



# UNIVERSITY OF SASKATCHEWAN

## JOB PLACEMENT MANUAL

CUPE 1975

Human Resources Document  
September 15, 2022

## *DEFINITIONS OF FAMILIES*

### Ancillary Services

The Ancillary Services job family encompasses positions which primarily perform tasks related to the preparation and delivery of food and food services. The work typically assigned to positions in this job family involves the application of job-specific knowledge and skills in support of food services operations at the University.

### 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 within the University.

### Facility Services

The Facility Services job family encompasses positions that perform tasks which support the regular maintenance and/or operation of physical facilities and/or equipment for use in one or more University units. The work typically assigned to positions in this job family involves facilities and equipment maintenance and/or operation activities to support University operations.

### Operational Services

The Operational Services job family encompasses positions which primarily perform clerical, library, customer service or printing 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, library, customer or printing services skills and knowledge in support of University operations.

### Security Services

The Security Services job family encompasses positions that perform tasks focused on providing campus safety through policing services for the University community and property and by offering first response assistance in emergencies. The work typically assigned to positions in this job family involves the application of policing knowledge and skills to protect people and property and to assist in a variety of emergency situations.

### Trade Services

The Trade Services job family encompasses positions which primarily perform tasks and procedures in compliance with the processes and standards specific to the trade being applied and provide related recommendations. The work typically assigned to positions in this job family involves the application of specific trades-related knowledge and skills to support operational needs of the University.

## *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 staff 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. Staff 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. Staff 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 staff will typically affect many units and/or individuals. 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 both within and external to the University.

## **Job Family: Ancillary Services**

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The *Ancillary Services* job family encompasses positions which primarily perform tasks related to the preparation and delivery of food and food services. The work typically assigned to positions in this job family involves the application of job-specific knowledge and skills in support of food services operations at the University.

The career track of the *Ancillary 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 a good working knowledge and skill, and coordinating the work of other positions in the job family.

## **Job Family: Ancillary Services**

### **Phase One**

#### *Primary Purpose*

Positions in Phase One assist in the efficient delivery of food services in a high volume operation by providing routine food 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. From here they can follow a career path that will require them to develop skills and may require formal education to progress within the job family, into another job family where their knowledge and skills are relevant and applicable, or into positions beyond the University. Incumbents in Phase One positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- Exposure to the University and its culture;
- Coaching, direction and/or mentoring from more experienced staff;
- Opportunities and encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase One are found in a variety of locations across the University. 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 to allow them to progress to other levels in the job family.

*Education/Experience/Technical Expertise*

A Grade 10 and relevant work experience in a food services setting or cash register operation as related to the position. A Food Safe Handler's Certificate is required and on-the-job training is provided. Individuals hired in these positions must be able to perform physically demanding work and to learn the specifics of their assigned roles (e.g. food preparation, handling cash, operating light equipment, etc).

## **Job Family: Ancillary Services**

### **Phase Two**

#### *Primary Purpose*

Positions in Phase Two assist in the efficient delivery of food services in a high volume operation by providing a mix of non-routine food services.

#### *Definition*

Individuals hired into Phase Two positions have general working knowledge and experience related to the position. These skills were typically developed at the University while in a position at the Phase One level or through previous work in an other organization. Staff 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.

Career progression for Phase Two staff may include progression to Phase Three positions in the job family, to another family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Two positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- Coaching and mentoring from more experienced staff;
- Opportunities to do some coaching and mentoring with new staff;
- Further understanding of ancillary services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Two are found in a variety of locations across the University. 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 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 and faculty 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.

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 to allow them to progress to the next level in the job family.

*Education/Experience/Technical Expertise*

A Grade 10 and relevant work experience in food services or cash register operation as related to the position. A Food Safe Handler's Certificate is also required and on-the-job training is provided. Individuals hired in these positions must be able to perform physically demanding work and to learn the specifics of their assigned roles (e.g. handling cash and a cash register, operating light equipment, etc).



## **Job Family: Ancillary Services**

### **Phase Three**

#### *Primary Purpose*

Positions in Phase Three assist in the efficient delivery of food services in a high volume operation by participating in, and coordinating the smooth delivery of, food services.

#### *Definition*

Individuals hired into Phase Three positions apply sound 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.

