



UNIVERSITY OF
CALGARY

Job Placement Manual

*for bargaining unit positions as per the
Collective Agreement between*

THE
GOVERNORS
OF THE
UNIVERSITY OF
CALGARY

THE ALBERTA
UNION OF
PROVINCIAL
EMPLOYEES

Human Resources
Fall 2001

University of Calgary

Job Family Definitions

General

The *General* job family encompasses positions which primarily involve the performance of fundamental tasks and routine procedures. The nature of the work is essentially physical, and methodical, frequently involving front line customer service, production, light construction, or facility maintenance. Positions in this job family often support a service or operation within the University.

Operational / Administrative

The *Operational / Administrative* job family encompasses positions where the nature of the work typically ranges from routine office duties, to complex coordination and administration of programs and services. Positions in this job family support all aspects of campus life, i.e. teaching, research, operations, and services within the University.

Specialist / Advisor

The *Specialist / Advisor* job family provides expertise to one or more administrative or operational units. Positions in this job family act as an internal advisor in a specialty area and often support a professional service or function within the University.

Technical

The *Technical* job family encompasses positions which primarily perform specialized tasks and procedures and provide operating advice to one or more units. The nature of the work is in the application of specialized technical functions to support operational needs within the University.

Trades

The *Trades* job family encompasses positions which primarily perform specialized tasks and procedures and provide operating advice to one or more units. The nature of the work is essentially physical, and systematic, and support the operations within the University infrastructure.

University of Calgary

Job Family Phase Definitions

Phase I

Phase I involves the performance of basic, fundamental tasks and routines within the job family. Experienced practitioners provide direction, to less experienced staff. Staff in Phase I are working within clearly set guidelines and expectations. Skills are developed and honed to enable staff to exceed to advanced levels within their career path.

Phase II

Phase II involves staff performing all tasks and routines with well developed knowledge and expertise. Staff carry out their responsibilities with little or no direction. Phase II staff provide input for improvements and change into procedures and processes within their work unit. Staff in Phase II make decisions, and problem solve. They build their skills base to include the leadership and direction of others, that would include mentoring, supervision, and coaching.

Phase III

Phase III staff are highly developed practitioners. They determine requirements to accomplish goals and objectives, operating with minimal direction, or supervision. Phase III staff demonstrate an advanced level of expertise in a specialized function. The focus of the role is to achieve the long range plans of the work unit while facilitating the development of others. Phase III staff may be involved in research and development of a highly specialized or technical nature, providing expertise, and acting as a resource both within and external to the University.

Job Family: General

Spans wide range of roles involving fundamental tasks and routine procedures, essentially physical and methodical which frequently involve front line customer service, production, light construction, or facility maintenance often supporting a service or operation within the University.

	Phase I	Phase II	Phase III
<i>Definition</i>	<ul style="list-style-type: none"> ▪ No previous exp. ▪ Fundamental skills taught on the job. 	<ul style="list-style-type: none"> ▪ Fully developed skills and experience. ▪ Able to perform all aspects of duties. ▪ Minimal or no direction. 	<ul style="list-style-type: none"> ▪ High level of skill and experience. ▪ Require no direction. ▪ Set own priorities and deadlines. ▪ Role model and mentor. ▪ Set direction for others.
<i>Nature of Work</i>	<ul style="list-style-type: none"> ▪ Routine tasks, established procedures. ▪ Primarily methodical. ▪ Light to heavy manual activities. ▪ Low impact of error. ▪ Low stress. ▪ Communication, organization, and team skills developed. ▪ Works under direct supervision. ▪ Quality of work closely monitored. 	<ul style="list-style-type: none"> ▪ Tasks varied with moderate complexity. ▪ High level of physical demand. ▪ Duties methodical, moderate manual activities. ▪ Increased impact of error. ▪ Low stress. ▪ Begins to deal with complex issues. ▪ Demonstrate strong communication, team and customer service skills. ▪ Exercise judgement within established guidelines. ▪ Provide input into changes to procedures or practices. ▪ Resourceful and innovative in carrying out functions. ▪ Demonstrate impact of work within University and with customers. ▪ Supervisor occasionally reviews work. ▪ May supervise a work group. 	<ul style="list-style-type: none"> ▪ Tasks varied with moderate to high complexity. ▪ High level of physical demand. ▪ Oversee completion of projects and tasks. ▪ Fundamental <i>duties short-cutted</i> and second nature. ▪ Determine priorities and deadlines for self and others. ▪ Develop, or initiate change to procedures and practices. ▪ Impact of error moderate to high. ▪ Moderate stress. ▪ Deal effectively with complex issues using judgement and initiating resolutions. ▪ Investigate and diagnose problems. ▪ Fully understand impact of decisions. ▪ Demonstrate strong communication, team, and customer service skills. ▪ Works under general supervision. ▪ Provides lead hand guidance and direction to others. ▪ May supervise a work group.
<i>Primary Purpose</i>	<ul style="list-style-type: none"> ▪ Basic tasks and routines to support operations. 	<ul style="list-style-type: none"> ▪ Well established procedures to support operations. 	<ul style="list-style-type: none"> ▪ Well established procedures to support operations.
<i>Education</i>	<ul style="list-style-type: none"> ▪ Minimal specialized education or experience. ▪ Some basic mechanical skills. ▪ On-the-job training provided. 	<ul style="list-style-type: none"> ▪ Some specialized knowledge, education, or experience. ▪ Developed skill, or specific training on specialized equipment. ▪ On-the-job training provided. ▪ Fully proficient interpersonal and organizational skills. 	<ul style="list-style-type: none"> ▪ Some specialized knowledge, education, or experience. ▪ Highly skilled with complete knowledge, exp., and training. ▪ Exceptional interpersonal and organizational skills. ▪ Knowledge of University culture and operating procedures. ▪ Demonstrated ability to lead and direct others.
<i>Experience</i>			
<i>Technical Expertise</i>			

Job Family: General

The *General* job family encompasses positions which primarily involve the performance of fundamental tasks and routine procedures. The nature of the work is essentially physical, and methodical, frequently involving front line customer service, production, light construction, or facility maintenance. Positions in this job family often support a service or operation within the University.

The career track of *General* job family will take an individual from methodical, routine duties, working within established guidelines and procedures, and requiring minimal skills and experience, to a specialized level of skill and experience, leading and directing others, with challenging activities and input into operational functions and services.

Job Family: General

Phase I

Definition

Individuals hired at the Phase I level typically have no previous experience related to the position and require only fundamental skills and abilities prior to hire. Skills specific to the role are taught on the job. Phase I is an opportunity for staff with limited, or no work experience to begin their career path, developing skills to progress within the job family, into another job family where their skills and experience are applicable, or external to the University. Specifically, individuals working in Phase I roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ an understanding of the university culture;
- ◆ coaching, direction and/or mentoring from more experienced staff;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase I spans a wide range of roles within the University. Tasks are routine, and procedures are well established with minimal variation. Positions are primarily methodical, involving light to heavy manual activities. There is a low impact of error as the work is reviewed and directed by others. Skills are quickly developed and there is limited deviation in duties. Stress resulting from work pressure is low to moderate at this level.

Communication at the Phase I level is developed through interaction with supervisors, peers, staff, students, and/or visitors, with a high emphasis on customer service values. Individuals will develop team skills, learning to work effectively with other members of their department. Judgement is exercised within the guidelines set by established procedures, supervisors, or senior colleagues. Organizational skills are developed through encouragement to ask questions, and offer suggestions for improving the work practices, or the services of the department. Individuals are provided coaching to take pro-active steps towards personal development and advancement to Phase II.

Positions in the Phase I stage receive direct supervision. The supervisor determines priorities, and timelines in which the work should be completed. Methods for performing the work are decided by either the supervisor, or by pre-existing procedures. The work is reviewed for quality, and feedback is provided regularly to assist the staff in developing both technical and personal skills in order to exceed to the next level. Complex issues and decisions are discussed with the supervisor who will determine appropriate action.

Primary Purpose

The scope of the work in Phase I includes basic tasks and routines with well established procedures to support operations within the University infrastructure.

Education / Experience / Technical Expertise

There is minimal specialized education or experience required for Phase I positions. Positions often require no more than Grade 12 education and/or some basic mechanical skills. On-the-job training is provided. Individuals hired with the personal qualities required for the roles are provided training relevant to the needs of the position (i.e. basic cash, food preparation, and light equipment operation).

Job Family: General

Phase II

Definition

Individuals hired at the Phase II level have fully developed skills and experience related to the position. These skills were developed either within the University at the Phase I level of the job family, or through work experience at another organization(s). Staff at the Phase II level are able to perform all aspects of their assigned duties with minimal or no direction. Career progression for Phase II staff may include Phase III of the job family, advancement to management, movement into another job family, or acquiring a senior position external to the University. Individuals working in Phase II roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ development of coaching and mentoring skills to train and others;
- ◆ coaching, direction and/or mentoring from more experienced staff;
- ◆ opportunity to demonstrate problem solving abilities and refine trouble-shooting skills;
- ◆ an understanding of administrative practices and limitations due to government influence;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase II spans a wide range of roles within the University. Tasks are varied, with moderate complexity, often involving a higher level of physical demand. Duties are primarily methodical, involving moderate manual activities. There is an increased impact of error as staff are responsible to review their own work to ensure the work is performed correctly and appropriate follow-up occurs. Supervisors occasionally review work with staff for quality and completeness. Stress resulting from work pressure is low to moderate at this level as the individual has accountability to perform at a proficient level. Staff in Phase II begin to deal effectively with complex issues and concerns and often provide input into changes to procedures or practices performed in the work unit. Individuals demonstrate an understanding of the impact of their work within the University programs and their service approach with the internal and external customers.

Phase II staff often have frequent interaction with supervisors, peers, staff, students, and/or visitors, and regularly demonstrate strong communication and customer service skills. Individuals work collaboratively within the team, initiating discussion to resolve issues, or conflicts. Judgement is exercised within the guidelines set by established

procedures, supervisors, or senior colleagues, with emphasis on resolving customer concerns. Organizational, and problem solving skills are used to determine new work methods and in the evaluation and follow-up of customer concerns, or inquiries. Phase II staff are resourceful, and innovative in carrying out the functions of their roles. Individuals are provided coaching to take pro-active steps towards personal development and advancement to Phase III, where possible, or to a more senior position internal or external to the University.

Positions in the Phase II stage receive general supervision as well as informal coaching and training from others. The staff determine their own priorities, and timelines in which the work should be completed in accordance with department needs. Methods for performing the work are at the discretion of the staff, or are dictated by pre-existing procedures. Staff determine appropriate action for issues and decisions related to the work and discuss anomalies with the supervisor. Individuals in Phase II may provide coaching or training to others.

The supervisor regularly provides feedback to assist the staff in developing further technical and personal skills to exceed to the next level of the job family, where there is opportunity, or to develop the skills to enter a different job family. Where there is no advancement opportunity at a senior level within the job family, staff are encouraged to develop skills to further their career in roles external to the University.

Primary Purpose

The scope of the work in Phase II spans a wide range of roles. Tasks and routines have well established procedures to support operations within the University infrastructure such as minor maintenance, inventory control, and production.

Education / Experience / Technical Expertise

Positions often require completion of a level of education equivalent to Grade 12 with some specialized knowledge, education or experience. Certain roles may require a developed skill, or specific experience such as training on specialized equipment or machinery. Some positions may require possession of an appropriate valid motor vehicle license. On-the-job training is provided for most roles. Fully proficient communication, organization, and interpersonal skills are required. Individuals should have a working knowledge of the unit, University culture and operating procedures.

Job Family: General

Phase III

Definition

Phase III staff have a high level of skill and expertise, requiring no direction in the day-to-day performance of their duties. Phase III staff typically determine themselves what tasks need to be done to complete responsibilities. Their understanding of University programs, processes, and governance enables them to set their own priorities and deadlines. These staff are role models and mentors, acting as a resource to others in the performance of their duties. Phase III staff are often involved in setting direction for others. Career progression for Phase III staff includes advancement to management, movement into another job family, or acquiring a position external to the University. Individuals working in Phase III roles are provided:

- ◆ opportunity to further enhance skills and abilities in specific areas of interest;
- ◆ refinement of coaching and mentoring skills to provide direction to others;
- ◆ coaching, direction and/or mentoring from senior staff;
- ◆ challenging activities and liberty to determine approach to issues resolutions and problem solving;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase III spans a wide range of roles within the University. Tasks are varied, with moderate to high complexity, often involving a higher level of physical demand. Phase III staff oversee the completion of projects and tasks. Fundamental duties are *short cutted*, and become second nature. Phase III staff determine their own priorities and deadlines, and the priorities and deadlines of others in accordance with established procedures and department goals and objectives. They develop procedures and practices to perform the required functions. Impact of error is high as Phase III staff are solely responsible to ensure work is completed accurately, and information provided to others is correct. Stress resulting from work pressure is moderate to high as the individual has accountability to perform at a high level and often is responsible for the development of others. Staff in Phase III deal effectively with complex issues and concerns and often initiate changes to methods, procedures or day-to-day practices performed in the work unit. They investigate and diagnose problem situations. Individuals have a high level of understanding of the impact of their decisions on others as well as the impact of their work unit within other University programs and services.

Phase III staff have frequent interaction with supervisors, peers, staff, students, and/or visitors and consistently demonstrate strong communication skills, with the ability to balance an operational supervisory role. Individuals work collaboratively within the team, and with other professionals, initiating discussion, and problem solving to resolve issues, or conflicts. Phase III staff instill commitment from those with whom they work to seek resolutions to issues, and provide coaching and direction to staff on communication styles and approach to workload. Judgement is used to determine appropriate resources, guidelines, or procedures.

Positions in the Phase III stage provide guidance and work direction to co-workers within their job family in the application of practices and procedures, often performing lead hand roles for a large work group. They are accountable for initiating tasks, and getting tasks completed correctly. They exercise decision making, and advise managers of progress. Supervision is in the form of periodic (weekly / bi-weekly) feedback.

Primary Purpose

The scope of the work in Phase III spans a wide range of roles. Tasks and routines have well established procedures to support operations within the University infrastructure such as minor maintenance, production, and materials coordination.

Education / Experience / Technical Expertise

Positions often require completion of a level of education equivalent to Grade 12 with current knowledge of industry standards applicable to area of expertise. Staff must be highly skilled with complete knowledge, training and experience in the role. Possession of an appropriate valid motor vehicle license may be required. Exceptional communication, organization, and interpersonal skills are required. Individuals should have knowledge of the unit and University culture and operating procedures. Some supervisory experience, and a demonstrated ability to lead and direct others is necessary.

Job Family: Operational / Administrative

<i>Encompasses positions where the nature of the work typically ranges from routine office duties, to complex coordination and administration of programs and services supporting all aspects of campus life, i.e. teaching, research, operations, and services.</i>			
	<i>Phase I</i>	<i>Phase II</i>	<i>Phase III</i>
<i>Definition</i>	<ul style="list-style-type: none"> ▪ No previous exp. ▪ Fundamental skills taught on the job. 	<ul style="list-style-type: none"> ▪ Fully developed skills and experience. ▪ Able to perform all aspects of duties. ▪ Minimal or no direction. 	<ul style="list-style-type: none"> ▪ High level of skills and experience. ▪ Require no direction. ▪ Set own and others priorities and deadlines. ▪ Role model and mentor. ▪ Set direction for others.
<i>Nature of Work</i>	<ul style="list-style-type: none"> ▪ Limited variety of tasks. ▪ Few physical demands. ▪ Methodical, or delegated work. ▪ Low impact of error. ▪ Low stress. ▪ Communication, organization, and team skills developed. ▪ Organizational, analytical, and problem solving skills developed. ▪ Works under direct supervision. ▪ Work is routinely reviewed by supervisor for quality and completeness. 	<ul style="list-style-type: none"> ▪ Increased variety of duties and tasks. ▪ Few physical demands. ▪ Determine own priorities and deadlines. ▪ Low to moderate stress. ▪ Deal with moderately complex issues. ▪ Demonstrate strong communication, team and customer service skills. ▪ Exercise judgement within established guidelines. ▪ Recommends changes to procedures or practices performed on work unit. ▪ Supervisor occasionally reviews work. ▪ May direct the work of others. 	<ul style="list-style-type: none"> ▪ Typically maintains a special service. ▪ Initiate tasks for self and others. ▪ Exercise decision making. ▪ Fundamental <i>duties short-cutted</i> and second nature. ▪ Determine priorities and deadlines for self and others. ▪ Develop, or initiate change to procedures and practices. ▪ Impact of error high. ▪ Moderate stress. ▪ Deal effectively with complex issues using independent judgement; finding resolutions and implementing changes to procedures and practices. ▪ Highly developed organizational, analytical and problem solving skills. ▪ Fully understand impact of decisions. ▪ Demonstrate strong communication, team, and customer service skills. ▪ Works under general supervision. ▪ Provides direction to others. ▪ Leads a work group.
<i>Primary Purpose</i>	<ul style="list-style-type: none"> ▪ Routine clerical duties. 	<ul style="list-style-type: none"> ▪ Fully proficient clerical and administrative support. 	<ul style="list-style-type: none"> ▪ Coordination and administration of programs or services.
<i>Education</i>	<ul style="list-style-type: none"> ▪ Minimal specialized education or experience. 	<ul style="list-style-type: none"> ▪ Grade 12 with training and experience in use and application of software and office equipment. 	<ul style="list-style-type: none"> ▪ Training and experience at a senior administrative level.
<i>Experience</i>	<ul style="list-style-type: none"> ▪ Grade 12 with some basic typing / computer skills. 	<ul style="list-style-type: none"> ▪ Strong secretarial / clerical skills. 	<ul style="list-style-type: none"> ▪ Some specialization.
<i>Technical Expertise</i>	<ul style="list-style-type: none"> ▪ Basic knowledge in english, spelling, math, and grammar. ▪ On-the-job training provided. 	<ul style="list-style-type: none"> ▪ Fully proficient interpersonal and organizational skills. 	<ul style="list-style-type: none"> ▪ Exceptional interpersonal and organizational skills. ▪ Knowledge of University culture and operating procedures. ▪ Demonstrated ability to lead and direct others.

Job Family: Operational / Administrative

The *Operational / Administrative* job family encompasses positions where the nature of the work typically ranges from routine office duties, to complex coordination and administration of programs and services. Positions in this job family support all aspects of campus life, i.e. teaching, research, operations, and services within the University.

The career track of the *Operational / Administrative* job family will take an individual from general, routine duties, working within established guidelines and procedures, to advanced administrative / program coordination roles, exercising independent judgement and actions.

Job Family: Operational / Administrative

Phase I

Definition

Individuals hired at the Phase I level may have no previous experience for the position and may require only fundamental knowledge and abilities prior to hire. Skills specific to the role are taught on the job. Phase I is an opportunity for staff with limited work experience to begin their career path, developing skills to progress within the job family, into another job family where their skills and experience are applicable, or external to the University. Specifically, individuals working in Phase I roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ an understanding of the university culture;
- ◆ coaching, direction and/or mentoring from more experienced staff;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase I is of a limited variety with few physical demands. Tasks are routine, and procedures are well established. There are predictable variations in work volume. Work performed is methodical, or delegated by a more senior staff member. There is a limited impact of error as the work is routinely reviewed by a supervisor for quality and completeness, and errors are easily found. Stress may result from multi-tasking, dealing with difficult clients, while presenting a pleasant and courteous University image.

Communication at the Phase I level is developed through interaction with supervisors, peers, staff, students, and/or visitors. Individuals will develop team skills, learning to work effectively with other members of their department. Judgement is exercised within the guidelines set by established procedures, supervisors, or senior colleagues. Organizational, analytical, and problem solving skills are developed through encouragement to ask questions, and offer suggestions for improving the work practices, or the services of the department. Individuals are provided coaching to take pro-active steps towards personal development and advancement to Phase II.

Positions in the Phase I stage receive direct supervision as well as informal coaching from others within the Phase II and III level of their job family. The supervisor determines priorities, and timelines in which the work should be completed. Methods for performing the work are decided by either the supervisor, or by pre-existing procedures. The work is reviewed for quality, and feedback is provided regularly to assist the staff in developing both technical and personal skills in order to exceed to the next level.

Complex issues and decisions are discussed with the supervisor who will determine appropriate action.

Primary Purpose

The scope of the work in Phase I includes duties such as telephone registration, general reception and customer service, word processing, faxing, photocopying, and filing.

Education / Experience / Technical Expertise

There is minimal specialized education or experience required for Phase I positions. Positions often require no more than Grade 12 education and/or some basic typing/computer skills with basic knowledge in spelling, math, and English grammar. Individuals hired with the skills and abilities required for the roles are provided training relevant to the needs of the position (i.e. software, telephone hardware, filing systems etc.).

Job Family: Operational / Administrative

Phase II

Definition

Phase II staff have fully developed skills and experience related to the position. Staff are able to perform all aspects of their assigned duties with minimal or no direction. These staff are role models and mentors, acting as a resource to others in the performance of their duties. Career progression for Phase II staff includes Phase III of the job family, advancement to management, movement into another job family, or acquiring a position external to the University. Individuals working in Phase II roles are provided:

- ◆ opportunity to further enhance skills and abilities in specific areas of interest;
- ◆ development of coaching and mentoring skills;
- ◆ opportunity to demonstrate problem solving abilities and refine trouble-shooting skills;
- ◆ an understanding of management practices and an understanding of appropriate legislation and regulations relevant to the position (i.e. income tax, Canada pension) ;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase II is expanded to increase the variety of the duties and tasks performed. Phase II has few physical demands. Tasks are moderately complex - such as the maintenance of records and process-related documents, or composing routine correspondence. Staff have responsibility to determine their own priorities and deadlines in accordance with established procedures and department goals and objectives. There is an expectation that the individual review their own work for errors; however, work is occasionally reviewed for quality and completeness by a supervisor. Stress resulting from work pressure is low to moderate. The individual has accountability to perform at a proficient level. Staff in Phase II deal effectively with moderately complex issues and concerns and often recommend changes to day-to-day procedures or practices performed in the work unit. Individuals demonstrate an understanding of the impact of their work unit within the University programs and services by being proactive about process improvements.

Phase II staff often have frequent interaction with supervisors, peers, staff, students, and/or visitors and regularly demonstrate strong communication skills. Individuals work collaboratively within the team, initiating discussion to resolve issues, or conflicts. Judgement is exercised within the guidelines set by established procedures, supervisors,

or senior colleagues. Organizational, analytical, and problem solving skills are used to determine new work methods and in the evaluation and follow-up of documents, correspondence, or situations. Individuals are provided coaching to take pro-active steps towards personal development and advancement to Phase III.

Positions in the Phase II stage receive general supervision as well as informal coaching from others within the Phase III level of their job family. The staff determine priorities, and timelines in which the work should be completed in accordance with the department needs. Methods for performing the work are at the discretion of the staff, or are dictated by pre-existing procedures. The supervisor regularly provides feedback to assist the staff in developing competencies to exceed to the next level. Staff determine appropriate action for issues and decisions related to the work and discuss anomalies with the supervisor.

Primary Purpose

The scope of the work in Phase II includes fully proficient clerical and administrative support including coordinating and organizing a variety of operations and services, reception, scheduling of meetings, travel arrangements, drafting correspondence, preparing reports, and developing presentations with a variety of software programs.

Education / Experience / Technical Expertise

Positions often require completion of a level of education equivalent to Grade 12 supplemented with training and experience in the use and application of office management software and office equipment. Fully proficient communication, organization, and interpersonal skills are required. Strong secretarial / clerical skills are a necessity. Individuals should have knowledge of the unit and University culture and operating procedures. Some training is provided for specialized software applications relevant to the needs of the department.

Job Family: Operational / Administrative

Phase III

Definition

Phase III staff have a high level of skills and expertise, requiring no direction in the day-to-day performance of their duties. Phase III staff typically determine themselves what tasks need to be done to complete responsibilities. Their understanding of University programs, processes, and governance enables them to set their own priorities and deadlines. These staff are role models and mentors, acting as a resource to others in the performance of their duties. Phase III staff are often involved in setting direction for Phase I & II staff. Career progression for Phase III staff includes advancement to management, movement into another job family, or acquiring a position external to the University. Individuals working in Phase III roles are provided:

- ◆ opportunity to further enhance skills and abilities in specific areas of interest;
- ◆ development of program administration skills;
- ◆ challenging activities to expand lateral thinking skills;
- ◆ liberty to determine approach to issues resolutions and problem solving;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The individual working in Phase III is fully responsible for completing their own work, or the work of others in a professional role. Typically Phase III maintains a special service within the University. Fundamental duties are *short-cutted*, and become second nature. Phase III has few physical demands. Staff determine their own priorities and deadlines, and the priorities and deadlines of others in accordance with established procedures and department goals and objectives. They develop procedures and practices to perform the required functions. Impact of error is high as Phase III staff are solely responsible to ensure day-to-day work is completed accurately, and information provided to others is correct. Stress resulting from work pressure is moderate to high as the individual is accountable to perform at a high level and often is responsible for the development of others. Staff in Phase III deal effectively with complex issues, and often initiate changes to work processes or practices performed in the unit. Individuals have a high level of understanding of the impact of their decisions on others as well as the impact of their work unit within the larger context of University programs and services.

Phase III staff have frequent interaction with supervisors, peers, staff, students, and/or external clients / stakeholders and consistently demonstrate strong communication skills. Individuals work collaboratively within the team, initiating discussion, and problem solving to resolve issues, or conflicts. Phase III staff instill commitment in others to seek resolutions to issues, and provide coaching and direction to staff on communication styles

and approach to workload. Judgement is used to determine the appropriate guidelines, or procedures. Phase III staff have highly developed organizational, analytical, and problem solving skills, and use them to determine the appropriate course of action for successful and positive outcomes.

Positions in the Phase III stage provide guidance and work direction to co-workers within their job family in the application of practices and procedures. They are accountable for initiating tasks, and getting tasks completed correctly. They exercise decision making, and advise superiors of progress. Supervision is in the form of periodic (e.g. bi-weekly) feedback.

Primary Purpose

The scope of the work in Phase III includes the coordination and administration of University programs and services. This would include providing leadership and direction for other staff. Responsible for taking appropriate action in unusual circumstances and making exceptions to policy when warranted.

Education / Experience / Technical Expertise

Positions require training and experience at a senior administrative assistant level. Some specialization is required in the delivery of services specific to the unit. Exceptional communication, organization, and interpersonal skills are required. Individuals should have knowledge of the unit and University culture and operating procedures. Some supervisory experience, and a demonstrated ability to lead and direct others.

Job Family: *Specialist / Advisor*

Spans a wide range of functions, providing expertise to one or more administrative or operational units acting as an internal advisor in a specialty area and often supporting academic units.

	Phase I	Phase II	Phase III
<i>Definition</i>	<ul style="list-style-type: none"> ▪ Previous experience related to specialty. ▪ Staff learn and assume responsibility for self-development. 	<ul style="list-style-type: none"> ▪ Extensive knowledge in a unique field or function. ▪ Able to perform all aspects of duties. ▪ Role model and mentor. ▪ Set own priorities and deadlines. ▪ Minimal or no direction. 	<ul style="list-style-type: none"> ▪ High level of expertise. ▪ Strong understanding of University's mission, values, and plans. ▪ No formal supervision. ▪ Role model and mentor. ▪ Set own and others priorities and deadlines. ▪ Influence activities and outcomes of service area.
<i>Nature of Work</i>	<ul style="list-style-type: none"> ▪ Advise others of systems, programs, or protocols. ▪ High level of concentration. ▪ Modest physical activities. ▪ Low to moderate impact of error. ▪ Low to moderate stress. ▪ Deal with minor complex issues and concerns. ▪ May recommend changes to procedures or practices. ▪ Demonstrated understanding of the impact of work. ▪ Communication, organization, and team skills prevalent. ▪ Organizational, analytical, and problem solving skills enhanced. ▪ Works under direct supervision. ▪ Work is routinely reviewed by supervisor for quality and completeness. ▪ May provide training and direction to others. 	<ul style="list-style-type: none"> ▪ Fully responsible for own delivery of service. ▪ Advice oriented, rather than task. ▪ Modest physical demands. ▪ Determine own and others priorities and deadlines. ▪ High stress factors. ▪ High impact of error. ▪ High level of concentration. ▪ Use professional judgement. ▪ Review own work for errors. ▪ Deal effectively with complex issues and concerns. ▪ Demonstrate strong communication, team and customer service skills. ▪ Strong organizational, analytical, and problem solving skills. ▪ Exercise judgement within established guidelines. ▪ Recommend changes to procedures or practices performed on work unit. ▪ Influence policy. ▪ Demonstrate impact of work within University and with customers through positive interaction and follow-up. ▪ Minimal supervision or direction. 	<ul style="list-style-type: none"> ▪ Fully responsible for own and others delivery of service. ▪ Expert in specialized area. ▪ Involved in long range planning; deal with multiple projects and priorities. ▪ Develop, or initiate change to procedures and practices. ▪ Impact of error high. ▪ High stress. ▪ Deal effectively with complex issues using judgement and initiating resolutions; ensure integrity of service. ▪ Facilitate collaborative project management delivery within cross-functional departments. ▪ Establish quality performance standards. ▪ Actively market and promote services. ▪ Apply sourcing expertise to deliver cost savings. ▪ Highly developed organizational, analytical and problem solving skills. ▪ Fully understand impact of decisions. ▪ Demonstrate strong communication, leadership, facilitation, negotiation, and client service skills. ▪ Foster development of staff. ▪ Provide coaching, training, or supervision to others. ▪ Latitude to determine exceptions to standards. ▪ Makes recommendations to Mgmt on development of policies and procedures.
<i>Primary Purpose</i>	<ul style="list-style-type: none"> ▪ Foster awareness of programs, services, policy, or practices within a unique field or function ▪ Advisory role, involved in coordination of programs or services. 	<ul style="list-style-type: none"> ▪ Apply broad knowledge and expertise within a specialty area. ▪ Make recommendations which influence policy, procedures, or plans. ▪ Advisory role, involved in coordination of programs or services. 	<ul style="list-style-type: none"> ▪ Apply broad knowledge and expertise in a specialty area. ▪ Make recommendations that influence University policy, procedures, or plans. ▪ Advisory role, involved in management of projects or functions.
<i>Education Experience</i> <i>Technical Expertise</i>	<ul style="list-style-type: none"> ▪ Proficiency in area of expertise. ▪ Some post-secondary education or certification. ▪ Some specialized knowledge. 	<ul style="list-style-type: none"> ▪ High level of skills and knowledge. ▪ Demonstrated understanding of University's mission, and values. ▪ Current knowledge of standards and practices related to field. ▪ Demonstrated budget management abilities. ▪ Some post-secondary education, or certification desired. 	<ul style="list-style-type: none"> ▪ Highly evolved skills and experience in specialized area. ▪ Demonstrated project or function management. ▪ Exceptional interpersonal, negotiation, and organizational skills. ▪ Knowledge of University culture and operating procedures. ▪ Demonstrated ability to lead and direct others. ▪ Current knowledge of standards or practices. ▪ Demonstrated budget management abilities. ▪ Some post-secondary education, or certification.

Job Family: Specialist / Advisor

The *Specialist / Advisor* job family provides expertise to one or more administrative or operational units. Positions in this job family act as an internal advisor in a specialty area and often support a professional service or function within the University.

The career track of the *Specialist / Advisor* takes an individual from performing fundamental services, to a high level of expertise in a specialized area, solving complex problems, and contributing to internal policy and program development.

Job Family: Specialist / Advisor

Phase I

Definition

Staff hired at the Phase I level of the Specialist / Advisor job family will have previous experience, skills and knowledge in a field related to the position. Phase I enables individuals to refine their area of specialization, in order to advance their career within the job family where there is opportunity, into another job family where the skills and experience are applicable, or external to the University. Specifically, individuals working in Phase I roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ exposure to an advisory role;
- ◆ development of coaching and mentoring skills;
- ◆ coaching, direction and/or mentoring from more experienced staff;
- ◆ opportunity to demonstrate problem solving abilities and refine trouble-shooting skills;
- ◆ an understanding of policies and process in a specialized area;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase I spans a wide range of functions within the University. The emphasis of the work is on advising others of systems, programs, or protocols, rather than on the performance of tasks or functions. Duties involve modest physical activities. There is low to moderate impact of error. Staff use professional judgement in reviewing their work to ensure the integrity of the service is maintained, and have regular review and feedback with those in a senior position to examine quality and completion of work. Stress resulting from work pressure is moderate in Phase I as the individual has accountability to perform at a proficient level, and the supervisor is actively involved in the progress of the service. Some roles within Phase I have high stress factors as their duties may involve immediate response to crisis situations, responsibility for valuables, or first-response accident intervention. Staff in Phase I deal effectively with complex issues and concerns and often recommend changes to procedures or practices performed in the work unit or service area. Individuals demonstrate an understanding of the impact of their work within University programs and their service approach with the internal and external customers.

Phase I staff have frequent interaction with others, and regularly demonstrate strong communication and customer service skills. Staff instill trust and respect from those with whom they work. Individuals work collaboratively within the team, initiating discussion to resolve issues, or conflicts. Judgement is exercised within the guidelines set by established procedures, supervisors, or senior colleagues. Organizational, analytical, and problem solving skills are enhanced through encouragement to ask questions, and offer suggestions for improving the work practices, or the services of the department. Staff in Phase I roles may provide training, and/or direct the work of others. Individuals are provided coaching to take pro-active steps towards personal development and advancement opportunities.

Positions in the Phase I stage receive direct supervision as well as informal coaching from others in senior roles. Staff work closely with the supervisor to determine priorities, and timelines in which the work should be completed. Methods, and resources for delivering the service are decided by either the supervisor, with input from the staff, or by department goals and objectives. The work is reviewed for quality, and feedback is provided regularly to assist the staff in developing the expertise, technical, and personal skills in order to exceed to the next level. Complex issues and decisions beyond the scope of the position are discussed with the supervisor who will determine appropriate action.

Staff in Phase I roles may provide on-the-job training and direction to others within this or other job families.

Primary Purpose

Phase I staff are responsible for fostering awareness of programs, services, policy, or practice within a unique field or function, ensuring the integrity of the program or service is maintained. Staff provide input, recommending change and enhancement to procedures and practices. They act in an advisory role, often involved in the coordination of programs or services such as recreation, security, or materials.

Education / Experience / Technical Expertise

Specialized education and experience includes proficiency in area of expertise. Other requirements may involve post secondary education, current certification in desired field, thorough knowledge of safety policies and procedures, knowledge of investigative techniques, some supervision experience, current First Aid and CPR, valid operator's license, some operational knowledge of equipment and computerized systems related to the position.

Job Family: Specialist / Advisor

Phase II

Definition

Phase II staff in the Specialist / Advisor job family possess extensive knowledge in their field or function with a good understanding of the University's mission, values and plans. Phase II staff require little direction in the performance of their day-to-day duties. Their understanding of University programs, processes, and governance enables them to set their own priorities and deadlines. Phase II staff are role models and mentors, acting as a resource to others in the delivery of their service. Career progression for Phase II staff includes Phase III of the job family, movement into another job family, advancement to management, or acquiring a position external to the University. Specifically, individuals working in Phase II roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ challenging activities to expand their knowledge and expertise;
- ◆ refinement of coaching and mentoring in the leadership and direction of others;
- ◆ mentoring from more experienced staff;
- ◆ liberty to determine approach to issues resolutions and problem solving;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The individual working in Phase II is fully responsible for their own delivery of day-to-day services. The emphasis of the work is on advising others of systems, programs, or protocols, rather than on the performance of tasks or functions. A high level of concentration is prevalent as staff deal with multiple projects and shifting priorities. Duties involve modest physical activities. There is high impact of error as inaccurate advice, information, or service could have serious implications to the client. Staff use professional judgement in reviewing their work, and the work of others, to ensure the integrity of the service is maintained, and regularly review the quality and completion of their own work. Stress resulting from work pressure is moderate to high at this level as the individual has accountability to perform at a fully proficient level, and there may be complexities impeding the delivery of service. Some roles within Phase II have higher stress factors as their duties may involve immediate response to crisis situations, or first-response accident intervention. Staff in Phase II deal effectively with complex issues and concerns and often initiate changes to day-to-day procedures or practices performed in the work unit or service area. Individuals demonstrate an understanding of the impact of their work within the University programs, often making recommendations that influence policies, procedures, or plans.

Phase II staff have frequent interaction with others, including liaison with senior administration, and regularly demonstrate strong communication and client relation skills. Staff instill trust and respect from those with whom they interact. Individuals work collaboratively within the team, initiating discussion to resolve issues, or conflicts. Staff exercise judgement at their own discretion, based on accumulated knowledge, and within the guidelines set by established procedures. High organizational, analytical, and problem solving skills are applied in the performance of their work, with emphasis on improving the work practices of the department. Phase II staff actively market and promote the services of their department. They apply sourcing expertise to deliver cost savings through the application of procurement best practice. Staff in Phase II roles have demonstrated leadership abilities, often having responsibility for recruitment, evaluation, and scheduling of staff. They provide coaching, training, or supervision, directing the work of others. Individuals are provided coaching to take pro-active steps towards personal development and advancement to other opportunities.

Positions in the Phase II stage operate relatively independently in carrying out assignments and projects, seeking guidance and consulting others when appropriate. They have latitude in determining a particular course of action. Methods and resources for delivering the service are decided by the staff, with consideration of department goals and objectives. Complex issues and decisions beyond the knowledge level of the staff are discussed with the supervisor, peers, or those in a senior role to determine appropriate action.

Primary Purpose

Phase II staff apply broad knowledge and expertise in a specialty area, ensuring the integrity of the program or service is maintained. Staff make recommendations to senior administration that influence University policy, procedures, or plans. They act in an advisory role, often involved in the coordination of programs or services such as recreation, construction, administration, information systems, customs, or materials.

Education / Experience / Technical Expertise

Specialized education and experience include a high level of skills and knowledge in area of expertise. Staff are skilled in conducting analysis and interpreting data systems, and processes ranging in complexity. There is demonstrated understanding of the University's mission, values, and operation of own and other units. They have current knowledge of standards and practices related to their field of expertise. They have demonstrated budget management abilities with large, complex budgets.

Other requirements may involve post secondary education, current certification in desired field, thorough knowledge of safety policies and procedures, supervision experience, current First Aid and CPR, some operational knowledge of equipment and computerized systems related to the position.

Job Family: Specialist / Advisor

Phase III

Definition

Phase III staff in the Specialist / Advisor role have a high level of expertise within their field or function, with a strong understanding of the University's mission, values and plans. Phase III staff receive no formal supervision in the performance of their day-to-day activities. Their understanding of University programs, processes, and governance enables them to influence the activities and outcomes of their service area. Phase III staff are role models and mentors, setting direction, and acting as a resource to others in the delivery of their service. Career progression for Phase III staff includes advancement to management, or acquiring a senior position external to the University. Specifically, individuals working in Phase III roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ challenging activities to increase leadership and program / service development;
- ◆ program leadership responsibilities;
- ◆ mentoring from more experienced staff;
- ◆ liberty to determine service standards for self and others;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

Staff working in Phase III are fully responsible for their own delivery of day-to-day programs or services, as well as the service delivery of others. They are considered experts in a specialized area. The emphasis of the work is on policy evaluation, and formulation of procedures for programs and services applicable to the area of expertise. A high level of concentration is prevalent as staff are closely involved with senior management in long range planning, and often deal with multiple projects and priorities. There is high impact of error as inaccurate advice, information, or service have serious consequences to the client, the service unit, or the reputation of the University. Staff use professional judgement in reviewing their work, and the work of others, to ensure the integrity of the service is maintained, and regularly review the quality and completion of their own work. Stress resulting from work pressure is moderate to high as the individual has accountability to perform at a fully proficient level, and there may be internal or external complexities impeding the delivery of service. Staff in Phase III foster development of staff, systems and operations, and take steps to initiate changes to procedures or practices performed in the work unit or service area. Individuals have a high understanding of the impact of their

work unit within the University programs, and make recommendations to senior management on the development of policies, procedures, or plans.

Phase III staff have frequent interaction with senior administration, internal, and external clients, and regularly demonstrate strong client relation skills. Phase III staff have a high level of communication skills, for the purposes of facilitation and negotiation. They have the ability to influence others towards positive outcomes. Staff instill trust and respect from those with whom they interact. Individuals work collaboratively with interdepartmental teams, taking pro-active steps to resolve issues, or conflicts. Phase III staff facilitate collaborative project management delivery across departments. They establish quality performance standards. Staff exercise judgement at their own discretion, based on specialized knowledge, and within the guidelines set by management. High organizational, analytical, and problem solving skills are applied in the performance of their work, with emphasis on improving the work processes and practices of the department. Phase III staff actively market and promote the services of their department applying strong presentation and public speaking techniques. They apply sourcing expertise to deliver cost savings through the application of procurement best practice. Staff in Phase III roles provide coaching, training, or supervision to others. Individuals are provided coaching to take pro-active steps towards personal development and advancement to other opportunities.

Positions in the Phase III stage operate independently in carrying out day-to-day assignments and projects, seeking input and consulting others when appropriate. They have latitude in determining the appropriate course of action with little or no direction understanding the broader department and campus objectives. Methods and resources for delivering the service are decided by the staff, with consideration of client needs, and of department goals and objectives.

Complex issues and decisions beyond the authority and scope of the position are discussed with the manager, department head, or those in a senior role to determine appropriate action.

Staff in Phase III roles act as mentors and are involved in the direction and leadership of a moderate to large number of employees. This would involve recruitment, performance evaluation, training, and scheduling.

Staff at Phase III are accountable for managing their projects, or functions on a day-to-day basis. They would report to an exempt manager only periodically in order to discuss strategies.

Primary Purpose

Phase III staff apply broad knowledge and expertise to multiple programs and services in a specialty area, ensuring the integrity of the program or service is maintained. Staff make recommendations that influence University policy, procedures, or plans. They act in an advisory role, often involved in the management of multiple projects or functions such as materials, administration, construction, or education.

Education / Experience / Technical Expertise

Specialized education and experience include highly evolved skills and knowledge in area of expertise, or broader senior administrative knowledge and expertise developed of multiple university systems, policies, procedures and regulations in an area of expertise. Demonstrated project, or function management, with the ability to lead, develop, and direct others. Effective negotiation skills. Strong understanding of the University's mission, values, and operation of own and other units. Other requirements may involve post secondary education, or current certification in desired field. Current knowledge of standards and practices related to field of expertise. Demonstrated budget administration skills with large, complex budgets.

Job Family: Technical

Spans a wide range of roles encompassing positions which primarily perform specialized tasks and procedures and provide operating advice to one or more units. The nature of the work is in the application of specialized technical functions to support operational needs.

	Phase I	Phase II	Phase III
<i>Definition</i>	<ul style="list-style-type: none"> ▪ Acquired training or technical knowledge in specialized field. ▪ Perform skilled, or semi-skilled technical work of moderate complexity. 	<ul style="list-style-type: none"> ▪ Fully proficient technical practitioners. ▪ Perform highly skilled technical work of considerable complexity. ▪ In-depth knowledge of theory, systems, technologies and processes. ▪ Able to perform all aspects of duties. ▪ Minimal or no direction. ▪ Role model and mentor. ▪ Resource to others. 	<ul style="list-style-type: none"> ▪ Highly evolved practitioners. ▪ Demonstrated senior technical and professional skills. ▪ Consultant; provide highly skilled technical services of considerable complexity. ▪ Require no direction. ▪ Resource for others, both internal and external. ▪ Role model and mentor.
<i>Nature of Work</i>	<ul style="list-style-type: none"> ▪ Routine tasks with moderate complexity. ▪ High level of physical demand. ▪ Duties methodical, involving moderate manual activities. ▪ Perform standard trouble-shooting. ▪ Moderate impact of error. ▪ Low stress. ▪ Demonstrate strong communication, analytical, organization, and client service skills. ▪ Work collaboratively with interdepartmental teams. ▪ May recommend change to work processes or procedures. ▪ Works independently in performance of day-to-day duties. ▪ Determine own work schedule. ▪ May provide direction, or training to others. 	<ul style="list-style-type: none"> ▪ Perform highly complex functions. ▪ High level concentration, resourcefulness, and creativity. ▪ Highly analytical. ▪ Participate in design and development of precision equipment and processes. ▪ Determine own priorities and deadlines. ▪ High impact of error. ▪ High stress. ▪ Deal effectively with major complex issues. ▪ Recommend changes to methods, procedures, and practices. ▪ Demonstrate strong communication, team and client service skills. ▪ Resourceful, innovative, and creative problem solving. ▪ Involved in day-to-day supervision of staff, monitoring, planning, and organizing activities of others. ▪ Conduct and oversee technical procedures. ▪ Latitude to determine a course of action. ▪ Work independently and with broad directives with minimal direction. 	<ul style="list-style-type: none"> ▪ Focus on research and development, rather than task, or leadership. ▪ Considered expert in a specialized area. ▪ Highly analytical. ▪ Plan and provide services to support teaching and research. ▪ Considered authorities in their field. ▪ In-depth knowledge and skills. ▪ High impact of error. ▪ High stress factors. ▪ Uphold credibility of University. ▪ Highly developed analytical abilities to solve major complex problems. ▪ Make recommendations to development of policies, procedures and plans. ▪ Deal effectively with complex issues using judgement and initiating resolutions. ▪ Demonstrate strong communication, facilitation, negotiation, leadership, and customer service skills. ▪ Advanced research in scientific fields to expand and develop technology. ▪ May be skilled writers and presenters contributing to technical publications. ▪ Act as mentors. ▪ Operate with little or no supervision. ▪ Full responsibility for quality control. ▪ May manage projects or supervise teams.
<i>Primary Purpose</i>	<ul style="list-style-type: none"> ▪ Provide skilled or semi-skilled basic technical procedures to operate and maintain moderately complex technical equipment. 	<ul style="list-style-type: none"> ▪ Responsible for management, maintenance, or control of a specialized area. ▪ Apply specialized skills and knowledge in the maintenance and development of core systems and complex programs and projects. ▪ Assist with plans and designs for specialized applications to meet the needs of operations, research, and services. 	<ul style="list-style-type: none"> ▪ Spans narrow range of roles. ▪ Responsible for detailed design, documentation and implementation of highly complex technological systems.
<i>Education Experience Technical Expertise</i>	<ul style="list-style-type: none"> ▪ Specialized certification including post-secondary education. ▪ Equivalent combination of skills and experience. ▪ Elementary knowledge of theory and practical application of technical procedures and techniques. ▪ Ability to perform moderate physical / manual activities. ▪ Understanding of safety codes, standards, and systems related to specialization. ▪ Demonstrated communication, organization, problem solving, and interpersonal skills. 	<ul style="list-style-type: none"> ▪ Post-secondary education, or current certification. ▪ Equivalent combination of skills and experience. ▪ Extensive knowledge in field. ▪ Ability to perform moderate manual activities. ▪ In-depth knowledge of theory and practical application of technical procedures and techniques. ▪ Understanding of safety codes and standards related to specialization. ▪ Demonstrated leadership, communication, organization, problem solving, and interpersonal skills. 	<ul style="list-style-type: none"> ▪ Advanced technical skills and ability. ▪ Post-secondary education. ▪ Extensive knowledge in field. ▪ May require ability to perform moderate physical/manual activities. ▪ High degree of judgement, creativity, analytical, and problem solving skills. ▪ Demonstrated communication, organization, innovation, and interpersonal skills. ▪ Superlative knowledge of theory and practical application of technical procedures and techniques.

Job Family: Technical

The *Technical* job family encompasses positions which primarily perform specialized tasks and procedures and provide operating advice to one or more units. The nature of the work is in the application of specialized technical functions to support operational needs within the University.

The career track of the *Technical* job family will take an individual from fundamental skills and accountabilities through the performance of routine, skilled functions, to a high level of expertise with increased accountabilities in a specialized area, solving complex problems and advancing their skills in research and development. Accountabilities may include leadership of others, or leadership within a field of expertise.

Job Family: Technical

Phase I

Definition

Individuals hired at the Phase I level have acquired training or technical knowledge in a specialized field. They perform skilled, or semi-skilled technical work of moderate complexity, requiring basic knowledge of theory and practical applications. Phase I enables individuals to enter into the job family. Career growth includes the job family where there is opportunity, or to senior positions external to the University. Specifically, individuals working in Phase I roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ coaching, direction and/or mentoring from more experienced staff;
- ◆ an understanding of the University culture, mission and values;
- ◆ opportunity to develop problem solving abilities and trouble-shooting skills;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase I spans a wide range of roles within the University. Tasks are routine, with moderate complexity, and often involve a high level of physical demand. Duties are methodical, involving moderate manual activities such as the construction, operation and maintenance of basic technical equipment related to their area of specialization. Phase I positions perform standard trouble-shooting and repair. There is moderate impact of error as staff are responsible to ensure the work is performed correctly, and often have to make quick and accurate decisions. The supervisor regularly reviews work with staff for quality and completeness. Stress resulting from work pressure is low, as the tasks are fundamental and the individuals have the training and experience to perform at a proficient level. Staff in Phase I begin to deal effectively with complex issues and concerns and recommend changes to procedures or practices performed in the work unit.

Phase I staff often have frequent interaction with staff, students, supervisors, peers, and those in a senior role within the job family, and regularly demonstrate strong communication and client service skills. Individuals work collaboratively with interdepartmental teams, initiating discussion to resolve issues or conflicts. Judgement is exercised by selecting an appropriate course of action within the guidelines set by industry standards, established procedures, supervisors, or senior colleagues. Staff demonstrate strong organizational skills, ensuring schedules are met and equipment

and/or records are regularly maintained. Phase I staff are analytical, acquiring appropriate materials and reference sources to resolve problems within their area of expertise. They maintain up-to-date knowledge and stay current in their field. They have strong writing skills and contribute to the development of technical manuals. Individuals are provided coaching to take pro-active steps towards personal development and advancement to Phase II, or to a more senior role internal or external to the University.

Positions in the Phase I stage work relatively independently in carrying out routine day-to-day assignments and projects, seeking guidance and consulting others when appropriate. They receive informal coaching and training from others within their job family. Staff determine their own work schedule in conjunction with client and user needs. Methods for performing the work are determined by pre-existing standards and procedures. Complex issues and decisions are discussed with the supervisor who will determine the appropriate action. The supervisor regularly provides feedback to assist the staff in developing further technical and personal skills to exceed to the next level of the job family, where there is opportunity, or to develop the skills to enter a different job family. Where there is no advancement opportunity at a senior level within the job family, staff are encouraged to develop skills to further their career in roles external to the University.

Staff in Phase I roles may be involved in the recruitment, scheduling, and evaluation of other staff and provide on-the-job training, and direction when necessary.

Primary Purpose

The scope of the work in Phase I spans a wide range of roles which provide a variety of skilled, or semi-skilled technical procedures. Individuals apply specialized skills and knowledge to operate and maintain moderately complex technical equipment. Staff initiate activities on various systems and processes and take action to ensure efficient operation. Tasks and routines are basic with well established procedures to support operations within the University.

Education / Experience / Technical Expertise

Positions require specialized education and experience in area of expertise including post secondary education. Some positions may possess an equivalent combination of experience and education. Elementary knowledge of theory and practical application of technical procedures and techniques related to the field of specialization is required. Most positions require the ability to perform moderate physical / manual activities. Individuals will have an understanding of safety codes, standards, and systems related to their specialization. Demonstrated communication, organization, problem solving, and interpersonal skills are required.

Job Family: Technical

Phase II

Definition

Phase II staff are fully proficient technical practitioners. They perform highly skilled technical work of considerable complexity, requiring in-depth knowledge of theory, systems, technologies, and processes. Staff at the Phase II level are able to perform all aspects of their day-to-day duties with minimal or no direction. Phase II staff are role models and mentors. They are a resource for others, developing processes and technologies relevant to their field of expertise. Career progression for Phase II staff may include Phase III of the job family, advancement to management, or acquiring a senior position external to the University. Specifically, individuals working in Phase II roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ challenging activities to expand knowledge and expertise;
- ◆ refinement of coaching and mentoring skills;
- ◆ mentoring from more experienced staff;
- ◆ liberty to determine approach to issues resolutions and problem solving;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase II spans a wide range of roles within the University. Tasks are particularly complex, and involve a high level of concentration, resourcefulness, and creativity. Phase II staff are highly analytical, participating in the design and development of precision equipment and processes unique to the University teaching and research requirements. There is a high impact of error as staff are considered experts in their field and must be able to perform the work in the absence of documented processes. Stress resulting from work pressure is increased because of the quality standards expected. Staff in Phase II deal effectively with major complex issues and concerns, initiating changes to procedures or practices performed in the work unit.

Phase II staff have frequent interaction with senior administration, and demonstrate strong communication and client service skills. They regularly consult with user groups to determine appropriate requirements. Individuals are involved in the day-to-day supervision of staff, monitoring, planning, and organizing the activities of others. They oversee technical procedures performed by others. Judgement is exercised at the discretion of the staff based on in-depth knowledge in area of expertise. Staff demonstrate strong organizational skills, ensuring the needs of the client are met with

appropriate technological services and functions. Individuals are provided coaching to take pro-active steps towards personal development and advancement to Phase III, or to a more senior role internal or external to the University.

Positions in the Phase II stage work independently and with broad directives in carrying out day-to-day assignments and projects. They seek guidance and consult others when appropriate. They receive informal coaching and mentoring from others in senior roles. Staff have latitude in determining a course of action in the completion of their duties. Highly complex issues and decisions are discussed with those in a senior role to determine appropriate action. The supervisor periodically provides feedback to assist the staff in developing further technical and personal skills to exceed to the next level of the job family, where there is opportunity, or to develop the skills to enter a different job family. Where there is no advancement opportunity at a senior level within the job family, staff are encouraged to develop skills to further their career in roles external to the University.

Staff in Phase II roles are involved in the recruitment, scheduling, and evaluation of others, and provide on-the-job training, and direction.

Primary Purpose

The scope of the work in Phase II spans a wide range of roles responsible for the management, maintenance, or control of a specialized area. Individuals apply specialized skills and knowledge in the maintenance and development of core systems and complex programs and projects. Staff assist with plans and designs for specialized applications to meet the needs of the University operations, research, and services. It is expected that one keeps abreast of current and future technical trends and developments within the industry and applies that knowledge to the work area as appropriate. Phase II staff coordinate the administrative functions of the work unit, ensuring optimal use of resources. They respond to malfunctions, and emergencies, and assure the safety of people, equipment and other services.

Education / Experience / Technical Expertise

Positions require specialized education and experience in area of expertise including post secondary education, or current certification. Some positions may possess an equivalent combination of experience and education. Most positions require the ability to perform moderate physical / manual activities. Individuals will have an understanding of safety codes and standards related to their specialization. Demonstrated communication, organization, and interpersonal skills are required.

Job Family: Technical

Phase III

Definition

Phase III staff are highly evolved practitioners with proven senior technical and professional skills. They act as a consultant in the provision of highly skilled technical services of considerable complexity, requiring in-depth knowledge of theory, systems, technologies, and processes. Staff at the Phase III stage plan, organize, and conduct their day-to-day activities as they see fit. Phase III staff are role models and mentors. They are a resource for others, internal and external to the University in the latest advances of a highly complex and specialized field. Career progression for Phase III staff includes advancement to management, or acquiring a senior position external to the University. Specifically, individuals working in Phase III roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ challenging activities to expand knowledge and expertise;
- ◆ mentoring from more experienced staff;
- ◆ latitude to determine undertakings and activities related to their field;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase III spans few positions within the University. The role is not task, or leadership oriented, but focuses instead on research and development in teaching, learning or campus wide technical operations. Phase III staff are highly analytical, planning and providing services to support the teaching and research needs of the University. They resolve highly complex problems where there is little or no documentation. Phase III staff are considered authorities in their field with in-depth knowledge and skills equivalent to an engineer, scientist or senior specialized technician. There is a substantial impact of error because of the quality standards expected. Stress resulting from work pressure is significant as staff are considered experts in their field and mistakes would seriously impact the credibility and reputation of the University. Staff in Phase III deal exceptionally with complex problems and on-of-a-kind situations by developing unique equipment, systems and procedures.

Phase III staff have frequent interaction with internal and external client groups, and regularly demonstrate strong communication and client service skills. Judgement is exercised at the discretion of the staff based on highly developed knowledge and skills in area of expertise. Staff demonstrate strong technical knowledge, providing advanced solutions in scientific fields to expand and develop research projects in the area of

expertise. They may be skilled writers and presenters contributing to technical publications, and regularly speaking at conferences and seminars. Phase III staff may direct the activities of others within the job family. Individuals are provided coaching to take pro-active steps towards personal development and advancement to management, or to a more senior role external to the University.

Positions in the Phase III stage work independently in the planning and execution of their day-to-day activities. They operate with little or no supervision. They have full responsibility for quality control. They manage projects, or may supervise teams.

Primary Purpose

The scope of the work in Phase III spans a narrow range of roles responsible for the detailed design, documentation and implementation of highly complex technological systems for engineering, medical science, business, information retrieval, or other scientific research or applications.

Education / Experience / Technical Expertise

Positions require advanced technical skills and ability, including post secondary education, or current certification. May require the ability to perform moderate physical / manual activities. Must have high level of knowledge, creativity, analytical and problem solving skills. Demonstrated communication, organization, innovation, and interpersonal skills are required.

Job Family: Trades

Spans a wide range of roles encompassing positions which primarily perform specialized tasks and procedures and provide operating advice to one or more units. Work is essentially physical, systematic, and supports operations within the infrastructure.

	Phase I	Phase II	Phase III
<i>Definition</i>	<ul style="list-style-type: none"> ▪ Acquired training or working knowledge in a trade, or a specialty related to a trade. ▪ May be in apprenticeship program, or newly certified. ▪ Fundamental skills applied in performance of duties. 	<ul style="list-style-type: none"> ▪ Fully proficient practitioners in a specialized trade. ▪ Able to perform all aspects of duties. ▪ Minimal or no direction. ▪ Role model and mentor. ▪ Resource to others. 	<ul style="list-style-type: none"> ▪ High level of skills and expertise within their field. ▪ Require no direction. ▪ Direct and supervise the performance of others. ▪ Role model and mentor. ▪ Set direction for others.
<i>Nature of Work</i>	<ul style="list-style-type: none"> ▪ Routine tasks with moderate complexity. ▪ High level of physical demand. ▪ Duties methodical, involving moderate manual activities. ▪ Moderate impact of error. ▪ Low stress. ▪ Communication, organization, and team skills developed. ▪ Works under direct supervision from experienced trades person. ▪ Work is assigned. ▪ Quality of work closely monitored. ▪ May operate in a team structure providing cross-functional support to one another. 	<ul style="list-style-type: none"> ▪ Perform complex functions. ▪ High level of physical demand. ▪ Fundamental <i>duties short-cutted</i>. ▪ Determine own priorities and deadlines. ▪ Contribute to development of procedures and practices. ▪ High impact of error. ▪ High stress. ▪ Deal effectively with complex issues. ▪ Recommend changes to methods, procedures, and practices. ▪ Investigate and diagnose problem situations. ▪ Provide operational advice to others. ▪ Demonstrate strong communication, team and customer service skills. ▪ Exceptional organizational and analytical skills used for specialized applications. ▪ Resourceful, innovative, and creative problem solving. ▪ Ability to think and react quickly in crisis situations. ▪ May provide coaching, training, or direction to others individually, or in groups. ▪ Operate relatively independently in performance of duties. 	<ul style="list-style-type: none"> ▪ Responsible for service delivery of self and others. ▪ Considered expert in a specialized area. ▪ Emphasis on direction and supervision of others involved in trade activities. ▪ High level of concentration prevalent. ▪ Closely involved in long-range planning. ▪ Develop procedures and practices to meet operational needs. ▪ Overall responsibility for quality and standards. ▪ High impact of error. ▪ High stress factors. ▪ Ensure integrity of service. ▪ Highly developed analytical abilities to solve complex problems. ▪ Foster development of staff, systems and operations. ▪ Initiate changes to procedures or practices. ▪ High understanding of impact of work. ▪ Make recommendations to development of policies, procedures and plans. ▪ Deal effectively with complex issues using judgement and initiating resolutions. ▪ Demonstrate strong communication, facilitation, negotiation, leadership, and customer service skills. ▪ Work collaboratively with interdepartmental teams. ▪ Establish quality performance standards. ▪ High degree of judgement. ▪ Latitude to determine course of action. ▪ Act as mentor. ▪ May provide coaching, training, or direction to others individually, or in groups.
<i>Primary Purpose</i>	<ul style="list-style-type: none"> ▪ Basic tasks and routines to support operations. 	<ul style="list-style-type: none"> ▪ Apply specialized or professional trade knowledge to meet needs of organization ▪ Perform complex tasks and routines. 	<ul style="list-style-type: none"> ▪ Responsible for overall development and maintenance of equipment through the leadership and direction of the trades functions. ▪ Maintain and participate in development of core infrastructure operations and systems. ▪ Respond to malfunctions and emergencies to ensure safety of people, equipment and other physical resources.
<i>Education</i> <i>Experience</i> <i>Technical Expertise</i>	<ul style="list-style-type: none"> ▪ Specialized certification and/or journeyman status. ▪ Ability to perform manual activities. ▪ Understanding of safety codes and standards related to field. 	<ul style="list-style-type: none"> ▪ Specialized certification and/or journeyman status. ▪ Extensive knowledge in field. ▪ Ability to perform manual activities. ▪ Understands and maintains safety codes and standards related to field. ▪ Skilled in conducting analysis and interpreting electronic systems and processes. ▪ Demonstrated leadership, communication, organization, and interpersonal skills. 	<ul style="list-style-type: none"> ▪ Specialized certification and/or journeyman status. ▪ Several years of diversified trade experience. ▪ May require possession of Provincial Stationary Engineer's Certificate. ▪ Ability to perform manual activities. ▪ Understands and monitors safety codes and standards related to field. ▪ Thorough knowledge of University's mission and values, and operations of own and other units. ▪ Skilled in conducting analysis and interpreting electronic systems and processes ranging in complexity. ▪ Demonstrated leadership, communication, organization, and interpersonal skills.

Job Family: Trades

The *Trades* job family encompasses positions which primarily perform specialized tasks and procedures and provide operating advice to one or more units. The nature of the work is essentially physical, and systematic, and support the operations within the University infrastructure.

The career track of the *Trades* job family will take an individual from learning and developing specific skills through the performance of routine and basic tasks, to a high level of expertise in a specialized area, working with complex situations, and directing the work activities of others.

Job Family: Trades

Phase I

Definition

Individuals hired at the Phase I level have a working knowledge, or may have acquired training in a specialized function, typically associated with a trade occupation. They are commonly in an apprenticeship program, or newly certified. Phase I enables individuals with fundamental skills to enter into the job family. Staff are provided opportunity for career growth within the job family where there is potential, or to senior positions external to the University. Specifically, individuals working in Phase I roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ coaching, direction and/or mentoring from more experienced staff;
- ◆ an understanding of the University culture, mission and values;
- ◆ opportunity to develop problem solving abilities and trouble-shooting skills;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase I spans a wide range of roles within the University. Tasks are routine and basic, with moderate complexity, and often involve a high level of physical demand. Duties are methodical, involving moderate manual activities such as the operation and maintenance of equipment and machinery related to their specialization. There is moderate impact of error as staff are responsible to ensure the work is performed correctly and appropriate follow-up occurs; however, the supervisor regularly reviews work with staff for quality and completeness. Stress resulting from work pressure is low, as the tasks are fundamental and the individuals have the training and experience to perform at a proficient level.

Communication at the Phase I level is primarily developed through interaction with supervisors, peers, and those in a senior role within the job family. Individuals will develop team skills, learning to work effectively with other members of their department. Judgement is exercised within the guidelines set by industry standards, established procedures, supervisors, or senior colleagues. Organizational skills are developed through encouragement to ask questions, and offer suggestions for improving the work practices, or the services of the department. Individuals are provided coaching to take pro-active steps towards personal development and advancement to Phase II, or to a more senior role internal or external to the University.

Positions in the Phase I stage typically receive direct supervision from an experienced trades person as well as informal coaching and training from others within their job family. The supervisor assigns work and determines priorities and timelines in which the work should be completed. Methods for performing the work are decided by either the supervisor, or by pre-existing standards and procedures. Complex issues and decisions are discussed with the supervisor who will determine the appropriate action. The supervisor regularly provides feedback to assist the staff in developing further technical and personal skills to exceed to the next level of the job family, where there is opportunity, or to develop the skills to enter a different job family. Where there is no advancement opportunity at a senior level within the job family, staff are encouraged to develop skills to further their career in roles external to the University.

Primary Purpose

The scope of the work in Phase I spans a wide range of roles. Individuals are in a stage of learning to apply their specialized trade knowledge to meet the needs of the organization. Tasks and routines are basic with well established procedures to support operations within the University infrastructure such as drafting, maintenance, mechanics, grounds, and food services.

Education / Experience / Technical Expertise

Positions may require specialized training, certification and/or journeyman status relevant to their occupation or trade, or be presently completing an apprenticeship program. Some positions may possess an equivalent combination of experience and education. Most positions require the ability to perform moderate physical / manual activities. Individuals will have an understanding of safety codes and standards related to their specialization. Positions may require possession of an appropriate valid motor vehicle license. Demonstrated communication, organization, and interpersonal skills are also required.

Job Family: Trades

Phase II

Definition

Phase II staff are fully proficient practitioners in a specialized trade. Skills have been developed either within the University, or through work experience at another organization(s). Staff at the Phase II level are able to perform all aspects of their assigned duties with minimal or no direction. Phase II staff are role models and mentors, acting as a resource to others in the delivery of their service. Career progression for Phase II staff includes Phase III of the job family, movement into another job family, advancement to management, or acquiring a senior position external to the University. Specifically, individuals working in Phase II roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ challenging activities to expand knowledge and expertise;
- ◆ refinement of coaching and mentoring skills;
- ◆ mentoring from more experienced staff;
- ◆ liberty to determine approach to issues resolutions and problem solving;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

The nature of the work performed in Phase II spans a wide range of roles, performing complex functions within the University. Tasks often involve a high level of physical demand. Fundamental duties are *short-cutted*, and become second nature. Phase II staff determine their own priorities and deadlines in accordance with operational needs, established procedures, and department goals and objectives. They contribute to the development of procedures and practices to perform the required functions. Quality is critical in Phase II and there is high impact of error as mistakes may be detrimental to environmental operations, equipment functions and/or the safety of others. Stress resulting from work pressure may be high because of the expected quality standards, coordination with other operations, time constraints, an unpredictable work volume. Staff in Phase II deal effectively with complex issues and concerns and recommend changes to methods, procedures or day-to-day practices performed in the work unit. They often investigate and diagnose problem situations, and provide operational advice to others.

Phase II staff have frequent interaction with other departments and external counter-parts, and regularly demonstrate strong communication skills. Individuals work collaboratively within multidisciplinary teams, taking pro-active steps to resolve issues, or conflicts. Exceptional organizational and analytical skills are used to assist with plans and designs

for specialized applications. Judgement is exercised at their own discretion within the guidelines set by industry standards, established procedures, supervisors, or senior colleagues. Creativity, coordination, and problem solving skills are applied in the performance of their work, with emphasis on improving the work practices, or services of the department. Individuals have the ability to think and react quickly in crisis situations. Staff in Phase II roles provide coaching, training, or direction to others. Individuals are provided coaching to take pro-active steps towards personal development and advancement to other opportunities.

Positions in Phase II operate relatively independently in carrying out main assignments and projects, seeking guidance and consulting with others when appropriate. They have the latitude to determine a particular course or action in the completion of their duties. They set their own priorities and timelines in accordance with operational needs, and department goals and objectives. Complex issues and decisions beyond the knowledge level of the staff are discussed with the supervisor, peers, or those in a senior role to determine the appropriate action. The supervisor provides feedback to assist the staff in enhancing their leadership, technical and personal skills to exceed to a senior opportunity within or external to the University.

Positions may oversee groups of staff, providing leadership, direction, coaching, mentoring, or training to others.

Primary Purpose

The scope of the work in Phase II spans a wide range of roles. Individuals apply specialized or professional trade knowledge to meet the needs of the organization in the maintenance and development of core infrastructure operations and systems. Tasks and routines require specialized trade knowledge and skill. Individuals use judgement and flexibility within established procedures to support operations such as drafting, engineering, construction, maintenance, mechanics, grounds, and food services.

Education / Experience / Technical Expertise

Positions require specialized training, certification and/or journeyman status relevant to their trade from an accredited institution and have extensive knowledge in their field. Some positions may require an equivalent combination of experience and education. Most positions require the ability to perform moderate physical / manual activities. Individuals will have an understanding of safety codes and standards related to their specialization. Positions may require possession of an appropriate valid motor vehicle license. Thorough knowledge of the University's mission and values, and operations of own and other units is necessary. Individuals must be skilled in conducting analysis and interpreting data systems and processes ranging in complexity. Demonstrated leadership, communication, organization, and interpersonal skills are required.

Job Family: Trades

Phase III

Definition

Phase III staff in the Trades job family have a high level of expertise within their field, with a strong understanding of the University's mission, values and plans. Phase III staff receive no formal supervision, or direction in their day-to-day activities, rather direct and oversee the performance of others. Phase III staff are role models and mentors, assigning duties, setting direction, and acting as a resource to others in the performance of their duties. Career progression for Phase III staff includes advancement to management, or acquiring a senior position external to the University. Specifically, individuals working in Phase III roles are provided:

- ◆ opportunity to learn and develop skills and abilities in specific areas of interest;
- ◆ challenging activities and freedom to determine approach to issues resolution and problem solving;
- ◆ refinement of coaching and mentoring skills in the leadership and direction of others;
- ◆ mentoring from more experienced staff;
- ◆ liberty to determine service standards for self and others;
- ◆ encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

Nature of Work

Staff working in Phase III are fully responsible for their own delivery of day-to-day services, as well as the service delivery of others. They are considered experts in a specialized area, applying professional trade knowledge, and providing operational advice to others. The emphasis of the work is on the direction and supervision of staff involved in trade activities within the physical facilities of the University. Phase III staff are closely involved with senior management in long range planning, and often deal with multiple projects and priorities. They develop procedures and practices to meet operational needs. They have inherent responsibility for quality and standards resulting in a high impact of error as mistakes may be detrimental to environmental operations, equipment functions and/or the safety of others. Stress resulting from work pressure is high because of the quality standards expected, and there may be internal or external complexities impeding the delivery of service. Staff use professional judgement in reviewing their work, and the work of others, to ensure the integrity of the service is maintained. They have highly developed analytical abilities and solve complex problems where there is little or no documentation. Staff in Phase III foster development of staff, systems and operations, and take steps to initiate changes to procedures or practices

performed in the work unit or service area. Individuals understand the impact of their work unit within the University programs, and make recommendations to senior management on the development of policies, procedures, or plans.

Phase III staff have frequent interaction with other departments and external counterparts, and regularly demonstrate strong communication skills. Phase III staff have a high level of facilitation and negotiation skills, with the ability to influence others towards positive outcomes. They instill trust and respect from those who report to them and with whom they interact. Individuals work collaboratively with interdepartmental teams, taking pro-active steps to resolve issues, or conflicts. Phase III staff facilitate collaborative project management delivery within cross-functional departments. They establish quality performance standards. They exercise a high degree of judgement at their own discretion, based on advanced skills, specialized knowledge, and within the guidelines set by established procedures. Staff in Phase III roles provide coaching, training, and supervision to others. Individuals are provided coaching to take pro-active steps towards personal development and advancement to other opportunities.

Positions in the Phase III stage operate independently in the day-to-day planning and execution of projects, consulting with others as required. They have latitude in determining a particular course of action. These staff decide methods and resources for delivering the service, with consideration of client needs, and of department goals and objectives.

Staff in Phase III roles act as mentors and are involved in the direction of a moderate to large number of employees exercising their leadership skills in recruitment, evaluation, training, and scheduling.

Primary Purpose

Phase III staff are responsible for the development and maintenance of the equipment unique to the University through their leadership and direction of the trades functions. They maintain and participate in development of core infrastructure operations and systems of the University. They respond to malfunctions and emergencies, and assure the safety of people, equipment, and other physical resources. Duties are highly complex. Individuals use judgement and flexibility within established procedures, or industry standard to support trades and operations within the University.

Education / Experience / Technical Expertise

Positions require specialized certification and/or journeyman status from an accredited institution and have extensive knowledge in their field. Several years of diversified trade experience is required. Positions may require possession of, or sufficient experience and training to obtain the appropriate Provincial Stationary Engineer's Certificate. Most positions require the ability to perform moderate physical / manual activities. Individuals will have an understanding of safety codes and standards related to their specialization. Positions may require possession of an appropriate valid motor vehicle license. Thorough knowledge of the University's mission and values, and operations of own and other units is necessary. Individuals must be skilled in conducting analysis and interpreting data systems and processes ranging in complexity. Demonstrated leadership, communication, organization, and interpersonal skills are required.