

Technical/Support

| Job Level | Technical/Support Level I | Technical/Support Level II | Technical/Support Level III |
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| Oversight Received | <ul style="list-style-type: none"> Works under close supervision Work is regularly checked | <ul style="list-style-type: none"> Completes tasks without immediate supervision Work is regularly checked | <ul style="list-style-type: none"> Acts independently working under limited supervision |
| Problem Solving | <ul style="list-style-type: none"> Refers to procedures, technical aids, co-workers, or supervisors to solve routine, well-defined problems | <ul style="list-style-type: none"> Problems encountered are varied but similar Responses typically drawn from pre-established solutions Resolves non-routine issues escalated from junior team members | <ul style="list-style-type: none"> Encounters problems which are varied and non-routine Uses knowledge of standardized rules, procedures, and operations to resolve Resolves complex issues escalated from junior team members |
| Interaction/Communication | <ul style="list-style-type: none"> Interaction is of a day-to-day nature, requiring a professional manner, customer services skills, common courtesy, and tact | <ul style="list-style-type: none"> Audience is typically knowledgeable about the subject matter May need to present information in multiple written forms | <ul style="list-style-type: none"> May be required to interpret and explain information to an audience |
| University Impact | <ul style="list-style-type: none"> Accountable for the delivery of own tasks within agreed time and quality standards | <ul style="list-style-type: none"> May be accountable for on-time delivery of own work or that of others on the team | <ul style="list-style-type: none"> May act as a team lead, or have supervisory responsibility over others May be accountable for on-time delivery of own work or that of others on the team |
| Typical Experience or Education | <ul style="list-style-type: none"> Basic numeracy and literacy skills required Ability to understand instructions and follow procedures | <ul style="list-style-type: none"> Requires technical know-how and broad understanding of subject area May require vocational qualification or certification | <ul style="list-style-type: none"> In-depth experience in a technical field May require vocational qualification or certification May be working towards professional certification or degree |

Professional/Individual Contributor

| Job Level | Professional Level I | Professional Level II | Professional Level III | Professional Level IV |
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| Oversight Received | <ul style="list-style-type: none"> Close supervision Frequent monitoring of work | <ul style="list-style-type: none"> Limited supervision through review of work product Periodic monitoring of work | <ul style="list-style-type: none"> Works independently May serve as a resource for other professionals | <ul style="list-style-type: none"> Complete autonomy in work approach |
| Problem Solving | <ul style="list-style-type: none"> Recurring problems with defined solutions | <ul style="list-style-type: none"> Applies concepts to resolve a variety of problems Discretion to determine a course of action with review | <ul style="list-style-type: none"> Defines and solves advanced problems with non-standard solutions | <ul style="list-style-type: none"> Defines and solves the most complex problems Has authority to commit the University to a decision or outcome |
| Interaction/Communication | <ul style="list-style-type: none"> Communication typically with those familiar with occupational discipline | <ul style="list-style-type: none"> Communicates to a broad audience that may be outside of occupational discipline | <ul style="list-style-type: none"> Communication of complex concepts as a regular and primary requirement | <ul style="list-style-type: none"> Communicates complex concepts to broad audiences Viewed as expert by those within and outside occupational discipline |
| University Impact | <ul style="list-style-type: none"> Acquiring knowledge of University policies and systems Impact limited to immediate work team | <ul style="list-style-type: none"> Working knowledge of University policies and systems Impact is on work team or department | <ul style="list-style-type: none"> Potential impact is across multiple departments or even University-wide | <ul style="list-style-type: none"> Impact primarily at University-wide level Influences others through subject-matter expertise |
| Typical Education | <ul style="list-style-type: none"> May require a Bachelor's degree | <ul style="list-style-type: none"> Bachelor's degree | <ul style="list-style-type: none"> Bachelor's degree or advanced degree | <ul style="list-style-type: none"> Bachelor's degree or advanced degree |

Project/Program Management

| Job Level | Project/Program Management Level I | Project/Program Management Level II | Project/Program Management Level III |
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| Oversight Received | <ul style="list-style-type: none"> Works with close oversight of project/program accomplishments | <ul style="list-style-type: none"> Works independently with high-level oversight | <ul style="list-style-type: none"> Complete autonomy in work approach |
| Problem Solving | <ul style="list-style-type: none"> May provide recommendation on analysis, project identification, design, communication, and integration for program Identifies and escalates potential project/program hurdles and pitfalls | <ul style="list-style-type: none"> Provides recommendation on analysis, project identification, design, communication, and integration for programs that may require advanced technology or complex concepts Identifies and helps develop solutions to mitigate project/program hurdles and pitfalls Directs University-wide programs, initiatives, or projects | <ul style="list-style-type: none"> Develops processes and recommendation on analysis, project identification, design, communication, and integration for programs that require advanced technology or complex concepts Develops processes, and is able to modify for unique conditions Directs University-wide programs, initiatives, or projects |
| Interaction/Communication | <ul style="list-style-type: none"> Single point of contact for programs, initiatives, or projects | <ul style="list-style-type: none"> Provides advanced professional/technical leadership consultation and University-wide expertise within program area of focus Single point of contact for programs, initiatives, or projects | <ul style="list-style-type: none"> Provides advanced professional/technical leadership consultation and University-wide expertise within program area of focus Single point of contact for a large program or a portfolio of projects or programs Inspires and mentors other Project Managers |
| University Impact | <ul style="list-style-type: none"> Impact of projects/programs is short term (within current year) duration Program participation tends to be elective Projects/programs may be sub-sets of larger institutional initiatives | <ul style="list-style-type: none"> Impact of programs is medium to long-term duration Program participation tends to be required | <ul style="list-style-type: none"> Impact of programs is long-term duration involving large-scale initiatives Program participation tends to be required |
| Financial/Budget Responsibility | <ul style="list-style-type: none"> Recommends and administers program budget Program budget is small | <ul style="list-style-type: none"> Defines and manages program budget Program budget is small to medium | <ul style="list-style-type: none"> Defines and manages program budget Program budget is medium- to large and complex |
| People Management | <ul style="list-style-type: none"> May have responsibility for up to two support staff FTEs | <ul style="list-style-type: none"> May have people management responsibility for pay reviews, performance management, and resource planning | <ul style="list-style-type: none"> May have people management responsibility for pay reviews, performance management, and resource planning |

Management

| Job Level | Management Level I | Management Level II | Management Level III | Senior Management Level I | Senior Management Level II |
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| Problem Solving | <ul style="list-style-type: none"> Teams work within prescribed rules, guidelines, and policies and work is often transactional/routine/cyclical in nature | <ul style="list-style-type: none"> Applies concepts towards the development of new rules or policy development | <ul style="list-style-type: none"> Problems are often unclearly defined and fundamental principles may not apply Solutions must take into account future considerations | <ul style="list-style-type: none"> Problems are often unclearly defined and fundamental principles may not apply Solutions must take into account future considerations | <ul style="list-style-type: none"> Resolves complex issues with long-term impact Resolutions may lead to new ways of conducting operations or changes to University policy |
| Interaction/Communication | <ul style="list-style-type: none"> Adapts communication styles to differing audiences | <ul style="list-style-type: none"> Adapts communication style and uses persuasion in delivering messages | <ul style="list-style-type: none"> Typically reports to a department head Reconciles multiple stakeholder views | <ul style="list-style-type: none"> Typically reports to a department head Reconciles multiple stakeholder views | <ul style="list-style-type: none"> May report to an officer or executive director |
| University Impact | <ul style="list-style-type: none"> Department/unit focused Work provided by the team has short-term (within one year) impact by nature Directs the application or existing principles | <ul style="list-style-type: none"> Ability to impact the development of existing principles and guides the development of new policies and ideas Work provided by the team generally has longer-term impact beyond the current year | <ul style="list-style-type: none"> Translates strategy into operational processes. May provide input into strategy of the department or function | <ul style="list-style-type: none"> Translates strategy into operational processes. May provide input into strategy of the department or function <i>Must be head of a department as defined and assigned by the University for Director designation</i> | <ul style="list-style-type: none"> Sets strategy for functional area or department in line with mission of the University <i>Must be head of a department as defined and assigned by the University for Director designation</i> |
| Financial/Budget Responsibility | <ul style="list-style-type: none"> Takes action to monitor costs of work team May contribute to the department's fiscal management | <ul style="list-style-type: none"> Provides input into the budgeting process and may be a sub-departmental budget owner or have responsibility towards the fiscal management | <ul style="list-style-type: none"> May develop and manage a budget | <ul style="list-style-type: none"> May develop and manage a budget | <ul style="list-style-type: none"> Has full oversight of budget for a department |
| People Management | <ul style="list-style-type: none"> Manage teams typically comprised of technical/administrative support roles that are more homogeneous in nature May have people management responsibility for pay reviews, performance management, and resource planning | <ul style="list-style-type: none"> Manages teams of technical/support and/or professional roles May have people management responsibility for pay reviews, performance management, and resource planning | <ul style="list-style-type: none"> Manages teams of primarily professional roles; may supervise project management levels People management responsibility for pay reviews, performance management, and resource planning | <ul style="list-style-type: none"> Manages teams of primarily professional roles; may supervise project management levels People management responsibility for pay reviews, performance management, and resource planning | <ul style="list-style-type: none"> Provides direction for function/department/unit through other managers People management responsibility for pay reviews, performance management, and resource planning |

Executive Leadership

| Job Level | Executive Level I | Executive Level II |
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| Problem Solving | <ul style="list-style-type: none"> Resolves complex issues with long-term impact Resolutions may lead to new ways of conducting operations or changes to University policy | <ul style="list-style-type: none"> Resolves complex issues with long-term impact Resolutions may lead to new ways of conducting operations or changes to University policy |
| Interaction/Communication | <ul style="list-style-type: none"> Typically reports to an officer or executive director Integrates information from multiple functions or departments to inform the strategy of own area | <ul style="list-style-type: none"> Reports to an officer or executive director Integrates information from multiple functions or departments to inform the strategy of own area |
| University Impact | <ul style="list-style-type: none"> Sets strategy for functional area or department in line with mission of the University | <ul style="list-style-type: none"> Sets strategy for functional area or department in line with mission of the University |
| Financial/Budget Responsibility | <ul style="list-style-type: none"> Has full oversight of budget for a department | <ul style="list-style-type: none"> Has full oversight of budget for a department or multiple departments |
| People Management | <ul style="list-style-type: none"> Provides direction for function or department through other managers and senior managers Develops workforce plan and responsible for developing leadership within the function or department People management responsibility for pay reviews, performance management, and resource planning | <ul style="list-style-type: none"> Provides direction for function or department through other managers and senior managers Develops workforce plan and responsible for developing leadership within the function or department People management responsibility for pay reviews, performance management, and resource planning |