects on staff, students, clients or public.

- a) Errors in judgment or failure to properly investigate and pursue cost saving and cost avoidance opportunities leading to unrealized savings that could be significant. This could affect the financial sustainability of the College and the ability to achieve its strategic plan objectives.
- b) Incorrect or inappropriate correspondence could result in legal claims against the college for a procurement process error. Error in judgement or interpretation of the legislation, i.e., BPS, CETA, CFTA or omissions of a procurement step could result in legal claims and become publicly posted. This could create a reputational risk for the College and could lead to financial losses.
- c) Errors in judgment may cause identifiable losses to the College and result in late delivery, substantial delays in a phase of work, material shortage, or breakdown in services.

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6. CONTACTS AND WORKING RELATIONSHIPS

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

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

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Director of Finance	Exchanging information, providing updates on Purchasing related activities and on-going projects.		X
	College Leadership Team	Exchange of information, providing updates on Purchasing	X	
	Finance staff	Exchange of information, providing updates on Purchasing.		X
	SLC Insurance & Risk Manager	Exchange information on RFP contract terms and insurance requirements.		X
	Facility Admin Meetings	Attend bi-weekly Facility meetings.		X
	Management and Staff	Providing information, ensuring understanding and compliance with purchasing policies and procedures. Leading departments through complex open competitive processes, Monitoring departments to ensure that compliance is followed. Obtaining consensus on procurement evaluations and decisions.		X
	Purchasing and Shipping & Receiving staff	Providing direction, supervision, guidance and advice.		X
	Part-time support staff	Providing direction, supervision, guidance and advice.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public or private	Government/Ministry Officials	Meetings to discuss Ontario Buys Supply Chain Guidelines, phone coorespondence.	X	
	Vendors	Coordinate consortium activity, exchange information and answer		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
sector		questions. Entering into contracts that have significant financial impact. Facilitate vendor debriefs and resolve vendor issues. Clarifying of vendor issues and Negotiating.		
	OECM	Exchange of information for collaborative sourcing strategies to utilize Public contracts.	X	
	Various Sales Representatives	Meetings to discuss vendors product/service offerings.	X	
	Regional Partners	Exchange of information.		X
	Insurance Brokers	Exchange of information to determine best course of action for known risks with tender documents.	X	
	Peers at other Colleges	Consultation regarding best practices	X	
	Provincial Committees	Lobbying MCU	X	
	College External Lawyers	Dealing with contract and agreement terms and conditions, limitation of liability and support with high-level contract negotiations	X	
Occasional (O) Contacts are made once in a while over a period of time. Frequent (F) Contacts are made repeatedly and often over a period of time.				

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.

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(√) 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.

- Provides technical and/or functional guidance to administrative, academic and clerical staff, and/or students. Provides direction and advice regarding their area of expertise. Issues standard practice instructions and follows up to determine compliance.
- Supervises Procurement Officers and Assistant Buyers and part-time support staff assigned to purchasing. Supervises the tri-campus Shipping & Receiving staff.

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.

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Type of Staff	Number of Staff
Full-Time Staff	6
Non-Full Time Staff (FTE) *	2
Contract for Service **	1
Total:	9

*** 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.

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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
The position requires considerable keyboarding and extensive periods of sitting at a desk			X		
Travel for meetings and conferences.		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
Constant reading of typed proposals and fine print.			X			L
Mentoring, counselling managers and staff			X			I
Review and analysing contract terms and conditions and evaluating their implications.			X			L
Pressure is created by several periods of high-volume activity, occasions when deadlines and requirements are absolute, urgent and essential			X			L
Attending meetings.			x			S
Operating the computer.				X		L
Frequent interruptions.					X	I

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FREQUENCY:

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

DURATION:

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

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.

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Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Meetings/discussions re: tenders and purchases with upset/annoyed customers/suppliers.		X	
Situation where disputes between college staff and vendors become hostile.	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
Not applicable			

Frequency:

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

Additional Notes Pertaining to this Position: