



UNIVERSITY OF
SASKATCHEWAN

JOB PLACEMENT MANUAL

Research Support Personnel

(Effective May 1, 2006)

DEFINITIONS OF FAMILIES:

Applied Scientific Services: The Applied Scientific Services job family encompasses positions which primarily perform specialized tasks and procedures of a scientific and technical nature. The work typically assigned to positions in this job family involves the application of specialized technical knowledge and skills to support science-based technical activities.

Operational Services: The Operational Services job family encompasses positions which primarily perform clerical or customer service tasks and procedures in compliance with established processes and standards. The work typically assigned to positions in this job family involves the application of clerical, library, customer or printing services skills and knowledge in support of operations.

DEFINITIONS OF PHASES WITHIN FAMILIES:

Phase 1: Phase 1 involves the performance of basic, defined tasks and routines within the job family. More experienced practitioners provide direction to less experienced individuals in this phase. Tasks are repetitive, well defined and performed within established guidelines and expectations. Skills are developed on the job.

Phase 2: Phase 2 involves the performance of more non-routine tasks requiring job-specific knowledge learned on the job, and a thorough working knowledge that allows for completion of tasks under limited supervision. Tasks may be varied and problems are solved using known methods and practices.

Phase 3: Phase 3 positions require the incumbent to apply well developed knowledge and skills to complete all tasks and routines. Individuals carry out their responsibilities independently within established guidelines, seldom requiring direction. To build their skills base they begin with the coordination of others' work.

Phase 4: Phase 4 positions require the incumbent to perform tasks requiring an intermediate level of specialized or technical knowledge and skill. Individuals in this phase are seen as expert resources capable of providing advice and guidance in their area of expertise. They adapt and modify known practices to solve problems to achieve goals. The work of Phase 4 Individuals will typically affect many units and/or individuals. They may coordinate and monitor the work of others, and provide coaching and mentoring.

Phase 5: Phase 5 positions require the incumbent to apply highly developed knowledge and skills to complete routine and non-routine tasks. They determine requirements to accomplish goals and objectives, operating with minimal direction or supervision. Phase 5 positions require the incumbent to demonstrate a credible level of expertise in a specialized function and provide advice and guidance in their area of expertise. The focus of the role is to achieve the long range plans of the work unit while facilitating the development of others. May coordinate and monitor the work of others, and provide coaching and mentoring.

Phase 6: Phase 6 positions require the incumbent to have senior supervisory and planning roles within their job family. Positions are characterized by the need to build collaborative relationships with a broad range of contacts; by operational reviews, planning and follow-up of others' work; and by decisions about project and service priorities and related work group assignments. Phase 6 positions may require the incumbent to be involved in research and development of a highly specialized or technical nature, providing expertise, and acting as a resource to others.

Job Family: Applied Scientific Services

The *Applied Scientific Services* job family encompasses positions which primarily perform specialized tasks and procedures of a scientific and technical nature. The work typically assigned to positions in this job family involves the application of specialized technical knowledge and skills to support science-based technical activities.

The movement from one phase to another in the *Applied Scientific Services* job family will take incumbents from routine, repetitive tasks within established guidelines, and requiring minimal skills and experience, to a level of skill that will require them to work independently with minimal supervision while applying diverse and specialized working knowledge and skills to complete diverse and highly complex tasks. Higher level positions in this job family often supervise other positions in the job family.

Phase One

Job Family: Applied Scientific Services

Primary Purpose

Positions in Phase One assist in the efficient delivery of scientific and technical services by providing routine scientific or technical support and services.

Definition

Individuals hired into Phase One positions typically have no previous experience related to the position and require only fundamental skills and abilities prior to hiring. Skills specific to the role are taught on the job. Phase One is the entry point for individuals with no, or limited, work experience.

Nature of the Work

The work is routine and tasks are repetitive with little complexity. All tasks are well defined and performed within established guidelines. The work may require a high level of physical demand.

Problems experienced at the Phase One level are routine and incumbents are expected to solve them by applying established guidelines set by procedures, supervisors or senior staff members, or by referring them to a supervisor who will determine the appropriate course of action. Communications are also routine and typically one-on-one in nature. They involve contact with students, staff, faculty and visitors with strong emphasis on customer service, and contact with supervisors and co-workers with strong emphasis on the exchange of factual and accurate information. Individuals are expected to learn to work effectively and cooperatively with others and to develop team skills. This includes asking questions and learning from experience.

Positions in Phase One are closely supervised. The supervisor determines the tasks to be assigned and the standards to be applied in completing them. Methods for completing the work are determined by established procedures and guidelines. On-the-job training and coaching, as well as feedback on work quality and other factors, is on-going and provided by the supervisor and more experienced Individuals members.

Education/Experience/Technical Expertise

A Grade 12 diploma is required. Relevant work experience would be an asset. A valid driver's license may be required. Individuals hired in these positions must be able to perform physically demanding work and to learn the specifics of their assigned roles, as fundamental skills will be taught on the job.

Primary Purpose

Positions in Phase Two assist in the efficient delivery of scientific and technical services by providing a mix of non-routine scientific and technical support and services.

Definition

Individuals hired into Phase Two positions have general working knowledge and experience related to the position. Research personnel at this level perform non-routine tasks requiring job-specific knowledge learned on the job and are able to complete their assigned duties with little supervision.

Nature of the Work

The work involves a mix of non-routine tasks with a low level of complexity. Tasks require the application of general working knowledge. The work may require a high level of physical demand.

Problems experienced at the Phase Two level are more varied and incumbents are expected to solve them within known methods and practices. Though referring problems to a supervisor is acceptable, an effort to solve basic problems first is expected.

Communications are of a factual nature and typically occur on a one-on-one basis. They involve contact with students, faculty, staff and visitors with strong emphasis on modeling customer service, and contact with supervisors and co-workers with strong emphasis on factual and accurate information exchange. Incumbents are expected to work effectively and cooperatively with others and to work out differences with others when issues arise. The on-going development of team skills is also expected, with emphasis on supporting others in their work.

Individuals in Phase Two work independently with direct support from the supervisor. As a rule, the incumbent completes tasks without direction though the supervisor may determine the tasks to be assigned and the standards to be applied from time to time. Incumbents in Phase Two positions support the supervisor in training those in Phase One positions, coaching and mentoring them as appropriate. Individuals at this level work toward greater personal and technical skills development.

Education/Experience/Technical Expertise

A Grade 12 diploma and post secondary education in a relevant program are required for positions in Phase Two. Relevant work experience is required. Individuals hired in these positions may be required to perform physically demanding work and to learn the specifics of their assigned roles as the core duties of the position are taught on the job. A valid Driver's license may be required.

Primary Purpose

Positions in Phase Three assist in the efficient delivery of scientific and technical services by participating in, and coordinating the smooth delivery of, scientific and technical support and services.

Definition

Individuals hired into Phase Three positions apply good working knowledge and skills related to the position. They perform all aspects of their work with minimal supervision or direction. Their tasks are varied and moderately complex. The work may require moderate levels of physical demand.

Nature of the Work

Tasks require the application of sound working knowledge and skills. The work is varied and moderately complex. As a result, some planning, review and follow-up of tasks is required.

Individuals at this level work independently, completing all aspects of their work with minimal supervision. They are responsible for reviewing their own work to ensure quality and other standards are met. They determine how to complete their work in accordance with established procedures and work unit needs. The supervisor will occasionally review their work for consistency and provide direction where required.

Individuals in Phase Three positions deal with moderately complex issues and concerns. They address problems by evaluating situations and adapting established methods and practices to resolve them. They determine appropriate action to address issues and concerns related to their work and discuss anomalies with the supervisor.

Phase Three individuals have frequent interactions with supervisors, peers, staff, students and visitors, and regularly demonstrate strong communications and customer services skills with emphasis on resolving customer concerns. Individuals work collaboratively within the team, initiating discussion to resolve issues or conflicts. They play a key role in their work unit, coaching and mentoring less experienced staff. Judgment is exercised within established guidelines.

Individuals in Phase Three positions may act in a supervisory role with responsibility for coordinating the work of others. This involves working collectively with others in the work group to determine the group's daily priorities and timelines for completing its work and supporting others in the group to meet those goals.

Education/Experience/Technical Expertise

A Grade 12 diploma and relevant post secondary education are required for positions in Phase Three. Relevant work experience is an asset. Experience in a lead hand role (coordinating the work of others) may be an asset. Individuals hired in these positions may require applicable certification.

Primary Purpose

Positions in Phase Four assist in the efficient delivery of scientific and technical services by participating in, and by coordinating and monitoring the smooth delivery of, aspects of specialized scientific and technical support and services.

Definition

Individuals hired into Phase Four positions typically bring a solid educational base and some relevant experience to their job. Role-specific skills are taught on the job. Individuals at this level require little formal supervision.

Nature of the Work

Tasks are varied, with above average complexity. The work requires the application of a range of working knowledge and skills, typically gained through a combination of education and experience. A moderate level of physical demand may be required.

Individuals in Phase Four positions work independently and can complete all aspects of their assigned duties, exercising judgment within established guidelines. They begin to deal with more complex problems and issues and to learn the benefits of careful data collection and assessment. They typically adapt established methods and practices to solve problems and discuss difficult or anomalous issues or problems with the supervisor to determine appropriate solutions.

Individuals at this level may also provide advice and guidance to internal contacts, within a job-specific area of knowledge. They understand the impact of their work within the University research context and focus their skills development on increasing this contribution. Phase Four individuals communicate primarily with students, faculty and staff and occasionally with visitors. Their contacts emphasize customer service and the accurate exchange of technical and factual information. Incumbents work effectively and cooperatively with others and consciously apply their team skills to support the goals of their work unit. They initiate discussion to resolve issues or conflicts and play a key role in coaching and mentoring less experienced staff. They may make suggestions for improvements to the work and/or work environment.

Individuals in Phase Four positions who are assigned supervisory duties are responsible for coordinating and monitoring the work of others. This involves working collectively with others in the work group to determine the group's daily priorities and timelines for completing its work and supporting others in the group to meet those goals. Reviewing others' work and coaching for improvement, and occasionally referring related situations to the supervisor, is also part of this role.

Education/Experience/Technical Expertise

A Grade 12 diploma and relevant post secondary education are required. Relevant work experience is required. Individuals hired to these positions may be required to be eligible for certification. Supervisory experience may be an asset for some positions at this level.

Primary Purpose

The work of positions in Phase Five is to assist in the efficient delivery of scientific and technical services by participating in, and by planning, coordinating and monitoring the smooth delivery of, aspects of specialized scientific and technical support and services.

Definition

Individuals hired into Phase Five positions typically bring a solid educational base and some relevant experience to their job. Role-specific skills are taught on the job.

Nature of the Work

Tasks are broad and complex. They require the application of broad working knowledge and skills, typically gained through a combination of education and experience. A moderate level of physical demand may be required.

Individuals in Phase Five positions work independently, deciding which processes to use to achieve goals. They must plan the workflow to handle deadlines, peak periods and unexpected situations. They exercise judgment within established guidelines. Research personnel deal with more complex problems and issues and use careful data collection and assessment to address them. They typically adapt established methods and practices to solve problems and discuss difficult or anomalous issues or problems with the supervisor to determine appropriate solutions. Phase Five individuals communicate primarily with students, faculty and staff and occasionally with visitors and external contacts. Their contacts emphasize the accurate exchange of technical and factual information. Incumbents work effectively and cooperatively with others and act as resources to others to support the goals of their work unit. They initiate discussion to resolve issues or conflicts and play a key role in coaching and mentoring less experienced personnel. They make suggestions for improvements to the work and/or work environment.

Individuals in Phase Five positions may have supervisory responsibilities for coordinating and monitoring the work of others. This involves working collectively with others in the work group to determine the group's daily priorities and timelines for completing its work and supporting others in the group to meet those goals. Reviewing others' work and coaching for improvement, and occasionally referring related situations to the supervisor, is also part of this role.

Education/Experience/Technical Expertise

A Grade 12 diploma and relevant post secondary education is required. Relevant work experience is required. Individuals hired to these positions will have specific technical knowledge and expert related skills. Supervisory experience may be an asset for some positions at this level.

Primary Purpose

The work of positions in Phase Six is to assist in the efficient delivery of scientific and technical services within a science-based operation or unit by planning, coordinating and monitoring the smooth delivery of, all aspects of specialized scientific and technical support and services.

Definition

Individuals hired into Phase Six positions typically bring a solid educational base and relevant experience, including supervisory experience, to their job. Phase Six individuals have extensive knowledge and skills which allow them to perform all aspects of their work without supervision. They typically decide for themselves what processes they will use to complete their assignments. They possess a sound understanding of the University's processes and programs and this enables them to set their own priorities and deadlines. They act as resources and mentors for other staff within and beyond the job family.

Nature of the Work

Tasks are diverse and highly complex. Tasks require the application of diverse specialized working knowledge and skills, typically gained through a combination of education and years of experience, including supervisory experience. A moderate level of physical demand may be required.

Individuals in Phase Six positions work independently, deciding which processes to use to achieve goals. They must plan to handle deadlines, peak periods and unexpected situations. They hold primary responsibility for solving problems. Phase Six positions require incumbents to deal with complex problems and issues which require analysis and planning to resolve.

Individuals at this level provide advanced technical advice and guidance related to their job-specific area of knowledge. They communicate with a range of audiences to exchange specialized and complicated information. They build collaborative relationships with a broad range of individuals and groups and use these relationships to accomplish their goals. Incumbents work effectively and cooperatively with others in their and other work units, and act as resources to others. They ensure conflicts are resolved within their team and play a key role in coaching and mentoring less experienced personnel. They make recommendations for improvements to the work and/or work environment.

Individuals in Phase Six positions with supervisory duties are responsible for planning, coordinating and monitoring the work of others. They make decisions regarding project and service priorities, and related work group assignments. They also review others' work and coach for improvement, referring related situations to their supervisor as appropriate.

Education/Experience/Technical Expertise

A Grade 12 diploma and relevant post secondary education, as well as relevant experience including supervisory experience, are required. Relevant work experience is required. An undergraduate degree or equivalent combination of education and experience may be required. Individuals hired to these positions will possess specific technical knowledge and expert related skills.

RESEARCH SUPPORT STAFF JOB FAMILY MATRIX: *APPLIED SCIENTIFIC SERVICES*

Positions in this job family perform specialized tasks and procedures of a scientific and technical nature. The work typically assigned to positions in this job family involves the application of specialized technical knowledge and skills to support science-based technical activities.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5	PHASE 6
Primary Purpose	To assist in the efficient delivery of scientific and technical services by:					
	Providing routine scientific or technical support and services	Providing a mix of non-routine scientific and technical support and services	Participating in, and coordinating the smooth delivery of, scientific and technical support and services	Participating in, and by coordinating and monitoring the smooth delivery of, aspects of specialized scientific and technical support and services	Participating in, and by assisting in planning, by coordinating and monitoring the smooth delivery of, aspects of specialized scientific and technical support and services	Planning, coordinating and monitoring the smooth delivery of, all aspects of specialized scientific or technical support and services
Nature of the Work	<ul style="list-style-type: none"> •Routine, repetitive tasks with little complexity •Tasks are defined and within established guidelines •Work is performed under close supervision •Problems are routine and easily solved using established guidelines or referred to supervisor •Communications are one-on-one and of a routine nature •Work may require a moderate level of physical demand 	<ul style="list-style-type: none"> •Large mix of non-routine tasks, low complexity •Tasks require the application of general working knowledge •Works independently with direct support from supervisor •Problems are more varied, solutions are within known methods and practices •Communications are one-on-one and of a factual nature •Work may require a moderate level of physical demand 	<ul style="list-style-type: none"> •Tasks are varied, moderate complexity •Tasks require the application of sound working knowledge and skills •Some planning, review and follow-up of tasks is required •Moderate level of physical demand •Works independently with minimal level of supervision •May perform a supervisory role with responsibility for coordinating the work of others •Problems are varied and typically referred by others; solutions are within known methods and practices 	<ul style="list-style-type: none"> •Tasks are varied, above average complexity •Tasks require the application of range of working knowledge and skills •Works independently •Beginning to deal with more complex problems and issues •Adapts methods and practices to solve problems •May provide advice and guidance to internal contacts and within a job-specific area of knowledge •Exercises judgment within established guidelines •May perform as a working supervisor with responsibility for monitoring and coordinating the work of others •Moderate physical activity may be required. 	<ul style="list-style-type: none"> •Tasks are broad and complex •Tasks require the application of broad working knowledge and skills •Independently decides which processes to use to achieve objectives •Provides advanced technical advice and guidance related to job-specific knowledge base •Must plan workflow to handle deadlines, peak periods and unexpected situations •Works independently •May perform as a working supervisor with the responsibility for monitoring and coordinating the work of others. 	<ul style="list-style-type: none"> •Tasks are diverse and highly complex •Tasks require the application of diverse specialized working knowledge and skills •Specialized and complicated communications with a range of audiences •Problems are complex. Applies highly developed analytical and problem solving skills •Building collaborative relationships with a broad range of individuals and groups is a key requirement • May perform a supervisory role with responsibility for planning, monitoring and coordinating. • Performs operational reviews, planning & followup • Makes independent decisions on project and service priorities, group assignments, and other complex matters.

JOB FAMILY: APPLIED SCIENTIFIC SERVICES

	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5	PHASE 6
Minimum Education Experience and Expertise	<ul style="list-style-type: none"> • Grade 12 diploma • Relevant work experience is an asset • The ability to perform physically demanding work may be required • A valid driver's license may be required. • Fundamental skills are taught on the job. 	<ul style="list-style-type: none"> • Grade 12 diploma and post secondary education in a relevant program • Relevant work experience is required. • The ability to perform physically demanding work may be required. • A valid driver's license may be required • Core duties are taught on the job. 	<ul style="list-style-type: none"> • Grade 12 diploma and relevant post secondary education. • May be required to be eligible for applicable certification • Relevant work experience is required. 	<ul style="list-style-type: none"> • Grade 12 diploma and relevant post secondary education • May be required to be eligible for applicable certification. • Relevant work experience is required. • Working knowledge of relevant skills and terminology is an asset. 	<ul style="list-style-type: none"> • Grade 12 diploma and relevant post secondary education • May be required to be eligible for applicable certification. • Relevant work experience is required. • Specific technical knowledge and expert related skills are characteristics of requirements for these positions. • Experience in a supervisory role may be an asset. 	<ul style="list-style-type: none"> • Grade 12 diploma and relevant post secondary education • May be required to hold an undergraduate degree, advanced certification or equivalent experience. • Extensive relevant work experience, including in a supervisory role, is required. • Specific technical knowledge and expert related skills are required.

Job Family: Operational Services

The *Operational Services* job family encompasses positions which primarily perform clerical or customer service tasks and procedures in compliance with established processes and standards. The work typically assigned to positions in this job family involves the application of clerical or customer services skills and knowledge in support of operations.

The movement from one phase to another in the *Operational Services* job family will take incumbents from routine, repetitive tasks within established guidelines, and requiring minimal skills and experience, to a level of skill that will require them to work independently with minimal supervision while applying diverse and specialized working knowledge and skills to complete diverse and highly complex tasks. Higher level positions in this job family often supervise other positions in the job family.

Primary Purpose

Positions in Phase One assist in the efficient delivery of clerical or customer services by providing routine operational services.

Definition

Individuals hired into Phase One positions typically have no previous experience related to the position and require only fundamental skills and abilities prior to hiring. Skills specific to the role are taught on the job.

Nature of the Work

The work is routine and tasks are repetitive with little complexity. All tasks are well defined and performed within established guidelines. The work requires a high level of physical demand.

Problems experienced at the Phase One level are routine and incumbents are expected to solve them by applying established guidelines set by procedures, supervisors or senior staff members, or by referring them to a supervisor who will determine the appropriate course of action. Communications are also routine and typically one-on-one in nature. They involve contact with students, staff, faculty and visitors with strong emphasis on customer service, and contact with supervisors and co-workers with strong emphasis on the exchange of factual and accurate information. Individuals are expected to learn to work effectively and cooperatively with others and to develop team skills. This includes asking questions and learning from experience.

Positions in Phase One are closely supervised. The supervisor determines the tasks to be assigned and the standards to be applied in completing them. Methods for completing the work are determined by established procedures and guidelines. On-the-job training and coaching, as well as feedback on work quality and other factors, is on-going and provided by the supervisor and more experienced staff members. Training, coaching and feedback on individuals' work are intended to support individuals' personal and technical skills development.

Education/Experience/Technical Expertise

A Grade 12 diploma is required and relevant post-secondary education may be required depending on the position to be filled. Relevant work experience may be required. Individuals hired in these positions must be able to learn the specifics of their assigned roles, as fundamental skills will be taught on the job. The ability to perform moderately demanding physical work may be required.

Primary Purpose

Positions in Phase Two assist in the efficient delivery of clerical or customer services by participating in non-routine operational services.

Definition

Individuals hired into Phase Two positions have general working knowledge and experience related to the position. Incumbents at this level perform non-routine tasks requiring job-specific knowledge learned on the job and are able to complete their assigned duties with little supervision.

Nature of the Work

The work involves a mix of non-routine tasks with a low level of complexity. Tasks require the application of general working knowledge. The work requires a high level of physical demand.

Problems experienced at the Phase Two level are more varied and incumbents are expected to solve them within known methods and practices. Though referring problems to a supervisor is acceptable, an effort to solve problems first is expected. Communications are of a factual nature and typically occur on a one-on-one basis. They involve contact with students, faculty, staff and visitors with strong emphasis on modeling customer service, and contact with supervisors and co-workers with strong emphasis on factual and accurate information exchange. Incumbents are expected to work effectively and cooperatively with others and to work out differences with others when issues arise. The on-going development of team skills is also expected, with emphasis on supporting others in their work.

Positions in Phase Two work independently with direct support from the supervisor. As a rule, the incumbent completes tasks without direction though the supervisor may determine the tasks to be assigned and the standards to be applied from time to time. Incumbents in Phase Two positions support the supervisor in training those in Phase One positions, coaching and mentoring them as appropriate. Individuals at this level work toward greater personal and technical skills development.

Education/Experience/Technical Expertise

A Grade 12 diploma and post secondary education in a relevant program are required for positions in Phase Two of this job family. Relevant work experience is also a requirement. Individuals hired in these positions must be able to learn the specifics of their assigned roles, as role specific skills will be taught on the job. The ability to perform moderately demanding physical work may be required.

Primary Purpose

Positions in Phase Three assist in the efficient delivery of clerical or customer services within an assigned operation or unit by participating in, and coordinating the smooth delivery of, operational services.

Definition

Individuals hired into Phase Three positions apply good working knowledge and skills related to the position. They perform all aspects of their work with minimal supervision or direction. Their tasks are varied and moderately complex. The work requires moderate levels of physical demand.

Nature of the Work

Tasks require the application of sound working knowledge and skills. The work is varied and moderately complex. As a result, some planning, review and follow-up of tasks is required.

Individuals at this level work independently, completing all aspects of their work with minimal supervision. They are responsible for reviewing their own work to ensure quality and other standards are met. They determine how to complete their work in accordance with established procedures and work unit needs. The supervisor will occasionally review their work for consistency and provide direction where required.

Individuals in Phase Three positions deal with moderately complex issues and concerns. They address problems by evaluating situations and adapting established methods and practices to resolve them. They determine appropriate action to address issues and concerns related to their work and discuss anomalies with the supervisor. They demonstrate an understanding of the impact of Phase Three individuals have frequent interactions with supervisors, peers, staff, students and visitors, and regularly demonstrate strong communications and customer services skills with emphasis on resolving customer concerns. Individuals work collaboratively within the team, initiating discussion to resolve issues or conflicts. They play a key role in their work unit, coaching and mentoring less experienced staff. Judgment is exercised within established guidelines.

Individuals in Phase Three positions may have supervisory responsibilities for coordinating the work of others. This involves working collectively with others in the work group to determine the group's daily priorities and timelines for completing its work and supporting others in the group to meet those goals.

Education/Experience/Technical Expertise

A Grade 12 diploma and post secondary education in a relevant program are required. Relevant work experience is also a requirement. Supervisory experience may be required. Individuals hired in these positions must be able to learn the specifics of their assigned roles, as role specific skills will be taught on the job. The ability to perform moderately demanding physical work may be required.

Primary Purpose

Positions in Phase Four assist in the efficient delivery of clerical or customer services within an assigned operation or unit by participating in, and by coordinating and monitoring the smooth delivery of, operational services.

Definition

Individuals hired into Phase Four positions typically bring a solid educational base and some relevant experience to their job. Role-specific skills are taught on the job. Incumbents at this level require little formal supervision.

Nature of the Work

Tasks are varied, with above average complexity. The work requires the application of a range of working knowledge and skills, typically gained through a combination of education and experience. A moderate level of physical demand may be required.

Individuals in Phase Four positions work independently and can complete all aspects of their assigned duties, exercising judgment within established guidelines. They begin to deal with more complex problems and issues and to learn the benefits of careful data collection and assessment. They typically adapt established methods and practices to solve problems and discuss difficult or anomalous issues or problems with the supervisor to determine appropriate solutions.

Individuals at this level may also provide advice and guidance to internal contacts, within a job-specific area of knowledge. They understand the impact of their work within the University research context and focus their skills development on increasing this contribution. Phase Four incumbents communicate primarily with students, faculty and staff and occasionally with visitors. Their contacts emphasize customer service and the accurate exchange of technical and factual information. Incumbents work effectively and cooperatively with others and consciously apply their team skills to support the goals of their work unit. They initiate discussion to resolve issues or conflicts and play a key role in coaching and mentoring less experienced staff. They may make suggestions for improvements to the work and/or work environment.

Individuals in Phase Four positions who are assigned supervisory duties are responsible for coordinating and monitoring the work of others. This involves working collectively with others in the work group to determine the group's daily priorities and timelines for completing its work and supporting others in the group to meet those goals. Reviewing others' work and coaching for improvement, and occasionally referring related situations to the supervisor, is also part of this role.

Education/Experience/Technical Expertise

A Grade 12 diploma, relevant post secondary education and relevant work experience are requirements. Supervisory experience may be required. Individuals hired in these positions must be able to learn the specifics of their assigned roles, as role specific skills will be taught on the job. The ability to perform moderately demanding physical work may be required.

Primary Purpose

The work of positions in Phase Five is to assist in the efficient delivery of clerical or customer services within an assigned operation or unit by participating in, and by planning, coordinating and monitoring the smooth delivery of, aspects of operational services.

Definition

Individuals hired into Phase Five positions typically bring a solid educational base and some relevant experience to their job. Role-specific skills are taught on the job.

Nature of the Work

Tasks are broad and complex. They require the application of broad working knowledge and skills, typically gained through a combination of education and experience. A moderate level of physical demand may be required.

Individuals in Phase Five positions work independently, deciding which processes to use to achieve goals. They must plan to handle deadlines, peak periods and unexpected situations. They exercise judgment within established guidelines. Phase Five incumbents deal with more complex problems and issues and use careful data collection and assessment to address them. They typically adapt established methods and practices to solve problems and discuss difficult or anomalous issues or problems with the supervisor to determine appropriate solutions. Phase Five individuals communicate primarily with students, faculty and staff and occasionally with visitors and external contacts. Their contacts emphasize the accurate exchange of technical and factual information. Incumbents work effectively and cooperatively with others and act as resources to others to support the goals of their work unit. They initiate discussion to resolve issues or conflicts and play a key role in coaching and mentoring less experienced staff. They make suggestions for improvements to the work and/or work environment.

Individuals in Phase Five positions with supervisory duties are responsible for coordinating and monitoring the work of others. This involves working collectively with others in the work group to determine the group's daily priorities and timelines for completing its work and supporting others in the group to meet those goals. Reviewing others' work and coaching for improvement, and occasionally referring related situations to the supervisor, is also part of this role.

Education/Experience/Technical Expertise

A Grade 12 diploma, relevant post secondary education, and relevant working experience are requirements. Supervisory experience may be required. Individuals hired in these positions may be required to perform moderately demanding physical work.

Primary Purpose

The work of positions in Phase Six is to assist in the efficient delivery of clerical or customer services within an assigned operation or unit by planning, coordinating and monitoring the smooth delivery of, all aspects of operational services.

Definition

Individuals hired into Phase Six positions typically bring a solid educational base and relevant experience, including supervisory experience, to their job. Phase Six incumbents have extensive knowledge and skills which allow them to perform all aspects of their work without supervision. They typically decide for themselves what processes they will use to complete their assignments. They possess a sound understanding of the University's processes and programs and this enables them to set their own priorities and deadlines. They act as resources and mentors for other staff within and beyond the job family.

Nature of the Work

Tasks are diverse and highly complex. Tasks require the application of diverse specialized working knowledge and skills, typically gained through a combination of education and years of experience, including supervisory experience. A moderate level of physical demand may be required.

Individuals in Phase Six positions work independently, deciding which processes to use to achieve goals. They must plan to handle deadlines, peak periods and unexpected situations. They hold primary responsibility for solving problems. Phase Six individuals deal with complex problems and issues which require analysis and planning to resolve.

Individuals at this level provide advanced technical advice and guidance related to their job-specific area of knowledge.

Phase Six incumbents communicate with a range of audiences to exchange specialized and complicated information. They build collaborative relationships with a broad range of individuals and groups and use these relationships to accomplish their goals.

Incumbents work effectively and cooperatively with others in their and other work units, and act as resources to others. They ensure conflicts are resolved within their team and play a key role in coaching and mentoring less experienced staff. They make recommendations for improvements to the work and/or work environment.

Individuals in Phase Six positions with supervisory duties are responsible for planning, coordinating and monitoring the work of others. They make decisions regarding project and service priorities, and related work group assignments. They also review others' work and coach for improvement, referring related situations to their supervisor as appropriate.

Education/Experience/Technical Expertise

A Grade 12 diploma, relevant post secondary education, and extensive relevant work experience, including supervisory experience, are required. The ability to perform moderately demanding physical work may be required.

RESEARCH SUPPORT STAFF JOB FAMILY MATRIX: *OPERATIONAL SERVICES*

Positions in the Operational Services job family perform clerical, or customer services tasks and procedures in compliance with established processes and standards. The work typically assigned to positions in this job family involves the application of clerical or customer services skills and knowledge in support of work unit operations.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5	PHASE 6
Primary Purpose	To assist in the efficient delivery of clerical or customer services within an assigned operation or unit by:					
	Providing routine operational services	Participating in non-routine operational services	Participating in, and coordinating the smooth delivery of, operational services	Participating in, and by coordinating and monitoring the smooth delivery of, operational services	Participating in, and assisting in planning, coordinating and monitoring the smooth delivery of operational services	Planning, coordinating and monitoring the smooth delivery of, all aspects of operational services
Nature of the Work	<ul style="list-style-type: none"> •Routine, repetitive tasks with little complexity •Tasks are defined and within established guidelines •High level of physical demand •Work is performed under close supervision •Problems are routine and readily solved within established guidelines or referred to supervisor •Communication is one-on-one and of a routine nature 	<ul style="list-style-type: none"> •Large mix of non-routine tasks, low complexity •Tasks require the application of general working knowledge •Works independently with direct support from supervisor •Moderate to high level of physical demand •Problems are more varied, solutions are within known methods and practices •Communication is one-on-one and of a factual nature 	<ul style="list-style-type: none"> •Tasks are varied, moderate complexity •Tasks require the application of sound working knowledge and skills •Works independently with minimal level of supervision •Some planning, review and follow-up of tasks is required •Moderate to high level of physical demand •May perform a supervisory role with responsibility for coordinating the work of others •Problems are varied and typically referred by others; solutions are within known methods. 	<ul style="list-style-type: none"> •Tasks are varied, above average complexity •Tasks require the application of range of working knowledge and skills •Works independently •Starts to deal with more complex issues •Adapts methods and practices to solve problems •Moderate level of physical demand •May provide advice and guidance to others within a job specific area of knowledge. •Exercises judgment within established guidelines •May be assigned a working supervisor role with responsibility for coordinating and monitoring the work of others. 	<ul style="list-style-type: none"> •Tasks are varied and complex •Tasks require the application of a broad working knowledge and skills •Works independently and decides which processes to use to achieve objectives •Provides advice and guidance based on job knowledge •Must plan workflow to handle deadlines, peak periods and unexpected situations •Adapts methods and practices to solve problems •May be assigned a working supervisor with responsibility for coordinating and monitoring the work of others. 	<ul style="list-style-type: none"> •Tasks are diverse and highly complex •Tasks require the application of diverse specialized knowledge and skills •Specialized and complex communications with a range of audiences •Problems are complex. Applies highly developed analytical and problem solving skills •May perform a supervisory role with responsibility for planning, coordinating and monitoring the work of others •Building collaborative relationships with a broad range of individuals and groups is key to the job. • May perform a supervisory role with responsibility for planning, monitoring and coordinating. • Performs operational reviews, planning and follow up. • Makes independent decisions on project and service priorities, group assignments, and other complex matters.

JOB FAMILY: OPERATIONAL SERVICES

	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5	PHASE 6
Minimum Education, Experience and Expertise	<ul style="list-style-type: none"> • Grade 12 diploma • Relevant post secondary education • Previous relevant work experience is an asset • May be required to perform moderately demanding physical work. 	<ul style="list-style-type: none"> • Grade 12 diploma • Relevant post secondary education • Previous relevant work experience is required. • May be required to perform moderately demanding physical work. 	<ul style="list-style-type: none"> • Grade 12 diploma • Relevant post secondary education • Previous relevant work experience is required. • May be required to perform moderately demanding physical work. • May require previous supervisory experience. 	<ul style="list-style-type: none"> • Grade 12 diploma • Relevant post secondary education • Previous relevant work experience is required. • May be required to perform moderately demanding physical work. • May require previous supervisory experience. 	<ul style="list-style-type: none"> • Grade 12 diploma • Relevant post secondary education • Previous relevant work experience is required. • May be required to perform moderately demanding physical work. • May require previous supervisory experience. 	<ul style="list-style-type: none"> • Grade 12 diploma • Relevant post secondary education • Extensive relevant working experience including supervisory experience is required.