Career progression for Phase Three staff may include progression to a Phase Four position in another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Three are offered:

- On-going development of job-specific knowledge and skills;
- Development of coaching and mentoring skills to train and support others;
- Coaching, direction and/or mentoring from more experienced staff;
- Opportunities to develop and demonstrate problem solving and troubleshooting abilities;
- A deepening understanding of ancillary services in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Three are found in a variety of locations across the University. 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.

Staff 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. Their supervisors will occasionally review their work for consistency and provide direction where required.

Staff 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 their work within the University context and of their approach to customer service with internal and external contacts.

Phase Three staff 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.

Staff 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 10 and relevant experience in food services or cash register operation, as related to the position. Experience in a supervisory role would be an asset. A Food Safe Handler's Certificate is also required and on-the-job training is provided. Individuals hired in these positions must be able to perform physically demanding work. The ability to work independently is essential.

**UNIVERSITY OF SASKATCHEWAN**  
**CUPE 1975 JOB FAMILY MATRIX: ANCILLARY SERVICES**

Positions in the Ancillary Services job family primarily perform tasks related to the preparation and/or delivery of food and food services. The work typically assigned to positions in this job family involves the application of job-specific knowledge and skills in support of food services operations

	<b>PHASE 1</b>	<b>PHASE 2</b>	<b>PHASE 3</b>	<b>PHASE 4</b>	<b>PHASE 5</b>	<b>PHASE 6</b>
<b>Primary Purpose</b>	To assist in the efficient delivery of food services in a high volume operation by providing routine food services	To assist in the efficient delivery of food services in a high volume operation by providing a mix of non-routine food services	To assist in the efficient delivery of food services in a high volume operation by participating in, and coordinating the smooth delivery of, food services			
<b>Nature of the Work</b>	<ul style="list-style-type: none"> <li>• Routine, repetitive tasks with little complexity</li> <li>• Tasks are defined and within established guidelines</li> <li>• High level of physical demand</li> <li>• Work is performed under close supervision</li> <li>• Problems are routine and readily solved by applying established guidelines or referred to a supervisor</li> <li>• Communications are one-on-one and are routine in nature</li> </ul>	<ul style="list-style-type: none"> <li>• Large mix of non-routine tasks, low level of complexity</li> <li>• Tasks require application of general working knowledge</li> <li>• High level of physical demand</li> <li>• Work independently with direct support from supervisor</li> <li>• Problems are more varied, solutions are within known methods and practices</li> <li>• Communications are one-on-one and of a factual nature</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are varied, moderate complexity</li> <li>• Tasks require application of sound working knowledge and skills</li> <li>• Works independently with minimal level of supervision</li> <li>• Some planning, review and follow-up of tasks is required</li> <li>• May perform a supervisory role with responsibility for coordinating the work of others</li> <li>• Moderate level of physical demand</li> <li>• Problems are varied and typically referred by others; solutions are within methods and practices.</li> </ul>			

<b>Minimum Education, Experience, and Expertise</b>	<ul style="list-style-type: none"> <li>• Complete Grade 10</li> <li>• Relevant experience in a food services setting or cash register operation, as related to the position</li> <li>• A Food Safe Handler's Certificate is required</li> <li>• The ability to perform physically demanding work is required</li> <li>• Skills are typically developed on the job</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Grade 10</li> <li>• Relevant experience in a food services setting or cash register operation, as related to the position</li> <li>• A Food Safe Handler's Certificate is required</li> <li>• The ability to perform physically demanding work is required</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Grade 10</li> <li>• Relevant experience in a food services setting or cash register operation, as related to the position</li> <li>• Experience in a working supervisor role would be an asset</li> <li>• A Food Safe Handler's Certificate is required</li> <li>• The ability to perform physically demanding work is required</li> <li>• Ability to work independently</li> </ul>			
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## **Job Family: Applied Scientific Services**

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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 within the University.

The career track of 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.

## **Job Family: Applied Scientific Services**

### **Phase One**

#### *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. From here they can follow a career path that will require them to develop skills to progress within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Incumbents in Phase One positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- An introduction to the University and its culture;
- Coaching, direction and/or mentoring from more experienced staff;
- Opportunities and encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase One are found in a variety of locations across the University. 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 to allow them to progress to other levels in the job family.

*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.

## **Job Family: Applied Scientific Services**

### **Phase Two**

#### *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. These skills were typically developed at the University while in a position at the Phase One level or through previous work in an other organization. Staff 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.

Career progression for Phase Two staff may include progression to Phase Three positions in the job family, to another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Two positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- Coaching and mentoring from more experienced staff;
- Opportunities to do some coaching and mentoring with new staff;
- Further understanding of scientific and technical services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Two are found in a variety of locations across the University. 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 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.



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 to allow them to progress to the next level in the job family.

*Education/Experience/Technical Expertise*

A Grade 12 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.

## **Job Family: Applied Scientific Services**

### **Phase Three**

#### *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 requires moderate levels of physical demand.

Career progression for Phase Three staff may include progression to a Phase Four position within their job family, to another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Three are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff;
- Development of coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate problem solving and troubleshooting abilities;
- A deepening understanding of applied scientific and technical services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Three are found in a variety of locations across the University. 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.

Staff 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.

Staff 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

their work within the University context and of their approach to customer service with internal and external contacts.

Phase Three staff 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.

Staff 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 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.

## **Job Family: Applied Scientific Services**

### **Phase Four**

#### *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. Staff at this level require little formal supervision.

Phase Four positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Four positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of applied scientific and technical services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Four are found in a variety of locations across the University. 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.

Staff 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.

Staff 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 context and focus their skills development on increasing this contribution.

Phase Four staff 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.

Staff 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 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.

## **Job Family: Applied Scientific Services**

### **Phase Five**

#### *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.

Phase Five positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Five positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of supervisory, coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of applied scientific and technical services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Five are found in a variety of locations across the University. 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.

Staff 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. Staff 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.

Staff at this level provide advanced technical advice and guidance related to their job-specific area of knowledge. They appreciate the impact of their work within the University context and focus their skills development on increasing this contribution.

Phase Five staff 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.

Staff 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 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.

## **Job Family: Applied Scientific Services**

### **Phase Six**

#### *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 staff 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.

Career progression for Phase Six positions includes advancement to management, movement into another job family where their knowledge and skills are relevant and applicable, or into positions beyond the University. Phase Six positions are offered:

- Opportunities to further enhance skills and knowledge in specific areas of interest;
- Refinement of coaching and mentoring skills to provide direction to others;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- Challenging activities and the liberty to determine how to resolve problems and issues;
- A strong understanding of applied scientific and technical services and their impact in the University context;
- Encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Six are found in a variety of locations across the University. 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.

Staff 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.

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



Staff communicate with a range of audiences including external contacts 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.

Staff 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 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.

**UNIVERSITY OF SASKATCHEWAN  
CUPE 1975 JOB FAMILY MATRIX: APPLIED SCIENTIFIC SERVICES**

Positions in the Applied Scientific Services 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 within the University.

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

			are within known methods and practices	<ul style="list-style-type: none"> <li>• May perform as a working supervisor with responsibility for coordinating and monitoring the work of others</li> <li>• Moderate physical activity may be required</li> </ul>	with responsibility for coordinating and monitoring the work of others	<ul style="list-style-type: none"> <li>• May perform a supervisory role for other positions within the job family with responsibility for planning, monitoring and coordinating</li> <li>• Performs operational reviews, planning and follow-up on a regular basis</li> <li>• Makes independent decisions regarding project and service priorities, and related work group assignments</li> <li>• Applies highly developed analytical and problem solving skills.</li> <li>• Exercises independent decision making on complex matters.</li> </ul>
<b>Minimum Education, Experience, and Expertise</b>	<ul style="list-style-type: none"> <li>• Grade 12 diploma</li> <li>• Relevant work experience is an asset</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> <li>• Fundamental skills are taught on the job</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma and post secondary education in a relevant program</li> <li>• Relevant work experience is required</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> <li>• Core duties are taught on the job</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma and relevant post secondary education.</li> <li>• May be required to be eligible for applicable certification</li> <li>• Relevant work experience is required</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma and relevant post secondary education</li> <li>• May be required to be eligible for applicable certification</li> <li>• Relevant work experience is required</li> <li>• Working knowledge of relevant skills and terminology is an asset</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma and relevant post secondary education</li> <li>• May be required to be eligible for applicable certification</li> <li>• Relevant work experience is required</li> <li>• Specific technical knowledge and expert related skills are characteristics of requirements for these positions</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma and relevant post secondary education</li> <li>• May be required to hold an undergraduate degree, advanced certification or equivalent experience</li> <li>• Extensive relevant work experience, including in a supervisory role, is required</li> <li>• Specific technical knowledge and expert related skills</li> </ul>

					<ul style="list-style-type: none"><li>• Experience in a supervisory role may be an asset</li></ul>	
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## **Job Family: Facility Services**

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The *Facility Services* job family encompasses positions which primarily perform tasks which support the regular maintenance and/or operation of physical facilities and/or equipment for use in one or more University units. The work typically assigned to positions in this job family involves facilities and equipment maintenance and/or operation activities to support University operations.

The career track of the *Facility 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 while applying specialized working knowledge and skills to complete broad and complex tasks. Higher level positions in this job family often supervise other positions in the job family.

## **Job Family: Facility Services**

### **Phase One**

#### *Primary Purpose*

Positions in Phase One assist in the efficient delivery of labor and/or services by providing routine facility 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. From here they can follow a career path that will require them to develop skills to progress within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Incumbents in Phase One positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- An introduction to the University and its culture;
- Coaching, direction and/or mentoring from more experienced staff;
- Opportunities and encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase One are found in a variety of locations across the University. 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 to allow them to progress to other levels in the job family.

*Education/Experience/Technical Expertise*

A Grade 10 or 12 diploma is required depending on the position to be filled. Relevant 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.

## **Job Family: Facility Services**

### **Phase Two**

#### *Primary Purpose*

Positions in Phase Two assist in the efficient delivery of labor and/or services by providing non-routine facility services.

#### *Definition*

Individuals hired into Phase Two positions have general working knowledge and experience related to the position. These skills were typically developed at the University while in a position at the Phase One level or through previous work in an other organization. Staff 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.

Career progression for Phase Two staff may include progression to Phase Three positions in the job family, to another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Two positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- Coaching and mentoring from more experienced staff;
- Opportunities to do some coaching and mentoring with new staff;
- Further understanding of facility services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Two are found in a variety of locations across the University. 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 to allow them to progress to the next level in the job family.

*Education/Experience/Technical Expertise*

A Grade 10 or 12 diploma, and relevant work experience, are required depending on the position to be filled. Individuals hired in these positions are 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.

## **Job Family: Facility Services**

### **Phase Three**

#### *Primary Purpose*

Positions in Phase Three assist in the efficient delivery of labor and/or services within an assigned operation or unit by participating in, and coordinating the smooth delivery of, aspects facility services.

#### *Definition*

Individuals hired into Phase Three positions apply sound 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.

Career progression for Phase Three staff may include progression to a Phase Four position within their job family, to another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Three are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff;
- Development of coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate problem solving and troubleshooting abilities;
- A deepening understanding of facility services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Three are found in a variety of locations across the University. 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.

Staff 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.

Staff 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 their work within the University context and of their approach to customer service with internal and external contacts.

Phase Three staff 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.

Staff in Phase Three positions may perform 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 10 or 12 diploma, and relevant work experience, are required depending on the position to be filled. Experience in a lead hand role (coordinating the work of others) may be required. Individuals hired in these positions may be required to perform physically demanding work and to work under minimal or no supervision. A valid driver's license may be required.

## **Job Family: Facility Services**

### **Phase Four**

#### *Primary Purpose*

Positions in Phase Four assist in the efficient delivery of labor and/or services within an assigned operation or unit by participating in, and by coordinating and monitoring the smooth delivery of, aspects of facility 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. Staff at this level require little formal supervision.

Phase Four positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Four positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of facility services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Four are found in a variety of locations across the University. 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.

Staff 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.

Staff 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 context and focus their skills development on increasing this contribution.

Phase Four staff 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.

Staff 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 10 or 12 diploma, and a relevant post secondary education are required depending on the position to be filled. Previous relevant work experience is also required. Individuals hired to these positions may be required to perform physically demanding work and/or to possess a valid driver's license. Supervisory experience may be required for some positions at this level. The ability to work independently is essential.

## Job Family: Facility Services

### Phase Five

#### *Primary Purpose*

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

Phase Five positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Five positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of supervisory, coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of facility services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Five are found in a variety of locations across the University. 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.

Staff 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 staff 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.

Staff at this level provide advanced technical advice and guidance related to their job-specific area of knowledge. They appreciate the impact of their work within the University context and focus their skills development on increasing this contribution.

Phase Five staff 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.

Staff 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 work experience are required. Individuals hired to these positions may be required to perform physically demanding work and/or possess a valid driver's license. Supervisory experience may be an asset for some positions at this level. The ability to work with little or no supervision is essential.

**UNIVERSITY OF SASKATCHEWAN  
CUPE 1975 JOB FAMILY MATRIX: FACILITY SERVICES**

Positions in the Facility Services job family perform tasks which support the regular maintenance and/or operation of physical facilities and/or equipment for use in one or more University units. The core work of positions in this job family involves the application of facilities and equipment maintenance and/or operation activities to support University operations.

	<b>PHASE 1</b>	<b>PHASE 2</b>	<b>PHASE 3</b>	<b>PHASE 4</b>	<b>PHASE 5</b>	<b>PHASE 6</b>
<b>Primary Purpose</b>	To assist in the efficient delivery of labor and/or services by providing routine facility services	To assist in the efficient delivery of labor and/or services by providing non-routine facility services	To assist in the efficient delivery of labor and/or services within an assigned operation or unit by participating in, and coordinating the smooth delivery of, aspects facility services	To assist in the efficient delivery of labor and/or services within an assigned operation or unit by participating in, and by coordinating and monitoring the smooth delivery of, aspects of facility services	To assist in the efficient delivery of labor and/or services within an assigned operation or unit by participating in, and by assisting in planning, coordinating and monitoring the smooth delivery of, aspects of facility services	
<b>Nature of the Work</b>	<ul style="list-style-type: none"> <li>• Routine, repetitive tasks with little complexity</li> <li>• Tasks are defined and within established guidelines</li> <li>• High level of physical demand</li> <li>• Work is performed under close supervision</li> <li>• Problems are routine and readily solved by applying established guidelines or referred to supervisor</li> <li>• Communications are one-on-one and of a factual nature</li> </ul>	<ul style="list-style-type: none"> <li>• Large mix of non-routine tasks, low complexity</li> <li>• Tasks require the application of general working knowledge</li> <li>• Works independently with direct support from supervisor</li> <li>• High level of physical demand</li> <li>• Problems are more varied, solutions are within known methods and practices</li> <li>• Communications are one-on-one and of a factual nature</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are varied, moderately complex</li> <li>• Tasks assigned require the application of sound working knowledge and skills</li> <li>• Works independently with minimal level of supervision</li> <li>• Moderate level of physical demand</li> <li>• May perform a supervisory role with responsibility for coordinating the work of others</li> <li>• Problems are varied and typically referred by others; solutions are within known methods and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are varied, above average complexity</li> <li>• Tasks require the application of a range of working knowledge</li> <li>• Works independently</li> <li>• Beginning to deal with more complex issues</li> <li>• Adapts methods and practices to solve problems</li> <li>• Moderate level of physical demand</li> <li>• May have a working supervisory role with responsibility for coordinating and monitoring the work of others</li> <li>• May provide advice and guidance to</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are broad and complex</li> <li>• Tasks require the application of broad specialized working knowledge and skills</li> <li>• Works independently</li> <li>• May have a working supervisor role with responsibility for coordinating and monitoring the work of others</li> <li>• Independently decides which processes to use to achieve objectives</li> <li>• Provides advanced technical advice and guidance internally, related to job-specific knowledge base</li> </ul>	



				stakeholders and within a job-specific area of knowledge <ul style="list-style-type: none"> <li>• Exercises judgment within established guidelines</li> <li>• Moderate level of physical demand</li> </ul>	<ul style="list-style-type: none"> <li>• Must plan workflow to handle deadlines, peak periods and unexpected situations</li> <li>• Adapts methods and practices to solve problems</li> <li>• Moderate level of physical demand</li> </ul>	
<b>Minimum Education, Experience, and Expertise</b>	<ul style="list-style-type: none"> <li>• Complete Grade 10 or 12 depending on the position</li> <li>• Previous relevant work experience an asset</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> <li>• Fundamental skills are typically taught on the job</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Grade 10 or 12 depending on the position</li> <li>• Previous relevant work experience is required</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Grade 10 or 12 depending on the position</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> <li>• Previous relevant work experience is required</li> <li>• May require previous supervisory experience</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> <li>• Ability to work under minimal or no supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Grade 10 or 12, depending on the position</li> <li>• Relevant post-secondary education may be required</li> <li>• Previous relevant work experience is required</li> <li>• May require previous supervisory experience</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> <li>• Ability to work independently</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Grade 12</li> <li>• Relevant post-secondary education.</li> <li>• Previous relevant work experience is required</li> <li>• May require previous supervisory experience</li> <li>• The ability to perform physically demanding work may be required</li> <li>• A valid driver's license may be required</li> <li>• Require no or little direction</li> <li>• Act as resources for others</li> </ul>	

## **Job Family: Operational Services**

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The *Operational Services* job family encompasses positions which primarily perform clerical, library, customer service or printing 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, library, customer or printing services skills and knowledge in support of University operations.

The career track of 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.

## **Job Family: Operational Services**

### **Phase One**

#### *Primary Purpose*

Positions in Phase One assist in the efficient delivery of clerical, library, customer or printing 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.

Phase One is the entry point for individuals with no, or limited, work experience. From here they can follow a career path that will require them to develop skills to progress within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Incumbents in Phase One positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- An introduction to the University and its culture;
- Coaching, direction and/or mentoring from more experienced staff;
- Opportunities and encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase One are found in a variety of locations across the University. 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 to allow them to progress to other levels in the job family.

*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.

## **Job Family: Operational Services**

### **Phase Two**

#### *Primary Purpose*

Positions in Phase Two assist in the efficient delivery of clerical, library, customer or printing 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. These skills were typically developed at the University while in a position at the Phase One level or through previous work in an other organization. Staff 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.

Career progression for Phase Two staff may include progression to Phase Three positions in the job family, to another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Two positions are offered:

- On-the-job training to develop job-specific knowledge and skills;
- Coaching and mentoring from more experienced staff;
- Opportunities to do some coaching and mentoring with new staff;
- Further understanding of operational services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Two are found in a variety of locations across the University. 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 to allow them to progress to the next level in the job family.

*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. A Library Technician Diploma may be required. 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.

## Job Family: Operational Services

### Phase Three

#### *Primary Purpose*

Positions in Phase Three assist in the efficient delivery of clerical, library, customer or printing 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.

Career progression for Phase Three staff may include progression to a Phase Four position within their job family, to another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University.

Incumbents in Phase Three are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff;
- Development of coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate problem solving and troubleshooting abilities;
- A deepening understanding of operational services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Three are found in a variety of locations across the University. 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.

Staff 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.

Staff 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

their work within the University context and of their approach to customer service with internal and external contacts.

Phase Three staff 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.

Staff 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.



## Job Family: Operational Services

### Phase Four

#### *Primary Purpose*

Positions in Phase Four assist in the efficient delivery of clerical, library, customer or printing 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. Staff at this level require little formal supervision.

Phase Four positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Four positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of operational services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Four are found in a variety of locations across the University. 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.

Staff 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.

Staff 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 context and focus their skills development on increasing this contribution.

Phase Four staff 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.

Staff 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.

## **Job Family: Operational Services**

### **Phase Five**

#### *Primary Purpose*

The work of positions in Phase Five is to assist in the efficient delivery of clerical, library, customer or printing services within as 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.

Phase Five positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Five positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of supervisory, coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of operational services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Five are found in a variety of locations across the University. 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.

Staff 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 staff 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.

Staff at this level provide advanced technical advice and guidance related to their job-specific area of knowledge. They appreciate the impact of their work within the University context and focus their skills development on increasing this contribution.

Phase Five staff 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.

Staff 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.

## Job Family: Operational Services

### Phase Six

#### *Primary Purpose*

The work of positions in Phase Six is to assist in the efficient delivery of clerical, library, customer or printing 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 staff 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.

Career progression for Phase Six positions includes advancement to management, movement into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Phase Six positions are offered:

- Opportunities to further enhance skills and knowledge in specific areas of interest;
- Refinement of coaching and mentoring skills to provide direction to others;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- Challenging activities and the liberty to determine how to resolve problems and issues;
- A strong understanding of operational services and their impact in the University context;
- Encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Six are found in a variety of locations across the University. 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.

Staff 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 staff deal with complex problems and issues which require analysis and planning to resolve.

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

Phase Six staff communicate with a range of audiences including external contacts 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.

Staff 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.

**UNIVERSITY OF SASKATCHEWAN  
CUPE 1975 JOB FAMILY MATRIX: OPERATIONAL SERVICES**

Positions in the Operational Services job family perform clerical, library, customer or printing 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, library, customer or printing services skills and knowledge in support of University operations.

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

			methods and practices	<ul style="list-style-type: none"> <li>• May be assigned a working supervisor role with responsibility for coordinating and monitoring the work of others</li> </ul>	role with responsibility for coordinating and monitoring the work of others	<p>individuals and groups is a key job requirement</p> <ul style="list-style-type: none"> <li>• Performs operational reviews, planning and follow-up on a regular basis</li> <li>• Makes independent decisions regarding project and service priorities, and related work group assignments</li> <li>• Applies highly developed analytical and problem solving skills</li> <li>• Exercises independent decision making on complex matters</li> </ul>
<b>Minimum Education, Experience and Expertise</b>	<ul style="list-style-type: none"> <li>• Grade 12 diploma</li> <li>• Relevant post secondary education</li> <li>• Previous relevant work experience is an asset</li> <li>• May be required to perform moderately demanding physical work</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma</li> <li>• Relevant post secondary education</li> <li>• Previous relevant work experience is required</li> <li>• May be required to perform moderately demanding physical work</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma</li> <li>• Relevant post secondary education</li> <li>• Previous relevant work experience is required</li> <li>• May require previous supervisory experience</li> <li>• May be required to perform moderately demanding physical work</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma</li> <li>• Relevant post secondary education</li> <li>• Previous relevant work experience is required</li> <li>• May require previous supervisory experience</li> <li>• May be required to perform moderately demanding physical work</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma</li> <li>• Relevant post secondary education</li> <li>• Previous relevant work experience is required</li> <li>• May require previous supervisory experience</li> <li>• May be required to perform moderately demanding physical work</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 diploma</li> <li>• Relevant post secondary education</li> <li>• Extensive relevant working experience including supervisory experience is required</li> </ul>





## **Job Family: Security Services**

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The *Security Services* job family encompasses positions that perform tasks focused on providing campus safety through policing services for the University community and property and by offering first response assistance in emergencies. The work typically assigned to positions in this job family involves the application of policing knowledge and skills to protect people and property and to assist in a variety of emergency situations.

The career track of the *Security Services* job family will take incumbents from varied tasks requiring them to deal with complex issues and problems with support from more experienced staff and supervisors, 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.

## **Job Family: Security Services**

### **Phase Four**

#### *Primary Purpose*

To assist in providing sound policing and emergency assistance services by participating in aspects of the smooth delivery of campus safety 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. Staff at this level have a strong reliance on others for direction.

Phase Four positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Four positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of safety services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Four provide services to a variety of locations across the University. 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.

Staff 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.

Staff 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 context and focus their skills development on increasing this contribution.

Phase Four staff 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.

*Education/Experience/Technical Expertise*

A diploma/certificate in Criminal Justice or Criminology is required. Previous relevant experience, is an asset. Individuals hired to these positions are required to have a valid driver's license, to take First Aid and safety training, and to perform physically demanding work

## **Job Family: Security Services**

### **Phase Five**

#### *Primary Purpose*

To assist in providing sound policing and emergency assistance services by participating in, and by assisting in the planning, coordinating and monitoring aspects of the smooth delivery of campus safety 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.

Phase Five positions offer opportunities to expand one's career to the next phase within the job family, into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Some management positions may also be accessible to staff at this level. Phase Five positions are offered:

- On-going development of job-specific knowledge and skills;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- On-going development of supervisory, coaching and mentoring skills to train and support others;
- Opportunities to develop and demonstrate more developed problem solving and troubleshooting abilities;
- A deepening understanding of safety services and their impact in the University context;
- Further encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Five provide services to a variety of locations across the University. 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.

Staff 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 staff 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.

Staff at this level provide advanced technical advice and guidance related to their job-specific area of knowledge. They appreciate the impact of their work within the University context and focus their skills development on increasing this contribution.

Phase Five staff 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.

Staff 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 diploma/certificate in Criminal Justice or Criminology and previous relevant experience are required. Individuals hired to these positions are required to have a valid driver's license, to take First Aid and safety training, and to perform physically demanding work

## Job Family: Security Service

### Phase Six

#### *Primary Purpose*

To assist in providing sound policing and emergency assistance services by participating in, and by planning, coordinating and monitoring all aspects of the smooth delivery of campus safety 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 staff 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.

Career progression for Phase Six positions includes advancement to management, movement into another job family where their knowledge, skills and education are relevant and applicable, or into positions beyond the University. Phase Six positions are offered:

- Opportunities to further enhance skills and knowledge in specific areas of interest
- Refinement of coaching and mentoring skills to provide direction to others;
- Coaching, direction and/or mentoring from more experienced staff with specialized knowledge;
- Challenging activities and the liberty to determine how to resolve problems and issues;
- Strong understanding of safety services and their impact in the University context;
- Encouragement to assume greater responsibility through initiative, self-motivation, and personal development.

#### *Nature of the Work*

Positions in Phase Six provide services to a variety of locations across the University. 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.

Staff 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 Five staff deal with complex problems and issues which require analysis and planning to resolve.

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

Phase Six staff communicate with a range of audiences including external contacts 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.

Staff 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 diploma/certificate in Criminal Justice or Criminology is required. Previous relevant work experience, including supervisory experience, is required. Individuals hired to these positions are required to have a valid driver's license, to take First Aid and safety training, and to perform physically demanding work.



**UNIVERSITY OF SASKATCHEWAN  
CUPE 1975 JOB FAMILY MATRIX: SECURITY SERVICES**

Positions in the Security Services job family perform tasks focused on providing campus safety through policing services for the University community and property and by offering first response assistance in emergencies. The work typically assigned to positions in this job family involves the application of policing knowledge and skills to protect people and property and to assist in a variety of emergency situations.

	<b>PHASE 1</b>	<b>PHASE 2</b>	<b>PHASE 3</b>	<b>PHASE 4</b>	<b>PHASE 5</b>	<b>PHASE 6</b>
<b>Primary purpose</b>				To assist in providing sound policing and emergency assistance services by participating in aspects of the smooth delivery of campus safety services	To assist in providing sound policing and emergency assistance services by participating in, and by assisting in the planning, coordinating and monitoring aspects of the smooth delivery of campus safety services	To assist in providing sound policing and emergency assistance services by participating in, and by planning, coordinating and monitoring all aspects of the smooth delivery of campus safety services
<b>Nature of the Work</b>				<ul style="list-style-type: none"> <li>• Tasks are varied, above average complexity</li> <li>• Tasks require the application of a range of working knowledge and skills</li> <li>• Strong reliance on others for direction</li> <li>• Beginning to deal with complex problems and issues</li> <li>• Adapt methods and practices to solve problems</li> <li>• Moderate level of physical demand</li> <li>• May provide advice and guidance to stakeholders</li> <li>• Exercise judgment within established guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are varied and complex</li> <li>• Tasks requires broad working knowledge and skills</li> <li>• Independently decides which processes to use to solve problems</li> <li>• Provide policing related advice and guidance</li> <li>• Must plan workflow to handle deadlines, peak periods and unexpected situations</li> <li>• Adapt methods and practices to solve problems</li> <li>• Actively train and mentor level 4 staff</li> <li>• May be assigned supervisory responsibility for coordinating and</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks are diverse and highly complex</li> <li>• Tasks require the application of diverse specialized knowledge and skills.</li> <li>• Specialized and complex communications with a range of audiences</li> <li>• Problems are complex, solutions require analysis and planning are required to resolve.</li> <li>• Building collaborative relationships with a broad range of individuals and groups</li> <li>• Conducts internal and external seminars and lecture programs</li> <li>• Performs operational reviews, planning and</li> </ul>

				<ul style="list-style-type: none"> <li>Rotating shifts and weekend work are required</li> </ul>	<p>monitoring the work of others</p> <ul style="list-style-type: none"> <li>Rotating shifts and weekend work are required</li> <li>May be involved in conducting seminars and lecture programs</li> </ul>	<p>follow-up on a regular basis</p> <ul style="list-style-type: none"> <li>Makes decisions regarding project and service priorities, and related work group assignments</li> <li>May perform a supervisory role with responsibility for planning, coordinating and monitoring the work of others</li> <li>Applies highly developed analytical and problem solving skills</li> <li>Exercises independent decision making on complex matters.</li> </ul>
<b>Minimum Education, Experience, and Expertise</b>				<ul style="list-style-type: none"> <li>Requires a diploma/certificate in Criminal Justice or Criminology</li> <li>Previous relevant experience is an asset</li> <li>Required to perform physically demanding work</li> <li>First Aid and other safety training is required</li> <li>A driver's license is required</li> </ul>	<ul style="list-style-type: none"> <li>Requires a diploma/certificate in Criminal Justice or Criminology</li> <li>Successful passing mark on internal exam</li> <li>Previous relevant experience is required</li> <li>Required to perform physically demanding work</li> <li>First Aid and other safety training is required</li> <li>A driver's license is required</li> </ul>	<ul style="list-style-type: none"> <li>Requires a diploma/certificate in Criminal Justice or Criminology</li> <li>Successful passing mark on internal exam</li> <li>Previous extensive relevant experience, including supervisory experience, is required</li> <li>Required to perform physically demanding work</li> <li>First Aid and other safety training is required</li> <li>A driver's license is required</li> </ul>

